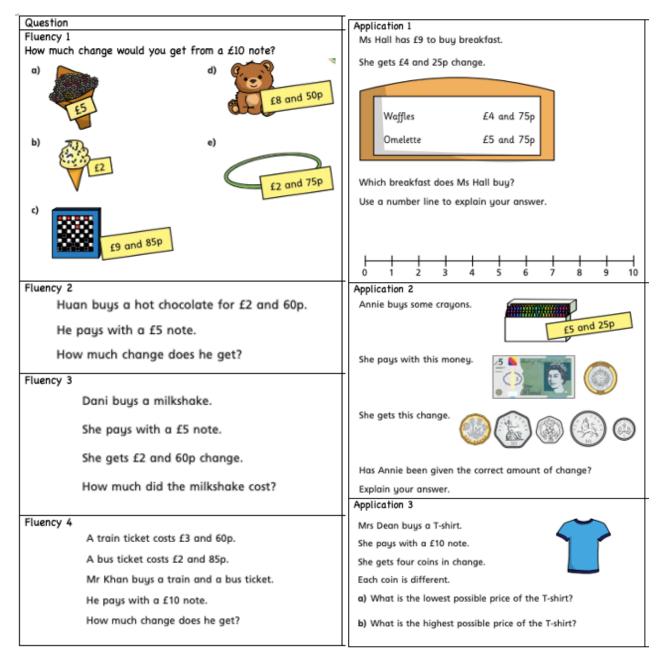




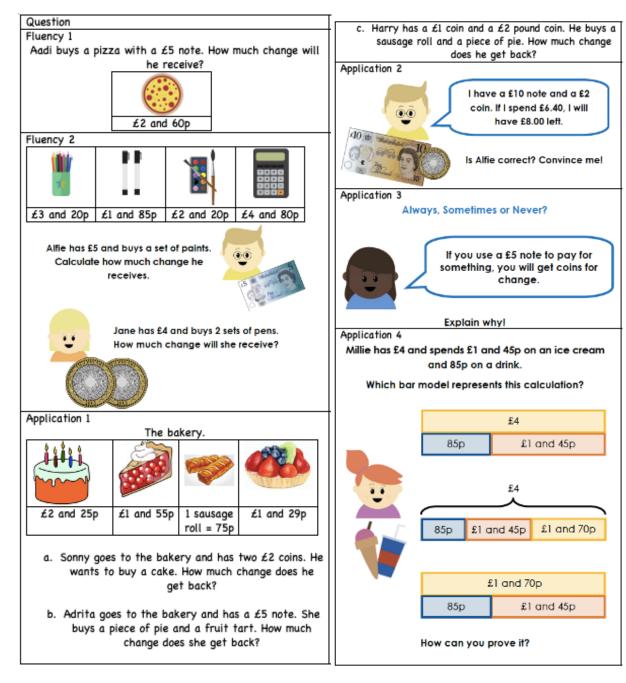
As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional 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.

Ye	ear 3 Maths – Online Learning	
Lesson 7 Give change	https://vimeo.com/499227948	
Lesson 1 Make tally charts	https://vimeo.com/500377891	
Lesson 2 Draw pictograms (2, 5 and 10)	https://vimeo.com/500379996	

Giving Change



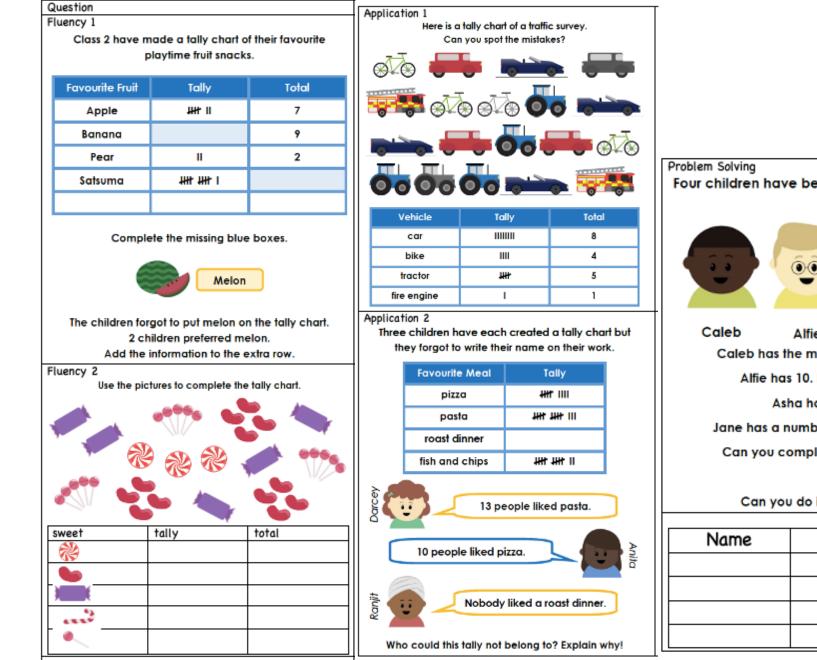
Giving Change – continued



Making Tally Charts

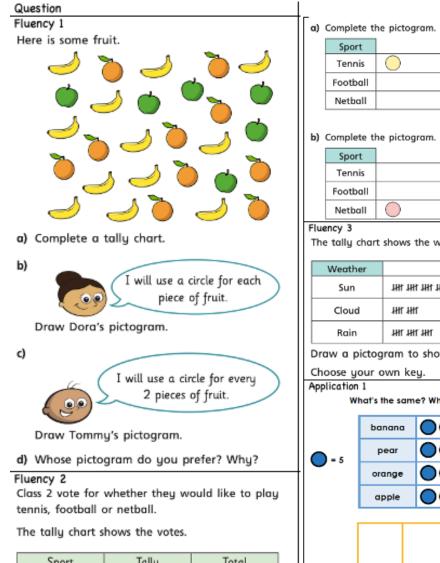
Question	Fluency 4
Fluency 1	Here are some shapes.
Draw tally marks to represent each number. a) 5 b) 10 c) 4 d) 16 Fluency 2 There are some socks on a washing line.	
The socks are spotty, stripy or plain.	
MANA	
Complete the tally chart.	 a) Complete a tally chart to show how many of and share there are
Type of Socks Tally	each shape there are.
	b) How did you do the tallying?
Spotty	Application 1 Whitney, Teddy and Jack tally how many jumps
Stripy	they can do in a minute.
Plain	
	Jumps Tally Total
Fluency 3	Whitney JHr I
Class 2 tally the number of pencils, rubbers and rulers they have.	Teddy IIIIIII
	Jack IIII
Item Tally	
pencils IIII	a)
rubbers JHT IIII	My total is 11
rulers Htf I	Whitney Whitney
	Do you agree with Whitney?
Draw the items. The rulers have been drawn	Explain your reasons.
for you.	
	b) How could Teddy's tallying be improved?
	Application Challenge
	Make a tally chart for a topic of your choice.
	It could be eye colour, favourite takeaway or favourite
	colour etc.

Making Tally Charts - continued



Answer box Name Tally Total Image: Image of the system Image of the system

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Draw pictograms – 2, 5, 10
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Sport	Tally	Total	
Tennis	1HI	5	
Football	HAL HAL HAL HAL	20	
Netball	1411 1411	10	

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	Tenn	is	\bigcirc			-	5 votes
	Footb	all					
	Netbo	ıll					
b)	Comple	te the	e pict	tog	ram.		
	Spor	t					Key
	Tenn	is				=	10 votes
	Footb	all					
	Netbo	all	\bigcirc				
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Key

Monday 22rd February 2021

Inverted Commas for Direct Speech To use and punctuate direct speech. ı

Task:

Watch video on teams or read through PowerPoint.

Imagine having a conversation with somebody and you told them that you grew a dragon.

 Tuesday 23rd February 2021 To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Look at the example letter and identify all the features from the checklist. Also, can you spot anymore writing features or sentence types?
Sunlight Hospital Well Road
Hilltop Town T11 234
Mr Jenner 30 Lich Street
Cliff Town TT11 123
12th March 2016
Dear Mr Jenner,
I am writing to inform you that an appointment has been made for the operation on your left knee.
The operation is on Tuesday 16th May at 10 o'clock. Please arrive at the hospital two hours before this time and come straight to the Knee Clinic.
Please make sure you have packed an overnight bag because you will have to stay in the hospital for two nights. We suggest you bring your softest pyjamas, a book and comfortable slippers but don't bring anything valuable such as tablets, laptops, watches or phones.
You must be careful after the operation and you will be given a walking frame to help you slowly move again.
If you have any questions or if you are unable to attend the appointment, please call the number below.
Yours faithfully,
M Hotbas
Dr Michael Hobbs

Features Checklist	Tick
The sender's address	
The address of the recipient	
The date	
The greeting (Dear Sir/Madam or Dear Mr/Mrs/Miss if you know their name)	
An introduction	
More details organised into paragraphs	
A conclusion saying what needs to happen next	
'yours faithfully' if you don't know the persons name or 'yours sincerely' if you know their name	
The senders name at the end	

<u>A Dragon Balance Argument</u> iscussing and recording ideas.	r and against. nother of reasons against. Then make your	Should we be able to have dragons as pets?	Reasons Against	
<u>A Dragon Balance Argument</u> - To plan their writing by discussing and recording ideas. Task:	Complete the table and fill in the reasons for and against. Write a paragraph of reasons for and then another of reasons against. Then make your decision and explain why.	Should we be able to	Reasons For	

Thursday 25 th February 2021 - To plan their writing by discussing and recording ideas. Task: Choose who you are going to write your letter to. Plan your letter using the boxing up	
frame and the feature tick list.	
The sender's address	
The address of the recipient	
The date	
The greeting/name	
An introduction	
More details organised into paragraphs	
A conclusion saying what needs to happen next	
'yours faithfully' or 'yours sincerely'	
The sender's name	

Friday 26th February 2021

To draft and write non-narrative material, using simple organisational devices. To proofread for spelling and punctuation errors. н I

Task:

Using your plan from yesterday, write your letter to the grown you have chosen.

Reading

This week we are continuing the story 'The Boy who Grew Dragons'. We are reading chapter 17, 18, 19 and 20. 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.

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 ٠

https://www.youtube.com/watch?v=FSqpfjqQ1ac predicting what might happen from details stated and implied

Task: Read/listen to chapter 17 of the story and answer the questions below.

Retrieval

'I looked up just in time to see two shapes spiralling upwards.' What were these two shapes? Inference

How did Flicker feel about seeing the dragons? Justify! ي.

Inference

On page 126, how do we know that Flicker appreciates Tomas?

Vocabulary

`Maybe I could coax them into Grandad's garden.' Circle the word closest in meaning to `coax'. wish shout persuade hurry

Inference

5. How does Grim live up to his name on page 128?

Predict

Who do you think threw the stink bombs? Justify your prediction! و.

Tuesday 23rd February 2021

The Boy Who Grew Dragons

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

https://www.youtube.com/watch?v=2sXINrTy1vI

Task: Read/listen to chapter 18 of the story and answer the questions below.

Retrieval

1. What secret did Tomas want to tell his friends?

Retrieval

List two problems Tomas encounters when trying to tell his friends.

Vocabulary

'He was even loitering in the hall at lunch'. Circle the word closest in meaning to 'loitering'. present dawdling lingering listening

Inference

How do we know that Ted, Kai and Kat are excited to see what Tomas wants to show them? Inference 4

Do you think Ted, Kai and Kat believed Tomas' story at first? Explain why! Summarise <u>م</u>

Order the events 1-4 in which they happen in the chapter. è.

		out.	ls.
Tomas left his rucksack in the changing rooms.	Liam appeared by the tree.	Tomas reached into his rucksack to get Flicker out.	Tomas told the story of the dragon to his friends

justifying inferences v la us about how .l us about how . 25 th February feel at the st was getting? wers. ppen next in t	The Boy Who Grew Dragons more and an animal momentant and momentant and momentant and momentant momentant and animal momentant and momentant and momentant momentant and momentant and momentant and momentant momentant and momentant and momentant and momentant and animating momentant and momentant and momentant and momentant and animating momentant and momentant and momentant and and and animating momentant and momentant and momentant and and animating momentant and momentant and momentant and and and animating momentant and	The Boy Who Grew Dragons and the intervent of a contraint a contraint and the intervent of the and the intervent to the intervent of the intervent of the intervent of the intervent to the intervent of the intervent to the intervent of the	Wednesday 24 th February	y 2021
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story?	story?	story?		the
			story?	

Non-Fiction Friday

To retrieve and record information from non-fiction ı.

Read 'We'd eat insects!' and answer the questions below.

Why do some people<u>athink we should eat more insects?</u> ÷

To care for the planet	To get more vitamin C	o prevent people starving	· · · · · · · · · · · · · · · · · · ·
To c	To g	To p	

- How many people around the would eat insects often?
- What were the children taught during the study? Give two examples. ы ю.
 - What two meals made from insects were offered to the children? 4.0.0
- Tick the boxes to show whether the facts are true, false or unknown. Where did the insects in the meals come from?
- Unknown False True The researchers were from Bristol.

The burgers were made from	
mealworms.	
The report ends with a quote from	
the person in charge of the study	

7. What do you think? Would you ever eat insects in order to look after the planet?

BIG NEWS

WE'D EAT INSECTS!

If we didn't tell you that this Bolognese was made from bugs, you would never guess it!

A NEW study has found that children are "open to eating insects as part of their daily school meals".

Eating more insects could help to feed the world in a more environmentally friendly way. Compared to animals such as cows or pigs, insects need less food, less water and hardly any space to grow.

At least two billion people around the world already eat insects. But will UK schoolchildren ever go for them? A new study says yes!

The researchers from Bristol didn't just give the kids a plate of crickets for lunch. They began by teaching the children about the health benefits of eating insects and how different food choices affect the planet.

Then, the kids were offered burgers or spaghetti Bolognese made with insects from Bug Farm Foods, in Wales. They found that they liked them!

When the bug Bolognese was put on the school menu, 60% (three-fifths) of children eating hot meals chose the insect option!

One of the schoolchildren taking part in the study said: "We all know that looking after the planet is important, but we don't learn about what we can actually do to make a difference at school. [By swapping



to bug-based meals] we can actually make changes to what we eat, and that might actually make a difference."

Spelling and Handwriting

Read through the PowerPoint

- Monday wordsearch
- Tuesday root word activity
- Wednesday missing words
- Thursday handwriting
- Friday spelling test

How can we use prefixes?

Focus: the prefixes anti- and sub-

Find this week's spellings in the wordsearch.

S	S	ß	0	۵	S	z	A	Σ	A	∍	ß	н	۷
S	ш	S	н	з	¥	U	0	_	υ	н	⊢	z	۲
∍	A	z	⊢	н	S	0	U	н	۲	_	z	B	н
B	≻	∍	z	∍	۲	۵	∍	۲	۲	٥	н	۲	_
۵	٥	2	۲	٥	z	A	⊢	S	₽	⊃	S	۲	S
н	S	∍	ß	З	۲	≻	A	0	۲	z	S	⊢	∍
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н	⊃	ß	S	∍	₽	⊢	н	⊢	_	ш	۵	S	н

Task: Add the prefixes to the root words and write them into interesting sentences. Sub-How can we use prefixes? Making New Words Anti-Focus: the prefixes anti- and sub-Root Word Try out your sentence here: freeze marine merge septic ναγ

Week 6 - Lesson 2

How can we use prefixes?

Focus: the prefixes anti- and sub-

Task: Fill in the gaps.

<u>Missing Words</u> Choose the words from this list:
substandard
submarine
anticlockwise
antifreeze
subway
1.
a) When it is really cold, we put in
the car to stop it freezing.
b) A can stay underwater for many
months.
c) You can walk through the to get
from one side of the road to the other.
d) Athletes run around a track.
e) My teacher said my work was
but I thought it was brilliant!
2 Write down the meanings of the prefixes

prenixes. 2 5 write down the meanings
a) The prefix *anti-* means ____
b) The prefix *sub-* means ____

The prefix *sub-* means

|--|

Focus: the prefixes anti- and sub-

Task: Spelling Test

Other Subjects	
History- Greek philosophers	
RE – stain glass window activity	
Jigsaw – fitness challenge	
Science – muscles and movement	

WC: 22.2.21
 To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
<u>Why do we need muscles?</u> Muscles are responsible for every movement our bodies make.
Let's watch a film clip to find out all about them: https://www.hhc.co.uk/hitesize/clips/zpp6n39
https://www.bbc.co.uk/bitesize/topics/z9339j6/articles/zpbxb82 Wa know that muscles work in price
Arm Muscles Activity – extend one arm in front of them and raise their fist towards their
shoulder a few times. Now place your other hand over your upper arm as you do it. You will be able to feel the muscle contracting (getting shorter and thicker) under your skin. This
muscle is called your bicep. Can you see your muscle contracting? There are muscles opposite your biceps on the lower side of your arm that contract every
time you straighten your arm. These are called your triceps. Your biceps and triceps work in pairs to bend and straighten your arms.
Task: Read through PowerPoint Design your own warm up for a PE lesson. Think about what activities you could use to
warm up and stretch all your different muscle. You need at least 5 different activities. You could even record a tutorial of you explaining the exercises.
 a study of Greek life and achievements and their influence on the western world.
Task 1: Watch the oak academy lesson. https://classroom.thenational.academy/lessons/who-were-the-ancient-greek-philosophers- cthkac
Task 2: Create a fact file we can display in the classroom about Ancient Greek philosophers. It might be just about one philosopher or multiple. Wow us!

<u>WC: 22.2.21</u> rt and lungs are '. s throughout the	ss challenge will Vidual.	Think about something they can do now without stopping for a break: play football for half an hour, skip with a rope for 10 minutes, do jumping jacks for 2 minutes, hop on the spot 20 times, run really fast between two points, etc. Fitness Challenge Chart	How did I feel when I achieved my challenge?			
 To understand how exercise 4: Healthy Me - Piece 1 To understand how exercise affects my body and know why my heart and lungs are such important organs. To set myself a fitness challenge. Task 1 - calm me time! Scientists say: 'Children need to be active for at least one hour every day'. 	uay. Everyone is going to make up their own fitness challenge: everyone's fitness challenge will be different and will be unique to each person because our bodies are individual. Task 2 – Complete your own Fitness Challenge.	Think about something they can do now without stopping for a break: play football for half an hour, skip with a rope for 10 minutes, do jumping jacks for 2 minutes, hop on the spot 20 times, run really fast between two points, etc. Fitness Challenge Chart	How many? How far? How long?			
Puzzle 4: Healthy Me - Piece 1 cise affects my body and know challenge. to be active for at least one hou	wn fitness challeng ch person because Challenge.	ow without stoppin tes, do jumping jac oints, etc.	Next, I want to be able to			
Puzzle 4: To understand how exercise affec such important organs. To set myself a fitness challenge. - calm me time! ists say: `Children need to be activ bur can be made up of lots of diff	uuy. Everyone is going to make up their own fitness be different and will be unique to each person Task 2 – Complete your own Fitness Challenge.	t something they can do now withou ip with a rope for 10 minutes, do jur really fast between two points, etc. allenge Chart	How many? How far? How long?			
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Who Are The Faith Founders And What Did They Teach?

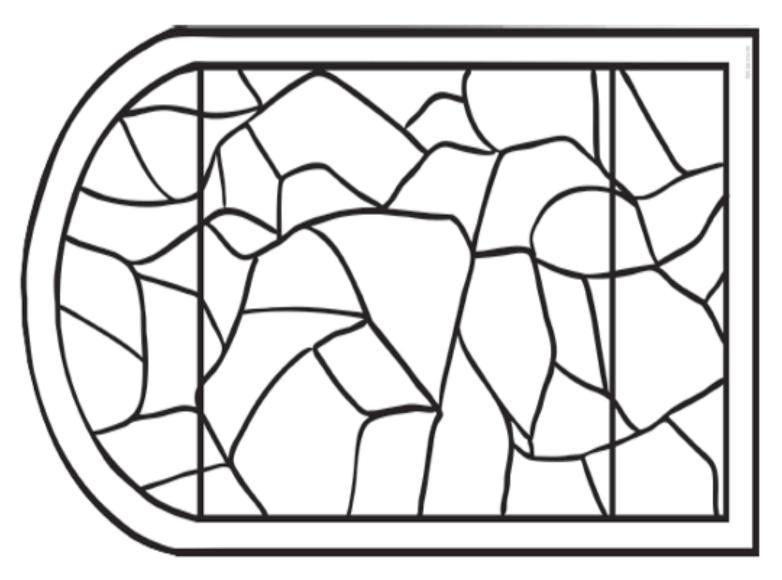
NCO: Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship.

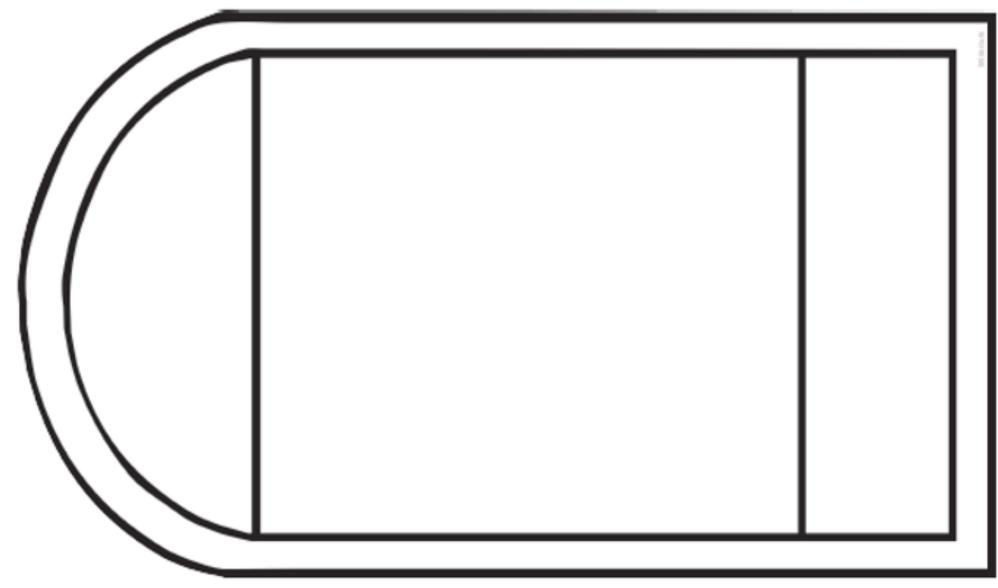
Watch: https://youtu.be/8aXQE998eE (A story in every stained glass window)

Task One: Experiment with colour and texture by making your own collage 'stained glass window', try to stick within the lines and make it as unique/colourful as possible.

Challenge: Using our blank 'window' template, apply the skills you've just acquired to creating your own 'stained glass window 'in honour of one of the Faith Founders we've been studying, draw the outlines in pencil that you need first. Imagine they were for people to come and reflect and worship- make the awe inspiring!

You can use this template or create your own.





Challenge template