



**Victoria Dock Primary School Home Learning Plan**  
**Year 3**  
**Week Commencing 1<sup>st</sup> February 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.

<b>Year 3 Maths – Online Learning</b>	
Lesson 1 Count money	<a href="https://vimeo.com/497343674">https://vimeo.com/497343674</a>
Lesson 2 Count money	<a href="https://vimeo.com/497344241">https://vimeo.com/497344241</a>
Lesson 3 Pounds and pence	<a href="https://vimeo.com/497345587">https://vimeo.com/497345587</a>
Lesson 4 Convert pounds and pence	<a href="https://vimeo.com/497942634">https://vimeo.com/497942634</a>

Count money – pence (R)

**Question**

**Fluency 1**

What is the value of each coin?

**Fluency 2**

How much money is there?

a)

b)

c)

d)

e)

**Fluency 3**

How much money is there?

a)

b)

c)

**Fluency 4**

Dexter has this money.

How much money does Dexter have?

**Fluency 5**

Write <, > or = to compare the money.

a)

b)

c)

d)

**Application 1**

Annie has this money.

Tommy has this money.

I have more money because I have more coins.

Is Annie correct?  
How do you know?

**Application 2**

Rosie wants to buy this packet of sweets.

She has this money.

Does Rosie have enough money?

**Application 3**

How are these the same?  
How are they different?

**Application 4**

Millie: I have 8 copper coins.


Jane: I have 4 silver coins.

Who has the most money? How do you know?


# Counting Money – pounds (R)


**Question**


**Fluency 1**  
What is the value of each coin or note?





**Fluency 2**  
How much money is there?

a) 


b) 


c) 


d) 

e) 


**Fluency 3**  
How much money is there?


a) 


b) 

c) 


**Fluency 4**  
Complete the bar models.


a) 


b) 


c) 




**Fluency 5**  
Write  $<$ ,  $>$  or  $=$  to compare the money.


a) 

b) 


c) 

d) 

**Application 1**  
Dora has this money.  
  
  
Ron has this money.  
  
Is Ron correct?  
How do you know?





**Application 2**  
Mo thinks he has £25





Do you agree with Mo?  
Talk about it with a partner.

**Application 3**  
Who do you agree with?

Alfie  "I have more because I have a note."

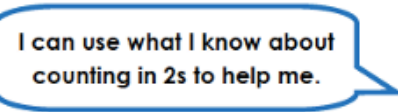



Anita  "We have the same amount."



Explain what you know.

**Application 4**  
Ranjit is counting the money.










Do you agree with him?

# Pounds and Pence

## Question


### Fluency 1


Match the amounts that are equal.


16p	
twenty-five pence	
£25	
sixty pence	
twenty pounds	

### Fluency 2

How much money does each person have?

a) 

b) 

c) 

### Fluency 3

 I can make the same amount of money in many ways.



What amount has Mo made?

Make this amount another way.

Draw or write the coin combination.

### Fluency 4


Dora earns £10 for walking the dog.


Which money is Dora given?




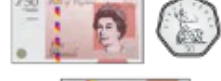
### Fluency 5


Count the money.

a) 

b) 

c) 

d) 

e) 

### Application 1

Jack has 4 silver coins and Rosie has 5 silver coins.

Show that Jack can have more money than Rosie.

Is there more than one way? Prove it.

### Application 2

With these coins, Marlon thinks £1.50 can only be paid in two different ways.




Do you agree? Explain why / why not!

### Application 3

Millie's mum tells her to get 68p from her purse.

She has these coins in there...




Which coins does she not need?

Explain your thoughts.

Question

Fluency 1

Circle the pound coins in red and pence coins in blue.



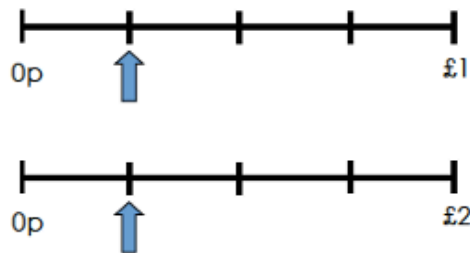
Fluency 2

Darcey has some money in her purse.  
How much is there?



Fluency 4

How much money is shown on the number lines?



Application 1

Always, Sometimes or Never true?

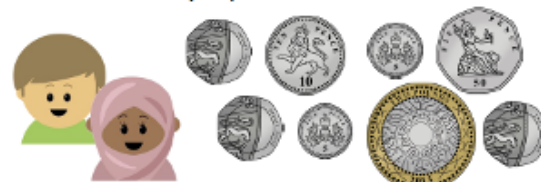


If I have £3.65, I will have an even number of coins.

Explain why!

Application 2

Can Asha and Jerry share the money they have equally between them?



Explain your reasoning.

Application 3

Write the amounts of money shown.  
Then, use  $<$ ,  $>$  or  $=$  to compare them.



Problem Solving 1

Caleb has a note and these coins in his money jar. He removes two coins.



Which coins could he have removed and how much would he have left in his jar?

Find as many possibilities as you can.

# Converting pounds to pence

## Question

### Fluency 1

a) Circle £1



b) Circle £1



c) Circle £1



d) Circle £1



### Fluency 2

How many 1p coins do you need to make £1?

### Fluency 3

Write the price of each item in pence.



### Fluency 4

Write each amount in pounds and pence.

- |         |         |         |         |
|---------|---------|---------|---------|
| a) 274p | b) 592p | c) 111p | d) 405p |
| 374p    | 591p    |         |         |
| 474p    | 590p    |         |         |

## Fluency 5

What amount is represented in each box?



### Application 1

Darcey's grandad saves all of his 10p coins to give to her when she visits.



What would be the best way for Darcey to count the money he gives her? Explain why!

### Application 2

Eva empties out her money box.



How much money was in her money box?

### Application 3

- What is the fewest number of coins you can use to represent 315p?
- Use 6 coins to make an amount that is more than £3, but less than £4.

Draw or write the coins needed

### Application 4

Annie has some coins.



a) How much money does Annie have?

b) What is 10p more?

What is 10p less?

c) What is 100p more?

What is 100p less?

## Writing

Day	Teaching Notes
Find a shape (How to make a relaxing rocking boat.)	<p>Read the model text and introduce the shapes to the children.</p> <p>Get the children to be able to explain what the shapes are and what they mean. (we have looked at shapes like this when we did non-chronological reports before Christmas)</p> <p>Children to have a cut-up text of the model</p> <p>'How to Make a Relaxing Rocking Boat' text in an envelope/Polly pocket.</p> <p>Children to read the sentences and decide where they belong on our non-fiction shape. Use this as an opportunity to establish the shape clearly and identify important words and vocabulary that give clues to the reader of where sentences belong. e.g. Again, open the paper.</p>
Experience Day 1	<p>Read the whole story 'My Strong Mind'.</p> <p>Discuss pupils' experiences of the challenges and difficulties Katie faces in the story. Discuss how pupils dealt with them personally and if now, they wish they had dealt with certain situations more positively or taken a different approach.</p> <p>What would be the ideal way to act in these situations?</p> <p>Record ideas for use in the sentence stacking lessons.</p> <p>Explain that, like Katie, this takes practice and we sometimes need guidance to help us to follow steps when we find ourselves overwhelmed or in situations where we have lost control of our feelings and we are going to create step-by-step techniques to help us resolve situations in the future.</p> <p>You could visit <a href="http://www.mentaltoughness.online">www.mentaltoughness.online</a> and sign up to receive the free My Strong Mind school program which includes exercises designed to improve well-being and performance of primary children focusing on: Commitment, Control, Challenge and Confidence.</p>
Experience day 2	<p>Show pupils the picture of Katie and her Dad practising breathing techniques on pages 22-23.</p> <p>Have pupils follow the Example Model 'How to Make a Relaxing Rocking Boat to make an origami boat. Use the paper boats to follow the breathing relaxation instructions while listening to calming music.</p> <p>How pupils feel after the exercise?</p> <p>Pupils look at the layout and language features of the Example Model and other examples of instructional writing: hook, rhetorical questions, bullet points, precise adjectives, title, what you need section, adverbs, information in brackets, 'if' complex sentences, tips. Keep these on display or in a notebook.</p>
Sentence stacking	<p>Title – Rhetorical Question</p> <p>Look at page 2 of My Strong Mind.</p> <p>Collect modal verbs: would, can, do.</p>

<p>lesson 1 - Hook</p>	<p>Think how Katie is she feeling? Why? Do you find things don't always go as you'd like? Do you feel crushed when you find a task hard? Have you ever felt disheartened, intimidated, dismayed, daunted?</p> <p style="text-align: center;">Teacher model: 'How to Grow a Strong Mind' Do you get frustrated and give up when tasks are difficult?</p> <p>Rhetorical Question Show the picture of Katie and her friends teasing her on pg. 14. Give pupils thought bubbles. How is Katie feeling inside: angry, furious, irate, like she will explode, screaming, like a snapping crocodile, boiling, raging, livid, offended, raged, monstrous.</p> <p style="text-align: center;">Teacher model: Do friends sometimes make you want to explode with the things they say or do?</p> <p>Rhetorical Question Show pg. 2. What is Katie afraid of? Getting it wrong, being embarrassed, messing it up, falling flat, looking foolish, crumpling, stumbling, being ridiculous, falling with a thump.</p> <p style="text-align: center;">Teacher model: Are you afraid to have a go at something in case you go splat?</p>
<p>Sentence stacking lesson 2 – What do you need?</p>	<p>'If' Complex sentence</p> <ul style="list-style-type: none"> <li>• Refer back to Experience Day 1 and ways which help tackle a challenge or to stay calm. Collect ideas: help you stay calm when everything is going haywire, out of control, out of order, a shamble, befuddled, crazed.</li> </ul> <p>Challenge yourself with an 'I can do this,' 'bring it' approach.</p> <ul style="list-style-type: none"> <li>• Collect words for steps: simple steps, easy-to-learn techniques.</li> </ul> <p style="text-align: center;">Teacher model: If this sounds like you, then follow these favourites so you can tackle any challenge with a 'can do' attitude and gain control when all else is going crazy.</p> <p>Bullets - brackets</p> <ul style="list-style-type: none"> <li>• Collect qualities pupils need to develop a positive mind set and learn self-control: resilience, commitment, determination, curiosity, patience, a sense of humour, courage, supportive family/friends, will power, confidence, self-control.</li> </ul> <p>Teacher model:</p> <p style="text-align: center;">What you need:</p> <ul style="list-style-type: none"> <li>• Drive to grow yourself</li> <li>• Patience (heaps of this) <ul style="list-style-type: none"> <li>• Belief in yourself</li> </ul> </li> <li>• An open mind (begin each day as a new start)</li> </ul>



Monday 1<sup>st</sup> February 2021

Instructions

Finding a Shape

- To introduce the instructions shape.
- To pair sentences with the associated shapes to construct a complete set of instructions

**Task:**

Read the sentences and decide where they belong on our non-fiction shape.

Reorder them to create the set of instructions. Look at the shape to help you.

Tuesday 2<sup>nd</sup> February 2021

Instructions

Experience Day 1

- To understand mental toughness and the benefits of this.

**Task:**

Read/listen to the 'Strong Mind' story.

Discuss what it means to have a strong mind and how can we deal with situations more positively?

Complete one of the 4 c's activities.

Wednesday 3<sup>rd</sup> February 2021

Instructions

Experience Day 2

- To follow a set of instructions.

**Task:**

Look at the picture of Katie and her Dad practising breathing techniques on pages 22-23.

Follow the Example Model 'How to Make a Relaxing Rocking Boat to make an origami boat.

Use the paper boats to follow the breathing relaxation instructions while listening to calming music.

| When everything's in a spin, would you like to learn to calm your thoughts?

7. If it all fails - try again!  
(If you are struggling, why not get a friend to help you and work together).

2. Fold the paper in half from left to right. Unfold.

5. Fold the bottom strip up.

9. Fold the bottom corner up to the top corner. Turn over and do the same to the other side.

Do you struggle to relax at night when you go to bed?

4. Fold the top left and right corners into the middle.

#### **You have your boat.**

You can place your little boat on your tummy and watch it rock as you take deep breaths in and out.

If you want your boat to float in the bath, colour it with wax crayons.

Try some more origami techniques at [www.origamiway.com](http://www.origamiway.com)

#### **What you need:**

- An A3 piece of paper
- Determination (a good sprinkling)
- Belief you can achieve
- A quiet spot to lie back (somewhere comfy)

8. Open the paper all the way then collapse it into a diamond shape.

6. Turn over and fold the bottom strip up on the other side.

### **How to Make a Relaxing Rocking Boat**

10. Again, open the paper all the way until it collapses into a diamond shape.

1. Take a piece of portrait orientated A4 paper.

3. Fold in half again, from top to bottom.

Do you find your mind humming and bubbling with thoughts?

#### **How to Make a simple Boat**

Origami – Rocking Boat

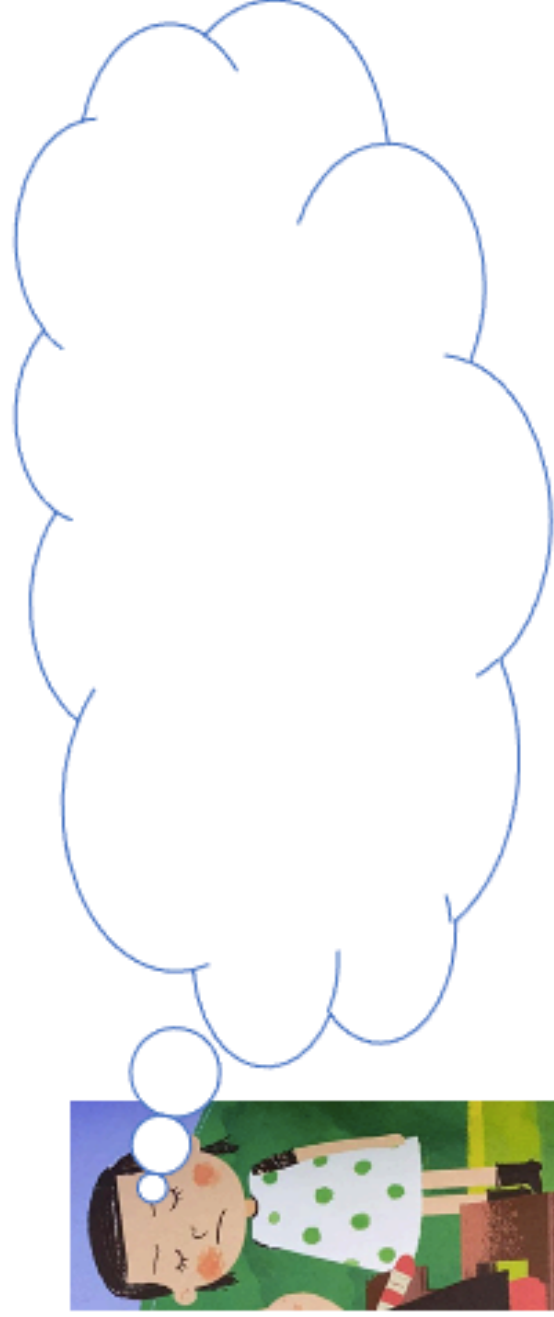
If so, follow this simple origami activity to calm and relax your mind.

11. Grab the top two corners and gently pull apart.

**Title – Rhetorical Question**



**Rhetorical Question**



**Rhetorical Question**

**What is Katie afraid of?**



Instructions

Sentence Stacking Lesson 1

- To write effective sentences for instructions.

Steps to Success:

- Title – Rhetorical Question
- Rhetorical Question
- Rhetorical Question

'If' Complex sentence

Collect ideas for a crazy situation:

Bullets - brackets x2

Collect qualities you need to develop a positive mind set and learn self-control.

Instructions

Sentence Stacking Lesson 2

- To write effective sentences for instructions.

Steps to Success:

- 'If' Complex sentence
- Bullets - brackets x2

# How to Make a Relaxing Rocking Boat

Do you struggle to relax at night when you go to bed?

Do you find your mind humming and bubbling with thoughts?

When everything's in a spin, would you like to learn to calm your thoughts?

If so, follow this simple origami activity to calm and relax your mind.

## What you need:

- An A3 piece of paper
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## How to Make a simple Boat

Origami – Rocking Boat

1. Take a piece of portrait orientated A4 paper.



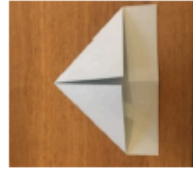
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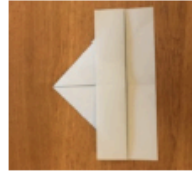
3. Fold in half again, from top to bottom.



**4.** Fold the top left and right corners into the middle.



**5.** Fold the bottom strip up.



**6.** Turn over and fold the bottom strip up on the other side.



**7.** If it all fails - try again!  
(If you are struggling, why not get a friend to help you and work together).

Three Dimensional

**8.** Open the paper all the way then collapse it into a diamond shape.



**9.** Fold the bottom corner up to the top corner. Turn over and do the same to the other side.





10. Again, open the paper all the way until it collapses into a diamond shape.



11. Grab the top two corners and gently pull apart.



**You have your boat.**

You can place your little boat on your tummy and watch it rock as you take deep breaths in and out.

If you want your boat to float in the bath, colour it with wax crayons. Try some more origami techniques at [www.origamiway.com](http://www.origamiway.com)



# Instructions



**Key:**



Hook



What you need



Steps



Tips





# Commitment

I set goals and work hard to deliver them

My SMARTER goal Name: \_\_\_\_\_ Class: \_\_\_\_\_



Specific: What exactly am I going to do?  
\_\_\_\_\_  
\_\_\_\_\_

Measurable: How do I know I reached my goal?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Actions: What steps can I take to reach my goal?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Realistic: How difficult do I think this goal is?

1  5

Timeliness: When should I reach my goal?

\_\_\_\_\_  
\_\_\_\_\_

Excitement: How much do I like this goal?

Not so much	A little bit	Very much	I love it
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Reach Goal

Stick to it

Get to Work

Make Plan

Set Goal



# Challenge

I stretch myself and learn from everything

Name: \_\_\_\_\_ A positive mindset helps when tackling challenges. A challenge I have faced is...

Class: \_\_\_\_\_  
\_\_\_\_\_

Instead of saying...  
**I can't do this**

I will say...  
\_\_\_\_\_  
\_\_\_\_\_

Failure is an opportunity to grow and learn. The time I failed and kept going is...

\_\_\_\_\_  
\_\_\_\_\_



Instead of saying...  
**I give up**

I will say...  
\_\_\_\_\_  
\_\_\_\_\_



I can become smarter and better with effort. I have to work hard at...

\_\_\_\_\_  
\_\_\_\_\_

MY STRONG  
MIND

# Confidence

I have the ability and can stand my ground

My Best memory

-----  
-----

I'm proud of

-----  
-----

My Best idea

-----  
-----  
-----

I love my

-----  
-----  
-----

My Best friends are

-----  
-----  
-----

I am really good at

-----  
-----  
-----



Name: -----

Class: -----

I'll work hard on

-----  
-----

MY STRONG  
MIND

# Control

I'm pro-active and keep my emotions in check

Unexpected events I don't like

-----  
-----

How do they make me feel?

-----  
-----

How can I react?

-----  
-----



My feelings matter

What can I do?



4. I'm really mad.

-----  
-----



3. I'm getting frustrated.

-----  
-----



2. I feel a little upset

-----  
-----



1. I feel good

-----  
-----

## Reading

This week we are continuing the story 'The Boy who Grew Dragons'. We are reading chapter 9, 10, 11 and 12. 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

Orange Group-

- ear sound (reading)- <https://schools.ruthmiskin.com/training/view/TIJpA2LI/fSrXK9sY>
- ear sound (spelling)- <https://schools.ruthmiskin.com/training/view/PHwGJcPJ/HNFJX12U>
- Read and hold a sentence - <https://schools.ruthmiskin.com/training/view/o4vBmDi4/KuoUAUmT>

Grey Group-

- ear sound (reading)- <https://schools.ruthmiskin.com/training/view/TIJpA2LI/fSrXK9sY>
- ear sound (spelling)- <https://schools.ruthmiskin.com/training/view/PHwGJcPJ/HNFJX12U>
- Read and hold a sentence – <https://schools.ruthmiskin.com/training/view/cQvs92cv/izpjqd1d>

Tuesday

Orange Group-

- ea sound (reading)- <https://schools.ruthmiskin.com/training/view/EqplUezf/sJwKL5hq>
- ea sound (spelling)- <https://schools.ruthmiskin.com/training/view/6Kgn699c/pQY2Pt5H>
- Read and hold a sentence - <https://schools.ruthmiskin.com/training/view/t56DmbMG/q92fcb15>

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- Read and hold a sentence – <https://schools.ruthmiskin.com/training/view/CH9xilZi/W1HNBfAx>

Wednesday

Orange Group-

- oi sound (reading)- <https://schools.ruthmiskin.com/training/view/3XU0U9Du/9vw1Mp0j>

	<ul style="list-style-type: none"> <li>• oi sound (spelling)- <a href="https://schools.ruthmiskin.com/training/view/yn4OHX1D/sPLp2gk5">https://schools.ruthmiskin.com/training/view/yn4OHX1D/sPLp2gk5</a></li> <li>• Read and hold a sentence - <a href="https://schools.ruthmiskin.com/training/view/jHscbePz/gn7LL35A">https://schools.ruthmiskin.com/training/view/jHscbePz/gn7LL35A</a></li> </ul> <p>Grey Group-</p> <ul style="list-style-type: none"> <li>• oi sound (reading)- <a href="https://schools.ruthmiskin.com/training/view/3XU0U9Du/9vw1Mp0j">https://schools.ruthmiskin.com/training/view/3XU0U9Du/9vw1Mp0j</a></li> <li>• oi sound (spelling)- <a href="https://schools.ruthmiskin.com/training/view/yn4OHX1D/sPLp2gk5">https://schools.ruthmiskin.com/training/view/yn4OHX1D/sPLp2gk5</a></li> <li>• Read and hold a sentence – <a href="https://schools.ruthmiskin.com/training/view/MlcUr552/iRIPNVUP">https://schools.ruthmiskin.com/training/view/MlcUr552/iRIPNVUP</a></li> </ul>
Thursday	<p>Orange Group-</p> <ul style="list-style-type: none"> <li>• a-e sound (reading)- <a href="https://schools.ruthmiskin.com/training/view/0MRBpDjH/eeQkanXR">https://schools.ruthmiskin.com/training/view/0MRBpDjH/eeQkanXR</a></li> <li>• a-e sound (spelling)- <a href="https://schools.ruthmiskin.com/training/view/ZD6tqCCT/DJcTu4jS">https://schools.ruthmiskin.com/training/view/ZD6tqCCT/DJcTu4jS</a></li> <li>• Read and hold a sentence - <a href="https://schools.ruthmiskin.com/training/view/8ENJXRGr/LoE0jmXf">https://schools.ruthmiskin.com/training/view/8ENJXRGr/LoE0jmXf</a></li> </ul> <p>Grey Group-</p> <ul style="list-style-type: none"> <li>• a-e sound (reading)- <a href="https://schools.ruthmiskin.com/training/view/0MRBpDjH/eeQkanXR">https://schools.ruthmiskin.com/training/view/0MRBpDjH/eeQkanXR</a></li> <li>• a-e sound (spelling)- <a href="https://schools.ruthmiskin.com/training/view/ZD6tqCCT/DJcTu4jS">https://schools.ruthmiskin.com/training/view/ZD6tqCCT/DJcTu4jS</a></li> <li>• Read and hold a sentence – <a href="https://schools.ruthmiskin.com/training/view/flgH6G8V/bbVe7rQl">https://schools.ruthmiskin.com/training/view/flgH6G8V/bbVe7rQl</a></li> </ul>
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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=eeLMgQn-oXI>

Task: Read/listen to chapter 9 of the story and answer the questions below.

Retrieve

1. Why are Monday mornings usually hectic?

Inference

2. Why is Tomas more panicked than mum and dad this particular Monday morning?

Retrieve

3. List **three** processes involved in cleaning Flicker's poo.

Inference

4. What impression do you get of Ted on page 69? Give evidence for your answer.

Retrieve

5. List one similarity and one difference between Kat and Kai and Tomas and Lolli.

Vocabulary

6. '...the arrowhead had gouged into my skin.' What does the word gouged mean?

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

Task: Read/listen to chapter 10 of the story and answer the questions below.

#### Inference

1. List two reasons why Tomas struggled with his concentration at school.

#### Inference

2. Find and copy a phrase which suggests last term's netball competition didn't go very well.

#### Vocabulary

3. 'Mr Firth thought his class was going to wipe the floor with us.'

Tick which phrase best describes his thought.

We will beat them without a doubt.	
We might win.	
We will lose.	
They will beat us.	

#### Retrieval

4. Why will Tomas' new nickname be 'Whiffy Liffy'?

#### Inference

5. Do you think Tomas enjoyed his day at school today? Explain why!

yes	
-----	--

no	
----	--

maybe	
-------	--

#### Summarise

6. Summarise how Tomas feels about his new pet.

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<https://www.youtube.com/watch?v=bzrh72BvTLc>

Task: Read/listen to chapter 11 of the story and answer the questions below.

Retrieval

1. Why couldn't Tomas use his laptop to research dragons?

Retrieval

2. What did Tomas lie to his mum about on page 84?

Vocabulary

3. 'I can summon your book with one click.' Tick the word closest in meaning to summon

locate	
request	
retrieve	
read	

Inference

4. 'Mewanna dagon' What do you think Lolli is trying to say?

Retrieval

5. List **two** facts Tomas finds out about dragons at the library.

Predict

6. Who do you think screamed at the end of the chapter?



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[https://www.youtube.com/watch?v=N\\_YiPwt34FO](https://www.youtube.com/watch?v=N_YiPwt34FO)

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

Vocabulary

1. 'I recognised the supersonic scream...' What does this tell us about the scream?

Retrieval

2. Why did Lolli scream even more when the lady went to sit down on the train?

Inference

3. Do you think Lolli should have pushed the lady? Explain why!

Inference

4. Why was the book flying across the library?

Predict

5. What do you think the other girl thought when she saw the flying book? Explain why you think this!

Predict

6. Do you think Flicker dropped the poo onto Liam's head on purpose or by accident? Explain why you think this!

Non-Fiction Friday

- To retrieve and record information from non-fiction

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

1. What does the word peril mean?

danger	
luck	
care	

2. Which country is the platypus from?

3. Which two animals are being blamed for some platypus deaths?

Foxes	
Koalas	
Dogs	
Cats	

4. What **three things** are putting the platypuses in danger?
5. Can you describe a platypus in your own words?
6. Do you think it is important to protect animals that are in danger of becoming extinct?  
Explain why/why not.

## BIG NEWS

# PLATYPUS IN PERIL



A zookeeper holds a baby platypus. The platypus has been around since the time of the dinosaurs and is one of only five types of mammal that lays eggs.



The platypus' natural habitat in eastern Australia is under threat

**SCIENTISTS** have warned that the platypus could become extinct if Australia's government doesn't take action.

The strange-looking river animal is one of the many creatures that are unique to Australia. A new study says that there are three main things putting the platypus in danger:

- habitat destruction (destroying the places the animals live)
- pollution
- drought (lack of rain)

Australia has been suffering from increasingly severe droughts in recent years, but more water is also being used for farming and more dams are being built. All of this means that more and more platypus habitat is being destroyed or drying up. Pollution also means that the places platypuses live are becoming toxic, and animals such as foxes and cats are being blamed for some platypus deaths.

"We should learn from the peril facing the koala to understand what happens when we ignore the warning signs," said Professor Brendan Wintle, one of the study's authors.



A platypus eating a worm

## Spelling and Handwriting

Read through the PowerPoint

- Monday – pairing and memory game
- Tuesday – rainbow writing and wordsearch
- Wednesday – Pyramid words and fill in the gaps
- Thursday – handwriting
- Friday – spelling test

Spelling

- How can we use prefixes? Focus: prefix re-

Read the words:

redo return replay refill re-write  
replace recycle reappear rebuild reposition

Print or write out 2 sets of the root words and lay them flat (facing down) on a table or floor.

Turn them over one at a time and find a pair.

- If it is not a pair, put them back.
- If it is a pair, add the prefix and write them down on paper/whiteboard.

do	place
turn	cycle
play	appear
fill	build
write	position

do	place
turn	cycle
play	appear
fill	build
write	position

Spelling

- How can we use prefixes? Focus: prefix re-

Read the words:

redo return replay refill re-write  
replace recycle reappear rebuild reposition

Starter activity - rainbow writing

red	orange	yellow	green	blue	purple	pink

Task: Complete the wordsearch and when you find each word, write them into an interesting sentence.

## Prefix re- Wordsearch

R	E	P	L	A	Y	F	S	P	R	A	Y	L	R
I	I	C	P	R	P	R	E	I	L	E	L	E	E
D	D	P	B	E	R	N	Y	E	E	O	D	L	T
P	O	E	E	C	E	O	U	R	E	E	O	U	
C	R	E	R	Y	B	I	B	O	E	T	I	L	R
R	R	R	I	C	U	T	E	R	P	I	R	D	N
O	E	E	N	L	I	I	E	E	I	R	E	E	I
I	T	P	E	E	L	S	R	A	R	W	P	E	R
R	E	L	E	R	D	O	E	P	E	E	L	E	E
E	A	A	D	I	E	P	E	P	F	R	E	R	R
I	N	C	L	E	E	E	D	E	I	E	C	F	L
N	T	E	P	E	E	R	E	A	L	U	N	L	B
E	E	F	A	E	C	R	A	R	L	C	R	R	I
A	F	E	O	S	I	R	S	L	L	A	L	L	O

Spelling

- How can we use prefixes? Focus: prefix re-

Read the words:

redo return replay refill re-write  
replace recycle reappear rebuild reposition

Starter activity – pyramid words

Write your spelling out into pyramid shapes.

Example:

s n a i l = s

s n

s n a

s n a i

s n a i l

Task: Use the re- words to fill in the gaps.

**Sentences**

- a) Ellie liked to \_\_\_\_\_ things rather than throw them away.
- b) Dad wanted to \_\_\_\_\_ the match so he could see the winning goal.
- c) Mum said she would go back to the shop and \_\_\_\_\_ my T-shirt.
- d) You can \_\_\_\_\_ some bottles with water.
- e) She stayed in to \_\_\_\_\_ her homework.
- f) We need to \_\_\_\_\_ the car because it has broken down.
- g) I saw the cat \_\_\_\_\_ on the other side of the wall.
- h) I will \_\_\_\_\_ the picture because it's crooked.
- i) My teacher said I had to \_\_\_\_\_ my spellings.
- j) We had to \_\_\_\_\_ the shed after the accident.

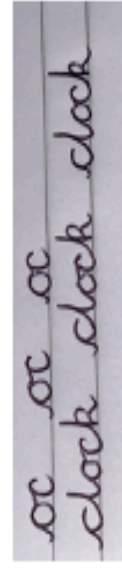
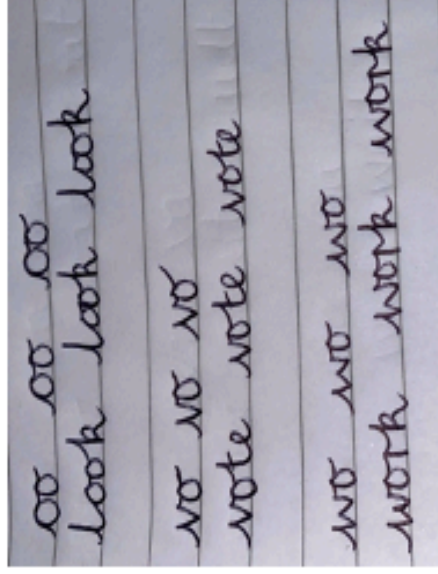
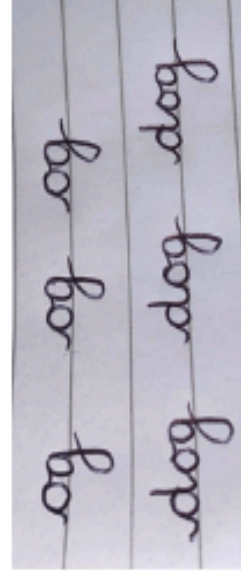
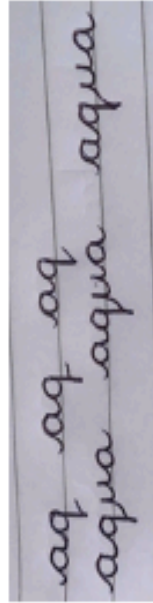
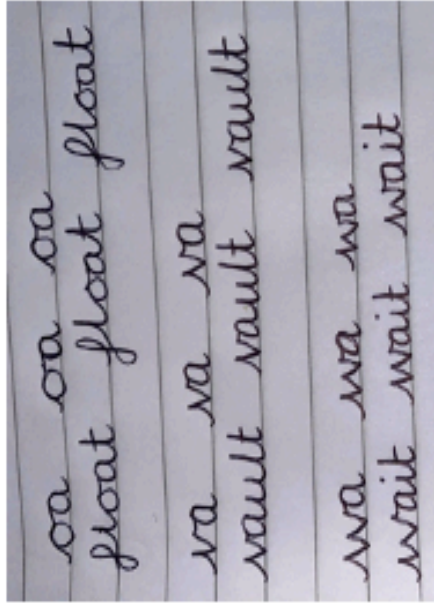
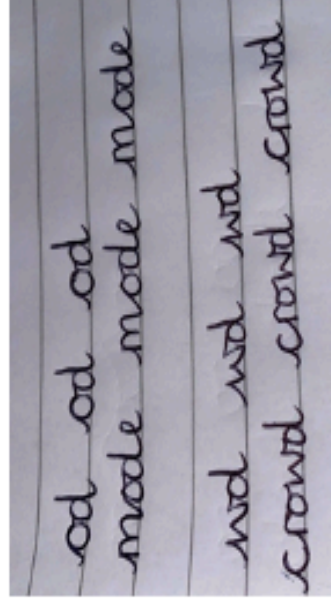


Handwriting

Horizontal joins to round anticlockwise letters: a, c, o, d, g, q

From letters: o, v, w

- This join goes from the end of the letters o, v or w (at the short letter height) across and over to the start of the round letter: A change of direction is then needed to form the anticlockwise curve, retracing along the join and then going round to form the round letter correctly.
- The join should have a slight curve dipping down and then back up and over, rather than being a straight line.



Spelling

- How can we use prefixes? Focus: prefix re-

Spelling test

	Word
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



## Other Subjects

Topic (history) – What was Athenian democracy?

Complete the Oak Academy lesson - <https://classroom.thenational.academy/lessons/what-was-athenian-democracy-6wu64d>

Task – What is the same and what is different between democracy in Ancient Greece and democracy in modern Britain.

Jigsaw- 1<sup>st</sup> have some ‘calm me time’

In today’s jigsaw lesson, I want you to finalise your landscape design and advertise the grand opening of the garden. I want you to create a presentation to show the garden development, explaining the features of the garden and explaining your reasons for designing each part.

You could create a PowerPoint on the computer or design posters and upload them. It is up to you!

It might be really nice if you record yourselves presenting these ideas.

RE –

Introduce this week we’re looking at the founder of Sikhism. Ask the children what they know.

Watch: <https://youtu.be/qXhV3dMxSzE> (What is Sikhism, religious studies) and then <https://youtu.be/twkJ1pc5BvU> (The story of Guru Nanak, religious studies).

Discuss any misunderstandings, any similarities to Christianity and its founder?

Task - Complete the questions below.

Science – Animals including Humans

We are continuing with our personal training research.

It seems that all the clients are going to need to reduce their sugar intake and increase their fruit and vegetable portions! But our clients are going to need some more detailed help from us if we are going to answer all their questions on diet and give expert scientific advice.

What else do our clients need in their diet? Gather ideas

Yes our clients (and all of us) need to eat the right types and right amounts of nutrition if they are to stay healthy.

Let's first find out about the different types of food. Watch the film clip.

<http://www.bbc.co.uk/education/clips/zytjmp3>

(A brief BBC film clip introducing some of the 5 different food groups.)

Which food groups did Amanda mention? Carbohydrates, proteins, sugars and fats.

Let's find out a bit more about them. Read through the session PowerPoint.

Look at the Eatwell plate is and how we can use it to help us eat a balanced diet?

You are going to create your own Eatwell Plate for a client's information folder using the 2 resource sheets provided by cutting out, sorting and sticking down the food items and then labelling the sections.

Whilst the children do this, show slide 12 entitled 'What is a balanced diet?' as a reference.

PE/Dance- Keep yourself active indoors...

Cosmic Kids Yoga

Joe Wicks PE

Go Noodle

Comparing Democracy

I can explain how the political system worked in Ancient Greece.  
I can compare this system with other political systems.

Watch: <https://classroom.thenational.academy/lessons/what-was-athenian-democracy-6wu64d>  
Or/and read through the PowerPoint.

Democracy in Ancient Greece	Democracy in the UK today

**Statements if you need a little help...**

The group of men who make daily decisions are chosen randomly.

MPs are voted for and join together to make a parliament.

All citizens (men and women) over the age of 18 can vote.

Only men are allowed to vote.

Voters can choose from a few different political parties. Each party has a different set of ideas.

There is no police; a group of 500 jurors decide the punishments.

The elected party will stay in power for four years.

Any male citizen can join the assembly who meet regularly to make decisions about how the state is run.

Who are the faith founders and what did they teach?

NCO: Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship.

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

Task One: Watch the videos and answer the questions below.

1. Who do Sikhs believe started and is the leader of Sikhism?
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. What does 'guru' mean and why did Nanak inherit this title?
6. Can you give three examples of Guru Nanak's teachings?
7. Do you think Guru Nanak's teachings are still important to Sikhs today? Why?

Challenge: What do you think Guru Nanak's most important teachings were?

### A Balanced Diet

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

**Task:**

Cut out, sort and stick down the food items and then labelling the sections on the eat well plate.

Eatwell Plate

Client Name .....

Researcher's Names

**Challenge**

Explain what the difference between a balanced diet and a balanced meal is.

Images for the Eat Well Plate

