Year 3 - Summer Week 4 – week beginning 11/05/20

The projects you started in week 1 should now be finished – unless you are still making observations for a Science project or keeping a diary which can end when you wish.

Weekly Class Zoom meeting details:

Robins Tuesday 10am ID: 949 6146 5533 Password: 7vrdg7

Wrens Wednesday 10am ID: 746 4528 8217 Password: Wrens1

For this week's meeting – make an instrument, have one piece of work ready to talk about and show and play an instrument you are learning (if you would like to) 😊.

Previous weeks work:

Several parents are requesting access to previous Google drive folders.
We have decided to only allow access to the current week and previous week's Google drive for these reasons:

1) In school your child would have a finite time to complete set activities, in Literacy and Maths this is five lessons a week. In the other subject areas this is usually only one lesson with maybe a few minutes here and there to finish things off. We would not have time to continue work we started two or three weeks ago. Therefore, the home learning packs do not cater for this either.

2) If your child is always trying to complete work from two or three weeks ago, they are constantly playing catch up and should probably be focussing their efforts on the work for the present week.

REMEMBER guidance can be obtained @ year.3@toddstg.co.uk

NOT EVERYTHING NEEDS PRINTING OUT!

For example: Many tasks can be read from the computer or tablet screens and answered written in the green books provided, just remind your children to write the date and title at the top of the page as they would do in class!

2Do Tasks:

Most of the 2Do tasks are there to assess what your child has learnt from completing the activities for a subject. We know that many of the 2Do tasks are fun, which is why we include them, but they need to be done at the correct time for your child to get the biggest benefit from them. This may also stop your child being asked to do the task again!

Two Child friendly online areas for research are:
YouTubeKids and
https://www.safesearchkids.com/

We have included the following in this week's shared Google Drive folder:

Maths – Estimating and Rounding:

Each Maths group has an activity sheet to be completed first.
There is then a challenge sheet designed to see whether you can use 'estimating and rounding' to solve problems.

*** If your child is in Wrens Maths Group and finding the work a little tricky, look at the work for Robins Maths Group to give them a confidence boost first. ***

Maths weekly skills sheet 5 & answers to Weekly Skills Sheet 4.

DO NOT forget Times Tables Rock Star!

Literacy:
Literacy # - Adventure Stories week 2.pdf – in the Roman Rescue Google drive folder.
This planning is for the children who completed work on 'History Hackers – Roman Rescue' last week.

Literacy # - I Wish I Was a Fish week 2.pdf – in the I Wish I Was a Fish Google drive folder.
This planning is for the children who completed work on 'I Wish I was a Fish' on PurpleMash last week.

Spellings – suffixes 'er' and 'est'.

Dictation – suffixes 'er' and 'est'.

A copy of Punctuation Pirate Pete has been included to remind your children how to draw him and to inform you about how each section of his face links to English Grammar.

Comprehension:

There are three comprehensions this week:

One is for those reading History Hackers Roman Rescue.
This is called 'Literacy Comprehension – Roman Rescue Chapters 4-6.pdf' in the google drive.
One star questions are for the children who can find reading a little tricky.
Two star questions are for the average Year 3 reader.
Three star questions are for those children with fluent reading and comprehension skills.

Two are for those who completed the 'I Wish I Was a Fish' Literacy tasks last week.

These are called 'Literacy Comprehension – easy – Victorian Toys.pdf' and 'Literacy Comprehension – easy – What Plants Need to grow.pdf' these are both in the google drive.

French:
See the separate sheet - Un petit peu de francais 3.4

Science – Joints – their names and purpose part 1:
See separate sheet in the Google drive folder and The Skeleton Dance.mp3 for a bit of fun afterwards.

Art – Roman Pottery:
See separate sheet Art – Roman Vase design.pdf in the google drive folder.

P.E.:
As well as the usual weekly sheet provided in the Google Drive link, Mrs Spencer has asked us to share this link with you:
https://www.teambedsandluton.co.uk/getting-active-at-home

There are also two sheets of yoga for your child to try this week – why not join in and see who is best at the Tree Pose 😊?

Please read the quick Preparation and Safety guide in the yoga poses pdf first.

R.E.:
Continue with the project as detailed in R.E. Project – An Inspirational Christian.pdf in the Google drive folder.

If you are completing the project electronically, send a copy of the project to the Year 3 email address when it is finished. This way we can put it in one of the future Google drive folders for the other children to look at and we can use the information for some future R.E. work this term.

If you are using Word, or Google Docs, please use standard fonts, or embed the fonts when you save the file, this will ensure that the work the children look at will look like your child intended it to.

The other option is to save the file as a pdf, this way the work will also stay true to the original.

Whatever format you choose to send it in, please name the file using this naming convention:

RE Project by <insert child's name>

Tasks this week for Wrens & Robins - Summer Week 4 - Week beginning 11/05/20

Subject Area	Activity	Location	Save, or send in.	Completed
Maths	Weekly Skills sheet	Google drive	email score in	Yes / No
	Maths Robins Group activities	Google drive	Answer in book	Yes / No
	Maths Robins Group Challenges	Google drive	Answer in book	Yes / No
	Maths Wrens Group activities	Google drive	Answer in book	Yes / No
	Maths Wrens Group challenges	Google drive	Answer in book	Yes / No
	Answers to Maths #Wrens Group week 3	Google drive	n/a	Yes / No
Literacy	Literacy # - Adventure Stories week 2	Google drive	Answer in book	Yes / No
	Literacy # - I Wish I Was a Fish week 2	Google drive	Answer in book	Yes / No
Spellings	Spelling Sentences to practise spellings	Google drive	email in score	Yes / No
	Suffixes 'er' and 'est' - spelling test	Google drive	Answer in book	Yes / No
	Dictation – suffixes 'er' and 'est'	Google drive	Answer in book	Yes / No
Comprehension	History Hackers – Roman Rescue chapters 4-6	Google drive	Answer in book	Yes / No
	easy - Victorian Toys	Google drive	Answer in book	Yes / No
	easy - What plants need to grow	Google drive	Answer in book	Yes / No
French	Un petit peu de francais 3.4	Google drive	n/a	Yes / No
Science	Joints - Their names and purpose part 1	Google drive	notes in book	Yes / No
	The Skeleton dance	Google drive	n/a	n/a
P.E.	P.E. Summer week 4 sheet-Skipping (rope if possible)	Google drive	n/a	all ongoing
	P.E. Summer week 4 – yoga poses	Google drive		
	P.E. Summer week 4 – yoga themes	Google drive		
	Getting active at Home webpage	Link in overview sheet		
R.E.	Project - An Inspirational Christian - continue	Google drive	either	Yes /No
Art	Design a Roman style vase	Google drive	save	Yes / No

I Wish I Was a Fish - Week 2 of 2 – week beginning 11/04/20

Last week for Literacy you read and completed activities on the story **I Wish I Was a Fish** on PurpleMash.

It's an adventure story about a little girl called Mia who really loves fish. Her Poppa Joe gives her his favourite fishing game for her 7th birthday present and she makes a wish after blowing out all the candles on her birthday cake.

The wish is to be a fish!

The next day, while playing the game Mia and Poppa Joe find themselves having and adventure when they are magically transformed into fish inside the game.

An adventure story is a story where things happen quickly, the main character, or characters get into some sort of trouble, find a way to get out of it to save the day and get home.

Before you start this week's Literacy tasks, spend some time re-reading the story of I wish I Was a Fish.

You will find it in PurpleMash, Serial Mash, Diamonds section.

It's also included in this week's Literacy Google drive folder in PDF format.

** Now you can begin this week's Literacy tasks. **

This week is Wow Write Week.

What is a Wow Write? (info for parents):

A wow write involves the children spending time completing activities that build up to producing a piece of unaided writing at the end of the week.

The children will have a list of check points as a focus to assessing their work.

Because they read, I Wish I Was a Fish last week their wow write will be based on that adventure story.

Wow Write Overview (for your child):

This Half Term's wow write is based on I Wish I Was a Fish.

It's a bit like a Long write, but you do it at home and not School!

You have read the book and will be writing and adventure story with a similar theme.

This week's tasks will help you think about what you will write and help you plan before you complete your writing at the end of the week.

Task 1 – decide on an animal Mia and Poppa Joe can turn into:

In 'I Wish I Was a Fish', Mia loves anything to do with fish.

For your adventure story you first need to think of something else Mia could love instead of fish.

This is because the story you write will be called 'I wish I Was a ?' where the ? is the type of animal you choose.

It is best to choose an animal you know lots about – at least what it looks like, how it moves, the sort of habitat it lives in (look it up), the sorts of noises it makes – if it makes any!

Task 1, Activity:

Draw a picture of your animal.
Turn the picture into a mind-map by adding lots of words around it.
Think about:
Adjectives to describe what it looks like and the noises it makes.
Verbs to describe how it moves.

Think about your five senses, smell, taste, touch, sight and hearing.

These are the sorts of words you might want to add around your picture.

Task 2 – Plan the adventure.

When you start writing, you will start at the end of chapter three.
Here's the final sentences from that chapter:

Mia took a deep breath and blew hard; all the candles went out and she stood with her eyes tightly closed.

"I wish... I wish... I wish I was a ...." she said loudly, picking

up her game tucking it under her arm and marching off to bed.

You need to plan what happens next to Mia.

These are the four sections (parts) you need to think about:

Introduction: After Mia wakes up in the morning, how does Mia and Poppa Joe turn into the animal she wishes to be?

Development: What is it like while Mia and Poppa Joe are exploring their new world as animals? Do they meet anyone, or anything else?

Climax: What goes wrong for Mia and Poppa Joe?

Resolution: How do Mia and Poppa Joe sort out the problem in the climax? How do they turn back into humans again at the end of their adventure?

How you do it is up to you, it's your plan!

It could be a mind-map, or you could write down the four headings and jot notes down under them.

Task 3 – draw a picture showing the climax of your story.

Look at your plan for the climax of your **I Wish I was a Fish** based story.

Draw a picture showing Mia and Poppa Joe as animals in the middle of the problem they have found themselves in.

Think about where they are and draw the scenery in too.

There will probably be other characters in it as well.

When you've drawn your picture, make it into a sort of picture mind-map by adding words to describe the scenery, what Mia and Poppa Joe are doing, how they are feeling, etc. etc.

Task 4 – dialogue:

There is more than one character in your chapter, so at some point they will have a conversation.

Think about the different parts of you story plan.

Jot down some ideas about who is talking to who and what they are saying.

This will help you remember to add speech to your piece of writing later.

Task 5 – THE WOW WRITE!

You have read I Wish I Was a Fish.
You have thought about the animal Mia and Poppa Joe will turn into.
You have probably had something to eat and drink!
You have planned their adventure.
You have pictured the climax of the story.

The Adventure Story Word Mat.pdf in the Google drive folder is there to help give you some interesting words you might like to include in your writing.

NOW WRITE YOUR ENDING TO I WISH I WAS A ?

While writing think about:
Using interesting adjectives.
Joining your sentences together like you did in the tasks last week.
Some speech.
What you will have for your dinner.
Pirate Pete.

If you want to add pictures to your story, leave spaces for them and draw them at the end. This way you won't break the flow of your writing.

Take breaks.
If you get stuck read through what you've written so far and look at your plan.
Ask someone to read it through, does it make sense to them?

😊 GOOD LUCK AND HAVE FUN. 😊

PARENTS – Please email us a photograph of your child's Wow Write for us to look at and comment on to year.3@toddstg.co.uk.
You only need to email Task 5!
We don't need any of their planning.

Thank-you in advance, The Year 3 Team.

I Wish I Was a Fish Chapter 1

It was Friday Night at Mia's house. This wasn't just any Friday night; it was the night before Mia's birthday and a very special birthday it was too! Mia was going to be **seven...** SEVEN years old. It sounded much older than six and she felt very grown up. She was one of the youngest children in her class but that didn't matter... she was going to be SEVEN.

The weekend was going to be very busy for Mia, there were so many things planned and lots of things to organise. Mum was sending texts and dad was in the kitchen with the door shut tight behind him.

"Well, that's the last text sent ready for Sunday," said Mum, putting down her mobile phone and smiling at Mia. "I think you need an early night ready for your big day tomorrow".

Mia couldn't think about going to bed, she could only think about one thing... being SEVEN. As she lay in bed, she thought about all the things she would be able to do when she was seven.

"I'll soon be in a new class at school and I'll get to play with the older children on the field. I'll have to have some new trainers because I'll grow out of my old ones and dad said I can have some with dolphins on them...
I might have to have the seat made higher on my bike so that my feet won't touch the floor.
I'll be in a bigger class for my swimming lessons...and ...and...".

Mia's list went on and on until she finally shouted, **"OCTOPUS!"**

Mum had just gone upstairs to say goodnight, she popped her head around Mia's bedroom door.

"Where's the octopus?" asked Mum giggling to herself, but she had already guessed what Mia was thinking about.

"I've just remembered," said Mia, "I'm old enough to go on the Octopus ride at Spin City, I'll be able to go on it on Sunday with the rest of my friends."

Mia had a birthday treat on Sunday with her four friends. They were going to the new Spin City theme park in town and she knew that you had to be seven years old to go on the Octopus ride.

Mum went into the room and sat on the edge of Mia's bed. She knew that Mia wasn't going to be able to get to sleep she was so excited. Mia pulled her fish patterned quilt up from the bottom of the bed, she loved anything to do with the sea and her room was decorated with multicoloured fish, dolphins, star fish and seashells.

"Tell me again about my birthday weekend Mum," Mia said softly.

"Well, tomorrow is Saturday and we are all going to the Sea Life Centre to see your favourite fish. The day after is Sunday and we are meeting your four friends at Spin City for the afternoon, then they can come back to our house for a birthday tea."

"Aaaaand will I have a cake?" Asked Mia as her eyes slowly started to close.

"You always have a cake Mia," said Mum, tucking the quilt up under Mia's chin.

"This year I'd like my cake to be a fish cake please," whispered Mia. With a very big yawn she closed her eyes and fell fast asleep.

Mum jumped up from the edge of Mia's bed and quietly ran down the stairs. She flung the kitchen door open ... just in time.

Dad had just taken a big square cake out of the oven and was standing over it with a knife.

"STOP," said Mum..."**STOP!"**

Dad was just about to cut the cake into the shape of a big number 7. He looked up very surprised and put down the knife.

"Mia wants a **fish cake,**" said Mum laughing.

"Just in time," they both said together and started to cut out and decorate a big fish shaped cake.

"This will be a big surprise tomorrow," said Mum. "Mia was so tired going to bed that she will have forgotten all about asking for a fish cake."

I Wish I Was a Fish Chapter 2

The following day was Saturday and Mia's birthday. Mia was soon up, dressed and running down the stairs to open all her presents. Mum and Dad were already in the kitchen ready with a very **BIG** surprise for her, they could hear her feet coming thundering down the stairs.

SUDDENLY, the kitchen door flew open and there stood Mia.

"I'm SEVEN today!" she shouted, flinging her arms into the air and looking around the kitchen at the big happy birthday balloon tied to the back of a kitchen chair. Then she looked again...there sitting on the same chair as the balloon and with a great big smile covering his face, was Poppa Joe, Mia's Grandpa.

"Happy birthday to you...." they all sang as Mia ran towards her Grandpa giving him the biggest cuddle that she could.

"SURPRISE!" they all shouted and laughed.
Poppa Joe was Mia's best friend as well as her grandpa, they always had lots of fun and adventures together.

"This is the best birthday present ever," said Mia, "I didn't know that you were coming to stay Poppa Joe."

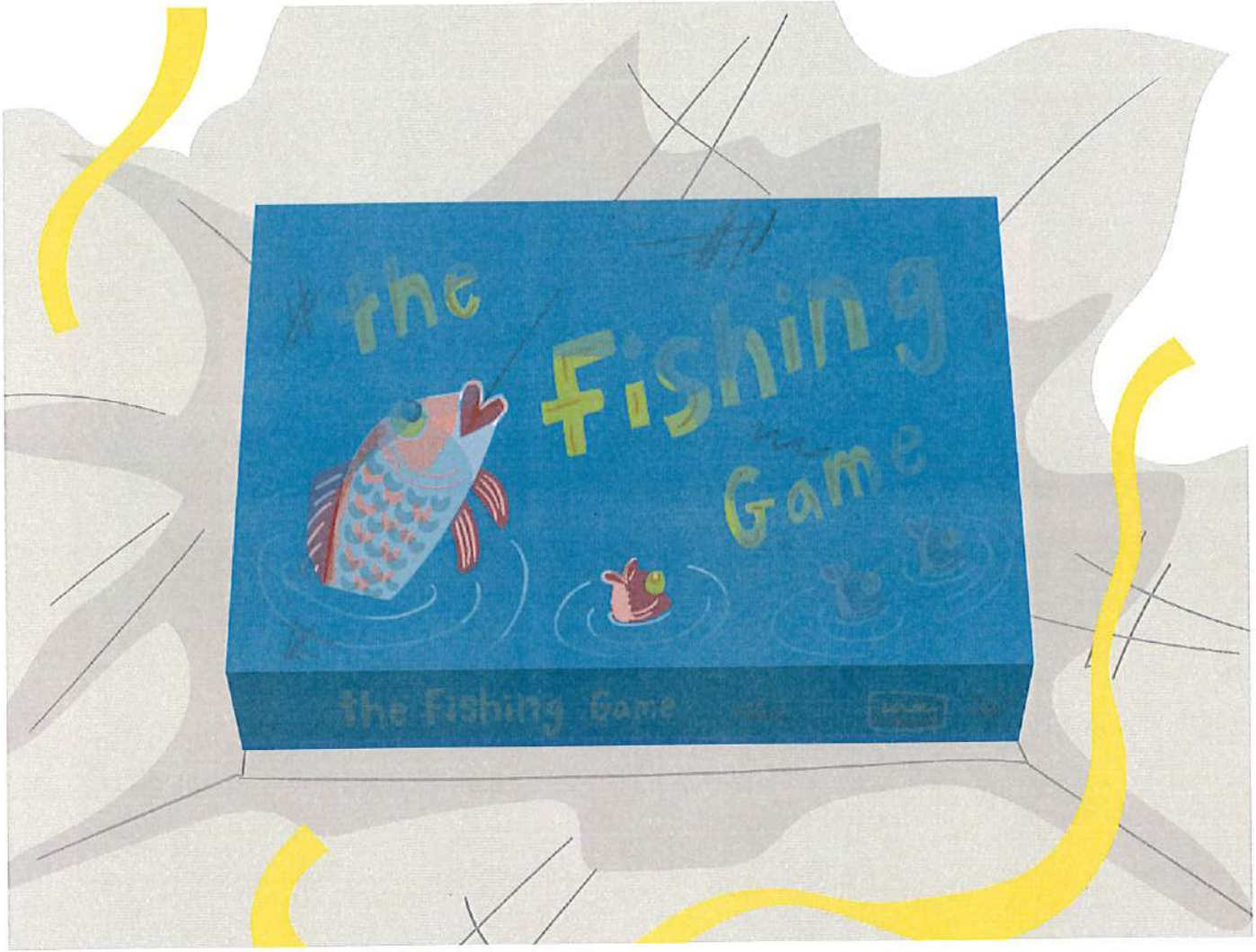
"We kept it a big surprise for your special day," said Mum, "you will have the whole weekend together."

Mia sat down to open her presents, sea-life snap game, some trainers with dolphins on them, a tea shirt with coloured fish on and some multicoloured glitter pens with an under the sea colouring book. Then Poppa Joe handed her his present.

"It's not a new present Mia," he said. "I had this when I was the same age as you, it was my favourite toy and I have looked after it for a long time."

Mia carefully opened the present which was wrapped in brown paper and tied up with a piece of string. Everyone looked inside the parcel, Mum and dad didn't even know what it was. The brown paper fell open and there inside was a box, like a jigsaw puzzle box, quite flat with some faded pictures of fish and some numbers.

Mia knew what it was straight away; she had played it many times when she had stayed with her Grandpa. There inside, were six little sticks each with a piece of string attached and a small magnet tied to the end. There was a packet of coloured cardboard fish, each with a number painted on the side and a small metal clip attached to their head and finally a fish tank which folded flat and fitted neatly under the lid.



"The fishing game!" shouted Mia.

"But Poppa Joe, this is your favourite fishing game," said Mia as she took the lid off the old box. Mum and Dad had often played the game too and were so surprised to see that Poppa Joe had given it to Mia.

"I know how much you like your sea life and especially

fish," he said. "I know that you will look after it for me, but now you can enjoy it with your friends, and I can play it with you anytime that I come to stay," said Poppa Joe smiling.
Mia put the lid carefully back in place, "I will look after this forever," she said. "Thank you so much Poppa Joe you are so kind."

"Poppa Joe wiped a little tear out of his eye, he was so pleased that someone else loved his fishing game as much as he had too.

"Time to go," shouted Dad from the kitchen, "the Sea Life Centre is waiting."

Mia quickly changed into her new fish T-shirt and dolphin trainers and proudly marched through the front door,

"Here we come fish," she said with a big smile as she jumped into the back of the car.

I Wish I Was a Fish Chapter 3

Mia sat in the back of the car with Poppa Joe, singing and laughing all the way to the Sea Life Centre. He was just like one of her friends from school except that he was older...well, maybe a lot older, but that didn't matter he was such good fun.

The Sea Life Centre was amazing, and Mia got to see all the things that she had on her big list. A shark, a dolphin, an octopus and lots of multicoloured tropical fish, just like the ones on her new T-shirt and the fishing game from Poppa Joe.

"I'm going to work at the Sea Life Centre when I grow up," said Mia as they got to the end of their visit. "Then I can see my favourite fish every day and look after them," she said, skipping backwards and forwards and waving at all the fish in the huge glass tanks.

Mum, Dad and Poppa Joe walked behind giggling at Mia as she skipped backwards and forwards trying to see as much as she could before they had to leave. The end of the day came far too soon as they all headed home for a special birthday tea for Mia. It had been such a busy day and there was still another day to come at Spin City tomorrow.

Poppa Joe and Mia sang all the way home in the back of the car as Mia proudly showed Popa Joe her new trainers with Dolphins on them.

"The first thing that I am going to do when we get back

is play my fishing game with Poppa Joe," said Mia smiling at Poppa Joe. "I'm going to catch all the fish with the biggest numbers on them and **win the game!**" shouted Mia.

Poppa Joe smiled at Mia, he was so pleased that she really loved her birthday present even though it was old and a bit tatty.

Back at home, Mia ran into the house to set up the fishing game whilst mum and dad were busy in the kitchen.

She opened the box and stood the cardboard fish tank on top of the lid. The colours of the fish had all faded over the years, and you could just about see a number painted on each side of them. Poppa Joe took the little coloured fish with the small metal clips attached to their heads and dropped them into the tank.

"PLOP!" in they dropped straight into the water.

Mia was just untangling the little stick fishing rods with their pieces of string attached. She looked up very surprised. Was that the sound of water? Did she really hear water sounds? It was only a game and it didn't have any water in it. It couldn't be.

She lifted the little cardboard fish tank off the lid of her game. There lay all the little fish on top of the lid, sure enough, not a drop of water to be seen. Mia was sure she had heard the **"PLOP"** of water as Poppa Joe dropped the fish into the tank.

"I must have been thinking about the fish tanks in the Sea Life Centre and thought I heard the sound of water," said Mia.

"Oh really," said Poppa Joe with a little twinkle in his eye.

Just then Mum and Dad came in with Mia's birthday tea.

"Pasta and pizza," called Dad as he came out of the kitchen holding the pizza in one hand on a big plate above his head, just like a waiter.

This was Mia and Poppa Joe's favourite and soon they were all tucking in and chatting about everything that had happened that day.

It wasn't long before they had all finished and it was time for bed before another big day.

"Just one last surprise," came a voice from the kitchen as the door burst open and there stood Mum with a beautiful fish shaped cake, covered all over with multi coloured cream and sprinkles.

"SURPRISE!" They all shouted, as Poppa Joe lit the candles and they sang happy birthday. There were seven candles on the cake, seven...one more than last year.

"You will have to make sure that you blow really hard to blow all your candles out," said Dad.

"And don't forget to make a wish," said Poppa Joe smiling at Mia.

Mia took a deep breath and blew hard; all the candles went out and she stood with her eyes tightly closed.

"I wish... I wish... I wish I was a fish," she said loudly, picking up her fishing game tucking it under her arm and marching off to bed.

I Wish I Was a Fish Chapter 4

Mia tried her best to get to sleep. She was so tired but she had such an exciting day that no matter how hard she tried, she just couldn't close her eyes. Just at that moment, Mum popped her head around the door, she had heard Mia moving about in her room and guessed that she was too excited to sleep.

"Would you like Poppa Joe to read you a story?" asked Mum. Mia nodded and in came Poppa Joe with enough stories in his head to fill his own book.

"Tell me all about the Red Racer," said Mia. She loved that story.
Poppa Joe had an old red racing car which he had played with when he was a little boy. This wasn't just any racing car, when Poppa Joe got behind the wheel magical things started to happen and the adventures began.

Just as Poppa Joe was starting to make himself comfortable, Mia started to set up her new fishing game at the side of the bed.

"I think we'll play fishing instead of a story," said Mia. Poppa Joe smiled and nodded.

"Just a little game," he said. "But then you really do need to get some sleep."

Mia opened the box and stood the cardboard fish tank on its lid just as she had done earlier, then she dropped the little

fish into the tank.

"CLUNK," the little fish fell heavily onto the lid of the box. "Oh," said Mia looking surprised and she took the fish back out of the fish tank.

"Let me try," said Poppa Joe. He picked up the fish and dropped them back into the fish tank.

"PLOP, PLOP, PLOP" in they dropped, straight into the water.

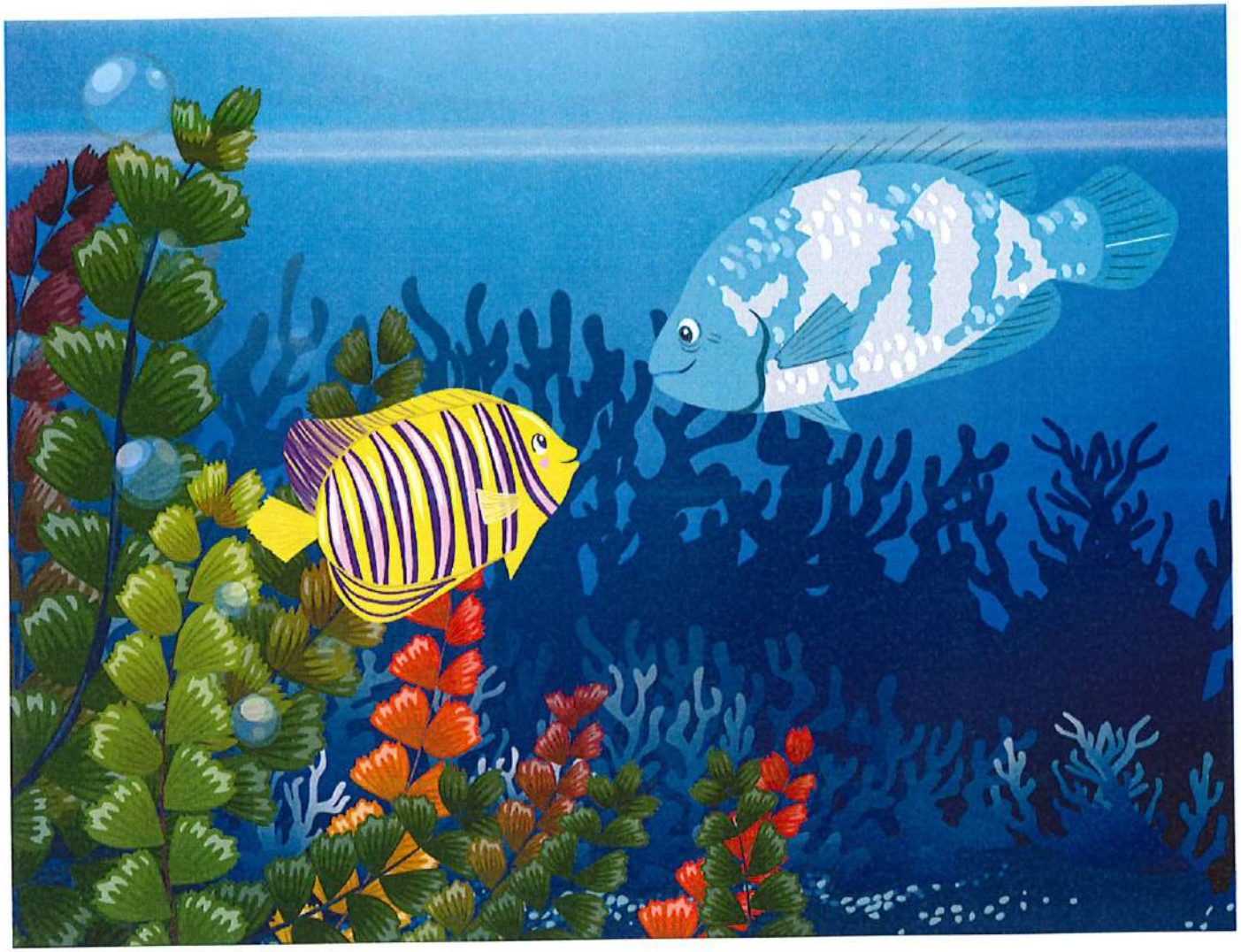
"I knew it, I knew it," shouted Mia. "I thought I heard the fish plop in water before, there really is water in the bottom of the tank, it's magic Poppa Joe!"

"Well let's take a look," said Poppa Joe and holding tightly onto Mia's hand, they both peeped over the side of the fish tank.

Suddenly, there they both were, **inside** the fish tank, splashing around with all the other fish! Mia looked at Poppa Joe, he was big and round with eyes popping out of his head just like a fish...wait a minute .... he **was** a fish. A big shiny blue and silver fish.

Mia looked down at her body, but all she could see was a tail with purple, pink and yellow stripes. Poppa Joe looked at Mia, "you really are a fish Mia," he said with a great big smile, "now let's get swimming."

Off they swam round and round the little fish tank meeting all the other little fish in Poppa Joe's fish game. Everything was so colourful and bright not like the faded little cardboard fish at the bottom of the box.



They swam past all the pictures painted on the inside of the cardboard tank. Everything looked so new.

Mia followed Poppa Joe, through the seaweed and around the treasure box, past the octopus and sharks. She said, "hello," to the starfish and seahorses and swam on further to the little shipwreck. She was having an amazing time with Poppa Joe. Suddenly, Mum came into the bedroom. She lifted the fish tank off the lid of the box. Everything went dark and the water started to crash against the side of the box.

"I'll fold all this away until tomorrow Mia. It really is time for bed, Poppa Joe is fast asleep," said Mum.

Mia found herself standing at the other side of her bed, "I...I was just going to say goodnight to Poppa Joe," she said but

she wasn't sure herself what had just happened.

"I think I must have been dreaming...dreaming that I was a fish," she thought as she climbed back into bed and fell fast asleep.

I Wish I Was a Fish Chapter 5

The following morning, Mia was up early ready for her trip to Spin City with her friends.

"Did you have a good sleep after your big day yesterday Mia?" asked Dad.

"I think so, but I had a dream that I was a fish and you were too Poppa Joe," said Mia.

"Oh really," said Poppa Joe with a little twinkle in his eye, "you must have been thinking about your wish."

Mia smiled and looked at Poppa Joe, she knew what a special person he was and she had some amazing adventures with him. Had it really been a dream? But she didn't have time to think about that, all Mia could think about was Spin City and the Octopus ride.

"Now I'm seven, I can go on the Octopus ride Poppa Joe and you can come on it too. It spins really fast and has little seats for you to sit in." Mia could hardly eat her breakfast she was talking so fast. Poppa Joe just listened and smiled, he was just as excited, but thought it best to let Mia do all the talking.
Mum and Dad were busy in the kitchen listening to Mia.

"I hope Poppa Joe likes the rides too," shouted Dad from the kitchen.

"I don't think your mum and I will be going on them."

Poppa Joe just smiled and nodded at Mia, "I think it's nearly time to meet your friends," he said pointing to his watch.

Mia scrambled down from the table and all four of them piled into the car and headed off to Spin City, just in time to meet Mia's friends with their grown-ups and siblings. Mia jumped out of the car and ran towards her friends.

"Wow," she shouted, as she looked up at the huge Octopus ride towering above all the other rides.

Standing right in front of them was the enormous head of an octopus which appeared to be supported by eight tentacles. At the end of each tentacle was a big carriage in the shape of a sea creature. Each creature was different and had seats inside. There was a crab, some fish, a dolphin and a shark.

As the octopus lifted its tentacles into the air, each carriage started to spin around faster and faster.

"I really want to ride in the fish carriage," shouted Mia as she jumped into the queue with the rest of her friends.

"You'll just have to wait to see which carriage is empty," said Dad it's a very busy ride.

Mum and Dad stood watching as Mia stood waiting with Poppa Joe and her friends.

"I want to be in the shark," said Ned looking up at the large white teeth on the side of a carriage.

"We're going to be a dolphin," shouted Mia's two other friends Nawal and Anna.

But Mia knew exactly what she wanted to be, she wished that she could be a fish!

Finally, the ride stopped, and all the octopus tentacle started to move slowly to the ground. Everyone stood in a special place looking up to see which seats were going to land the closest to them.

The octopus ride had stopped just at the perfect spot, Ned jumped into the shark carriage and Nawal and Anna jumped into the dolphin.

Mia looked at Poppa Joe, there were two fish carriages which had stopped right in front of them both. One was shiny blue and silver all over and the other was covered with purple, pink and yellow stripes.

Poppa Joe jumped into the shiny blue and silver

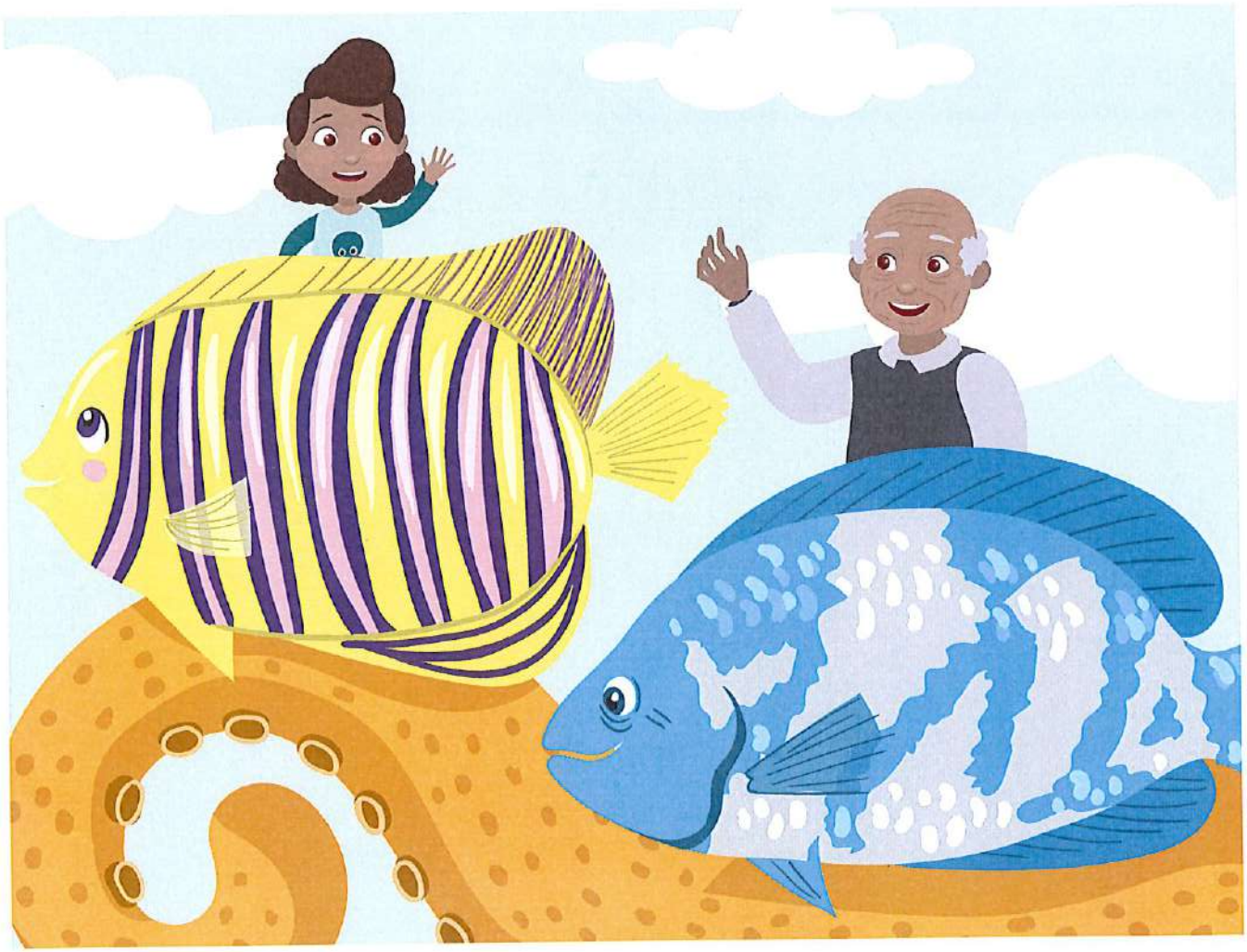
carriage.

"I think this one's mine," he shouted as he sat back in his seat.

Mia looked at the purple, pink and yellow striped tail of her fish carriage. Could it be... was it really?...Did she really dream last night...

"You did wish that you were a fish, didn't you Mia," giggled Poppa Joe with a little twinkle in his eye,

"Happy birthday Mia!" Shouted Poppa Joe as the octopus tentacles started to rise and spin as fast as they could. They were off on another adventure.



Adventure Story

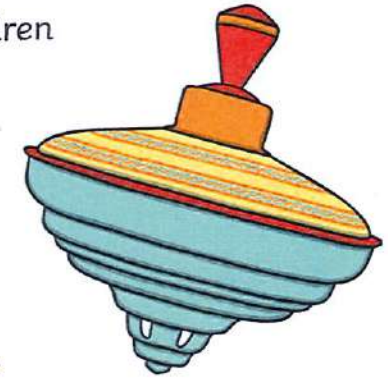
It was just an ordinary day...	abandoned	alarmed	ancient	awful	frightened
The rain began to pour...	bizarre	bold	bravely	chilling	mysterious
When it was all over...	creature	crumbling	dangerous	darkness	strange
As the day drew to a close...	disastrous	discover	disturbing	eerie	wicked
Suddenly...	enemy	escape	evil	familiar	
After the rain...	furiously	glorious	hero	magical	
The next day...	perilous	rapidly	shadowy	splendid	
Without warning...	sturdy	swooped	terrifying	weird	
	beastly	conscious	determined	enchanted	

after	because	who
before	if	whose
	while	which
	when	since

bellowed	boomed	laughed	stuttered
mumbled	muttered	replied	whispered
roared	screamed	shrieked	yelled

Victorian Toys

Just over one hundred years ago, in the Victorian times, children had fewer toys than children have today and there were no computer games or mobile phones to play with. Most Victorian toys were made from wood, paper or metal – there were no plastic toys. Families with less money would have to make their own toys to play with and these often included dolls made out of clothes pegs and paper windmills. Children would save up what little pocket money they did have to treat themselves to marbles, spinning tops, skipping ropes or kites from a 'penny stall' in the market. Rather than playing with toys, lots of children played games outside with their friends.



Quick Questions

1. What three materials were most Victorian toys made out of?

_____ _____ _____

2. Number these statements from 1 to 3 to show the order they appear in the text.

_____ There were no computer games.

_____ Lots of children played outside.

_____ Families would make their own toys.

3. Why were the toys from the market a way for children to 'treat themselves'?

_____

_____

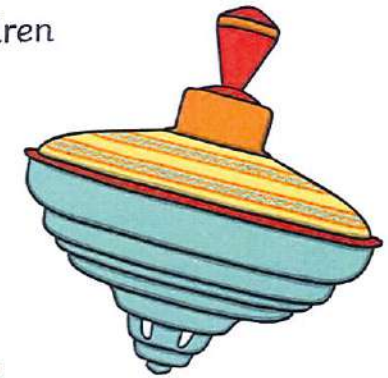
4. '*from a penny stall...*'
In this sentence, what is a 'penny stall'?

_____

_____

Victorian Toys

Just over one hundred years ago, in the Victorian times, children had fewer toys than children have today and there were no computer games or mobile phones to play with. Most Victorian toys were made from wood, paper or metal – there were no plastic toys. Families with less money would have to make their own toys to play with and these often included dolls made out of clothes pegs and paper windmills. Children would save up what little pocket money they did have to treat themselves to marbles, spinning tops, skipping ropes or kites from a 'penny stall' in the market. Rather than playing with toys, lots of children played games outside with their friends.



Answers

1. What three materials were most Victorian toys made out of?
wood, paper and metal

2. Number these statements from 1 to 3 to show the order they appear in the text.
1 There were no computer games.
3 Lots of children played outside.
2 Families would make their own toys.

3. Why were the toys from the market a way for children to 'treat themselves'?
Accept any sensible justification linked to the fact that children did not have a lot of money, e.g. They were a treat for children because they could not buy them very often as they had so little money.

4. '*from a penny stall...*'
In this sentence, what is a 'penny stall'?
Accept any sensible definition which eludes that a penny stall is a shop/stall from which people could buy things for one penny.

What Plants Need to Grow

6 **To grow properly, a plant needs:**

7 • air;

8 • light;

9 • water;

10 • nutrients;

11 • warmth.

16 **Why does it need them?**

27 • If a seed is not warm enough, it will not germinate.
35 Germination is when the seed starts to sprout.

45 • If a plant does not have enough light, it will
56 grow to be tall and flimsy as it tries to search
63 for light. The plant will probably die.

74 • If a plant is not watered enough, its stem will be
85 fragile and it will have very dry leaves. Again, it will
88 probably not survive.
99 So, where is the best place to grow a healthy plant?

Quick Questions

1. What do you think would happen if you planted a seed and put it into a cold, dark cupboard?

_____

_____

2. What is germination?

_____

_____

3. Find and copy the word that means the same as the adjective 'delicate'.

_____

_____

4. Where would be the best place to grow a healthy plant?

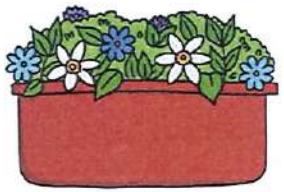
_____

_____

What Plants Need to Grow

To grow properly, a plant needs:

- air;
- light;
- water;
- nutrients;
- warmth.



Why does it need them?

- If a seed is not warm enough, it will not germinate. Germination is when the seed starts to sprout.

- If a plant does not have enough light, it will grow to be tall and flimsy as it tries to search for light. The plant will probably die.

- If a plant is not watered enough, its stem will be fragile and it will have very dry leaves. Again, it will probably not survive.

So, where is the best place to grow a healthy plant?

Answers

1. What do you think would happen if you planted a seed and put it into a cold, dark cupboard?

   Accept any sensible answer linked to the text, e.g. It probably wouldn't grow because growing plants need warmth and light.

2. What is germination?

   Germination is when the seed starts to sprout.

3. Find and copy the word that means the same as the adjective 'delicate'.

   Accept 'flimsy' or 'fragile'.

4. Where would be the best place to grow a healthy plant?

   Accept any sensible answer linked to the text, e.g. On a bright window sill with plenty of water.

Robins Maths Summer 4 **Measure and data** 

This week we are going to be estimating, measuring, recording and presenting!

Equipment - Measuring jug, 6 different sized beakers/mugs/glasses, tap & sink.

Task 1 LO: Estimate and measure using capacity.

We are going to find out how much *liquid* objects can contain. We will record this measure in **ml** (millilitres).

a) Collect 6 different sized beakers, cups, mugs or glasses. b) Find a measuring jug and fill it with 300ml of water. C) Now look at your 6 cups. Do you think they hold more than > or less than< 300ml of water? Write this in a chart.

< 300 ml	>300 ml

This is a bit like making an ***estimate.***

–roughly deciding an answer

b) At the sink, fill the smallest cup with water. Now carefully pour this water into the measuring jug. Write down (***record***) the exact capacity of the cup. Repeat this for each cup.

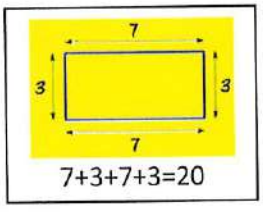
c) Was your ***estimate*** correct? Why do you think your estimates were right or wrong?

Equipment - Measuring tape or your 'feet'.

Task 2 LO Estimate and measure using perimeter.

Perimeter is the distance all around the outside of a 2-D shape.

You can use a measuring tape, a ruler, a metre length of string or your feet to help you with this task.



a) Find a cushion. Look at it and then look at a ruler (or tape or your foot). How many cm do you think each edge of the cushion measures? Add them up and this will give an ***estimate*** of the cushion's perimeter. ***Record*** this in your book. c)Now measure each side accurately and add together to find the ***perimeter***. Repeat this for 5 other objects, with straight sides. (eg a mat, a rug, the kitchen table, your bedroom, a car or driveway.

Task 3 **To estimate and measure using Time**

Equipment – Timer (stopwatch, second hand on clock, mobile phone, YouTube timer)

a) Write these periods of time in the correct order, smallest to largest;

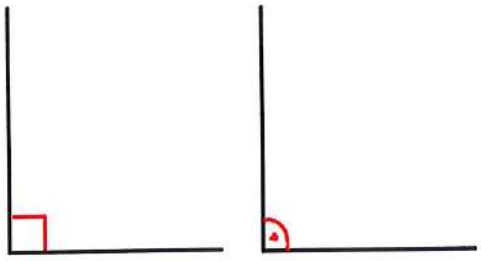
hour, day, fortnight, second, month, minute, day, week, year.

b) Watch a second hand or time one minute using a kitchen timer, mobile phone or YouTube clock. c)Now write down 6 activities you might complete in a day and estimate how long they will take. Put them in time order. (e.g. brushing teeth, reading, schoolwork, walk or card game). d)Next, time each activity and carefully record the times in your book.

Task 4 LO To present data in a bar chart

Equipment – squared paper, ruler

Print out the squared paper in the Google folder, or if you have squared paper **draw** two lines perpendicular to each other.



these lines are perpendicular!

The horizontal line is the x-axis and vertical line is y-axis.

Up the vertical axis, choose a scale (this might be ml, cm or M or minutes).in order to decide the heights of each bar.

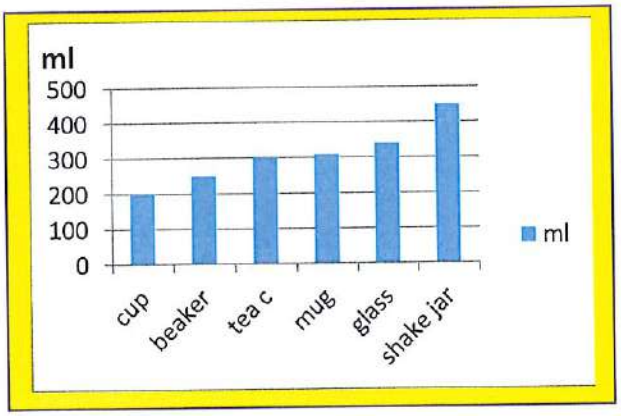
Along the horizontal (x) axis mark points where you will draw each bar (this might be the type of cup, perimeter objects or timed activities)

a) Now 'plot' your results from Task 1.

Use the whole side of the squared paper.

b) 'Label' each axis, saying what it is showing, e.g. 'Capacity in ml' and 'Cups in my house'

c) Give your bar chart a title.



b) Draw another bar chart, plotting another set of results.

Robins Maths Group
Challenges 4

Converting measures to equivalent (the same value) units.

Length

10mm = 1cm (centimetre)

100cm = 1m (metre)

Fill the gaps in the tables below.

mm	cm	m
50mm		0.05M
100mm		0.1M
230mm	23cm	
	85cm	

Capacity

1000ml (millilitres) = 1L (litre)

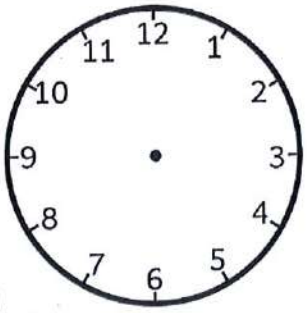
ml	L
500ml	0.5L
	0.8L
	1.2L
3000ml	

Time

Complete the table below, then draw the hands to show the times on the clocks.

written time	digital	clock
Ten past seven am		a
	09:20	b
	12.20	c
Five past three pm		d
	17.15	e

a



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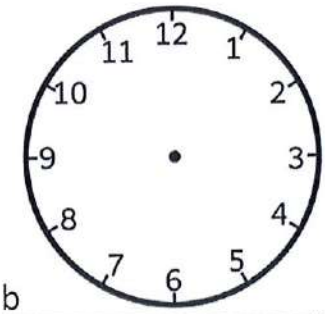
b



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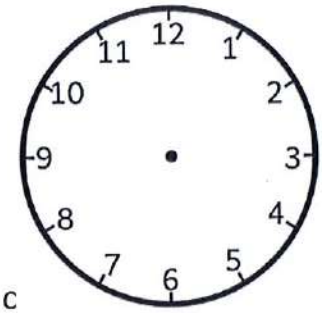
c



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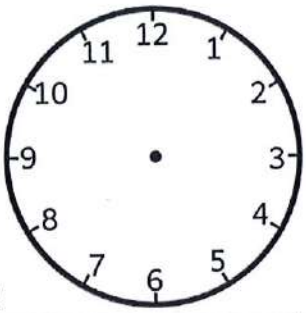
d



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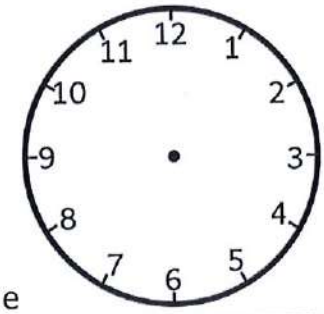
e



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Wrens Maths Group activities for Summer Week 4 – Estimating and Rounding.

** All the answers can be recorded in your green exercise book. **

Most of the time in Maths, you need to know exactly what the answer is, if you don't get the correct answer it's wrong!

However, sometimes in maths it's ok just to know what the answer is roughly going to be, this is called an estimate.

Estimating is also useful when you are working out the answer to something, if you know what the answer is roughly going to be before you start, then once you have done your working out, if the answer you get is close to your estimate, you are probably right.

It's another way of checking your answers!

Task 1: LO: rounding to the nearest ten and hundred.

Rounding is a good way to estimate the answers to something.
Rounding numbers involves finding the nearest number that ends in zero (0) to the number you are using.

You did rounding in Year 2, but here's a reminder how to do it below:

When you round to the nearest 10 you are taking the number you have to the nearest number ending in 0 (the nearest whole ten).

Here's how to do it using the number 83 as an example:

First: Decide which two tens numbers 83 sits between.

83 sits between 80 and 90.

Next: Look at the digit in the one's column – in this case 3.

The numbers ending in the digits 1, 2, 3 and 4 round down and those ending in 5, 6, 7, 8 and 9 round up.

83 has the digit 3 in the ones so it rounds down to 80.

If the number was 87, it would round up to 90 because there is the digit 7 in the one's column.

So, the numbers 81, 82, 83 and 84 round down to 80,
the numbers 85, 86, 87, 88 and 89 round up to 90.

When you round to the nearest 100 you are taking the number you have to the nearest number ending in 00 (the nearest hundreds number).

Here's how to do it using the number 183 as an example:

First: Decide which two hundreds numbers 183 sits between.

183 sits between 100 and 200.

Next: Look at the digit in the ten's column – in this case 8.

Numbers with ten's value of 10, 20, 30 and 40 **round down** and those with a value of 50, 60, 70, 80 and 90 **round up**.

1<u>8</u>3 has the ten's digit 8 so it **rounds up to 200.**

If the number was 133 it would **round down** to 100 because there is the digit 3 in the ten's column.

Task 1 Activity:

Copy this table into your book and fill in the blanks.

Number to round	To the nearest 10	To the nearest 100
Example: 237	Rounds up to 240	Rounds down to 200
311		
479		
652		
787		
898		
1546		
1764		

Task 2: LO: using rounding to estimate answers.

As mentioned above rounding can be used to estimate the answer to a number problem.
Sometimes this is all you need and sometimes knowing the estimate will help you check your answer.

Estimate the answer to the question 59 + 43 =
59 rounds up to 60, 43 rounds down to 40.
60 + 40 = 100 so the answer to 59 + 43 is roughly 100.

Task 2 activity 1: Estimate the answers to these questions by rounding the numbers to the nearest 10 – you don't need to work out the actual answer!
89 + 34 = roughly

243 – 68 = roughly

134 + 148 = roughly

351 – 219 = roughly

487 + 242 = roughly

573 – 225 = roughly

Task 2 activity 2:

Which answer is a close estimate of:

1) 87 + 74 =
a) 150 b) 130 c) 160 d) 140

2) 259 – 163 =
a) 90 b) 100 c) 70 d) 80

3) 455 – 121 =
a) 330 b) 360 c) 340 d) 350

4) 323 + 238 =
a) 560 b) 550 c) 540 d) 530

Task 3:

Estimating isn't just about working to the answers to number problems. You can also estimate how many of something you have, how long it would take to do something, or even how many things can be done in a given time.

For some of the following activities, you'll need someone to help you time what you do, either using a timer, or second hand on a watch or clock.

For each activity you will first need to estimate an answer, then carry out the activity to find out how many you achieve and compare your estimate to your actual answer.

Please don't cheat by changing your estimates after you complete the activities! ☹

If you don't have some of the items mentioned, swap them for similar ones you do have 😊 **ENJOY!**

Estimate	What I'm estimating	Actual
	Starting at one, the biggest number I can count to in one minute, by saying the numbers out loud.	
	Starting at one, the biggest number I can count to in one minute, by writing the numbers in digits on scrap paper. 1, 2, 3 etc.	
	Starting at one, the biggest number I can count to in one minute, by writing the numbers in words on scrap paper. One, two, three etc.	
	How many times I can say my name (first and family names) in one minute.	
	How many times I can write my first name in one minute, with my non-writing hand, on a piece of scrap paper. It needs to be legible!	
	How many times I can say: "Silly Sally slipped on six slippery snakes" In one minute.	
	How many felt-tip pens I can hold in one hand.	
	How many felt-tip pens I can hold in two hands.	
	How many times I can say the colours of the rainbow over and over: red, orange, yellow, green, blue, indigo, violet.	
	How long it will take to read one page of a book to an adult. A chapter book, not picture book!	

Look at your estimates and your actual scores.

Which activities did your estimates come close to your actual scores? Why you think this is?

Did your estimates for some activities get better as you worked down the sheet?

Discus some of your findings with an adult.

Now have a go at the challenges!

Answers to Wrens Group Maths Week 3

Maths tasks:

Task 2A:
18 x 4 = 72
17 x 9 = 153
19 x 8 = 152
27 x 6 = 162

Extension:
What about 36 x 5 and 54 x 6 how could you set those out using grid method?

36 can be partitioned as 10, 10, 10 and 6 or 30 and 6 depending on how confident you feel.

54 can be partitioned in a similar way – either 5 lots of 10 and 4, or 50 and 4.

What about 123 x 5 or 132 x 8?

123 x 5 can be partitioned as 100, 20 and 3.

132 x 8 can be partitioned as 100, 30 and 2.

Task 3A:
64 ÷ 4 = 16
126 ÷ 6 = 21
184 ÷ 8 = 23
198 ÷ 9 = 22

Task 4:
1) 48 sweets
2) 18 boxes
3) 128 pencils
4) 6 shelves
5) 9 groups
6) 75 cards

Maths Challenges:

Challenge 3:
1) 30 stickers
2) 3 books
3) 14 packs
4) 18 boxes

Wrens Maths Group Challenges – Estimating and Rounding.

Challenge 1:

You know now how to round numbers to the nearest 10 and 100.

How would you round a number to the nearest 1000?

Which column would you look at?

Which numbers would round down and which would round up?

Explain your reasoning to an adult, or older brother or sister, who have done rounding before.

Challenge 2:

Write down some number problems like the ones in Maths task 2 where you can estimate the answers by rounding to the nearest 1000.

Challenge 3:

Get an adult, or older brother or sister to try the estimating activities in Maths task 3.

See if their estimates are better or worse than yours.

Before you let them try, which activities would you expect their estimates to be higher than yours?

Think about why this might be.

Challenge 4:

Invent some of your own estimating activities like those in maths task 3.

Be inventive, here are some ideas to get you started:

How many baked beans you can eat out of a bowl using a toothpick in one minute?

How many laps of your garden can you run in two minutes?

How long does it take you to say the alphabet?

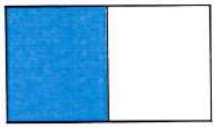
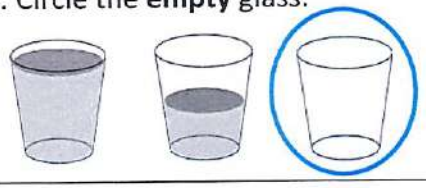
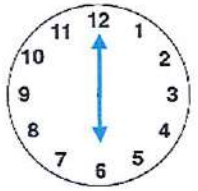
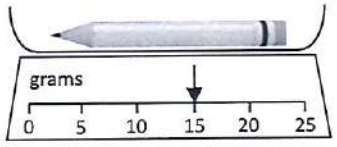
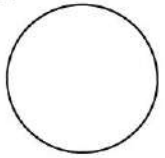
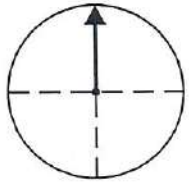
How long to write the alphabet backwards on a piece of paper?

There are plenty of other ideas, be creative 😊.

Maths Key Skills

Stage 1: Skill Check 4 **Answers**

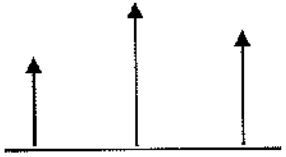
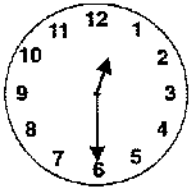
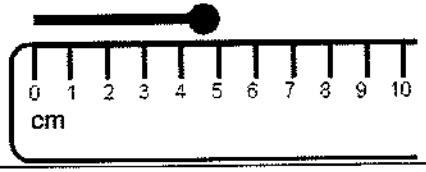
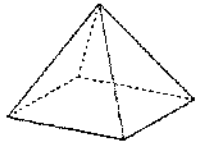
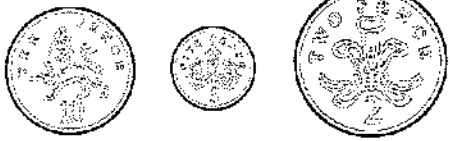
Name: _____ **Date:** _____ **Class/Group:** _____

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1. What is the missing number? 82 83 84 85 ☐	1:1 **86**	11. Colour in **half** (½) of the shape. 	1:11 **1 part**	16. Which comes **latest** in the day? a. tea b. lunch c. breakfast 	1:16 **a**
2. What is the missing number? 5 10 15 ☐ 25	1:2 **20**				
3. What number is one **less** than 38?	1:3 **37**	12. Circle a **quarter** (¼) of the balls. 	1:12 **2 balls**	17. How many weeks are in a year? a. 12 b. 30 c. 52	1:17 **c**
4. Pat has 3 sweets. Sam has 5. Who has the **least**?	1:4 **Pat**				
5. Write this number in words: 15	1:5 **Fifteen**	13. Circle the **empty** glass. 	1:13 **Empty glass circled**	18. Draw the hands to show: 6 o' clock 	1:18 **Hands as shown**
6. What symbol is missing? 15 ☐ 4 = 11	1:6 **-**				
7. What is the missing number? 2 + 8 = ☐	1:7 **10**	14. How heavy is the pencil? 	1:14 **15g**	19. What is this shape? a. square b. triangle c. circle 	1:19 **c**
8. 18 - 5 =	1:8 **13**				
9. What is the missing number? 12 = ☐ - 6	1:9 **18**	15. How much altogether? 	1:15 **9p**	20. The arrow points: a. up b. down c. right 	1:20 **a**
10. 3 children each have 5 pens. How many pens do they have altogether?	1:10 **15**				
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)	Y (8-15)	G (16-20)	

Maths Key Skills

Stage 1: Skill Check 5

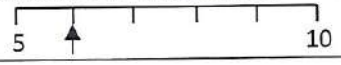
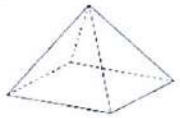
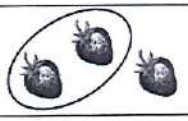
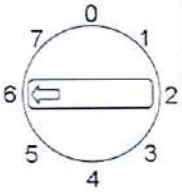
Name: _____ **Date:** _____ **Class/Group:** _____

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1. What is the missing number? 0 ☐ 2 3 4	1:1	11. Circle **half** (½) of the sweets. 	1:11	16. I go to bed in the: a. morning b. afternoon c. evening. 	1:16
2. What is the missing number? 2 ☐ 6 8 10	1:2				
3. What number is one **more** than 24?	1:3	12. Colour in ¼ of this shape. 	1:12	17. What month comes **before** April? a. February b. May c. March	1:17
4. What number is labelled? 	1:4				
5. Write this number in words: 4	1:5	13. Circle the **shortest** arrow. 	1:13	18. What time does this clock show? 	1:18
6. What symbol is missing? 8 ☐ 5 = 13	1:6				
7. What is the missing number? 10 - 9 = ☐	1:7	14. How long is the matchstick? 	1:14	19. What is this shape? a. cuboid b. pyramid c. sphere 	1:19
8. 19 + 4 =	1:8				
9. Tom has 5 apples. Kim has 8 apples. How many apples altogether?	1:9	15. How much altogether? 	1:15	20. The teddy bear is: a. on the chair. b. under the chair. c. next to the chair. 	1:20
10. 10 pens are shared by 2 children. How many pens do they get each?	1:10				
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)	Y (8-15)	G (16-20)	

Maths Key Skills

Stage 2: Skill Check 4 **Answers**

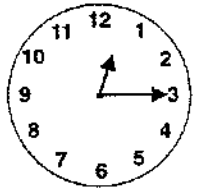
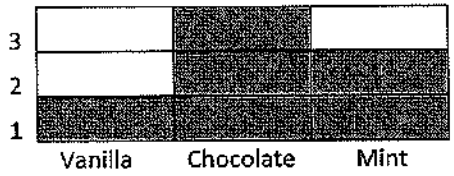
Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 12 22 32 42 52 ☐	2:1 **62**	11. 9 x 5 =	2:11 **45**	21. Which of these has the **greatest capacity**? **a.** a bath **b.** a bucket **c.** a cup 	2:18 **a**
2. Circle the **3s** that have a value of **3.** (13) 38 (43) 31	2:2 **13,43**	12. Which are the odd numbers? 2 7 16 23	2:11 **7,23**		
3. What number is labelled? 	2:3 **6**	13. What symbol is missing? 3 x 5 ☐ 15	2:12 **=**	22. How many **minutes** are there in **1 hour**? **a.** 12 **b.** 24 **c.** 60 	2:21 **c**
4. Put these in order, smallest first. 34 4 43 3	2:4 **3,4, 34,43**	14. What symbol is missing? 14 ☐ 7 = 2	2:12 **÷**		
5. Write this number in words. 71	2:5 **Seventy one**	15. Is this true? Write 'yes' or 'no'. 15 ÷ 3 = 3 ÷ 15	2:13 **No**	23. Which of these shapes has **4 sides**? **a.** triangle **b.** circle **c.** square	2:23 **c**
6. A garden has 15 trees. 9 more are planted. How many trees now?	2:6 **24**	16. 4 flowers each have 7 petals. How many petals are there in total?	2:14 **28**		
7. Use 11 + 9 = 20 to answer: 55 + ☐ = 100	2:7 **45**	17. I have 18 eggs. If they come in boxes of 6, how many boxes do I have?	2:14 **3**	24. Complete the sentence: A **square based pyramid** has 8 **a.** vertices **b.** edges **c.** faces 	2:24 **b**
8. 9 + 7 + 8 =	2:8 **24**	18. What fraction of the strawberries is circled? 	2:15 $\frac{2}{3}$		
9. Tick (✓) if true: 28 - 7 = 7 - 28 ☐ 38 + 6 = 6 + 38 ☑	2:9 ✗ ✓	19. Write the fraction **two quarters** in numerals.	2:15 $\frac{2}{4}$	25. This dial is pointing at 6. What number will it point to after being turned **clockwise** through **3 right angles**? 	2:28 **4**
10. Use 62 - 17 = 45 to help find: 17 + 45 = ☐	2:10 **62**	20. What is $\frac{1}{4}$ of 20 ?	2:16 **5**		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

Stage 2: Skill Check 5

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 87 77 67 57 47 ☐	2:1	11. 90 ÷ 10 =	2:11	21. Tim has twenty pence (20p). Tick the coins that have the same value. 	2:19
2. What is the **value** of the **9** in this number? 92	2:2	12. Which are the even numbers? 2 17 16 23	2:11		
3. Draw an arrow to label 8. 5 ——— 10	2:3	13. What symbol is missing? 35 = 5 ☐ 7	2:12	22. Sam has fifty pence (50p). He buys an apple for thirty pence (30p). How much change does Sam get? 	2:20
4. Use <, > or = to make this correct: 2 x 4 ☐ 5 + 3	2:4	14. What symbol is missing? 4 = 32 ☐ 8	2:12		
5. Write this number in numerals. thirty nine	2:5	15. Tick (✓) if true: 8 ÷ 4 = 4 ÷ 8 ☐ 9 x 7 = 7 x 9 ☐	2:13	23. What time does this clock show? 	2:22
6. There are 29 people on a train. 16 get off. How many people now?	2:6	16. 4 boys share 20 chocolates. How many chocolates does each boy get?	2:14		
7. 20 - ☐ = 14	2:7	17. 4 bags each contain 6 apples. How many apples are there in total?	2:14	24. Favourite ice-cream flavours of some pupils are shown below.  How many pupils chose chocolate?	2:29
8. 67 - 10 =	2:8	18. What fraction is shaded? 	2:15		
9. Is this true? Write 'yes' or 'no'. 27 + 7 = 7 + 27	2:9	19. How many **quarters** are in 1 whole?	2:15		
10. Use 92 = 23 + 69 to help find: 92 - 69 = ☐	2:10	20. Complete the **equivalent** fractions. $\frac{1}{2} = \frac{2}{\square}$	2:16	25. How many pupils were asked in total?	2:30
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

Stage 3: Skill Check 4 **Answers**

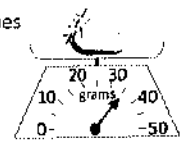
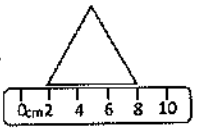
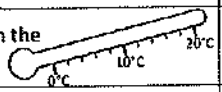
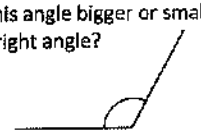
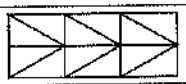
Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 0 100 200 300 ☐ 500	3:1 **400**	11. 48 ÷ 4 =	3:10 **12**	23. David says the time is "3 o'clock in the afternoon". Which of these means the same thing? **a.** 3 am **b.** 3 noon **c.** 3 pm	3:23 **c**
2. What is the **9** worth in this number? 901	3:2 **900 (hundreds)**	12. 4 x 7 =	3:10 **28**		
3. Put these in order, largest first. 716 176 617 761	3:3 **761, 716, 617, 176**	13. Use 35 ÷ 7 = 5 to solve: 350 ÷ 70 =	3:11 **5**	22. Which month has 28 days? **a.** January **b.** February **c.** March	3:24 **b**
4. Draw an arrow to estimate 35. 0 50 100	3:4 **Arrow**	14. What is the missing number? 45 ÷ ☐ = 3 x 3	3:12 **5**		
5. Tom counts up in 50s starting from 100. What will his 4th number be?	3:5 **250**	15. What is the missing fraction? $\frac{2}{10}$, $\frac{3}{10}$, ☐	3:13 $\frac{4}{10}$	23. On the grid draw a pentagon.	3:25 **Any 5 sided shape drawn**
6. 624 - 100 =	3:6 **524**	16. Shade $\frac{2}{3}$ of the counters.	3:14 **8**		
7. 372 + 89 =	3:7 **461**	17. What fraction is labelled? 0 1	3:15 $\frac{1}{3}$	24. Number of boys & girls in Class 7: Key: means 3 pupils boys girls	3:29 **14 circles**
8. Write a sum to check 46 + 19 = 65. Check: 65 ☐ 19 ☐ 46	3:9 **-, =**	18. This shape is in sixths. Shade in $\frac{2}{3}$.	3:16 **4**	Show 14 girls on the pictogram.	
9. After spending 39p, Tom still has 43p left. How much did he start with?	3:8 **82p**	19. Subtract the fractions. $\frac{5}{6} - \frac{1}{6}$	3:17 $\frac{4}{6}$	25. How many boys and girls are there in Class 7?	3:30 **27**
10. What is the missing number? ☐ + 239 = 302	3:9 **63**	20. Write the smallest fraction. $\frac{3}{7}$ $\frac{4}{7}$ $\frac{6}{7}$ $\frac{2}{7}$	3:18 $\frac{2}{7}$		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

Stage 3: Skill Check 5

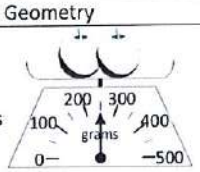
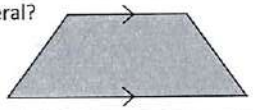
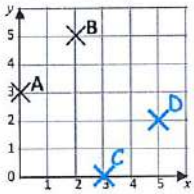
Name: _____ Date: _____ Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is 10 more than this number? 67	3:1	11. 56 ÷ 8 =	3:10	21. How much does this strawberry weigh? 	3:19
2. What is the 5 worth in this number? 750	3:2	12. 12 x 4 =	3:10		
3. Write < or > to make this correct: 812 ☐ 796	3:3	13. 17 x 4 =	3:11	22. What is the perimeter of this equilateral triangle? 	3:20
4. Show 18°C on the thermometer. 	3:4	14. There are 3 girls for every 2 boys. If there are 12 girls, how many boys?	3:12		
5. Make the smallest number possible using the digits **2** **7** and **5**.	3:5	15. What is one tenth of 8?	3:13	23. Ian turns through a quarter turn. How many degrees has he turned through? 	3:26
6. 459 + 1 =	3:6	16. Circle $\frac{1}{7}$ of the marbles. 	3:14		
7. 256 - 173 =	3:7	17. What is $\frac{3}{5}$ of 25?	3:15	24. Is this angle bigger or smaller than a right angle? 	3:27
8. Circle the best **estimate** to 102 - 69: 15 20 25 30	3:8	18. $\frac{8}{12} = \frac{?}{3}$ 	3:16		
9. A school has 500 tickets to sell for a play. They sell 289. How many left?	3:9	19. Add the fractions. $\frac{3}{9} + \frac{3}{9}$	3:17	25. Which pair of lines are parallel? a.  b. 	3:28
10. What is the missing number? 25 + ☐ - 13 = 30	3:9	20. Write the smallest fraction. $\frac{1}{5}$ $\frac{1}{3}$ $\frac{1}{7}$ $\frac{1}{2}$	3:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

Stage 4: Skill Check 4 **Answers**

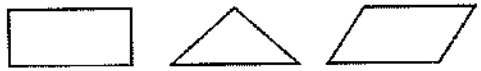
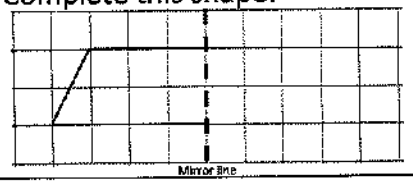
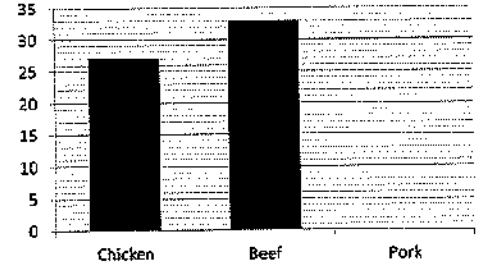
Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 50 ☐ 100 125 150	4:1 **75**	11. 72 ÷ 12 =	4:9 **6**	21. Two apples are weighed. How much does 1 apple weigh? 	4:21 **125g**
2. What is the missing number? 54 63 72 ☐ 90	4:1 **81**	12. Use 2 x 4 x 12 = 96 to answer: 24 x 4	4:10 **96**		
3. What is 1,000 **less** than 4,920?	4:2 **3,920**	13. 83 x 7 =	4:11 **581**	22. Draw the hands to show: 17:50 	4:22 **Hands drawn**
4. Round this number to the nearest 1,000: 1,543	4:2 **2,000**	14. Shop A sells 6 pens for 3. Shop B sells 2 pens for 90p. Which is cheaper?	4:12 **B**		
5. Put these numbers in order, smallest first: 3, -2, 0	4:3 **-2,0,3**	15. $\frac{1}{2} = \frac{\square}{4} = \frac{4}{\square}$	4:13 **2, 8**	23. What is the name of this quadrilateral? 	4:23 **Trape-zium**
6. Put these in order, smallest first: 3,293 1,273 2,837	4:4 **1273, 2837, 3293**	16. I have $\frac{1}{10}$ of a cake. How many pieces do I cut it into to make $\frac{1}{100}$?	4:14 **10**		
7. What number does this Roman Numeral represent? **XIV**	4:5 **14**	17. $\frac{11}{4} - \frac{9}{4}$	4:15 $\frac{2}{4}$	24. Plot the point (3, 0). Label it C. 	4:28 **Point plotted**
8. 3,473 + 1,230 =	4:6 **4,703**	18. Write $\frac{1}{100}$ as a decimal number.	4:16 **0.01**		
9. Write the sum to check 239 - 154 = 85: 85 + ☐ = ☐	4:7 **154, 239**	19. What is the **value** of the 2 in: 1.72	4:17 $\frac{2}{100}$		
10. A 38cm tall plant grows 16cm a year. How tall will it be after 2 years?	4:8 **70cm**	20. Round 7.8 to the nearest whole number.	4:18 **8**	25. Points A, B and C form 3 corners of a rectangle. Plot the fourth corner of the rectangle and label it D.	4:28 **Point plotted**
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

Stage 4: Skill Check 5

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 1,000 ☐ 3,000 4,000 5,000	4:1	11. 6 x 9 =	4:9	21. Tim and Sue both weighed themselves. Tim's weight was 31.5 kg. Sue's weight was 32000g. How many grams heavier was Sue? 	4:19
2. What is the missing number? 200 225 250 ☐ 300	4:1	12. Complete the sum that is equal to 6 x 7 x 12: ☐ x 12	4:10		
3. Round this number to the nearest 1,000: 2,167	4:2	13. 236 x 8 =	4:11	22. Tick (✓) the shape that has exactly one line of symmetry. 	4:25
4. What is 1,000 **more** than 960?	4:2	14. To work out 39 x 8 you could do: 30 x ☐ + ☐ x 8	4:12		
5. If the temperature starts at 3°C, then drops by 9°C, what is it now?	4:3	15. $\frac{15}{40} = \frac{3}{?}$	4:13	23. Complete this shape: 	4:26
6. What is the value of the **8** in this number? 2,789	4:4	16. What is the missing number? 2.96 2.97 2.98 2.99 ☐	4:14		
7. Write the number 13 in Roman numerals.	4:5	17. $\frac{11}{15} + \frac{4}{15}$	4:15	24. Favourite meats of Lower School: 	4:29
8. 8,629 - 5,318 =	4:6	18. Write $\frac{3}{4}$ as a decimal number.	4:16	17 pupils said pork. Show this.	
9. **Estimate** the answer to: 4,012 + 15,982	4:7	19. 23 ÷ 10 =	4:17	25. How many pupils are there in Lower School?	4:30
10. From 500 tickets, pupils buy 235 & parents buy 188. How many are left?	4:8	20. Using 10, Rob buys a drink for 90p and a wrap for 2.50. How much left?	4:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Yoga Cards

Warrior II Pose - Virabhradhrasana II

Benefits Strengthens and stretches legs and core; stretches chest and shoulders; relieves backaches.

1. Stand with your feet wide apart. Turn your left foot in and your right foot out 90°.
2. Inhale, and lift your arms parallel to floor.
3. Exhale and bend your right knee. Be careful not to extend your knee past the 90° point with your ankle.
4. Keep your torso tall, turn your head, and look out over your fingertips.
5. Inhale, straighten your legs and lower your arms. Repeat on opposite side.

Yoga Cards

Chair Pose - Utkatasana

Benefits Strengthens legs, stretches shoulders and chest.

1. Start in mountain pose.
2. Exhale, and bend your knees as if you were sitting in a chair.
3. Reach your arms towards the ceiling, with your palms facing each other.
4. Hold this pose and breathe.

Yoga Cards

Mountain Pose - Tadasana

Benefits Improves posture, strengthens core, muscles and legs.

1. Stand tall with your weight balanced evenly on your feet.
2. Firm your thigh muscles and pull in your tummy.
3. Press your shoulders back and hold your arms out straight, a little way from your body.
4. Breathe deeply and hold as long as needed (at least two long breaths).

Yoga Cards

Tree Pose - Vriksasana

Benefits Improves balance; strengthens thighs, calves, and ankles; stretches legs and chest; develops concentration.

1. Begin in mountain pose.
2. Lift your right foot, turning your knee out; place your foot below your left knee.
3. Press your hands together.
4. Raise arms overhead, and look up to your hands if possible.
5. Return hands to your chest, and lower your right leg.
6. Repeat with left leg.

Yoga Cards

Downward-Facing Dog- Adho Mukha Svanasana

Benefits Calms the mind; relieves stress; energizes the body; strengthens arms and legs; stretches upper and lower body; relieves headaches; back pain and fatigue.

1. Begin on hands and knees with toes tucked under.
2. Exhale, straighten knees and lift hips, so you are in an upside-down V.
3. Hold this position for as long as you like. Let your head hang down and breathe.
4. To release, exhale and bring knees to the floor.

Yoga Cards

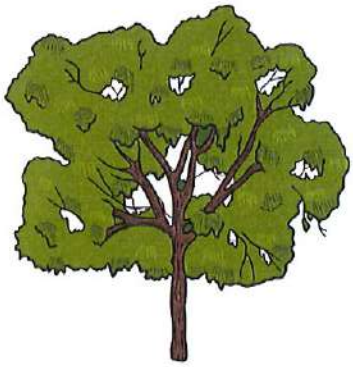
Preparation and Safety

Age	5-7
National Curriculum	Develop balance, agility and co-ordination.
Time	Can be adapted to any setting or time frame.
Preparation	Session to happen on a carpeted floor or mats with enough space to stretch out arms and legs. If possible, have a bag with animals, pictures and stories inside to promote discussion.
Safety	Session to happen on a carpeted floor or mats with enough space to stretch out arms and legs.

I am strong.

I am brave.

I am wise.



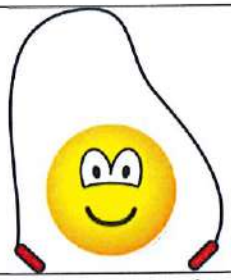
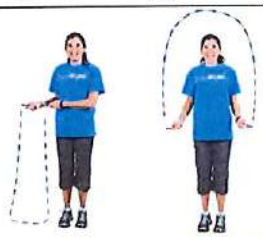
I am kind.

I am friendly.

TSG Physical Education 2020

Skipping

Find a rope or try tying old ties, football or tea towels together.

Hold your hands wide with the rope behind you. Throw the rope over your head and step ever it. Repeat, increasing the speed	
How many skips can you complete without stopping?	Feet together, split feet, forwards or backwards.
Steps - hopscotch. Land on one foot and then on two.	
Jump from side to side. Feet apart then feet together.	
Rope tricks - after jumping swing the rope to one side and then the other. Jump once then cross your hands in front of your and jump again.	
Create a sequence. Put your favourite steps together. See if you can teach someone else your sequence. Send a video into school or show on a Zoom call.	

Child Yoga

Warm yourself up with Joe Wicks or go through each of these movements, completing each 10 times;

Circle your arms forward and backwards,

touch the floor with both hands,

lift your right knee and then your left

jump on the sport, twisting your hips,

punch forward with your left and right hand.

Repeat.

Look at the special child poses attached.

Follow the instructions on the cards.

🌶 Invent s short story that includes all the poses. Say it as you change between the poses.

Science – Joints – their names and purpose part 1 of 2.
(part 2 next week)

Over the last couple of weeks, you have learnt about the bones in the human body.

You now know lots of facts about bones including what they are made of, what the purpose of the skeleton is, the names of lots of our bones and where the smallest and largest bones are in your body.

You should also have noticed that the bones in the arms and legs are very similar, there is one large bone at the top of each arm and leg, followed by two smaller bones in the lower arm and leg. Then finally lots of similar bones in the hand and foot. There are even five fingers (four fingers and a thumb) and five toes!

Remember this, it will come in handy for next week!

HANDY TIP - to tell which bone is the ulna and which is the radius in your lower arm do the following:
First: hold your writing arm out with your hand flat, palm up. When you do this the radius is on the outside and the ulna on the inside, closest to your body.
Next: place your other hand loosely over the arm, close to the wrist.
Then: slowly turn the hand of your writing arm over.
The bone you feel moving under your hand is the radius. It is rotating around the ulna to help turn your hand over.

**** This week you will be learning about the joints in your body. ****

You will learn:

- ✓ What a joint is.
- ✓ Why we have joints.
- ✓ The names of the common types of joint in the human body.
- ✓ Where the common joints are in the body.
- ✓ How they move.

What is a joint?

Put simply a joint is where two, or more, bones in the skeleton meet, or join hence the term joint! There are two types of joint.

Fixed joints: Some joints are fixed – like in the skull – lots of bones are fixed together, a bit like a jigsaw, to make your cranium, which protects the brain from damage.

Flexible joints: Some joints move like the elbow joint; this is where the humerus (upper arm bone) meets the ulna and radius (the lower arm bones). These types of joint are called flexible joints because they can be moved. You can bend your arm at the elbow, which is very handy indeed!

So why do we have joints?

Fixed joints: keep the skeleton together, if the bones in the cranium were not linked like a jigsaw the bones would be moving around all over the place under the skin. Imagine what that would look like!
More importantly, if the bones were not fixed together, then the cranium would not be very good at protecting the brain would it!

Flexible joints: allow the skeleton to move, they allow you to walk, jump, bend down, put things your mouth and hundreds of other things too!

Activity 1 – think about how your skeleton moves:

Stand up.

Make some very simple movements – such as picking something up, sitting down, opening a door, folding a piece of paper, turning to look at something.

Do your chosen movement slowly.

While you are making the movement think carefully about which bones of the skeleton you are moving.

Think about where the joint must be so you can make those bones move.

Can you think of the name you call that joint?

How is that joint moving? Are you bending it, twisting it, turning it etc.?

Now you have spent a bit of time thinking about your movements, where some of the joints are in your body and how they move, let us have a look at some of them in more detail.

In the next activity you are going to think about one joint at a time.

For each joint, concentrate on the type of movement it gives to your skeleton.

Maybe you can remember some of the scientific names of the bones involved at the same time.

You will also learn the name of the joint.

For Activity 2 – read the bit in light blue and red first, the dark blue bit is the answer, try not to read it before you do some of your own thinking!

Activity 2 – how the joints move and their scientific names:

Activity 2A: First start with your head and neck:

Sit up straight.

Nod your head – which part of the skeleton are you moving to do that?

Answer: When you nodded your head, you used the bones at the top of your backbone – from last week you learn these are called vertebrae.

They sit on top of each other and can rock backwards and forwards a little bit. Because you have lots of bones in your neck it means you can nod your head forwards and backwards quite a long way!

Activity 2B: Face forward and turn your head to the left and right.

DON'T move your body, just your head!

Which part of the skeleton are you moving to do that?

Answer: When you turned your head left and right you turned your skull on the top of your neck.

This joint is called a pivot joint.

Basically, there is a small hole in the bottom of your skull, this fits around a peg shaped bone at the top of your backbone and this allows your head to swivel (turn) from side to side. A bit like putting your finger through a pineapple ring – you can turn the ring around your finger.

We can only turn our heads to just look over each shoulder, but an owl can almost turn its head in a full circle!

*** By putting these two movements together you can nod your head, look left and right, tilt your head from side to side and roll your head around almost in a circle – all from just those two joints! WOW ***

Activity 2C: Now move to your shoulder joint – where your upper arm joins your body:

How does your shoulder joint move?

You are only thinking about how you can move your upper arm; your lower arm and hand will come later!

Answer: You can move your shoulder joint in almost a complete circle – go on give it a go!

This joint is called a ball and socket joint.

The top of your arm bone (the humerus) is shaped a bit like a ball.

The shoulder bone (scapular) has a cup shape on the end.

The ball fits into the cup (or socket) and give you lots of movement.

Make one hand into a fist and cup it loosely in the other hand.

The fist is the ball, the other hand the socket – see how easy it is to move your fist around in the cupped hand!

Activity 2D: Next think about your elbow joint:
How can you move your lower arm?
TIP - hold your upper arm tightly against your body and make sure you just move your lower arm at the elbow.

Answer: you can only move your elbow up and down.
This is called a hinge joint.
Think of the hinges on a door, the door only swings open, or closed.

Activity 2E: Finally move to your wrist joint – where your hand joins to your lower arm:
How can you move your hand?
TIP – place your lower arm on a table, with your hand hanging over the edge, palm up.
Keep your lower arm on the table while moving your hand at the wrist joint.

Answer: you can move your hand in almost the same way you can move your upper arm, side to side, up and down and around and around.
This joint is called a saddle joint.

Spend a bit of time working through Activity 2 again:

Do this while looking at the diagrams in:
'Science – The Joints of the Human Body.pdf' in the Google drive folder, this gives you some diagrams of the joints discussed in this activity.

Page 1 shows you where the types of joint we have named are in the body.
Page 2 shows you this in another way (do not worry about the second column).
Page 3 gives the same information in yet another way – ellipsoidal is another term for saddle joint. We will call them saddle joints.
Pages 4 and 5 show you the joints in more detail.

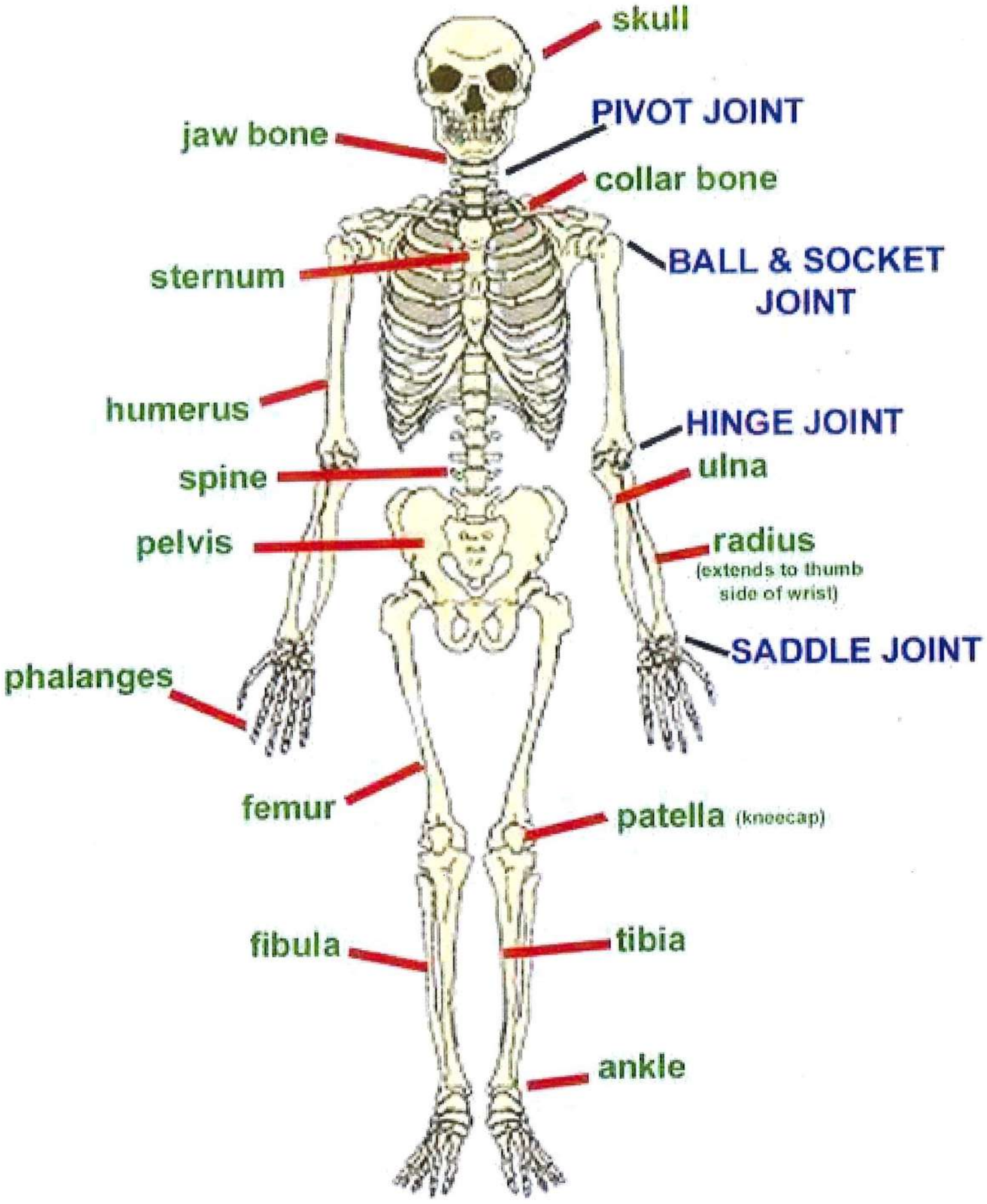
Activity 3:
Label the diagram you created in last week's activity with the names of the joints you have learnt about in Activity 2.

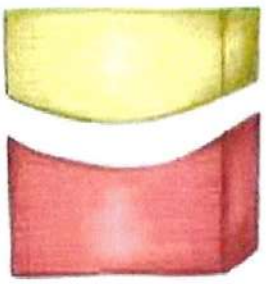
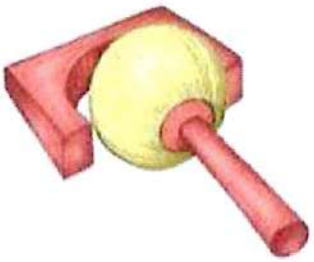
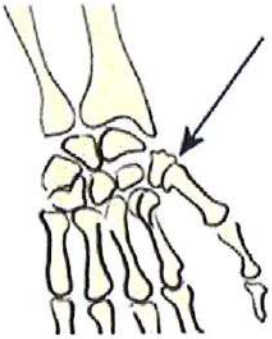
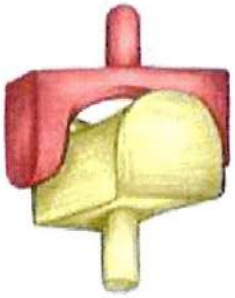
Use a coloured pencil crayon to do this so the joint names stand out from the names of the bones you put on in pencil.

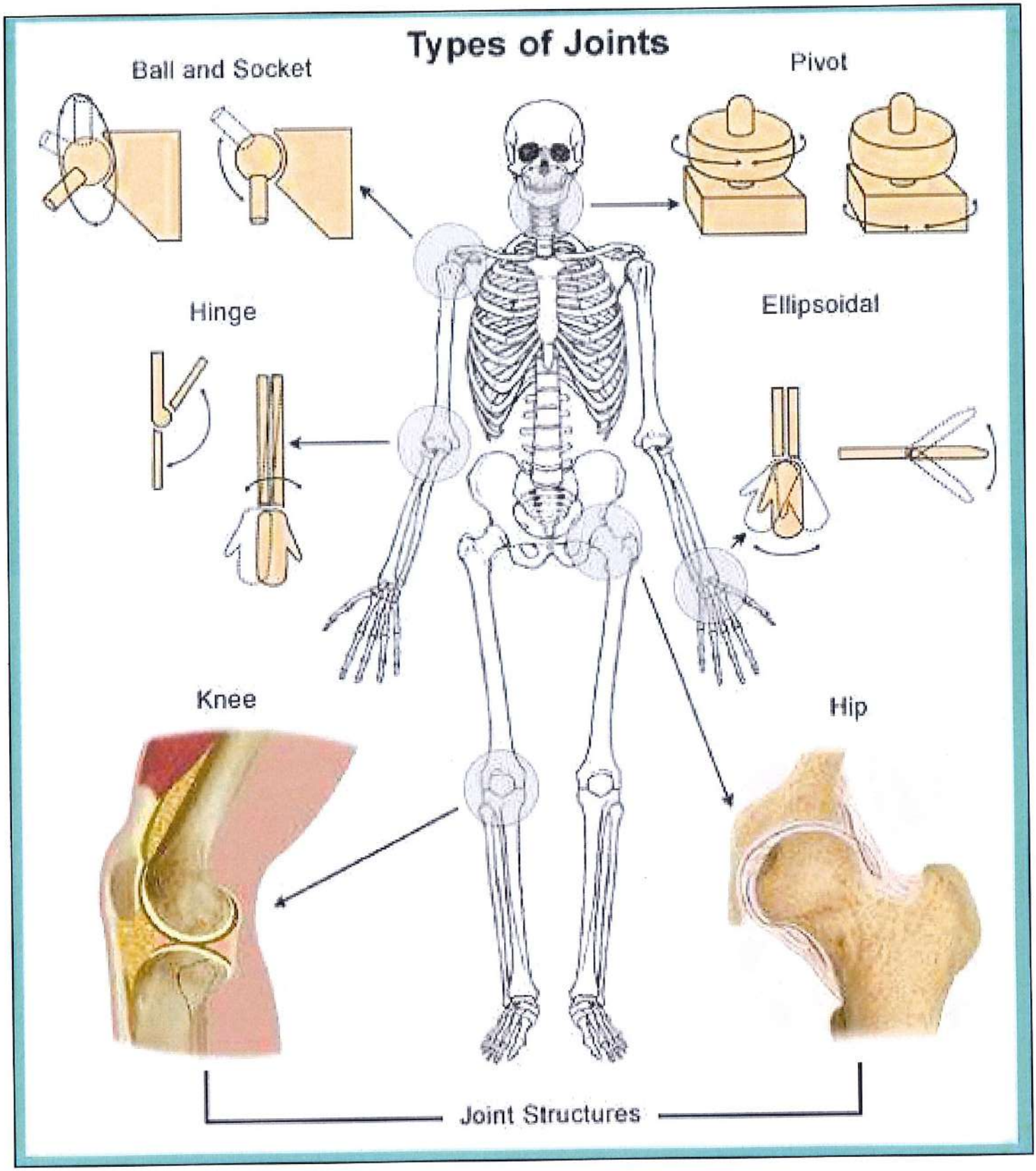
** Make sure the lines you draw point to the joints – where the bones meet. **

Finally have a good dance to Science – The Skeleton Dance.mp3 – you have earned it this week 😊!

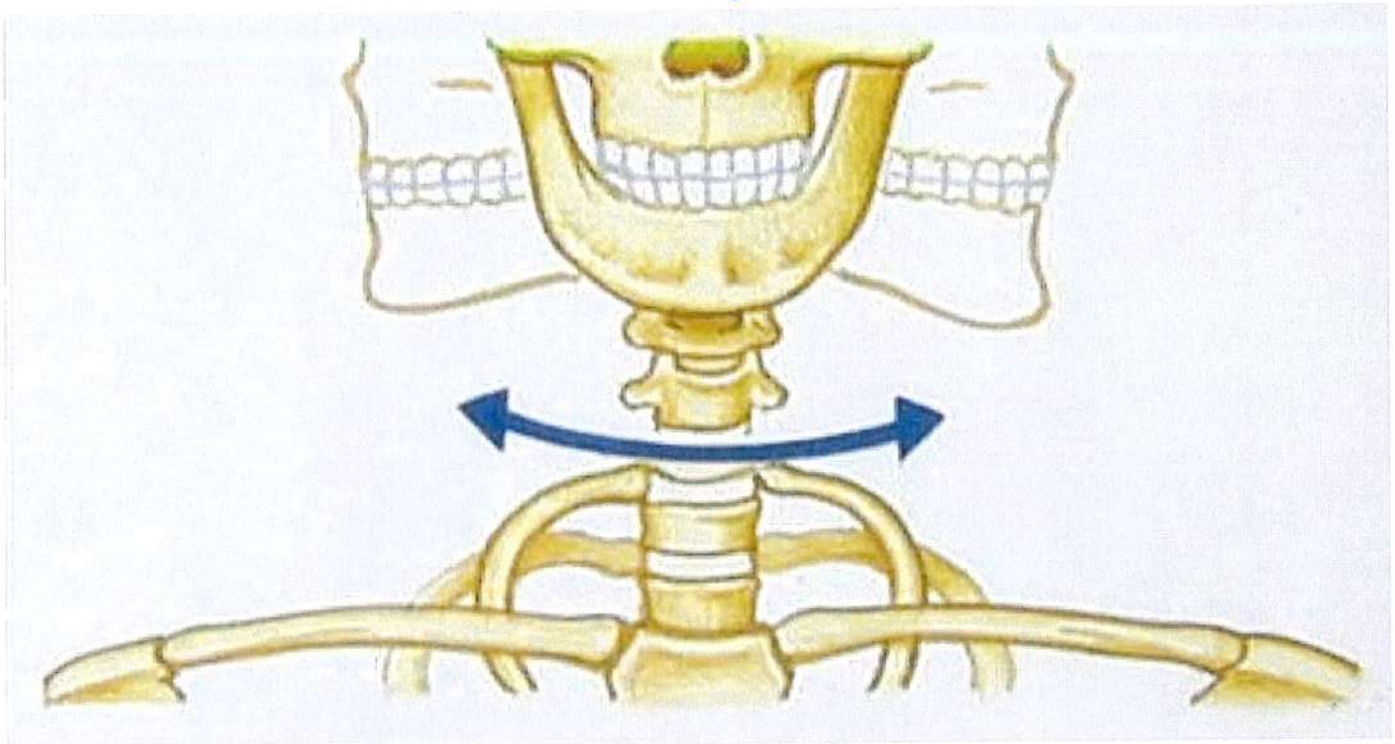
The Joints of the Human Body

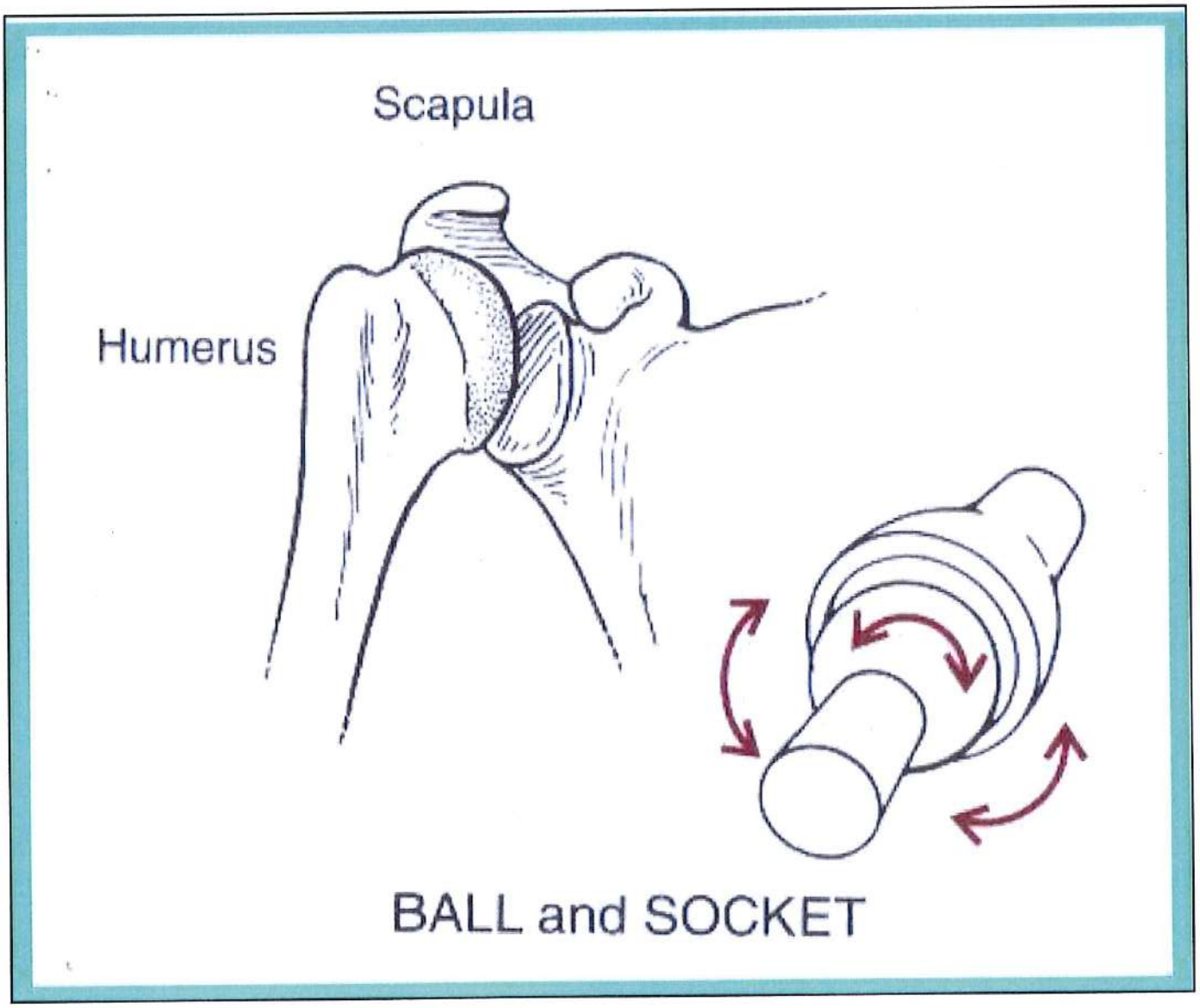


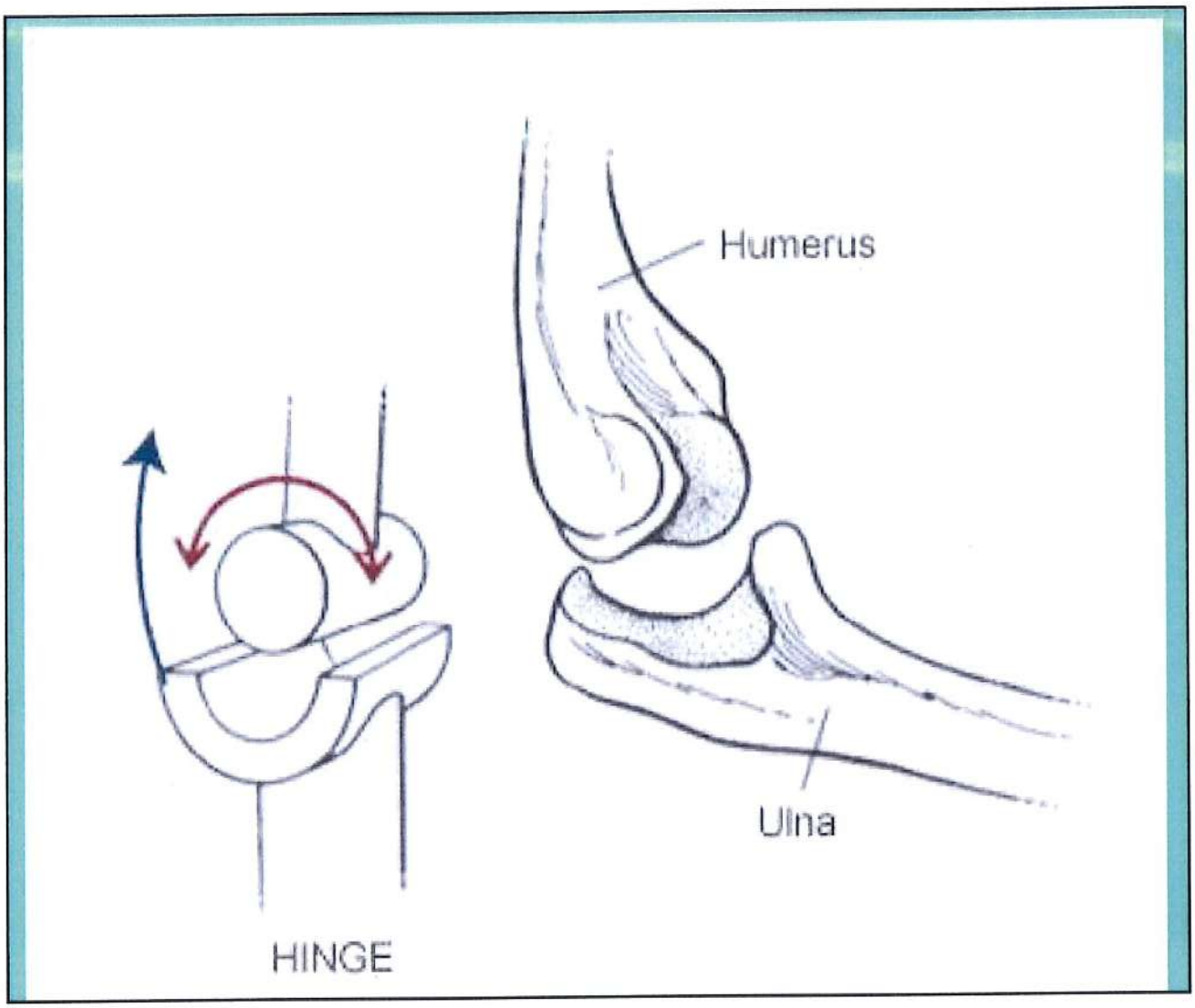
Joint Type	Movement at joint	Examples	Structure
Hinge	Flexion/Extension	 **Elbow/Knee**	 **Hinge joint**
Pivot	Rotation of one bone around another	 **Top of the neck** (atlas and axis bones)	 **Pivot Joint**
Ball and Socket	Flexion/Extension/Adduction/ Abduction/Internal & External Rotation	 **Shoulder/Hip**	 **Ball and socket joint**
Saddle	Flexion/Extension/Adduction/ Abduction/Circumduction	 **CMC joint of the thumb**	 **Saddle joint**

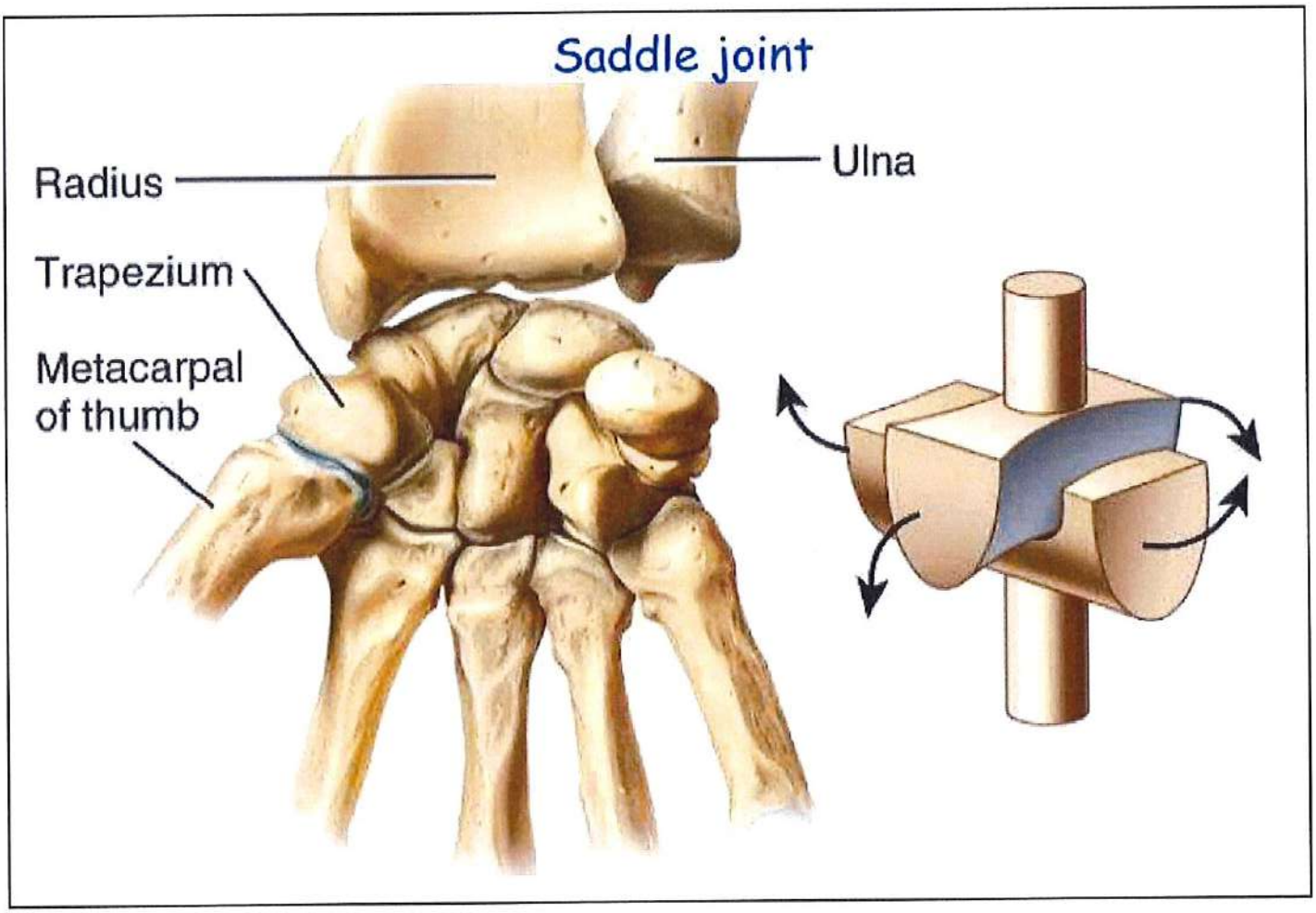

Types of Joints
Ball and Socket
Pivot
Hinge
Ellipsoidal
Knee
Hip
Joint Structures

Pivot joint






Humerus
Ulna
HINGE


Saddle joint
Radius
Ulna
Trapezium
Metacarpal of thumb

Dictation - Suffix 'er' and 'est' words.

Red and Yellow Groups.

Sam was quick, but Sue was the quickest at eating.

It is warmer today than it was yesterday.

"The quietest table wins a prize," said the teacher.

The closest apple was also the largest and ripest.

"The simpler the better," said Nan.

Blue Group.

The cat was slower than the dog.

"I am the quickest at running," said Sam.

Today is warmer than Tuesday.

Dan was nicer than Sue.

"The largest apple was the red one," Nan said.

Rainbow Group.

Who has blue eyes?

"I work during the day," said Mum.

Today is different to Monday.

Does the Earth spin around?

1) Use a pinkish pencil crayon to underline all your capital letters, full stops and speech marks that are in the right place.
2) Use a green pencil crayon to underline all the missing capital letters, full stops and speech marks.
3) Use a green pencil crayon to underline three spelling mistakes and re-write them in pencil five times.
4) Draw your Punctuation Pirate Pete.
5) Re-write one of the sentences with green underlining and put back what you missed out the first time to make it better. ☺

Red & Yellow Groups.

Adding the suffix 'er' and 'est'.

Suffix er' explains what someone does or compares things.

Suffix 'est' means the worst, or best of something.

Most of the time just add 'er' or 'est'

quick – quicker – quickest
slow – slower – slowest
warm – warmer – warmest
rich – richer –richest
quiet – quieter – quietest
Red group - bright - brighter – brightest

Words ends in 'e' just add 'r' or 'st'

close – closer – closest
nice – nicer – nicest
large – larger – largest
ripe – riper – ripest
simple – simpler – simplest
Red group - brave – braver – bravest

Blue Group.

Adding the suffix 'er' and 'est'.

Suffix er' explains what someone does, or compares things.

Suffix 'est' means the worst, or best of something.

Most of the time just add 'er' or 'est'

quick – quicker – quickest
slow – slower – slowest
warm – warmer – warmest

Words ends in 'e' just add 'r' or 'st'

close – closer – closest
nice – nicer – nicest
large – larger - largest

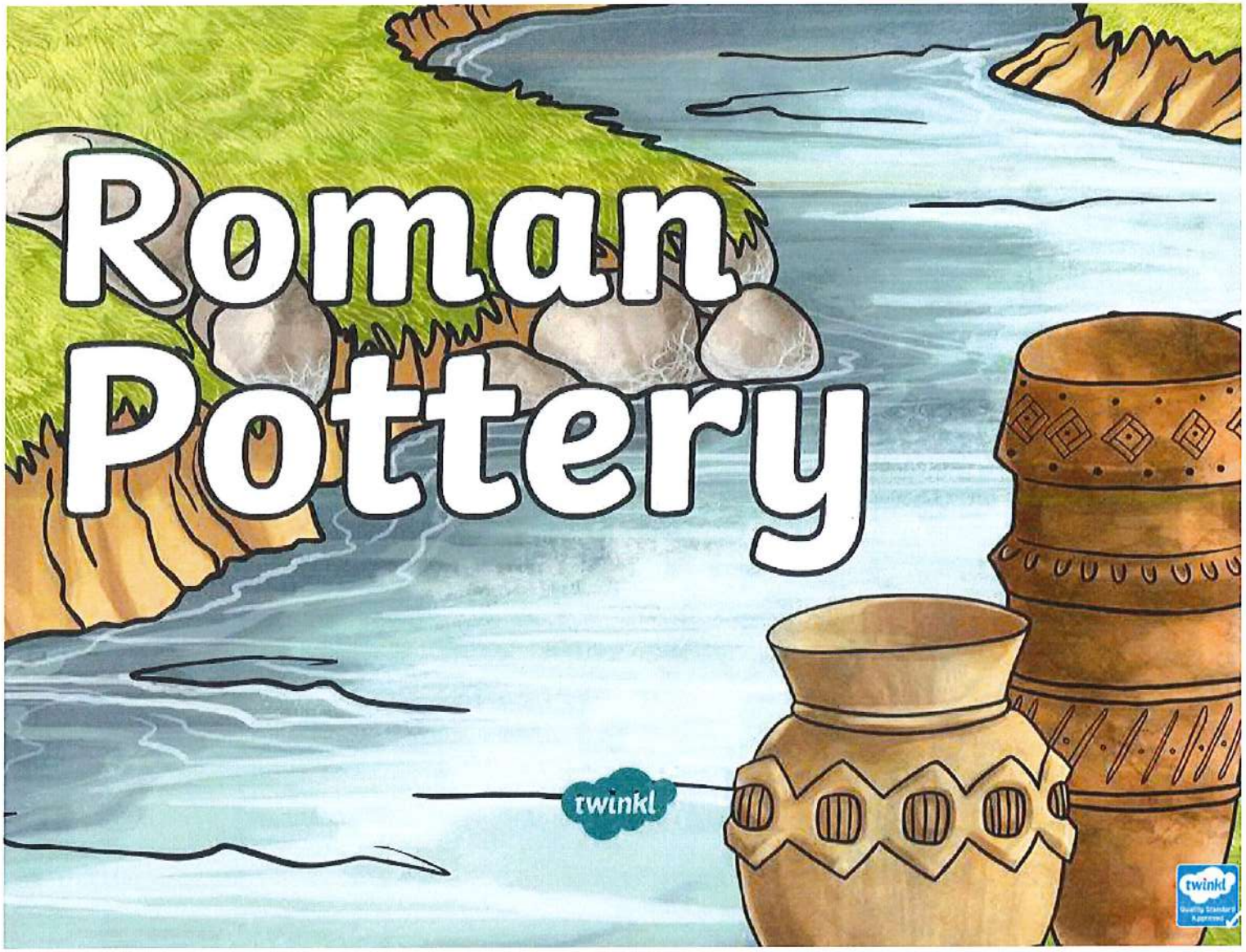
Green Group.

away
did
dig
jump
were

Rainbow Group.

different
does
during
earth
eyes

** Notes for Red, Yellow and Blue groups. The first word in each row is the root word. The middle word the 'er' word and the third the 'est' word. When testing your child choose either the 'er' or 'est' word from each row to test them on, so they still get 12, 10 or 6 spellings respectively. **


Roman Pottery
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Roman Pottery

We know from the work of archaeologists that the Romans used pottery in everyday life.

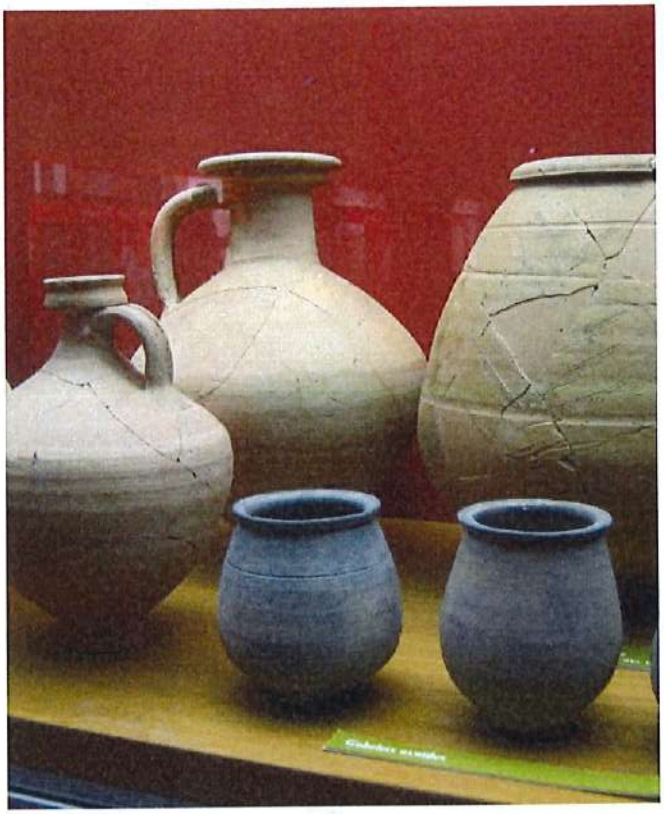
Studying archaeological finds give us clues on how the Romans lived.

Types of Roman Pottery

Romans used pottery for many of their everyday items.

Roman pottery was influenced by ancient Greek pottery; however, Roman pottery often had decorations cut into it. By contrast, the ancient Greeks painted images on their pottery.

Roman pottery is split into two different types: **coarse ware** and **fine ware.**

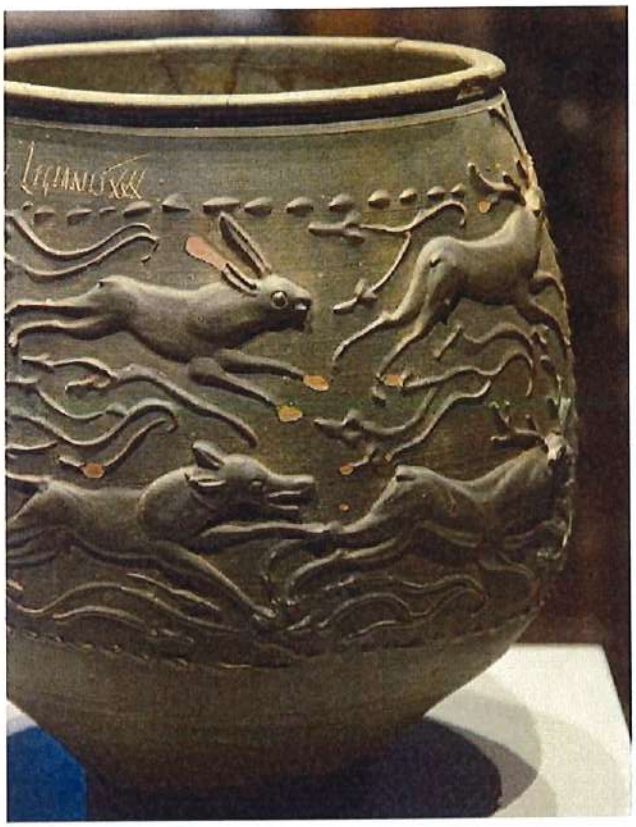


Coarse Ware

Coarse means rough and coarse ware was made roughly.

It was thick (because it was used in kitchens) and it was used for everyday purposes, such as cooking, carrying water and also eating if you were poor.

Fine Ware



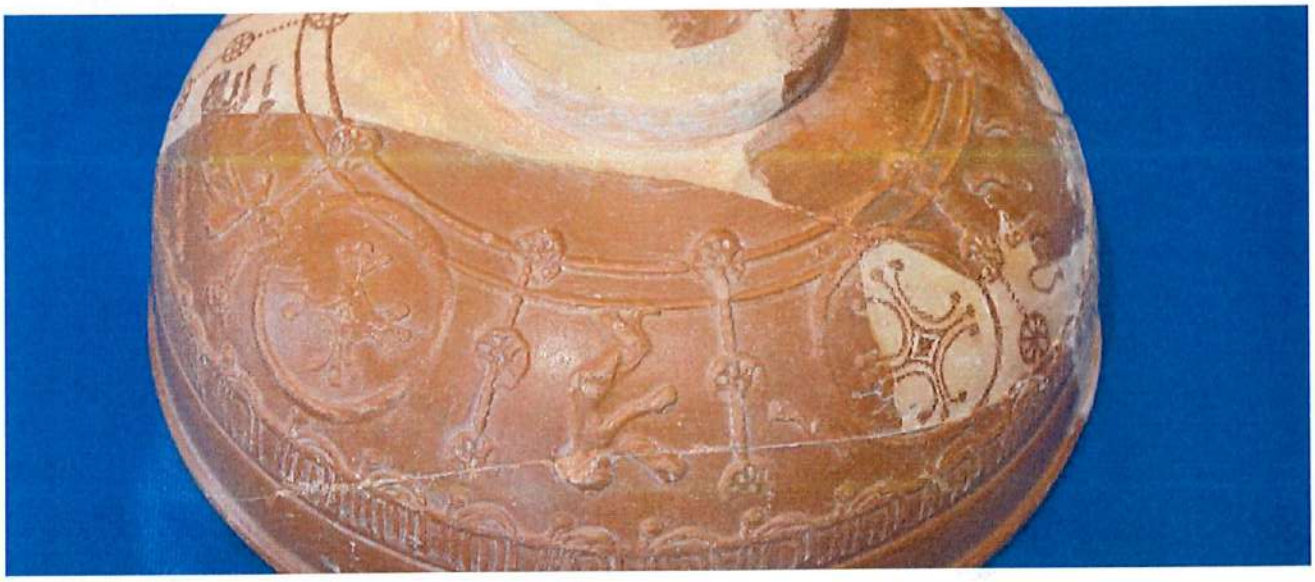
Fine ware, as the name suggests, was more decorative than coarse ware.

Fine ware was used for dining on special occasions. Unlike coarse ware, fine ware was thinner and more delicate. It often had beautiful decorations and a shiny glaze.

Terra Sigillata

The Latin phrase 'terra sigillata' means 'clay showing little pictures'.

It is also known as Samian ware. This was a specific type of fine ware, which was made in Gaul (the Roman name for France).



Amphorae

Amphorae are Roman pottery jars with two handles, which were used to store food and liquids, such as olive oil, fish sauce and wine.

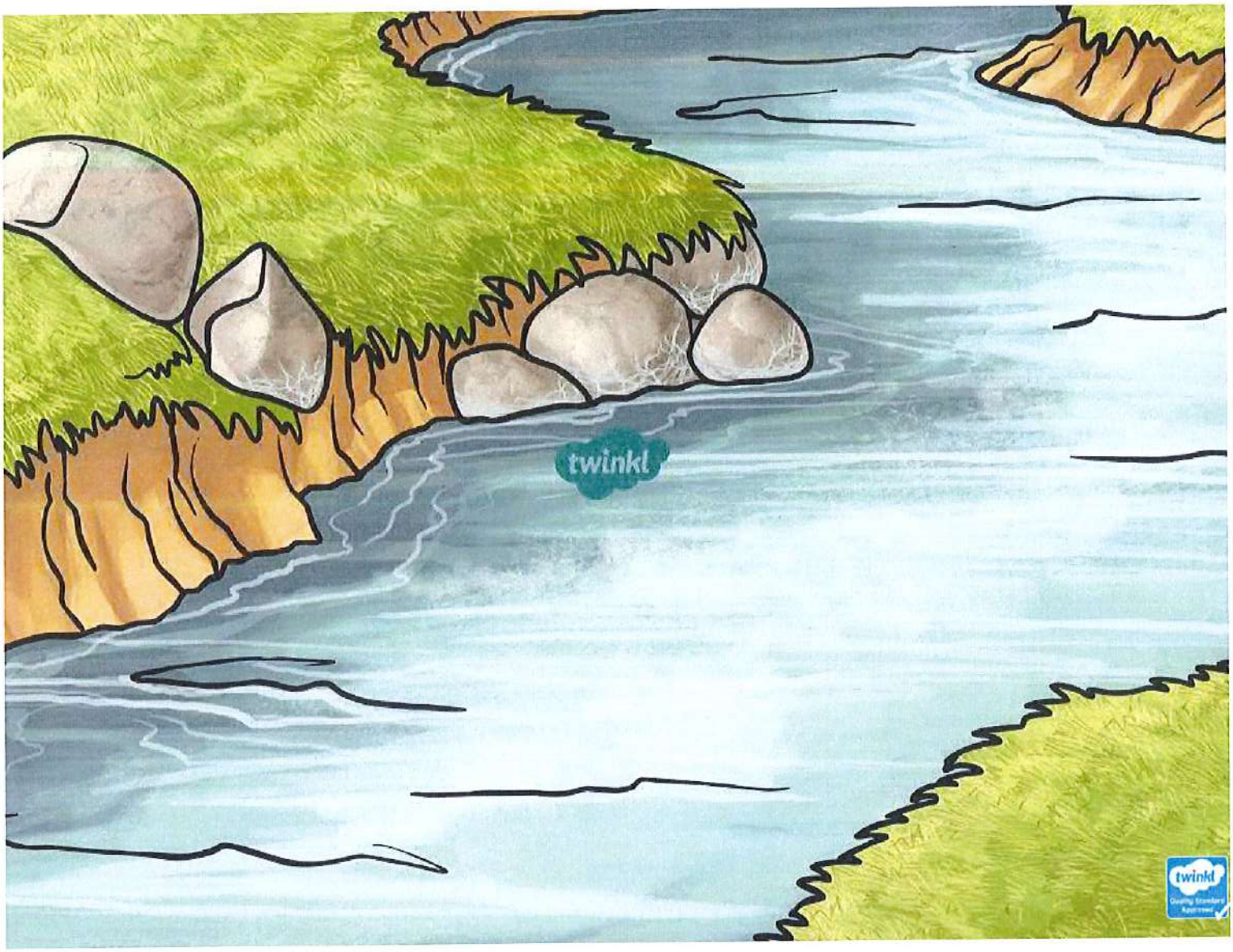
The shape and size of the amphorae depended on the liquid they contained.

They were designed so that they could be carried easily.

Other Pottery Items

The Romans not only used pottery for crockery and food-related items, but also for a wide variety of purposes, such as tiles, bricks, small statues, lamps and parts for heating systems.

Roman oil lamp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Art – Roman Vase Design.

Complete this activity once you have finished, or at least planned your Literacy Long Writing task.

Rich Romans loved to show off their wealth.

One way of doing this was to decorate their homes with expensive, highly decorative vases.

Some Roman vases were plain, others decorated with simple designs and patterns.

The most expensive, told stories about the Roman Gods and heroes through the use of pictures – a bit like having a comic book on a vase!

There weren't any TVs, internet, or many books around, besides, unless you were very rich you would not be able to read.

Therefore, putting picture stories on vases was one way of people learning the many tales of gods and Heroes the Roman had to tell.

The PowerPoint **Art – Roman Pottery.pptx**, in the Google drive folder gives you a little background information about Roman pottery.

You could also type '**Roman Pottery Ks2**' into a search engine, click on images and have a look at some original pots and vases that archaeologists have found.

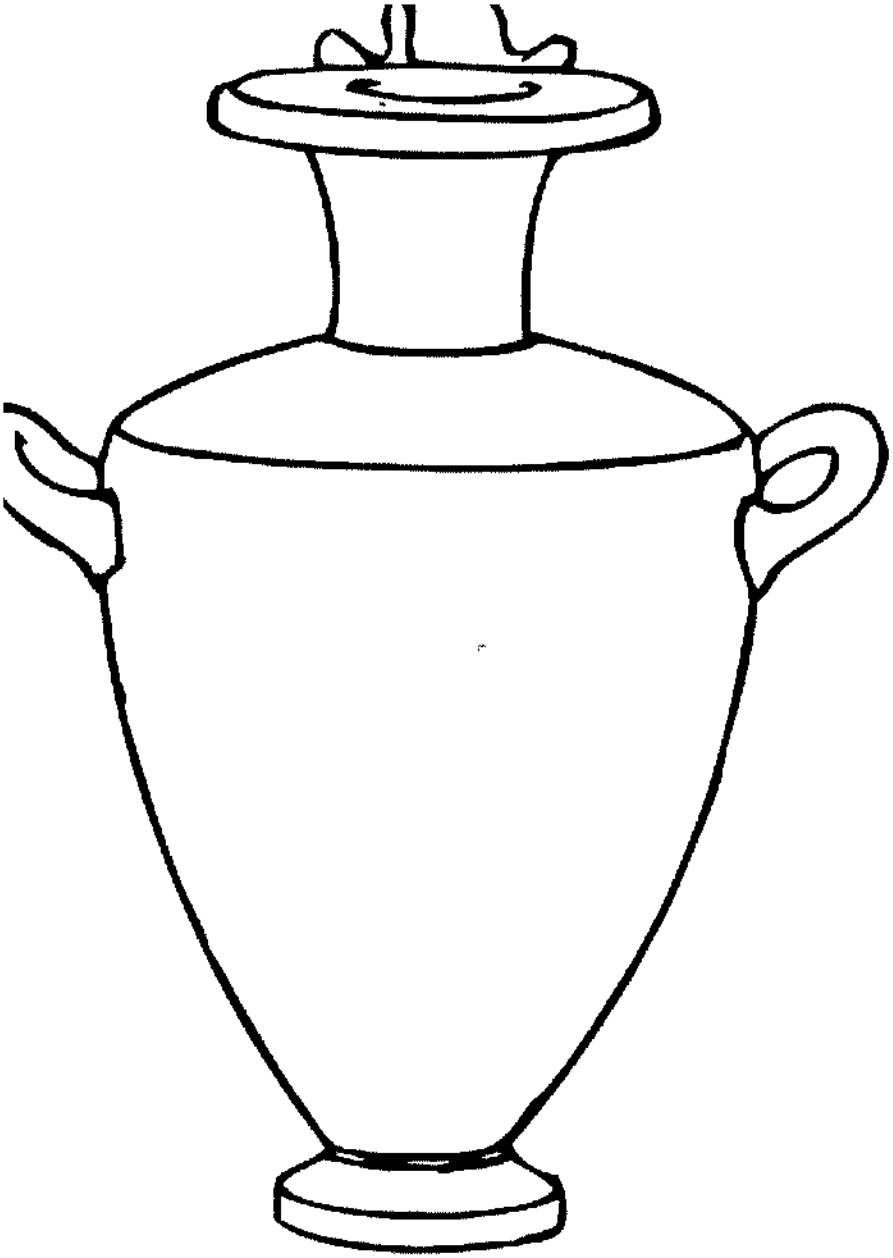
Activity:

Your adventure story, either the one based on **Roman Rescue**, or **I Wish I was a Fish**, lends itself well to having scenes from it decorating a Roman vase in a rich Roman's country villa!

If you have a printer, print out the Roman vase template – **Art – Roman vase template.pdf** – in the Google drive folder, or copy it onto a page in your green book.

Choose a scene from your story and copy it onto the vase.

If you wish you could draw two or three smaller vases onto the page and draw a different scene in each one.



Un petit peu de francais 3.4

Year 3

Bonjour!

I hope you're enjoying your French songs because listening to songs really is a great way to learn a new language.

This week it's time for one of my favourites. It is another song by Alain le Lait which links to our Science this term. It is all about parts of the body and is called "Des os, il en faut" or in English "Bones are needed"

https://www.youtube.com/watch?v=bChrAwLzoSo
French body parts - Alain le Lait "Des os il en faut"

It is a super list of lots of body parts and a chorus all about the "os" (bones) under our "peau" (skin) and how they are "petits" (small) and "gros" (big).

It is a really repetitive song, so it's super for learning new french words for lots of parts of the body.

If you'd like "un defi" (a challenge) try seeing how many French body parts are mentioned in the song.

Why not draw a body and try to label it in French?

Bonne chance!

R.E. Project – An Inspirational Christian

This project should be approached in a similar way to your Take Home Tasks. Meaning that research should be carried out, notes taken and then information pulled together to create your final piece of work.

The work can be presented as a booklet, poster, fact file, Word document or PowerPoint (or Google Docs equivalents).

** If you wish to complete the task in an electronic format, we can arrange to put them in the shared Google drive in a couple of weeks for you to see how other children have completed the task. **

We are expecting this to take two or three weeks to complete, so the same information sheet will be provided next week too!

You need to understand what the word inspiration means:

Collins online dictionary says it is this:

1. Inspiration is a feeling of enthusiasm (excitement and urge to do something) you get from someone or something, which gives you new and creative ideas.

2. If you describe someone or something good as an inspiration, you mean that they make you or other people want to do or achieve something.

Here's what you need to do:

First: You need to choose an inspirational Christian, spend a little time finding the right person before you start doing too much work. Read up about some of the people you find on online, if they don't sound inspirational to you, then someone reading your work might not think so either!

Below are some inspiration people who also follow the Christian Faith. There are plenty of others when you start to investigate, these are just ideas to get you thinking.

Florence Nightingale
J.R.R Tolkien
C.S. Lewis
Mother Teressa
Pope John Paul 2nd
Desmond Tutu
Pope Francis
Martin Luther King Jr.
Chris Pratt

Then: Start collecting information on your chosen person.

This should include the following:

- Their name.
- Date of birth and death if they are dead and where they were born.
- Where they grew up, this might be different to where they were born.
- Their family/home life.
- Why they are inspirational.
- What have they done/did they do to affect the world around them?
- What is their legacy (look it up)?
- Were they born Christian or did they become Christian later in life?
- How has being a Christian guided their life?

These are the basic things you need include.

There will be lots of other information about your person that you find out during your research, if you think it's interesting or relevant them include that too.

Don't forget to think about including drawing, pictures, photos, maps, etc..

Finally: Begin to put together your presentation.

If it's on paper, make notes and get rough ideas down before having the spelling and sentences checked by an adult. Then start the final neat copy – this will stop silly mistakes spoiling your final piece of work.