

Year 3 - Summer Week 6 – week beginning 01/06/20

Guidance can be obtained @ [year.3@toddstg.co.uk](mailto:year.3@toddstg.co.uk)

We have been asked to include information about National Smile Month see ~ **National Smile Month.pdf**

**Weekly Class Zoom meeting details:**

Robins Tuesday 10am ID: 949 6146 5533 Password: 7vrdg7  
Robins – you are having a beach themed meeting.

Wrens Wednesday 10am ID: 746 4528 8217 Password: Wrens1  
Wrens you are dressing up – if you'd like too!

Please have one piece of work ready to show and talk about 😊.

**Don't forget to look in the sub-folders within the shared Google drive. For example, the Literacy overview and any resources will be in the Literacy sub-folder.**

The Children's RE Projects on Inspirational Christians & Literacy WOW writes have been included this week.

There are some amazing pieces of work!

😊 PLEASE TAKE SOME TIME TO SHARE THESE WITH YOUR CHILDREN 😊

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

Maths – in the **Maths** google drive sub-folder.

**Theme: Place Value and Number Patterns:**

Please complete the activity sheets before starting any challenges.

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. The reverse applies too, if you feel your child in Robins Group does well, look for a challenge in the Wrens Group activities.

Maths weekly skills sheet 7 & answers to Weekly Skills Sheet 6.

**DO NOT forget Times Tables Rock Stars!**

Literacy – in the **Literacy** Google drive sub-folder.

This week is week 1 of Traditional Poetry ~ **# Traditional Poetry week 1 of 2.pdf**

**\*\*We are aware that last week's work was non-chronological reports week 1 of 2, we are saving week 2 of this theme for later in the half term.\*\***

This week there is a complete copy of the 'History Hackers – Roman Rescue' book for your children to finish reading the adventures of Tilda and Charlie. It's called '**History Hackers – Roman Rescue.exe**'. You will probably have to download this as exe files don't always run from within Google folders.

Spellings – 'eigh' and 'ay' words.

Dictation – 'eigh' and 'ay' words.

Comprehension - in the **Comprehension** Google drive sub-folder:

There are **three** comprehensions this week:

**One** is for those reading History Hackers Roman Rescue.

**'Comprehension – Roman Rescue Chapters 10-12 TEXT.pdf'** and

**'Comprehension – Roman Rescue Chapters 10-12 QUESTIONS.pdf'**.

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 read 'I Wish I Was a Fish'.

**'Comprehension – easy – The Official Safe-Tea Shelter.pdf'** and

**'Comprehension – easy – A Storm is Brewing.pdf'**.

French:

See the separate sheet - Un petit peu de francais 3.6

Science – in the **Science** Google drive sub-folder.

See separate sheet ~ **#Science - Light and Shadow week 1**

**There is also a great investigation in the National Smile Week.pdf which shows the effects of acid on your teeth, you should be able to find the necessary things around your house, so why not give it a go!**

P.E.:

See separate sheet P.E. Summer week 6

**Theme: Climate ~ #Theme Overview.pdf, in the Theme sub-folder in the Google Drive**

**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 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 5	Google drive	n/a	Yes / No
	Answers to Maths #Wrens Group week 5 Challenges	Google drive	n/a	Yes / No
Literacy	# Traditional Poetry week 1 of 2	Google drive	Answer in book	Yes / No
	# Traditional Poetry resources	Google drive	n/a	n/a
	History Hackers - Roman Rescue.exe	Google drive	n/a	Yes / No
Spellings	Spelling Sentences to practise spellings	Google drive	email in score	Yes / No
	'eigh' and 'ay' words - spelling test	Google drive	Answer in book	Yes / No
	Dedication - 'eigh' and 'ay' words	Google drive	Answer in book	Yes / No
Comprehension	Comprehension - easy - A Storm is Brewing	Google drive	Answer in book	Yes / No
	Comprehension - easy - The Official Safe-Tea Shelter	Google drive	Answer in book	Yes / No
	Comprehension - Roman Rescue chapter 10-12 TEXT	Google drive	to be read	Yes / No
	Comprehension - Roman Rescue chapters 10-12 QUESTIONS	Google drive	Answer in book	Yes / No
French	Un petit peu de français 3,5	Google drive	n/a	Yes / No
Science	Light and Shadow week 1	Google drive	photos of sundials	Yes / No
P.E. Theme	P.E. Summer week 6 sheet	Google drive	n/a	all ongoing
	Getting active at Home webpage	link in overview sheet		
Social	#Theme Overview	Google drive	elcner	Yes / No
	National Smile Month.pdf	Google drive	photos can be sent in	yes / No

## A Storm is Brewing...

11 Dale was in the garden playing fetch with Patch, a tiny  
20 brown and white puppy they had brought home only  
29 three days before. Quite unexpectedly, Dale heard a loud  
40 rumble and saw, from the corner of his eye, flashes of  
49 light in the sky. "What is happening?" muttered Dale.

57 Suddenly, Dale heard Mum shouting from the kitchen.  
66 "Get inside quickly, Dale!" she yelled with urgency in  
76 her voice. This worried Dale, so he swiftly ran towards  
86 the house. Unsure what to make of the situation, Patch  
94 sauntered after him, stopping occasionally to shake the  
98 rain from his fur.

108 "Mum, why is the sky making strange noises and what  
115 are all of those lights?" asked Dale.

123 "It is thunder and lightning, Dale," explained Mum.



## Quick Questions



1. Find and copy an adverb from the text which means the same as 'quickly'.

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2. How long had Dale had Patch?

\_\_\_\_\_



3. What do you think Dale and Patch did next?

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\_\_\_\_\_

\_\_\_\_\_



4. How does the author show the reader that Patch is not really bothered about the thunderstorm?

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\_\_\_\_\_

## A Storm is Brewing...

11 Dale was in the garden playing fetch with Patch, a tiny  
20 brown and white puppy they had brought home only  
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98 rain from his fur.

108 "Mum, why is the sky making strange noises and what  
115 are all of those lights?" asked Dale.

123 "It is thunder and lightning, Dale," explained Mum.



## Answers



1. Find and copy an adverb from the text which means the same as 'quickly'.

**Accept: swiftly and suddenly.**



2. How long had Dale had Patch?

**Accept: three days.**



3. What do you think Dale and Patch did next?

**Accept any reasonable prediction which involves them continuing to play or remaining inside due to the storm. Also accept responses about Dale or Mum acting scared.**



4. How does the author show the reader that Patch is not really bothered about the thunderstorm?

**Accept answers which relate to the fact that he only sauntered inside and that he stopped occasionally on the way – he wasn't hurrying.**

## The Official Safe-Tea Shelter

11 Do you live in an extreme weather hotspot? Do you want  
21 your family to be safe, no matter what the weather?  
30 Then look no further than the Safe-Tea Shelter. Drink  
40 your warm beverage with complete peace of mind as you  
48 sit comfortably within thick, corrugated sheets of metal,  
56 designed to withstand even the worst of hurricanes.

64 Three heavy-duty locks protect you from the outside  
75 world, whilst a state of the art system of vents makes  
88 sure that the air you breathe is as fresh as being at the  
94 seaside. Buy today to avoid disaster.

102 Limited time promotion: one free box of refreshments  
104 per shelter.



## Quick Questions



1. What does the word 'heavy-duty' tell you about the locks on the shelter?

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2. What is the shelter made out of?

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3. Explain why the air in the shelter being 'as fresh as being at the seaside' might appeal to readers.

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4. Give one way that the author encourages you to buy this shelter.

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## The Official Safe-Tea Shelter

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88 sure that the air you breathe is as fresh as being at the  
94 seaside. Buy today to avoid disaster.

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104 per shelter.



## Answers



1. What does the word 'heavy-duty' tell you about the locks on the shelter?

**Accept answers which discuss that the locks are strong, resilient and can defend against a lot / they are stronger than an average lock, etc.**



2. What is the shelter made out of?

**Accept: 'metal', 'sheets of metal' or 'thick, corrugated sheets of metal'.**



3. Explain why the air in the shelter being 'as fresh as being at the seaside' might appeal to readers.

**Accept any reasonable explanation regarding buyers not wanting the shelter to be stuffy and that the air at the seaside is as fresh as possible.**



4. Give one way that the author encourages you to buy this shelter.

**Accept any reasonable explanation, such as 'use of exciting adjectives to describe', 'says it will 'withstand even the worst of hurricanes', 'limited time promotion offer', etc.**

# Questions

This activity is to be completed once Chapters 10-12 of 'History Hackers: Roman Rescue' have been read.

1. Who did the tribune want to give the dirtiest jobs to? Tick one.

- Tilda       Charlie

2. How was the building heated? Tick one.

- Underfloor heating       Radiators       Air conditioning

3. What did the slave master threaten to do if the children lingered on the steps? Tick one.

- Put the children in prison  
 Shout at the children  
 Beat the children

4. Find and copy a phrase from the end of Chapter 10 which shows that Tilda is sad.

\_\_\_\_\_

5. What did Roman cleaners have to scrape off with the strigil? Tick one.

- the dirt off the floor tiles  
 the dirt off the pots and pans  
 the sweat off bodies

6. Underline all the **nouns** in this sentence.

The smell of the caldarium was unbearable; even bowls of freshly-picked lavender couldn't hide the terrible stench of sweat and festering water.

7. Explain why Chapter 11 is called 'The Wrong Bucket'.

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 \_\_\_\_\_

8. Why do you think there is a gap in the middle of Chapter 12?

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



# Answers

	I can...
<p><b>1.</b> Who did the tribune want to give the dirtiest jobs to?</p> <p>Tick one.</p> <p><input type="radio"/> Tilda     <input checked="" type="radio"/> <b>Charlie</b></p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p><b>2.</b> How was the building heated? Tick one.</p> <p><input checked="" type="radio"/> <b>Underfloor heating</b></p> <p><input type="radio"/> Radiators</p> <p><input type="radio"/> Air conditioning</p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p><b>3.</b> What did the slave master threaten to do if the children lingered on the steps? Tick one.</p> <p><input type="radio"/> Put the children in prison</p> <p><input type="radio"/> Shout at the children</p> <p><input checked="" type="radio"/> <b>Beat the children</b></p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p><b>4.</b> Find and copy a phrase from the end of Chapter 10 which shows that Tilda is sad.</p> <p><b>'Tilda pointed to the steep flight of stairs as tears ran freely down her freckled cheeks.'</b></p>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p><b>5.</b> What did Roman cleaners have to scrape off with the strigil?</p> <p>Tick one.</p> <p><input type="radio"/> the dirt off the floor tiles</p> <p><input type="radio"/> the dirt off the pots and pans</p> <p><input checked="" type="radio"/> <b>the sweat off bodies</b></p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>

	<b>I can...</b>
<p><b>6.</b> Underline all the <b>nouns</b> in this sentence.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The <u>smell</u> of the <u>caldarium</u> was unbearable; even <u>bowls</u> of freshly-picked <u>lavender</u> couldn't hide the terrible <u>stench</u> of <u>sweat</u> and festering <u>water</u>.</p> </div>	<ul style="list-style-type: none"> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.</li> </ul>
<p><b>7.</b> Explain why Chapter 11 is called 'The Wrong Bucket'.  <b>In Chapter 11, Charlie is tasked with taking a bucket of a Roman man's sweat and bringing fresh water to rinse him with, but he accidentally brings another bucket of sweat which is then poured all over the man. This gets the pair into even more trouble.</b></p>	<ul style="list-style-type: none"> <li>• identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>
<p><b>8.</b> Why do you think there is a gap in the middle of Chapter 12?  <b>Accept answers which suggest that there is a time gap between two paragraphs.</b></p>	<ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>

# Questions

This activity is to be completed once Chapters 10-12 of 'History Hackers: Roman Rescue' have been read.

1. How was the building heated? Tick one.

- Underfloor heating    
  Radiators    
  Air conditioning

2. Why didn't the slave know what a shower was?

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3. Find and copy a phrase from the end of Chapter 10 which shows that Tilda is **sad**.

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4. Read the last paragraph of Chapter 10, and explain how Charlie is feeling.

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5. Look at the sentence beginning, 'As Charlie turned to meet the triumphant sneer...'.  
What does the word 'triumphant' tell you about the Roman tribune?

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6. Underline all the **fronted adverbial** in this sentence.

Feeling more afraid by the minute, the two time travellers were ordered along sweeping corridors smelling of lavender.

7. Underline all the **nouns** in this sentence.

The smell of the caldarium was unbearable; even bowls of freshly-picked lavender couldn't hide the terrible stench of sweat and festering water.

Explain why Chapter 11 is called 'The Wrong Bucket'.

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9. Why do you think there is a gap in the middle of Chapter 12?

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10. Charlie reluctantly followed the lead of the other slaves and started to collect up the bowls.

What is the meaning of the word 'reluctantly' in this sentence?

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# Answers

	I can...
<p>1. How was the building heated? Tick one.</p> <p><input checked="" type="radio"/> <b>Underfloor heating</b></p> <p><input type="radio"/> Radiators</p> <p><input type="radio"/> Air conditioning</p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p>2. Why didn't the slave know what a shower was?</p> <p><b>Accept answers which show the understanding that showers had not been invented yet.</b></p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p>3. Find and copy a phrase from the end of Chapter 10 which shows that Tilda is sad.</p> <p><b>'Tilda pointed to the steep flight of stairs as tears ran freely down her freckled cheeks.'</b></p>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p>4. Read the last paragraph of Chapter 10, and explain how Charlie is feeling.</p> <p><b>At the end of Chapter 10, Charlie is feeling sad, scared, guilty and determined. He is sad and scared because 'it seemed they were destined to spend the rest of their lives as slaves'; he feels guilty because '[a]ll this was his fault'; he is determined that 'somehow, he would get them both out of this'.</b></p>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p>5. Look at the sentence beginning, 'As Charlie turned to meet the triumphant sneer...'. What does the word 'triumphant' tell you about the Roman tribune?</p> <p><b>Accept answers suggesting that the Roman tribune felt that he was the winner, not Charlie.</b></p>	<ul style="list-style-type: none"> <li>identify how language, structure, and presentation contribute to meaning.</li> </ul>
<p>6. Underline all the <b>fronted adverbial</b> in this sentence.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><u>Feeling more afraid by the minute</u>, the two time travellers were ordered along sweeping corridors smelling of lavender.</p> </div>	<ul style="list-style-type: none"> <li>learn the grammar for years 3 and 4 in English Appendix 2.</li> </ul>

		I can...
7.	<p>Underline all the <b>nouns</b> in this sentence.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The <u>smell</u> of the <u>caldarium</u> was unbearable; even <u>bowls</u> of freshly-picked <u>lavender</u> couldn't hide the terrible <u>stench</u> of <u>sweat</u> and festering <u>water</u>.</p> </div>	<ul style="list-style-type: none"> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.</li> </ul>
8.	<p>Explain why Chapter 11 is called 'The Wrong Bucket'.  <b>In Chapter 11, Charlie is tasked with taking a bucket of a Roman man's sweat and bringing fresh water to rinse him with, but he accidentally brings another bucket of sweat which is then poured all over the man. This gets the pair into even more trouble.</b></p>	<ul style="list-style-type: none"> <li>identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>
9.	<p>Why do you think there is a gap in the middle of Chapter 12?  <b>Accept answers which suggest that there is a time gap between two paragraphs.</b></p>	<ul style="list-style-type: none"> <li>identify how language, structure, and presentation contribute to meaning.</li> </ul>
10.	<div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Charlie reluctantly followed the lead of the other slaves and started to collect up the bowls.</p> </div> <p>What is the meaning of the word 'reluctantly' in this sentence?  <b>The word 'reluctantly' shows that Charlie was doing something that he didn't want to do.</b></p>	<ul style="list-style-type: none"> <li>identify how language, structure, and presentation contribute to meaning.</li> </ul>

# Questions

This activity is to be completed once Chapters 10-12 of 'History Hackers: Roman Rescue' have been read.

1. Why didn't the slave know what a shower was?

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2. Read the last paragraph of Chapter 10. Explain how Charlie is feeling, and copy the phrases which tell you this.

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 \_\_\_\_\_

3. Underline the **fronted adverbial** in this sentence.

Feeling more afraid **by the minute**, the two time travellers were ordered along sweeping corridors smelling of lavender.

4. Explain why Chapter 11 is called 'The Wrong Bucket'.

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5. Why do you think there is a gap in the middle of Chapter 12?

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6. Charlie reluctantly followed the lead of the other slaves and started to collect up the bowls.

What is the meaning of the word 'reluctantly' in this sentence?

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7. Why do you think the Roman bath house smelled so horrific?

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8. Sequence the following events using the numbers 1-4 to show the order in which they happened. The first one has been done for you.

- Charlie is told to collect and empty bowls of vomit.
- An elegant woman filled a vessel with a barely-digested meal.
- 1 Charlie gazed out across a large banquet room.
- Half-chewed food was slopping across Charlie's head and shoulders.

9. When a waiter waltzed past carrying a fully-loaded plate on each shoulder, Charlie had to convince himself that he hadn't just seen a pile of stuffed eyeballs.

Why does the author say that the waiter 'waltzed'?

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10. Read the final paragraph of Chapter 12. Find and copy a word from this paragraph that has a similar meaning to 'victorious'.

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# Answers

	I can...
<p>1. Why didn't the slave know what a shower was?  <b>Accept answers which show the understanding that showers had not been invented yet.</b></p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p>2. Read the last paragraph of Chapter 10, and explain how Charlie is feeling.  <b>At the end of Chapter 10, Charlie is feeling sad, scared, guilty and determined. He is sad and scared because 'it seemed they were destined to spend the rest of their lives as slaves'; he feels guilty because '[a]ll this was his fault'; he is determined that 'somehow, he would get them both out of this'.</b></p>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p>3. Underline the <b>fronted adverbial</b> in this sentence.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Feeling more afraid by the minute, the two time travellers were ordered along sweeping corridors smelling of lavender.</p> </div>	<ul style="list-style-type: none"> <li>learn the grammar for years 3 and 4 in English Appendix 2.</li> </ul>
<p>4. Explain why Chapter 11 is called 'The Wrong Bucket'.  <b>In Chapter 11, Charlie is tasked with taking a bucket of a Roman man's sweat and bringing fresh water to rinse him with, but he accidentally brings another bucket of sweat which is then poured all over the man. This gets the pair into even more trouble.</b></p>	<ul style="list-style-type: none"> <li>summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> </ul>
<p>5. Why do you think there is a gap in the middle of Chapter 12?  <b>Accept answers which suggest that there is a time gap between two paragraphs.</b></p>	<ul style="list-style-type: none"> <li>identify how language, structure, and presentation contribute to meaning.</li> </ul>
<p>6.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Charlie reluctantly followed the lead of the other slaves and started to collect up the bowls</p> </div> <p>What is the meaning of the word 'reluctantly' in this sentence?  <b>The word 'reluctantly' shows that Charlie was doing something that he didn't want to do.</b></p>	<ul style="list-style-type: none"> <li>identify how language, structure, and presentation contribute to meaning</li> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>

	<b>I can...</b>
<p><b>7.</b> Why do you think the Roman bath house smelt so horrific? <b>Accept answers including the following key words: Sweat, festering water, pockets of grime, unchanged bathwater, poor hygiene.</b></p>	<ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>
<p><b>8.</b> Sequence the following events 1-4 to show the order in which they happened. The first one has been done for you.</p> <p><b>2</b> Charlie is told to collect and empty bowls of vomit.</p> <p><b>3</b> An elegant woman filled a vessel with a barely-digested meal.</p> <p><b>1</b> Charlie gazed out across a large banquet room.</p> <p><b>4</b> Half-chewed food was slopping across Charlie's head and shoulders.</p>	<ul style="list-style-type: none"> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> </ul>
<p><b>9.</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>When a waiter waltzed past carrying a fully-loaded plate on each shoulder, Charlie had to convince himself that he hadn't just seen a pile of stuffed eyeballs.</p> </div> <p>Why does the author say that the waiter 'waltzed'?</p> <p><b>The word 'waltzed' suggests that the waiter was moving like a graceful dancer, with good posture and smooth, rhythmical movements.</b></p>	<ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>
<p><b>10.</b> Read the final paragraph of Chapter 12. Find and copy one word from this paragraph that has a similar meaning to 'victorious'.</p> <p><b>Triumphant</b></p>	<ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>



## Chapter 10 **Just Ordinary Children**

Tilda grabbed Charlie by the wrist and slowly began backing away from the Romans.

"Well, it was nice meeting you all," she told them. "But we've taken up enough of your valuable time, so we'll be on our way now. Have a nice -"

"Not so fast, Brigantes!" the tribune barked.

He clicked his fingers and nine angry soldiers immediately surrounded the two children. Sharpened sword blades and spear points cut off all escape points, herding them close together.

"But you sai-" began Tilda.

The stern tribune quickly interrupted her. "I said if you could prove my soldier was an idiot, I wouldn't club the boy over the head. I didn't say anything about letting you festering thieves go free."

"But we have to get home," said Charlie weakly. "I have... erm... homework to finish."

All he wanted to do was step back through the wall and return to the twenty-first century; at least it was safe there.

The tribune smiled coldly. "Oh, I've got something far more interesting in mind for you two."

"Look, we're really sorry," said Tilda. "Just let us go and we'll never bother you again, we promise."

"That's a very generous offer," scoffed the tribune. "But Emperor Septimius is holding a very important banquet tonight and he needs more slaves to help."

"We're not slaves," gulped Charlie. "Is that even legal?"

"What's this got to do with any eagle?" growled Blutos.

He kicked Charlie in the back, sending him sprawling onto the dirty floor. And when Tilda turned to object, he slammed his spear handle hard against her shoulder.

"Take them into the fortress," the tribune ordered. A thin smile narrowed his lips. "Tell the slave master to find them both the dirtiest jobs possible - especially the boy."

As the soldiers marched the two children towards the fortress doors, Charlie tugged on his older sister's hand.

"What are we going to do now?"

"I don't know," admitted Tilda.

It had been easy to outsmart these Romans once, yet something told her it wouldn't be as easy a second time.



Having been half-marched and half-dragged to the fortress, Charlie and Tilda were shoved into a courtyard and imprisoned behind heavy wooden doors. However, their journey didn't end there. They were jostled inside the building then handed over to a grumpy slave master.

The stocky man's lopsided sneer told them he wouldn't think twice about using the whip loped around his shoulder.

Feeling more afraid by the minute, the two time travellers were ordered along sweeping corridors smelling of lavender. All around them, beautiful hand-painted frescoes decorated the smooth walls. Beneath their feet, heated stone tiles were designed to make visitors feel cosy and warm.

"Feel that?" Tilda whispered, glad of the distraction. "It's underfloor heating. I remember reading all about this at school. Now, what did they call this?"

"A big deal?" Charlie suggested sarcastically.

"It is a big deal, Charlie," she insisted. "This is cutting-edge stuff... it uses a system of channels called a hypocaust to push warm air onto the tiles. It really works."

"Well I think we should be more concerned with finding a way to get those coins back," Charlie argued. "We need those to get home."

Tilda didn't answer. She was too busy scolding herself

for trusting her younger brother with something so important.

"Keep up!" the slave master barked. The unusually hairy man was wearing what looked like an old leather smock. It was decorated in dark stains, and Tilda tried not to think what might have made them.

"Ern, excuse me," Tilda said bravely. "I think there's been some kind of mistake."

The slave master stopped and turned around and his gnarled hand squeezed the handle of his whip. "Oh really?"

"Yes," Tilda continued, growing hopeful. "We're not slaves at all, you see. We're just ordinary children."

"Oh, I see," said the slave master. His stern face finally cracked a smile. Four brown teeth decorated his gums like tombstones. "If you're ordinary children, you'll need to go through the second door on the left. Here, let me show you."

"Is that the way out?" Charlie sounded excited.

"It's where we take ordinary children when mistakes

like this are made," the slave master said, opening the door.

Tilda peered in, hoping to see daylight and a route back home. The doorway seemed to open onto a steep flight of stone stairs leading somewhere dark, damp and very uninviting. Disappointment sent a chill down her spine as she realised that this time, she was the one who had been tricked.

"Gerrin!" The slave master shoved Tilda into the darkness, kicking Charlie down the steps after her. "Make sure you don't linger on those steps - or I'll be in to give you a beating."

The door slammed behind them and a key turned in the lock.

"What now?" asked Charlie.

Tilda pointed to the steep flight of stairs as tears ran freely down her freckled cheeks.

"Down there, I suppose."

Charlie stared helplessly at his older sister and suddenly wished they had never found the old map.

All this was his fault. He'd insisted they'd tried to find the time-travelling portal. He'd even dragged his sister back in time, despite knowing it was a dangerous place. And now it seemed they were destined to spend the rest of their lives as slaves. As he walked tentatively down the stone stairs, he made a promise to himself that somehow, he would get them both out of this.

## Chapter 11 The Wrong Bucket



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Charlie and Tilda quickly found out that life as a Roman slave wasn't much fun. Nobody listened to them or cared what they thought, and if they dared to disobey, they were slapped or cuffed or kicked. This certainly wasn't the kind of exciting adventure that either Hacker had imagined.

Charlie and Tilda were separated. Tilda was roughly pushed into a group of huddled girls and women. Charlie was made to join a small group of frail-looking boys and told he'd be working in the Emperor's caldarium.

As they were led through a labyrinth of narrow passageways, Charlie whispered to a cowering slave. "What's a caldarium?"

The boy looked a year or two younger than Charlie. Pale skin suggested he hadn't seen sunshine in months, maybe even years.

"Sssshh," the boy held a finger to cracked lips. "We're not supposed to talk."

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Charlie shrugged. "I just want to know where we're going."

Perhaps realising Charlie was new, the slave whispered back. "It's part of the Emperor's bathhouse. We'll be helping to bathe Roman officers and the Emperor's special guests."

"Bathing them?" asked Charlie.

The frail youngster screwed up his face and gave Charlie a nod, before slipping back in line behind him, clearly afraid to say more.

The smell of the caldarium was unbearable; even bowls of freshly picked lavender couldn't hide the terrible stench of sweat and festering water. Pockets of grime floated on the surface of bathwater which looked like it hadn't been changed in months.

"Here!" A man who looked half-starved handed each boy an odd-looking tool. "Take these and give it to those women. And don't look at or speak to any of the Patricians – they're very important people."

Charlie stared at the small instrument. It was curved, made from metal and looked like a cross between

a sickle and a scoop. He wasn't sure whether this a weapon or a gardening tool.

"It's a strigil," whispered the small slave. "The cleaners use it to scrape the sweat off their bodies."

"Urgh!" Charlie held the metal strigil away from him as if it might bite. "Haven't they invented showers yet?"

The pale slave looked confused. "What's a shower?"

"Never mind," Charlie shook his head. "Hey, I'm Charlie. What's your name?"

Before Charlie's companion could reply, a shrill voice filled the room like a shotgun blast.

"Where's my clean strigil, Streen?"

Charlie turned to see a haggard woman glaring towards the two boys.

"Fetch it now, and bring that Brigante savage with you. I've got a job for him."

Streen led as they both weaved their way between wooden tables. Each one contained a large Roman man,



apparently waiting to be cleaned.

"Do as she says," Streen warned. "Rumour has it she was once a Persian princess. She has a foul temper."

"Give me that!" The woman snatched the strigil from Charlie's hand, cuffing Streen across his ear.

"Hey!" Charlie objected then ducked to narrowly avoid a second blow, aimed at him.

"Stop squabbling, savages," snarled a man laying face down on the table. "Or I'll have all three of you whipped for wasting my time."

"Yes, Consul." The Persian woman gave Charlie a glare that looked like it could ignite wood. "I'm sorry. Our new slaves still need breaking in... please forgive me."

"Just clean me, woman," the Roman consul growled. "You're not in Persia now!"

Streen picked up a large wooden bucket and handed Charlie another, before gently steering him towards a neighbouring table where a cleaner was preparing to begin work.

"Hold that bucket steady," the woman told him. Charlie was at least pleased that she sounded friendlier than the Persian. "Let's not make any mistakes today – this job is unpleasant enough already."

Elsewhere, other slaves poured cold water onto burning coals, filling the room with billowing clouds of red hot steam. The heat was clearly intended to make everyone sweat.

Before long, Charlie and the woman were joined by a large Roman man. He granted at Charlie as he climbed onto the table and turned onto his bugging stomach. Rolls of fat gathered around his waist and across his shoulders, and every inch of bubbery flesh was covered by a thick film of sweat.

"What are you waiting for, cleaner?" he barked. "Get on with it."

From the actions of his fellow slaves, Charlie worked out that 'getting on with it' involved using a strigil to scrape the sweat and grime off the customer. As the cleaner pushed the tool across the Roman's skin, a ripple of putrid fluid gathered inside its curved heel.

Charlie held his breath and watched other cleaners tip

the sweat from their strigils into buckets just like the one he was holding.

Before he could prepare himself, a splash of sweat hit the bottom of his own bucket. Some of it splashed up across Charlie's wrist.

Trying to take his mind off the disgusting work, Charlie cast his gaze around the large room. There were dozens of tables and scores of unhappy slaves. Worse still, the room was ringed by tightly-packed chairs and benches, each one filled with sweaty, dirty Romans waiting to be cleaned. This was going to be the longest and most unpleasant day of Charlie's life so far.



Eventually, Charlie's bucket was filled to the brim with slimy sweat. Needing to empty it before any other Roman could be cleaned, he followed another slave to a large trough in the farthest corner of the room. He was pleased to find Tilda emptying a bucket of her own.

"This is gross," he told her as he tipped the contents of his bucket away. "Haven't these people heard of soap?"

Charlie watched the other cleaners finish the bathing process by gently ladling ice cold water over their Roman guest.

"It helps to seal the pores," Tilda wearily explained.

"Shame it's not got any ice in it - now that would be funny." Charlie sniggered as he reached for a bucket.

"Watch," gasped Tilda. "That's the wrong

"Stencel!" Even angrier now, the supervisor barked her orders, clapping her hands together like two symbols. "Hurry!"

Shocked into action, Charlie snatched up the bucket and hurried back to his cleaning station. He never saw his sister's horrified expression and he certainly didn't hear her worried yelp. His ears were still ringing with the sound of the supervisor's clap.

As the cleaner began ladling liquid from the fresh bucket and pouring it across the important Roman's back, both had no idea that Charlie had picked up the wrong bucket: Tilda's bucket, not containing clean fresh water at all, but filled instead with stinking, putrid, filthy sweat.

The bucket was half empty before anyone noticed. It was the smell that gave it away.

"What are you doing?" howled the Roman consul, leaping off the table as stinky sweat rolled across his skin.

Instantly, other slaves rushed to clean the man, but the damage was done.

"I want that slave punished," bellowed the soggy Roman. His radish-red face looked like it might ignite like a grenade. "Or I will report you all to the Emperor Severus."

The unfriendly Persian cleaner grabbed hold of Charlie from behind, digging her nails into the backs of his arms.

"I saw it all," she hissed. "He did it deliberately. I knew he was trouble as soon as I saw him - these Brigante savages always are."

Charlie struggled against the woman's tightening grip. "She's lying."

Tilda rushed over to offer her support. "He's telling

the truth - it was an accident."

"Silence!" The supervisor clapped her hands again, this time so loud even the Roman consul covered his ears. "It's too late for excuses."

"I want him whipped," insisted the consul.

The supervisor shook her head. "Oh no, he won't be whipped."

Charlie breathed a sigh of relief. But his respite was short lived.

"...I have something much worse in mind."

The supervisor jabbed him in the chest with a pointed stick as she steered him towards a group of particularly miserable-looking slaves. "He'll be joining these lucky boys at the Emperor's banquet this evening... on vomit duty!"

## Chapter 12

### Charlie or the Bowl

Charlie gazed out across a large banquet room that resembled a Hollywood movie set. Beautifully-attired Roman aristocrats were sprawled casually across low, cushioned benches. They were all wearing richly-coloured silk tunics that seemed to float and flow around their bodies like some kind of slow-moving liquid.

The air itself was thick with heavily-scented perfume, strong enough to tickle Charlie's nostrils and make him want to sneeze. And there was another smell too. Charlie knew it was coming from the seemingly endless platters of finger food laid out on tables in front of the Emperor's guests. Yet none of the smells were familiar, and the food on offer was neither something he recognised nor wanted.

When a waiter waltzed past carrying a fully-loaded plate on each shoulder, Charlie had to convince himself that he hadn't just seen a pile of stuffed eyeballs.

"Who are these people?" Charlie whispered to Streen.

"Friends of the Emperor's," the young slave told him. Streen was sharing Charlie's punishment at the insistence

of the Persian cleaner, who had persuaded the supervisor that both slaves had been working in cohorts. "These are some of the most important people in Eboracum."

"Eboracum?" Charlie asked. He was sure he'd heard that name somewhere before, but couldn't remember when.

"This place. The Emperor's town!" Streen's forehead wrinkled as he gave Charlie a strange quizzical look. Now Charlie remembered: Eboracum was the Roman name for York.

"You're not from around here, are you?" asked Streen.

Unsure how to answer that particular question, Charlie quickly changed the subject.

"What exactly are we doing here?"

Streen nodded to one of many wooden bowls dotted around the room. Most seemed to have been positioned close to the diners. "Our job is to collect and empty those bowls down the Emperor's latrines as soon as they're full."

"Full of what?"



"Food, of course," Streen informed him.

"But isn't that a waste?" Charlie scratched his head. "The cooks must have gone to a lot of trouble to cook all this."

"Oh, it's not wasted," Streen sniggered. "It's food that has already been eaten."

Charlie felt his eyes almost double in size. "You mean..."

The younger slave nodded grimly. "Why do you think it's called vomit duty?"

"Yeesh," Charlie screwed up his face. "The food in this place must be terrible."

"No, no, no, it's delicious. Prepared by the finest cooks from across the Empire."

"So why do these people want to puke their guts up?"

"So they can keep eating," Streen explained. "They stuff themselves but they don't want to stop. So they reach for a bowl, empty their stomachs, then carry on eating."

Charlie had always believed the Romans were

part of an advanced and sophisticated civilisation. Now, though, he was quickly beginning to think they were little more than well-dressed barbarians.

Still, there was a part of the time-traveller's brain that refused to believe what his companion was telling him. All that changed though, when one of the elegant Roman women reached for a large wooden bowl, casually slipped two fingers down her throat, then promptly filled the vessel with a barely-digested meal.

"Urgh!" Charlie gasped, stunned and repulsed by what he had just witnessed. "That's disgusting!"

Before Stræen had the opportunity to reply, a heavy hand landed on Charlie's shoulder and a mean voice snarled into his ear.

"You're not here to stare at the Emperor's guests. Start emptying those bowls."

Charlie reluctantly followed the lead of the other slaves and started to collect up the bowls. Many were already filled to their brims, slopping with foul-smelling contents. He really couldn't imagine a worse job.



It was a busy evening. Roman guests reached for their bowls every few minutes, chucking up streams of undigested food into bowls as fast as Charlie and the other slaves could empty them.

"Can't they just eat less?" Charlie wondered aloud as he returned to the banquet hall with a stack of empty bowls.

"That would be an insult to the Emperor," Stræen told him. "Guests have to show him how much they're enjoying his banquet by eating as much as they can."

"But it's horrendous!"

"Not half as horrendous as the games some of the less gracious guests like to play," Stræen warned him.

"What games?"

"Oh, a really funny one, where they deliberately miss the bowl. They like to catch out the new slaves."

"Oh, really?" Charlie mused as he knelt to slide an empty

bowl towards a clutch of diners.

"Well, here's one slave they won't be catching out "

"I wouldn't be so sure about that," a voice he recognised sniggered from beside him.

As Charlie turned to meet the triumphant sneer of the Roman tribune, he realised he wasn't quite as smart as he'd hoped – or as fast! Before he could even think to position his bowl, a regurgitated gush of half-chewed food was already slopping across his head and shoulders.

The Sounds in the Evening, by Eleanor Farjeon.

The sounds in the evening  
Go all through the house,  
The click of the clock  
And the pick of the mouse,  
The footsteps of people  
Upon the top floor,  
The skirts of my mother  
That brush by the door,  
The creak in the boards,  
And the creek of the chairs,  
The fluttering murmurs  
Outside on the stairs,  
The ring of the bell,  
The arrival of guests,  
The laugh of my father  
At one of his jests,  
The clashing of dishes  
As dinner goes in,  
The babble of voices  
That distance makes thin,  
The mewling of cats  
That seem just by my ear,  
The hooting of owls  
That can never seem near,  
The queer little noises  
That no one explains...  
Till the moon through the slats  
Of my window-blind rains,  
And the world of my eyes  
And my ears melts like steam  
As I find my pillow  
The world of my dream.



"Quack!" Said the Billy-Goat, by Charles Causley.

"Quack!" said the billy-goat.

"Oink!" said the hen.

"Miaow!" said the little chick  
Running in the pen.

"Hobble-gobble!" said the dog.

"Cluck!" said the sow.

"Tu-whit tu-who!" the donkey said.

"Baa!" said the cow.

"Hee-haw!" the turkey cried.

The duck began to moo.

All at once the sheep went,

"Cock-a-doodle-do!"

The owl coughed and cleared his throat

And he began to bleat

"Bow-wow!" said the cock

Swimming in the leat.

"Cheep-cheep!" said the cat

As she began to fly.

"Farmer's been and laid an egg –

That's the reason why".

There are Big Waves, by Eleanor Farjeon.

There are big waves and little waves,

Green waves and blue.

Waves you can jump over,

Waves you dive through,

Waves that rise up

Like a great water wall,

Waves that swell softly

And don't break at all,

Waves that can whisper,

Waves that can roar,

And tiny waves that run at you

Running on the shore

Bedtime, by Eleanor Farjeon.

Five minutes, five minutes more please

Let me stay five minutes more!

Can't I just finish the castle

I'm building on the floor?

Can't I just finish the story

I'm reading here in my book?

Can't I just finish this bead-chain

It almost is finished, look!

Can't I finish this game, please!

When a game's once begun

It's a pity never to find out

Whether you've lost or won.

Can't I just stay five minutes?

Well, can't I just stay four?

Three minutes then? Two minutes?

Can't I stay one minute more?

White Horses, by Eleanor Farjeon.

Count the white horses you meet on the way,  
Count the white horses, child day after day,  
Keep a wish ready for wishing - if you  
Wish on the ninth horse, your wish will come true.

I saw a white horse at the end of the lane,  
I saw a white horse canter down by the shore,  
I saw a white horse that was drawing a wain,  
And one drinking out of a trough: that made four.

I saw a white horse gallop over the down,  
I saw a white horse looking over a gate,  
I saw a white horse on the way into town,  
And one on the way coming back: that made eight.

But oh for the ninth one: where he tossed his mane,  
And cantered and galloped and whinnied and swished  
His silky white tail, I went looking in vain,  
And the wish I had ready could never be wished.

Count the white horses you meet on the way,  
Count the white horses, child, day after day,  
Keep a wish ready for wishing - if you  
Wish on the ninth horse, your wish will come true.

I am the Song, by Charles Causley.

I am the song that sings the bird.

I am the leaf that grows the land.

I am the tide that moves the moon.

I am the stream that halts the sand.

I am the cloud that drives the storm.

I am the earth that lights the sun.

I am the fire that strikes the stone.

I am the clay that shapes the hand.

I am the word that speaks the man.

Morning Has Broken, by Eleanor Farjeon.

Morning has broken,  
Like the first morning,  
Blackbird has spoken  
Like the first bird;  
Praise for the singing,  
Praise for the morning,  
Praise for them springing  
Fresh from the Word.

Sweet the rain's new fall,  
Sunlit from heaven,  
Like the first dewfall  
On the first grass;  
Praise for the sweetness,  
Of the wet garden,  
Sprung in completeness  
Where His feet pass.

Mine is the sunlight,  
Mine is the morning,  
Born of the one light  
Eden saw play;  
Praise with elation,  
Praise every morning,  
God's re-creation  
Of the new day.

## Traditional Poetry – Week 1 of 2 – week beginning 01/06/20

We have spent a lot of time in Year 3 looking at different styles of poetry this year, so far, we've looked at:

- poetry that creates images in your mind
- humorous poetry
- performance poems
- shape poems

### What is Traditional Poetry?

We've looked at some traditional poems already this year when we looked at poems by Robert Lewis Stevenson. All traditional poems tend to have a similar layout.

- They all tend to have a rhyming pattern.
- The lines of each poem are usually similar in length.
- They usually have lots of descriptive language in them.
- They can often be exceedingly long – some up to 100 lines!

Over the next two weeks we will look at traditional poems written by Eleanor Farjeon and Charles Causley. Here's some background information on them both.

**Eleanor Farjeon, born in 1881 and died in 1965.**

Eleanor Farjeon was the daughter of popular novelist Benjamin Farjeon and Maggie (Jefferson) Farjeon, Eleanor came from a literary family, her two younger brothers, Joseph and Herbert Farjeon, being writers, while the oldest, Harry Farjeon, was a composer.

Eleanor, known to the family as "Nellie", was a small timid child, who had poor eyesight and suffered from ill-health throughout her childhood. She was educated at home, spending much of her time in the attic, surrounded by books. Her father encouraged her writing from the age of five.



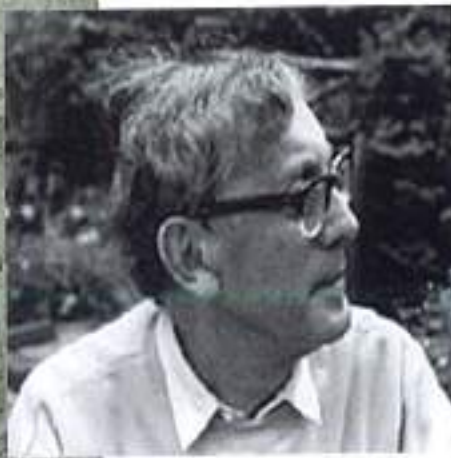
Eleanor Farjeon



Charles Causley, born in 1917 and died in 2003.



Charles Causley



Charles was born and brought up in Launceston, Cornwall and lived there for most of his life. When he was only seven his father died from wounds sustained during the First World War. This early loss and his own experience of service in the Second World War affected Causley deeply. His work fell outside the main poetic trends of the 20th century, drawing instead on native sources of inspiration: folk songs, hymns, and above all, ballads. His poetry was recognised by the Queen's Gold Medal for Poetry in 1967 and a Cholmondeley Award in 1971.

**This week you will:**

- ✓ Read and examine several traditional poems.
- ✓ Learn to read a poem aloud, with expression.
- ✓ Use adjectives to add detail to a piece of writing.
- ✓ Write your own traditional style poem based on one by Charles Causley.
- ✓ Use adverbs and adverbial phrases to describe something.

In the **Literacy** sub-folder of the Google drive is a pdf file called '**# Traditional Poetry – Resources.pdf**' from now on this will just be referred to as '**the resource file**'.



**Task 1** - LO: to read, examine and understand a traditional poem.

The first poem in the resource file is called 'The Sounds in the Evening, by Eleanor Farjeon.

Spend some time reading through 'The Sounds in the Evening', it's a poem which describes some of the noises that Eleanor heard as a child when she lay in bed trying to get to sleep.

**\*\* There may be a few words you are not sure about the meaning of, ask an adult to help you with these. \*\***

Eleanor was born in Victorian times so there are many sounds that probably would not be heard in houses today.

While you read the poem find the rhyming pattern. Don't forget you do this by looking at the words at the end of each line in the poem.

Think about the sounds that young Eleanor hears in the house, they give the impression that there is a lot of activity going on both inside and outside the house. Try and picture these things in your head – remember that ladies in Victorian times would have worn long, floor length skirts, which is why they would brush by the door.

Close your eyes for a few minutes and form a picture of Eleanor's house and the things going on as she tries to fall asleep.

**Task 1, activity** - LO: To Add Suitable Adjectives to help picture a scene.

There are lots of things going on in the house, the click of the clock, the creak of the chairs are just two examples. So, we know quite a lot about the activities going on in Eleanor's house, but we don't know very much about what it looks like!

Earlier you pictured Eleanor's house in your mind, and you would have automatically added this detail in, you would have seen the clock and the chair, and they would have had colour, shape and size etc.

Adjectives describe nouns (remember that clock and chair are common nouns), they describe the five senses, taste, touch, sight, smell and hearing.

For this activity you are going to add detail to the poem by adding some adjectives. The adjectives you choose need to be sensible ones!

The activity can be printed or copied into your green book and the adjectives added as you go.

LO: To Add Suitable Adjectives to help picture a scene.

The Sounds in the Evening, by Eleanor Farjeon, with added adjectives to give detail.

The \_\_\_\_\_ sounds in the \_\_\_\_\_ evening

Go all through the \_\_\_\_\_ house,

The click of the \_\_\_\_\_ clock

And the pick of the \_\_\_\_\_ mouse,

The \_\_\_\_\_ footsteps of \_\_\_\_\_ people

Upon the \_\_\_\_\_ top floor,

The \_\_\_\_\_ skirts of my \_\_\_\_\_ mother

That brush by the \_\_\_\_\_ door,

The mewling of \_\_\_\_\_ cats

That seem just by my \_\_\_\_\_ ear,

The hooting of \_\_\_\_\_ owls

That can never seem near,

The queer little noises

That no one explains...

Till the \_\_\_\_\_ moon through the \_\_\_\_\_ slats

Of my \_\_\_\_\_ window-blind rains,

And the world of my \_\_\_\_\_ eyes

And my \_\_\_\_\_ ears melts like \_\_\_\_\_ steam

As I find my \_\_\_\_\_ pillow

The \_\_\_\_\_ world of my \_\_\_\_\_ dream.

## **Task 2** - LO: to write a new version of "Quack!" Said the Billy-Goat.

The second poem in the resource file is called "Quack" said the Billy-Goat, by Charles Causley.

Read it through a couple of times.

FYI – a leat is a stream or river that is used to power a water mill.

The poem has the same rhyming pattern as 'The Sounds in the Evening', every other line rhymes.

The poem has a different structure to most traditional poems, it's more like a humorous poem than a traditional one. It's also very similar to a nonsense poem (nonsense means something that does not make sense) can you see why?

All the animals are making the wrong sounds! The final two lines of the poem tell you why this is. We aren't told why the farmer is doing this, but it is funny 😊.

### **Task 2, activity.**

"Quack" said the Billy-Goat, is a really fun, simple poem to have a go at writing your own version of.

Spend some time planning your poem.

Use each line of the poem as a template.

To make it easier for yourself, keep the lines which rhyme and just think of new noises for those animals.

For example:

"Baaaa!" said the duckling.

"Hee-Haw" said the hen. (keep 'said the hen' but change the sound)

"Neigh" said the baby bull

Running in the pen. (keep this line to keep the rhyming pattern)

**\*\* If you write your poem on a new page in your green book, you can draw pictures of all your animals around it, add speech bubbles with the sounds they are making too. \*\***

**Task 3** - LO: to use adverbs and adverbial phrases to describe something.

The third poem in the resource file is called 'There are Big Waves', by Eleanor Farjeon.

Again, spend some time reading and re-reading the poem, look at the rhyming pattern, discuss words you are unfamiliar with an adult.

This poem is all about the types of wave you find at the beach and how they move. It's even set out in a wavy style, a bit like a calligram!

Here is an extract (part of) the poem:

Waves that rise up  
Like a great water wall,  
Waves that swell softly  
And don't break at all,

The word 'softly' is an adverb, you've had adverbs for some of your spelling tests in Year 3.

Just like an adjective gives you more information about a noun, an adverb gives you more information about a verb.

Most of them end in 'ly'.

Examples – adverbs are underlined:

The boy ran quickly to the ice-cream van.

I carefully placed the expensive vase on the fireplace.

'Like a great water wall' is an example of an adverbial phrase. Most of you covered adverbials in week 3 when you were working on adventure stories. For those of you who didn't and those of you who have forgotten, here's a recap:

An adverbial phrase is a group of words that does the same job as an adverb. They modify a verb, adjective, adverb, clause or an entire sentence. Adverbial phrases make sentences more interesting and exciting. They tell us how, when, where, why and how long.

Examples – adverbial phrases are underlined:

I went swimming with my friends after school.

In the beginning, I thought reading was hard.

Mum said we could play outside after dinner, so we ate it very quickly!

If the adverbial phrase is at the beginning of the sentence it is called a fronted adverbial.

### Task 3, activity.

**First:** Spend time doing some research online, or in books about the sea.

Find out more about waves, how they move, what happens to them as they come ashore, the colour, the sound they make etc. etc.

While researching, jot down any adverbs and words that pop into your head.

Below are some videos to start you off:

**WARNING:** some of the ads before the videos might not be age appropriate!

<https://www.dailymotion.com/video/xny3nm>

<https://www.youtube.com/watch?v=x21BTgiZQSM>

<https://www.youtube.com/watch?v=OX5QXc7FcP8>

<https://www.dailymotion.com/video/x3mwew4>

**Then:** Picture a beach scene in your head and draw a large picture of it in your green book.

**Finally:** Write down a description of your scene. Each sentence needs to contain at least one adverb or adverbial phrase.

Example:

The waves crash loudly on the rocks.

As the sun sets, the sea shimmers and sparkles.

**Challenge:** Extend the sentences to make them more interesting to read.

Example:

As the sun sets, the sea shimmers and sparkles as the waves break upon the shore.

Task 4 LO: to learn a traditional poem of by heart.

We have studied three traditional poems this week.

There are also some other poems by Eleanor Farjeon and Charles Causley in the resource file that we haven't looked at yet.

We will look at some of those in more detail next week.

Choose one of the poems in the file and spend time reciting it (reading it out loud).

Think about:

The expression you need to add.

How quickly, or slowly you need to read it.

Adding actions.

Once you are quite confident at reciting it, perform your chosen poem to an adult and ask for some constructive feed back (ideas for making it even better).

Listen to their feed back and incorporate it into your practise.

If you are confident enough, why not get someone to video you reciting the poem and send it in?

We will add them to a future Google folder for other children to watch.

# Place Value and Number Patterns

## Task 1 LO To count in 100's and 50's

Count in 100's to continue the sequences below. Write the next six numbers. There is a 1-200 square attached to support you.

- 100, 200, 300,
- 200, 300, 400,
- 300, 400,
- Now try starting with the number 20 and write the next six numbers. Repeat with 21 and 46.

Count in 50's to continue the sequences below.

- 0, 50, 100
- 150, 200, 250
- 300, 350,
- Now try starting with the number 20 and write the next six numbers. Repeat with 31 and 47.

## Task 2 Count in 4's and 8's

Now we are going to find some patterns in numbers using the DIGITAL ROOT.

"Add all the digits of a number together to create a new number. Repeat until you get down to a single digit. See box to the right for an example of how to do this.

97

$$9 + 7 = 16$$

$$1 + 6 = 7$$

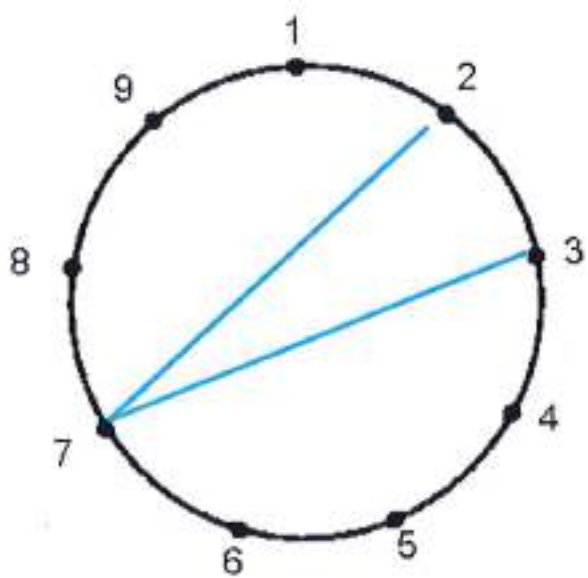
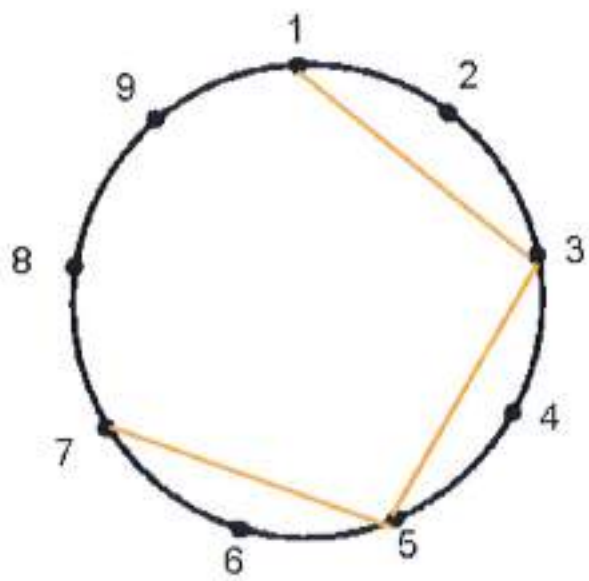
- Write out the multiples of 2, stopping at 26.

10, 12, 14, 16

DIGITAL ROOTS			
10	12	14	16
$1 + 0 = 1$	$1 + 2 = 3$	$1 + 4 = 5$	$1 + 6 = 7$

b) On the numbered circles below draw lines from the first digital root on the numbered circle then draw a line to the second digital root and so on to see what pattern the digital roots make. *The first three have been completed to show you. Orange.*

c) Now repeat with the four times table. Draw lines from the first digital root on the numbered circle (see resources), then draw a line to the second digital root and so on to see what pattern the digital roots make. *Blue*





**Task 3 LO More sequence rules.**

a) Can you figure out the next **six** numbers in these sequences and record the rule

Sequence	Rule
e.g. 2, 5, 8, 11, 14, 17, 20, 23, 26, 29	+ 3
1, 5, 9, 13	
20, 31, 42, 53	
120, 170, 230, 270	
56, 65, 74, 83	

b) Now you create to sequence rule and ask someone else to write the next six numbers.

Sequence	Rule

**Task 4 LO Even more sequences**

a) Complete these sequences with the next **six** shapes.

Sequence
A, B, B, A, B, B,
△ △ □ □ □ ○
II, IV, VI, VIII
☺ ☺ ☺ ☺ ☹ ☹ ☹ ☹
% % %
→ → → ↑ ↑ ✓

b) Now use shapes to make sequences for someone else to guess.


c) Revision Time. Complete the 4, 8, 50 and 100 missing numbers sheets in Google Drive folder.

Additional resources

0 – 200 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Multiplication grid

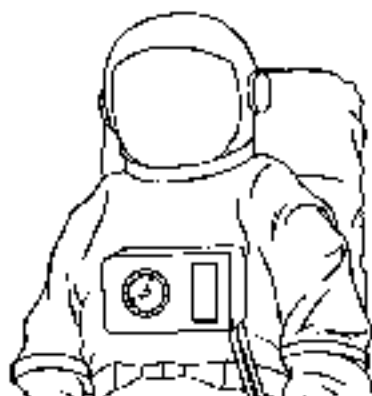
*	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

# Missing Multiples of 4, 8, 50 and 100

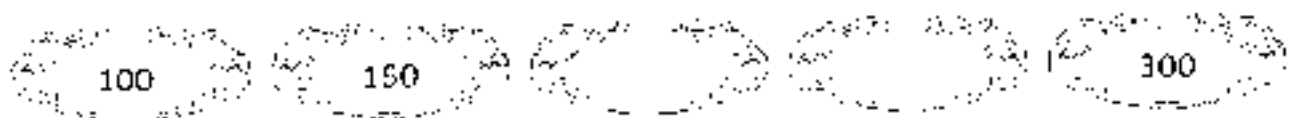
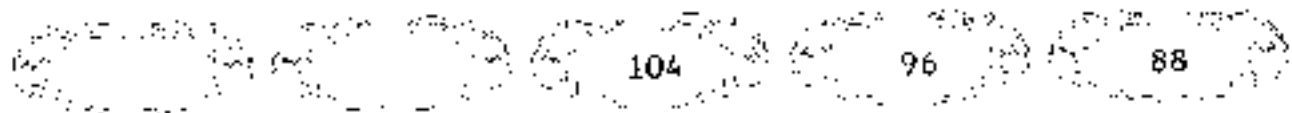
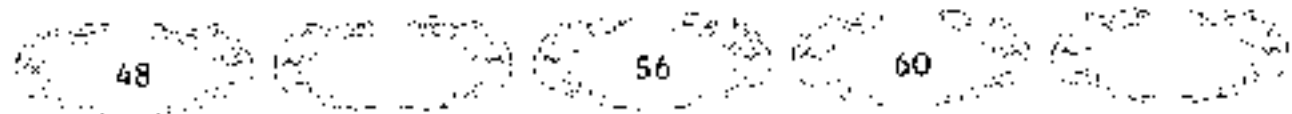
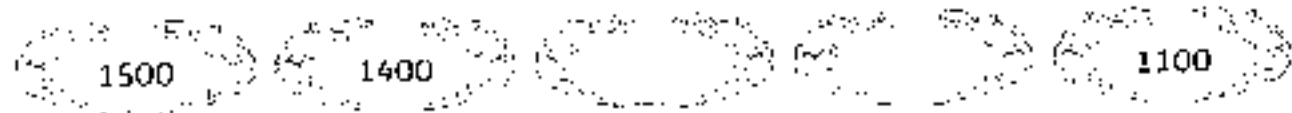
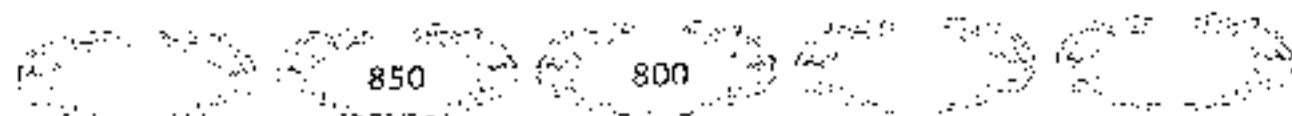
I can count in multiples of 4, 8, 50 and 100.

Astronaut Tim is counting in multiples. Predict the next 3 numbers in each of the sequences below.

- 76, 80, 84, 88, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 900, 800, 700, 600, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 700, 750, 800, 850, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 80, 72, 64, 56, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 700, 800, 900, 1000, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



Each spaceship has a special number. Can you work out the number on each of the missing spaceships?

- 
- 
- 
- 
- 

How many arms are there altogether?

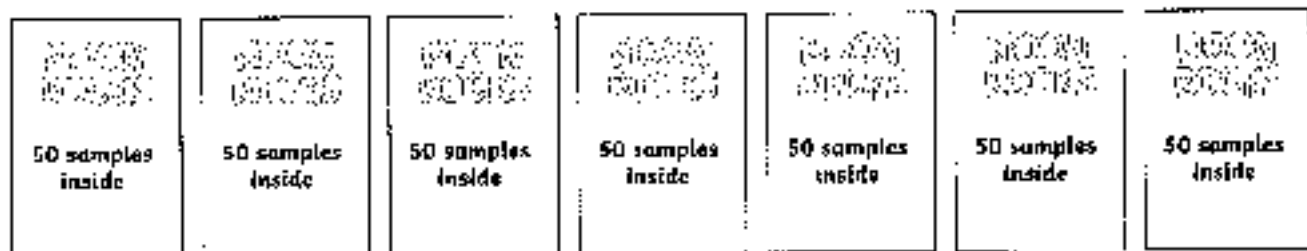


1.  $\underline{\quad\quad} \times \underline{\quad\quad} = \underline{\quad\quad}$

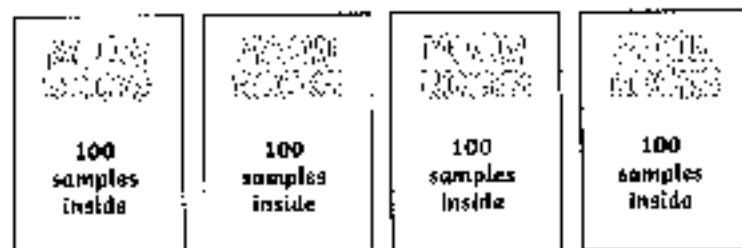


2.  $\underline{\quad\quad} \times \underline{\quad\quad} = \underline{\quad\quad}$

How many moon rock samples are there altogether?



1.  $\underline{\quad\quad} \times \underline{\quad\quad} = \underline{\quad\quad}$



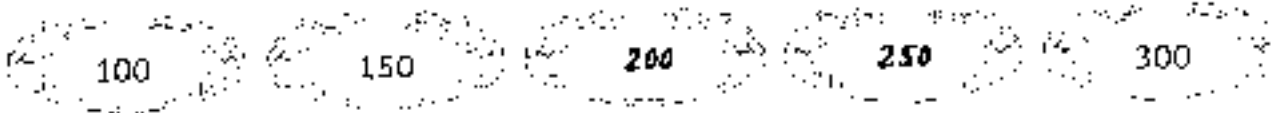
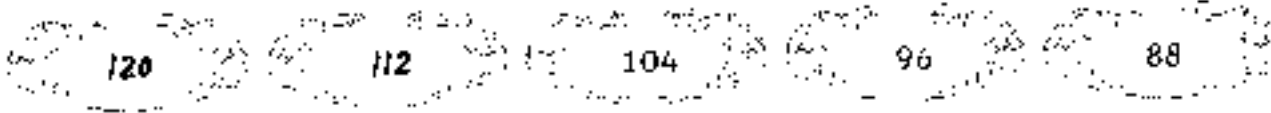
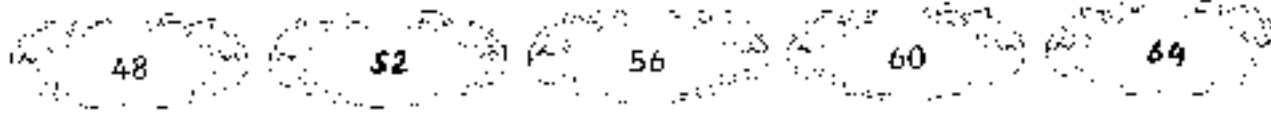
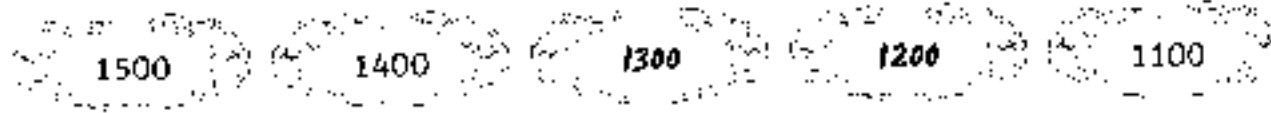
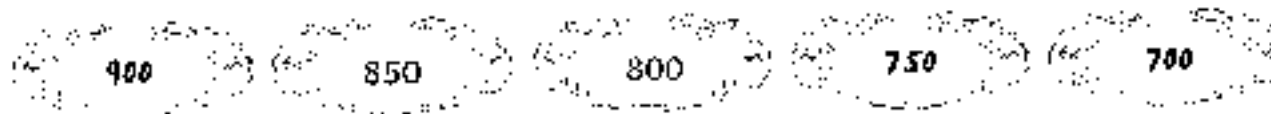
2.  $\underline{\quad\quad} \times \underline{\quad\quad} = \underline{\quad\quad}$

# Answers

Astronaut Tim is counting in multiples. Predict the next 3 numbers in each of the sequences below.

- 76, 80, 84, 88, 92, 96, 100
- 900, 800, 700, 600, 500, 400, 300
- 700, 750, 800, 850, 900, 950, 1000
- 80, 72, 64, 56, 48, 40, 32
- 700, 800, 900, 1000, 1100, 1200, 1300

Each spaceship has a special number. Can you work out the number on each of the missing spaceships?

- 1. 100, 150, 200, 250, 300
- 2. 120, 112, 104, 96, 88
- 3. 48, 52, 56, 60, 64
- 4. 1500, 1400, 1300, 1200, 1100
- 5. 900, 850, 800, 750, 700

How many arms are there altogether?

- $5 \times 8 = 40$
- $4 \times 4 = 16$

How many moon rock samples are there altogether?

- $7 \times 50 = 350$
- $4 \times 100 = 400$

## Wrens Maths Group activities for Summer Week 6 – Place value and number patterns.

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

**Task 1** – LO: to work out the digital root of a number.

### What is a digital root?

All numbers have a digital root.

To work out the digital root of a number you just add the digits in the number together until you are left with a single digit answer. That is the digital root of the number you started with.

#### **Examples:**

The number 62 has the digits 6 and 2 in it,  $6+2=8$ .

So, the digital root of 62 is 8.

The number 536 needs two steps to work out the digital root.

$5+3+6=14$ .

14 is a two digit number so now work out  $1+4=5$ .

So, the digital root of 536 is 5.

1111 has a digital root of  $1+1+1+1=4$ .

8699 would be  $8+6+9+9=32$  then  $3+2=5$ .

### Why work out digital roots?

Digital roots help you look for patterns in numbers.

In the examples above you saw that the numbers 8699, 536 and 14 have the same digital root of 5.

This can very helpful when trying to work out if a number is a multiple of another number, as you'll find out later.

**Task 1, activity** – LO: to work out the digital root of a number.

Work out the digital roots of the numbers below:

- |        |          |
|--------|----------|
| 1) 45  | 6) 3471  |
| 2) 321 | 7) 8132  |
| 3) 96  | 8) 7596  |
| 4) 863 | 9) 3789  |
| 5) 198 | 10) 9999 |

Task 2 - LO: to use digital roots to draw patterns.

Below is a times tables grid, you've seen one of these before.  
It gives you all the multiplication facts from 1x1 to 12x12.

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Below is a times table grid with a difference!

This one gives you the digital root of each answer.

So 12x12 is 144 from the table above, the digital root is 9 from the table below.

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	1	2	3
2	2	4	6	8	1	3	5	7	9	2	4	6
3	3	6	9	3	6	9	3	6	9	3	6	9
4	4	8	3	7	2	6	1	5	9	4	8	3
5	5	1	6	2	7	3	8	4	9	5	1	6
6	6	3	9	6	3	9	6	3	9	6	3	9
7	7	5	3	1	8	6	4	2	9	7	5	3
8	8	7	6	5	4	3	2	1	9	8	7	6
9	9	9	9	9	9	9	9	9	9	9	9	9
10	1	2	3	4	5	6	7	8	9	1	2	3
11	2	4	6	8	1	3	5	7	9	2	4	6
12	3	6	9	3	6	9	3	6	9	3	6	9

## Task 2, activity 1.

Look at the times tables grid of digital roots.

Which times tables have similar looking sequences of digital roots?  
Why do you think this is?

Which times table is different to all the others?

How would knowing this help you work out if a number you are looking at is a multiple of that number?

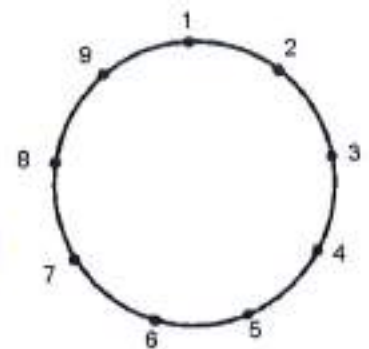
## Task 2, activity 2.

When you know the digital roots of the times tables facts, you can make some interesting visual patterns.

### You need:

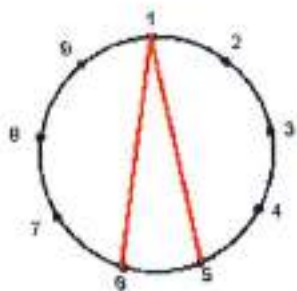
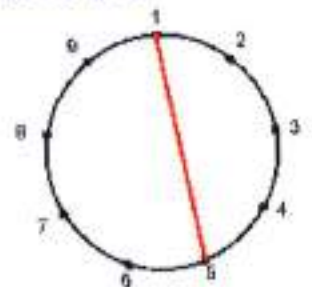
A ruler and a copy of the circle diagram to the right.

A sheet of six has been provided in the Maths Google sub-folder, or draw around something circular, like a tin of beans, or the top of a mug in your green book then add the dots and numbers around the edge.



Choose your multiplication table (e.g. 5 times table) and find the digital roots from the table on the previous page: in this case, 5 1 6 2 7 3 8 4 9 5 1 6.

Look at the first number and find this on the circle diagram. Now, draw a line from this number to the second number in your list (from 5 to 1).



Now draw a line from the second number in the list to the third number (from 1 to 6).

Draw lines from the third number to the fourth, and so on. Continue doing this, until you have reached the end of your list:

**The pattern for the five times table should look like this.**



Complete one of these patterns for each times table – the patterns you produce will help you answer Task 2, activity 1 if you got stuck 😊!



**Task 3:** LO: to work out the first six numbers in a number sequence.

A number sequence is a list of numbers which follow a pattern.

The simplest number sequence is 1, 2, 3, 4, 5, 6 and so on.

The next number in the list is one more than the previous one.

We say that this number sequence starts at 1 and the pattern is +1.

Therefore, to continue the sequence you would add one to 6 to get 7 and so on.

The next number sequence starts at 5 and the pattern is +3.

5, 8, 11, 14, 17, 20 and so on.

Number sequences can have -, x and  $\div$  patterns too.

Examples:

Start at 2, pattern  $\times 2$

2, 4, 8, 16, 32, 64

Start at 51, pattern -3

51, 48, 45, 42, 39, 37

Start at 200, pattern  $\div 2$

200, 100, 50, 25,  $12\frac{1}{2}$ ,

Sometimes you must do more than one thing to find the next number.

Example:

Start at 1, pattern  $\times 2$  then +1

1, ( $1 \times 2 = 2$  then  $2 + 1 = 3$ ) 3, ( $3 \times 2 = 6$  then  $6 + 1 = 7$ ) 7, 15, 31, 63

**Task 3, activity 1.** LO: to find the first six numbers in a number sequence.

- 1) Start at 6, pattern +7
- 2) Start at 78, pattern -9
- 3) Start at 65, pattern +13
- 4) Start at 160, pattern -15
- 5) Start at 400, pattern  $\div 2$
- 6) Start at 1, pattern +2 then  $\times 2$

**Task 3, activity 2.** L.O: to find the missing numbers in a number sequence.

Sometimes you are given a number sequence, but some of the numbers are missing.

In this case you need to work out the pattern using the numbers you have and fill in the gaps.

Look at the number sequence below:

5, \_\_\_\_, \_\_\_\_, 20, 25, \_\_\_\_

It has three missing numbers.

Two of the numbers are next to each other in the sequence (20 and 25).

This means you can work out the pattern by finding what you do to 20 to get 25.

In this case you add 5, so the pattern must be +5.

Now you know this you can fill in the gaps

Start with the first number (5)  $5 + 5 = 10$ , so the second number is 10

5, **10**, \_\_\_\_, 20, 25, \_\_\_\_

$10 + 5 = 15$ , so the third number is 15

5, **10**, **15**, 20, 25, \_\_\_\_

The final missing number is  $25 + 5 = 30$

Therefore, the completed number sequence is:

Start at 5, pattern +5

5, **10**, **15**, 20, 25, **30**

Work out the patterns to these missing number sequences and fill in the gaps.

1) 48, \_\_\_\_, \_\_\_\_, 39, 36, \_\_\_\_

2) 19, 28, \_\_\_\_, \_\_\_\_, 55, \_\_\_\_

3) 3, 21, \_\_\_\_, \_\_\_\_, \_\_\_\_, 75

4) 145, \_\_\_\_, \_\_\_\_, 117, 103, \_\_\_\_

5) 101, 202, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_

## Task 4: LO: to produce my own number sequences.

For this activity you will need to print out a copy of Maths #Wrens Task 4 number pattern cards.pdf in the Maths sub-folder and cut them up.

If you don't have a printer, find a bit of scrap paper, cut it into 12 pieces and write your chosen number patterns on those instead.

**HOWEVER**, you only need one of the sheets so read through the activity first and decide which sheet you'd like to use.

Here's what you need to do:

- 1) First turn your number pattern cards upside down and shuffle them.
- 2) Next choose a starting number and write that in your book:  
Start at (chosen number)
- 3) Then take one of the number pattern cards and turn it the right way up.
- 4) Write the pattern in your book next to your start at number.  
Start at (chosen number), pattern (chosen pattern)
- 5) Work out and write down the first six numbers in your sequence.
- 6) Discard (get rid of) the pattern card you have just used and repeat steps 2 to 6 to make six new number sequences in total.

**TOP TIP** – look at the number patterns in your chosen set and decide carefully what a good starting number would be. It's no good starting with 5 then having to -100 for your pattern if you can't work with negative numbers! 😊

## Wrens Maths Group challenges for Summer Week 6 – Place value and number patterns.

**\*\* Most of the answers can be recorded in your green exercise book. \*\***

### Challenge 1 – 2Do tasks! 😊

I know some of you have been missing the PurpleMash 2Do tasks, so this week I have set three for you.

They start on the 29/05/20 are accessible up to and including 08/06/20.

Two are based on number sequences and one is a recap of estimating.

### Challenge 2 – LO: to use digital roots to draw patterns.

Below is the digital root table for the times tables from 1x1 to 12x12.

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	1	2	3
2	2	4	6	8	1	3	5	7	9	2	4	6
3	3	6	9	3	6	9	3	6	9	3	6	9
4	4	8	3	7	2	6	1	5	9	4	8	3
5	5	1	6	2	7	3	8	4	9	5	1	6
6	6	3	9	6	3	9	6	3	9	6	3	9
7	7	5	3	1	8	6	4	2	9	7	5	3
8	8	7	6	5	4	3	2	1	9	8	7	6
9	9	9	9	9	9	9	9	9	9	9	9	9
10	1	2	3	4	5	6	7	8	9	1	2	3
11	2	4	6	8	1	3	5	7	9	2	4	6
12	3	6	9	3	6	9	3	6	9	3	6	9

For this challenge, work out and write down the 13- and 14-times tables up to and including 12x.

Then work out the digital root for each answer.

Drawing something like this in your book might help you:

	1x	2x	3x	4x	5x	6x	7x	8x	9x	10x	11x	12x
13 times table	13	26										
Digital root of 13x table	4	8										
14 times table	14	28										
Digital root of 14x table	5	1										

Once you've completed that complete a circle diagram for each one and compare the pattern you get with the patterns for the others you drew in Task 2.

### Challenge 3:

You now know that any number in the nine times table has a digital root of 9.

Two examples of 3-digit numbers in the 9 times table between 300 and 400 are: 306 and 333.

Work out all the numbers between 300 and 400 that are in the 9x table.

Try and be methodical!

## Wrens Maths Group Answers for Summer Week 5 – Adding and Subtracting Money.

**Task 1, activity:** LO: adding money using column method.

- 1)  $£25.16 + £19.52 = £44.68$
- 2)  $£37.47 + £11.72 = £49.19$
- 3)  $£17.03 + £18.18 + £16.50 = £51.71$
- 4)  $£427.34 + £332.85 = £760.19$
- 5)  $£141.63 + £109.21 + £93.79 = £344.63$

**Task 2, activity:** LO: subtracting money using column method.

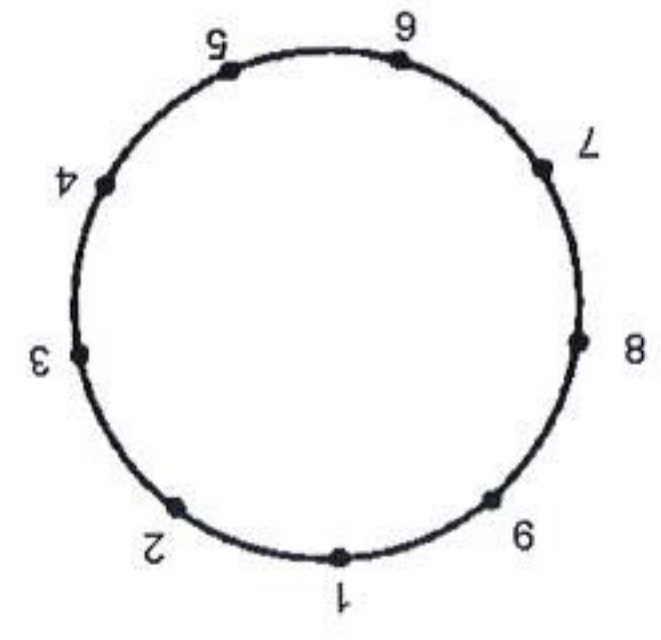
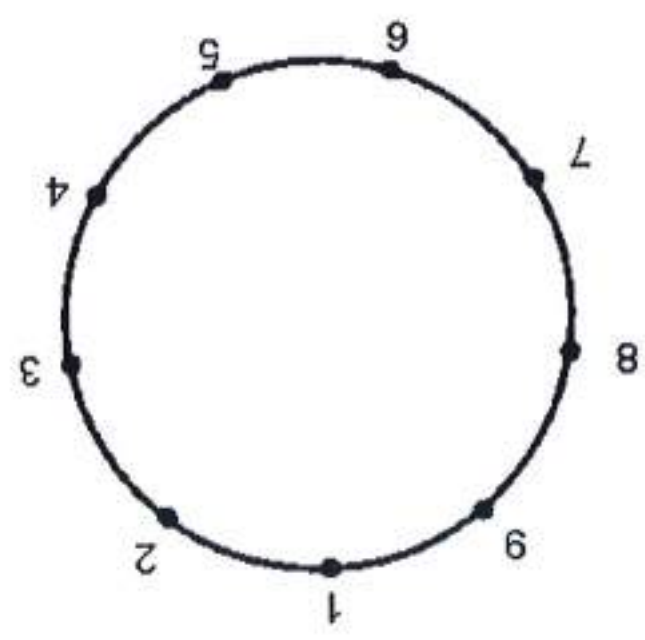
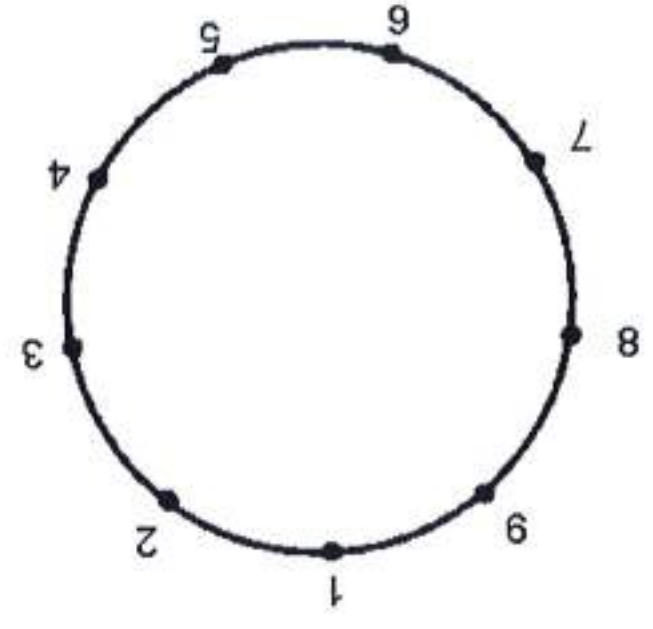
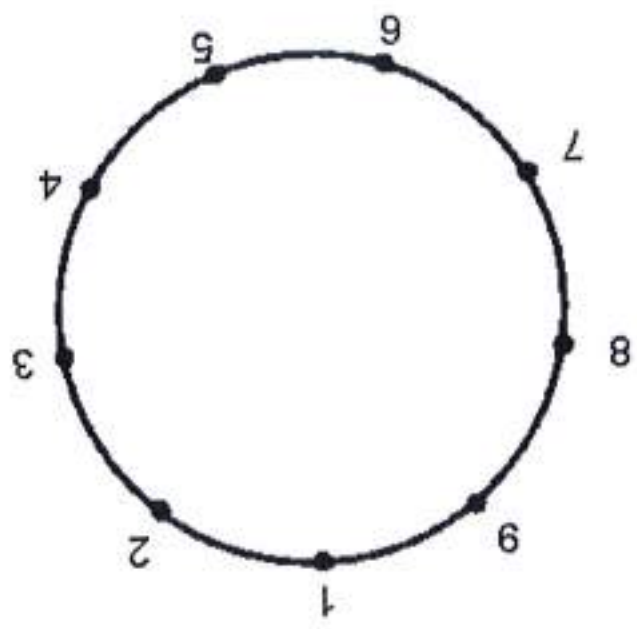
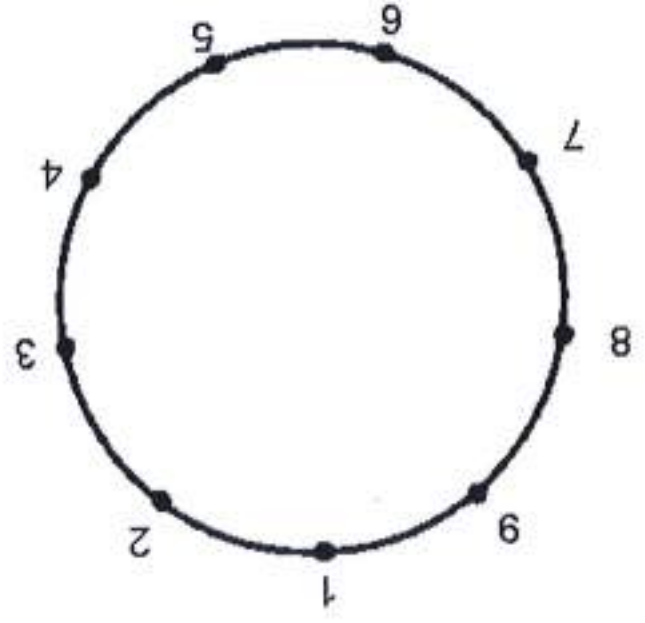
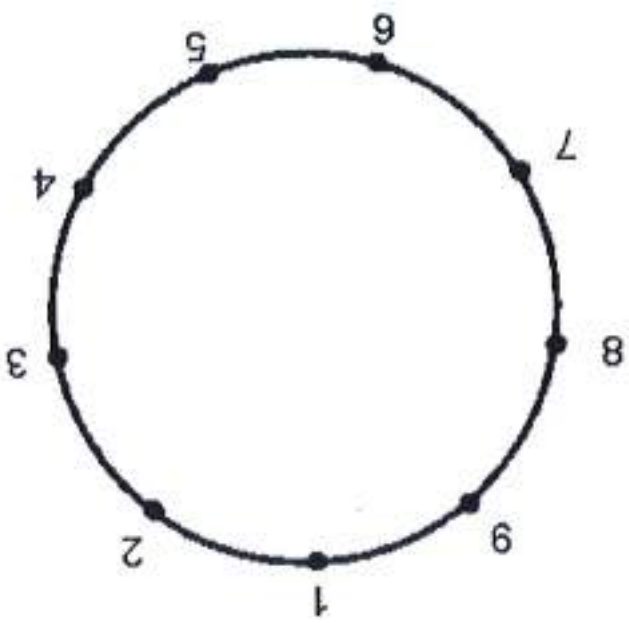
- 1)  $£83.32 - £51.11 = £32.21$
- 2)  $£97.81 - £68.21 = £29.60$
- 3)  $£82.83 - £44.67 = £38.16$
- 4)  $£529.46 - £157.24 = £372.22$
- 5)  $£473.83 - £292.92 = £180.91$

**Task 3:** LO: one-step word problems involving money.

- 1)  $£5.79 + £4.55 = £10.34$
- 2)  $£6.78 - £3.84 = £2.94$
- 3)  $£32.50 + £25.00 + £3.50 = £61$
- 4)  $£53.25 - £29.99 = £23.26$
- 5)  $£26.50 + £23.95 + £17.65 = £68.10$

**Task 4:** LO: two-step word problems involving money.

- 1)  $£12.60 + £9.85$  to find out how much Brian spends -  $£22.45$ .  
Then  $£32.50 - £22.45$  to find out how much he has left -  $£10.05$ .
- 2)  $£29.47 + £24.70$  to find out how much Sam and Felicity have -  $£54.17$ .  
Then  $£54.17 - £36.90$  to see how much is left after the takeaway -  $£17.27$ .
- 3)  $£24.76 + £22.15 + £19.50$  to see what Bob saves in three weeks -  $£66.41$ .  
Then  $£100 - £66.41$  to find out how much Bob has to save in week 4 -  $£33.59$ .
- 4)  $£65.17 + £64.62$  to see how much they have saved -  $£129.79$ .  
Then  $£150 - £129.79$  to find out how much Mum needs to give them -  $£20.21$ .
- 5)  $£54.45 + £35.00$  to find out how much Niamh has got -  $£89.45$ .  
Then  $£89.45 - 76.50$  to find how much she has left -  $£12.95$ .



Mystery sequences

$+100$

$-100$

$+50$

$-50$

$+8$

$+4$

$+5$

$-3$

$-4$

$-3$

$+25$

$+6$

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Y3 Sum Week 6 Day 3



Addition/subtraction cards

+10

-10

+20

-20

+30

-30

+40

-40

+50

+100

-100

+200

-200

+300

+300

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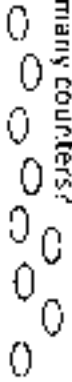

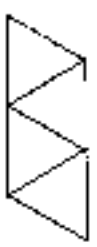






Y3 Sum Week 6 Day 4

100 99 98 97 96 95 94 93 92 91 90 89 88 87 86 85 84 83 82 81 80 79 78 77 76 75 74 73 72 71 70 69 68 67 66 65 64 63 62 61 60 59 58 57 56 55 54 53 52 51 50

Name: \_\_\_\_\_

Date: \_\_\_\_\_

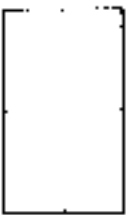




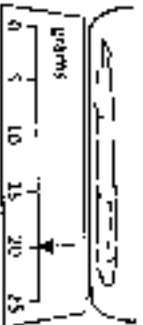


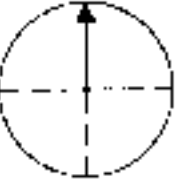
Class/Group: \_\_\_\_\_

A. Number and Place Value		B. Fractions and Measure		C. Measure and Geometry	
1. How many counters? 	1:1	11. What fraction of the sweets is circled? 	2:21	16. If today is Friday, tomorrow is: a. Monday b. Saturday c. Thursday	3:55
2. What is the missing number? 20 20 30 40 <input type="text"/>	2:2	12. Colour in $\frac{3}{4}$ of this shape. 	1:32	17. About how many weeks are in a month? a. 4      b. 7      c. 13	2:37
3. What number is one less than 49? <input type="text"/>	3:1	13. Which pan has the heavier weight in it? 	1:53	18. Draw the hands to show five o'clock. 	2:16
4. Write a number that is more than 8. <input type="text"/>	1:4	14. How much water is in the bowl? 	2:13	19. What is this shape?  a. square b. triangle c. circle	2:29
5. Write this number in numerals: seventeen	1:5	15. How much altogether? 	1:45	20. What number will the dial be pointing to after a quarter turn clockwise? 	3:20
6. What symbol is missing? 11 <input type="text"/> 8 + 3	1:6	Total (A)		Total (B)	
7. What is the missing number? $7 + \square = 20$	2:7	Total (A+B)		Total (C)	
8. $17 - 9 =$	1:8	R (0-7)		Y (8-15)	
9. Mike has 15 sweets. He eats 9 of them. How many does he have left?	2:9			G (16-20)	
10. 3 cakes come in a box. If you buy 3 boxes, how many cakes do you have?	3:10				
Test Total (A+B+C)					

Name: \_\_\_\_\_

Date: \_\_\_\_\_





Class/Group: \_\_\_\_\_

A: Number and Place Value	B: Fractions and Measure	C: Measure and Geometry
1. What is the missing number? 66 67 68 69 <input type="text"/>	11. Draw one line to split the shape into 2 halves. 	16. I put on pyjamas _____ I got into bed. a. before b. after 
2. What is the missing number? 5 10 15 20 <input type="text"/>	12. Circle a quarter (¼) of the balls. 	17. Is Monday is the 1 <sup>st</sup> day of the week, what day is the 3 <sup>rd</sup> day of the week? a. Tuesday b. Wednesday c. Friday
3. What number is one less than 50?  4. Pac has 8 sweets. Sam has 5. Who has the least?  5. Write this number in words: 16	13. Which is heaviest? 	18. Draw the hands to show: Half past eight 
6. What symbol is missing? 3 <input type="text"/> 9 = 12	14. How heavy is the pen? 	19. What is this shape? a. square b. triangle c. circle 
7. What is the missing number? 12 + 8 - <input type="text"/>	15. How much altogether? 	20. The arrow points: a. left b. down c. right 
8. 9 + 17 = _____	9. What is the missing number? 17 = <input type="text"/> + 6	10. 4 children each have 4 pens. How many pens do they have altogether? Total (A) _____ Test Total (A+B+C) _____
10. 4 children each have 4 pens. How many pens do they have altogether? Total (A) _____ Test Total (A+B+C) _____	Total (B) _____ R (0-7) _____	Total (C) _____ Y (8-15) _____ G (16-20) _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_









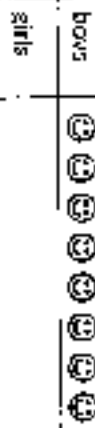

Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 0 2 4 6 <input type="text"/> 10 12	2:1	11. $35 \div 5 =$	2:11	21. Estimate the weight of a banana. Write a, b or c. a. about 15g b. about 150g c. about 15kg	2:17
2. What is the value of the 4 in this number? 49	2:2	12. Which are the odd numbers? 3 6 9 12	2:11	22. How many ten pence (10p) coins are the same value as a fifty pence (50p) coin? 	2:19
3. What number is labelled? 	2:3	13. What symbol is missing? 4 <input type="text"/> $6 = 24$	2:12	23. Katie has sixty pence (60p). She spends forty-five pence (45p). How much money does she have left? 	2:20
4. Which numbers are $> 15$ ? 12 14 16 18	2:4	14. What symbol is missing? $30 \div 6$ <input type="text"/> 5	2:12	24. Which is longest? Write a, b, or c. a. an hour b. 80 minutes c. quarter of an hour	2:21
5. Write this number in numerals. fifty three	2:5	15. Is this true? Write 'yes' or 'no'. $10 \div 5 = 5 + 10$	2:13	25. Draw the hands to show Quarter to four. 	2:22
6. There are 30 children in a class. 12 are girls. How many are boys?	2:6	16. 4 children share 32 sweets. How many sweets does each child get?	2:14		
7. $20 - 7 =$	2:7	17. 4 teams enter a 7-a-side contest. How many players are in the contest?	2:14		
8. $58 - 10 =$	2:8	18. Write the fraction one half in numerals.	2:15		
9. Is this true? Write 'yes' or 'no'. $17 + 18 = 18 + 17$	2:9	19. How many quarters are in 2 whole ones?	2:15		
10. Use $65 + 18 = 83$ to help find: $83 - 18 =$ <input type="text"/>	2:10	20. What is $\frac{1}{2}$ of 14?	2:16		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	
				G (20-25)	

Name: \_\_\_\_\_

Date: \_\_\_\_\_



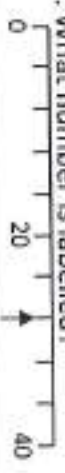


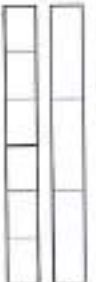
Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract	B: Multiply, Divide and Fractions	C: Measure and Geometry
1. What is the missing number? 0   3   6 <input type="text"/> 12   15	11. $2 \times 7 =$	21. Write $<$ , $>$ or $=$ to make the statement correct.  Height of a cat <input type="text"/> Height of mouse
2. Circle the 2s that have a value of 2. 12   28   32   21	12. Which are the even numbers? 3   6   9   12	22. Tick (✓) the shape that has a vertical line of symmetry. 
3. Draw an arrow to label 19. 	13. What symbol is missing? $28 \square 4 = 7$	23. Draw the next shape in this pattern: 
4. Put these in order, smallest first. 73   3   37   7	14. What symbol is missing? $11 \times 6 \square 66$	24. Number of boys & girls in Class 1:  Key:  means 2 pupils 
5. Write this number in words. 36	15. Is this true? Write 'yes' or 'no'. $8 \times 3 = 3 \times 8$	25. How many more boys are there than girls?
6. There are 16 people on a bus. 9 more get on. How many people now?	16. Bread rolls are sold in packs of 6. If I buy 4 packs, how many rolls do I get?	26. Complete the equivalent fractions. $\frac{7}{4} = \frac{\square}{2}$
7. Use $6 + 4 = 10$ to answer: $60 + \square = 100$	17. 12 apples are shared. How many people are there if each person gets 3?	27. How many more boys are there than girls?
8. $19 - 44 =$	18. What fraction is shaded? 	28. How many more boys are there than girls? 
9. Tick (✓) if true $4 + 12 = 12 + 4$ <input type="checkbox"/> $33 - 6 = 6 - 33$ <input type="checkbox"/>	19. Circle three quarters of the strawberries. 	29. Show 17 girls on the pictogram.
10. Use $65 - 28 = 37$ to help find: $37 + 28 = \square$	20. Complete the equivalent fractions. $\frac{7}{4} = \frac{\square}{2}$	30. How many more boys are there than girls?
Total (A) _____ Test Total (A+B+C) _____	Total (B) _____ R (0-9) _____	Total (C) _____ Y (10-19) _____ G (20-25) _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_





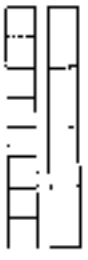
Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Problem Solving	
1. What is the missing number? 0 4 8 <input type="text"/> 16	<sup>3:1</sup> <b>12</b>	11. $28 \div 4 =$	<sup>3:10</sup> <b>7</b>	23. Alfie is 1m 12cm tall. Zac is 91cm tall. How much taller is Alfie than Zac?	<sup>3:19</sup> <b>21cm</b>
2. What is the 6 worth in this number? 361	<sup>3:2</sup> <b>60</b> (tens)	12. $8 \times 6 =$	<sup>3:10</sup> <b>48</b>	22. What is the perimeter of this rectangle? 	<sup>3:20</sup> <b>30cm</b>
3. Write this number in numerals. four hundred and sixty two	<sup>3:3</sup> <b>462</b>	13. Use $9 \times 6 = 54$ to solve: $9 \times 12 =$	<sup>3:11</sup> <b>108</b>	23. Cans of pop are 60p each. I have 2. How many cans of pop can I buy? 	<sup>3:21</sup> <b>3</b>
4. What number is labelled? 	<sup>3:4</sup> <b>28</b>	14. What is the missing number? $4 \times \square = 50 - 22$	<sup>3:12</sup> <b>7</b>	24. Draw the hands to show twenty five minutes past eight. 	<sup>3:22</sup> <b>Hands drawn</b>
5. Make the largest number possible using the digits 6 4 8.	<sup>3:5</sup> <b>864</b>	15. What is the missing number? 0.7 0.8 0.9 1.0 <input type="text"/>	<sup>3:13</sup> <b>1.1</b>	25. How many minutes are equal to 180 seconds?	<sup>3:24</sup> <b>3</b>
6. $603 - 10 =$	<sup>3:6</sup> <b>593</b>	16. Circle $\frac{4}{10}$ of the marbles. 	<sup>3:14</sup> <b>4</b>		
7. $723 - 312 =$	<sup>3:7</sup> <b>411</b>	17. What is $\frac{1}{4}$ of 12?	<sup>3:15</sup> <b>3</b>		
8. Circle the best estimate to $48 + 89$ : 110 120 130 <b>140</b>	<sup>3:8</sup> <b>140</b>	18. $\frac{1}{3} = \frac{?}{6}$ 	<sup>3:16</sup> <b>2</b>		
9. One orange costs twenty pence. How much will five oranges cost?	<sup>3:9</sup> <b>£1</b> (100p)	19. Add the fractions. $\frac{2}{9} + \frac{5}{9}$	<sup>3:17</sup> <b><math>\frac{7}{9}</math></b>		
10. What is the missing number? <input type="text"/> - 23 = 9	<sup>3:9</sup> <b>32</b>	20. Write the smallest fraction. $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{2}$	<sup>3:18</sup> <b><math>\frac{1}{6}</math></b>		
<b>Total (A)</b>		<b>Total (B)</b>		<b>Total (C)</b>	
<b>Test Total (A+B+C)</b>		<b>R (0-9)</b>	<b>Y (10-19)</b>	<b>G (20-25)</b>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

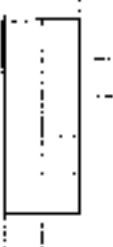
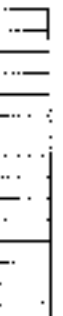
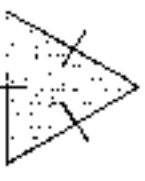
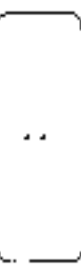
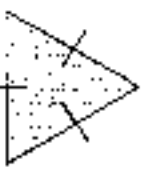
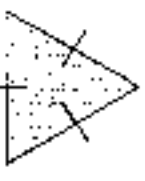
Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 0 8 16 [ ] 32	3:2	11. $21 + 3 =$ _____	3:10	21. About how long does it take to have a shower? a. 10 seconds b. 1 minute c. 10 minutes	3:23
2. What is the 5 worth in this number? 536	3:2	12. $7 \times 4$ _____	3:20	22. Which of these is a description of a square based pyramid? a. I have 5 faces and 5 vertices. b. I have 8 edges and 6 vertices c. I have 6 faces and 8 edges.	3:25
3. Put these in order, smallest first. 635 563 536 365	3:3	13. Use $9 \times 5 = 45$ to solve: $450 \div 9 =$ _____	3:11	23. Label two obtuse angles using the letter 'O'. 	3:26
4. Draw an arrow to label 20. 0 _____ 100	3:4	14. Eggs come in boxes of 6. I need 36 eggs. How many boxes should I buy?	3:22	24. Favourite drinks of teachers: 	3:29
5. Circle all the multiples of 50. 25 100 75 125 150	3:5	15. If you split a shape into tenths, how many equal parts do you have?	3:13	25. How many more people said 'Tea' than said 'Juice'?	3:30
6. $139 + 100 =$	3:6	16. Circle $\frac{2}{5}$ of the marbles. 	3:20		
7. $375 + 274 =$	3:7	17. What fraction is labelled? 	3:15		
8. Write the sum to check $68 - 29 = 39$ . Check: $79 - \square = \square$	3:8	18. $\frac{b}{8} = ?$ 	3:16		
9. To a no. I add 32 then subtract 17. I now have 40. What did I start with?	3:9	19. Subtract the $\frac{4}{5} - \frac{3}{5}$ fractions.	3:17		
10. What is the missing number? $178 + \square = 236$	3:9	20. Write the largest fraction. $\frac{5}{9}$ $\frac{1}{9}$ $\frac{7}{9}$ $\frac{3}{9}$	3:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	G (20-25)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class/Group: \_\_\_\_\_


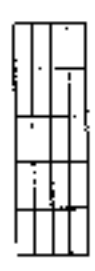

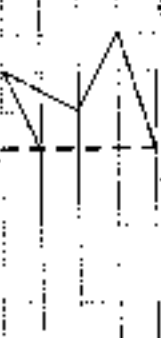
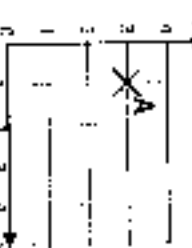

A: Place Value, Add and Subtract	B: Multiply, Divide and Fractions	C: Measure and Geometry
1. What is the missing number? 18 77 36 <input type="text"/> 54	11. $66 \div 6 =$	21. There are 650 millilitres of liquid in a jug. How much more liquid needs to be added to make 1 litre? 350ml
2. What is the missing number? 49 <input type="text"/> 63 70 77	12. Two factors of 32 add up to 33. What are they? 1, 32	22. What is the perimeter of this rectangle?  14cm
3. What is 1,000 more than 2,350?	13. $314 \times 7 =$	23. At lunch, Kirsty has a starter and a main meal. She pays with a 20 note. How much change does she get? £5.15
4. Round this number to the nearest 10: 3,275	14. In a class of 18 there are 2 girls for every 1 boy. How many are boys? 6	24. How would 6.15pm be shown on a 24 hour digital clock? 18:15
5. What is $2 - 9$ ? -7	15. $\frac{2}{3} = \frac{5}{15}$ . 	25. What is the special name for this type of triangle?  Equilateral
6. What is the value of the 3 in this number? 3,296	16. What is the missing number? <input type="text"/> 2.00 2.01 2.02 2.03	26. What is the special name for this type of triangle? 
7. Write the number 67 in Roman numerals. LXVII	17. $\frac{5}{14} + \frac{8}{14}$	27. What is the special name for this type of triangle?  Equilateral
8. $3,912 + 1,129 =$ 5,041	18. Write 0.25 as a fraction. $\frac{1}{4}$	28. How would 6.15pm be shown on a 24 hour digital clock? 18:15
9. Write the sum to check $492 + 210 = 702$ : $702 - \square - \square$	19. $45 \div 10 =$ 4.5	29. What is the special name for this type of triangle?  Equilateral
10. I have 2. I spend 1.15 then 65p. How much do I have left? 20p	20. Round 5.6 to the nearest whole number. 6	30. How would 6.15pm be shown on a 24 hour digital clock? 18:15
Total (A)	Total (B)	Total (C)
Test Total (A+B+C)	R (0-9)	Y (10-19)



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? 14 21 28 <input type="text"/> 42	11 $9 \times 12 =$	21. On the back of a film box it says the length of the film is 97 minutes. How long is this in hours and minutes?
2. What is the missing number? 36 <input type="text"/> 48 54 60	12. Complete the sum that is equal to $36 \times 7$ : $3 \times$ <input type="text"/> $\times 7$	22. What name is given to this type of angle?
3. Round this number to the nearest 10: 5,731	13. $68 \times 4 =$	
4. Round this number to the nearest 100: 3,275	14. One wooden block is 4cm tall. If 14 blocks are piled up, how tall are they?	23. Draw all the lines of symmetry of this triangle.
5. What is the next number in this sequence: 4, 2, 0, 2, <input type="text"/>	15. $\frac{?}{5} = \frac{4}{20}$ 	
6. Write $< or >$ to make this correct: 3,948 <input type="text"/> 7,817	16. When I divide an amount by 100, what fraction of the amount do I have?	24. Complete this shape:
7. What number does this Roman Numeral represent? XC	17. $\frac{14}{13} - \frac{5}{13}$	
8. $2,725 - 834 =$	18. Write $\frac{7}{10}$ as a decimal number.	25. What are the co-ordinates of the point labelled A?
9. Estimate the answer to: $6,504 + 4,478$	19. What is the value of the 9 in: 3.91	
10. Sarah had 65. She bought a 28 dress and a 17 bag. How much left?	20. A log is 6 metres long. It is cut into quarters. How long is each piece?	
Total (A) Test Total (A+B+C)	Total (B) R (0-9)	Total (C) Y (10-19)      G (20-25)

## R.E. Project – An Inspirational Christian

Over the last few weeks you have been researching and collecting information on an inspirational Christian.

Here's a recap on what you had to do:

**First:** You had to choose an inspirational Christian.

**Then:** You collected information on your chosen person.

Which should have included 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?

And also some drawings, pictures, photos, maps, etc..

**Finally:** You put together your presentation.

**In this folder are the RE projects that have been sent in.**

**Spend some time reading through them and learning about the people who have been researched.**

**Even if someone has researched the same person as you, please read through their work, you might still learn something new!**



# POPE JOHN PAUL II

Example

# MY RE PROJECT

by  
Andrej gore

My inspirational Christian  
Chris Pratt

Where was Chris Pratt  
born And where did he  
grow up?



Chris Pratt was born in Virginia Minnesota June 21, 1979.



He grew up Lake Stevens, Washington.

Who was Chris Pratt's family?



and a child called Jack Pratt.



Chris Pratt had a father called Daniel Clifton Pratt and has mother called Kathleen Louise

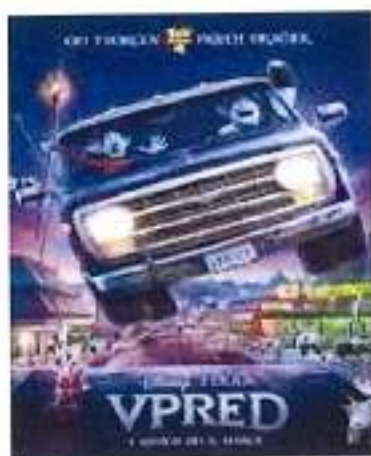


## Why is Chris Pratt inspirational for me?

- He is inspirational for me because I didn't know he was a Christian so I thought I would find out about him.
- He is inspirational for me because he played in lots of movies that I like.
- He is inspirational for me because he was homeless and then he achieved to be a famous actor.

# Chris Pratt played in lots of movies

**Onward**



**Avengers Endgame**







Chris Pratt was raised as a Lutheran and became Christian July 18<sup>th</sup>, 2019 because he got married.

## Chris Pratt was guided by God because...

He said "We became husband and wife in front of God, our families and those we love, we feel so blessed to begin this new chapter of our life." "Proud to live boldly."

Also when Jack was in Anna Paris's tummy he came early so Chris Pratt and Anna Paris prayed often for the wellbeing of the baby.

## Science – Light and Shadow week 1

The Science theme for this half term is light and shadow.

### **Amongst other things we will investigate:**

- why we need light
- how we see things
- sources of light
- the difference between transparent, translucent and opaque
- seasons
- make a sun dial
- find out what shadows are
- make shadow puppets

### **What is light?**

Light is a type of energy that makes it possible for us to see the world around us.

We need light to see. Light comes from lots of different places. Something that produces (makes) light is called a light source; our main natural light source is The Sun. Other sources include fire, stars and artificial light sources such as light-bulbs and torches.

Thanks to light, we see life in glorious colour.

Humans can see about 7,000,000 (7 million) different colours. If you think that is a lot, the mantis shrimp (pictured right) can see about 70,000,000 (70 million), that's ten times more than us humans and probably more than any other animal on the planet!



### **Light also powers the technology around us:**

- ✓ laser beams make CD and DVD players and printers possible.
- ✓ microscopes and telescopes use lenses to bend light so we can see small objects like bacteria, or objects that are huge distances away like galaxies.
- ✓ cameras record photos and videos when light reflects off objects
- ✓ fibre-optic cables and lasers allow us to communicate at incredible speed.

Here are some links to explain this:

<https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/z2s4xfr>

<https://www.bbc.co.uk/bitesize/clips/zyntsbk>

<https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/zqdx82>

## Activity 1: LO: to identify sources of light.

As mentioned before, something that makes light is called a light source. Here's a couple of links to brief videos on light sources:

<https://www.bbc.co.uk/bitesize/clips/zjkc87h>

<https://www.bbc.co.uk/bitesize/clips/zb3s34j>

**After you have watched the videos:**

**FIRST:** Spend some time looking around your home for sources of light.

**THEN:** In your green book, write the title and draw and label all the sources of light you can find.

**FINALLY:** When you have done this add the label 'natural' to sources of light that are found in nature, and the label 'artificial' to those sources of light which have been made by humans (us).

### Activity 1 Challenge:

At night, when there aren't many clouds in the sky, and it is a full moon it can often be very bright outside. This is because we can see things by The Moon's light.

Many people think that The Moon is a source of light. Are they right?

## Activity 2: LO: to make a Sundial.

A sundial is one way of telling the time using sun light. Below is a video on how to make a simple sundial and a website link giving instructions on how to make several different types.

Watch the video and read through the website instructions to find a type you'd like to make.

Why not send in a photo of your finished sun dial and we can put them into a Google folder later in the term for the other children to look at too 😊.

**Video:**

<https://www.youtube.com/watch?v=CsaV90smywQ>

**Website:**

<https://www.wikihow.com/Make-a-Sundial>

## Dictation - words containing the 'eigh' and 'ey' spelling pattern.

### Red and Yellow Groups

"One eighth of eighty is ten." the teacher told the class.

The freight lorry carried a lot of weight.

"I have found the height of eight children in my class." Bob said.

The grey bird of prey caught the rabbit in its claws.

"I am eighteen today," the girl told her friend.

### Blue Group.

Grey is made by mixing black and white.

"Two times four is eight," Bob said.

The teacher said, "ten add eight is eighteen."

"I found the weight of the apples," Sue said.

The bird of prey ate the meat.

### Rainbow Group.

"Have a second go," said the teacher.

Will you show me your books?

If you don't know something, ask!

Sometimes it's hard to get things right.

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 and Yellow groups.

Words containing the long 'a' sound  
'eigh' letter combination.

eight  
eighteen  
eighth  
eighty  
freight  
weight

Red only - neighbour  
neight

\* add one out, it sounds like a long 'a'.

Words with the long 'a' sound 'ey' letter  
combination

prey  
steak - steak  
grey

Red only - survey

## Blue Group.

Lesson for Thursday 6<sup>th</sup> Jan  
Words containing the 'igh' sound.

eight  
eighteen  
weight  
height

\* add one out, it sounds like a long 'a'.

Words with the long 'a' sound 'ey' letter  
combination

prey  
grey

## Green Group

bed  
good  
hum  
map  
went

## Rainbow Group.

right  
second  
show  
something  
sometimes

### Theme Overview:

We all live within a few miles of Toddington, a village in Bedfordshire, England and because of this, we all experience the same sort of weather and can see similar looking landscapes when we look out of our windows and travel around to get to school, go to the shops, or go out for the day. If we lived in a different part of the world, or even a different part of the UK, we would see that the weather and the landscape would look different to that of Toddington and the surrounding area.

Over the next few weeks, we are going to look at the different types of weather (climate) and landscapes (biomes and habitats) you can find around the world.

This week we are going to learn about CLIMATE.

### What is climate?

Climate and weather are linked, and many people often get the two mixed up.

Let's start with the weather, people love talking about the weather. The weather is what it is like outside right now, or what it is going to be like in a few days time. Is it sunny? Is it pouring down with rain? Is it all frosty and snowing? Is it overcast and foggy? Will it rain next week when you are supposed to be going for a bike ride? That is weather.

At different times of the year we experience different types of weather, in Summer it is usually lovely and sunny with warm days. Yes, you might get a very cold day in the summer where you must put a jumper on, but usually, it's lovely and warm and you can wear shorts and a t-shirt. Whereas in Winter it is usually cold and frosty, and it sometimes snows. There might be the odd day where it is quite sunny and warm, but usually, our Winters are cold and wet, or frosty.

You know that next Summer will have similar weather to this Summer and that next Winter's weather will be similar to the Winter we have just had. This is climate, climate is what the weather is usually like during the year, not right now.

**The videos below explain this:**

<https://www.youtube.com/watch?v=vH298zSCQzY>

<https://www.youtube.com/watch?v=5tC800xOFEk>

This video is quite complex and gives lots of information about why we have different climates – we don't need to go into this much detail, but some children might like to watch it.

[https://www.youtube.com/watch?v=pR2\\_s0dCNn4](https://www.youtube.com/watch?v=pR2_s0dCNn4)

Here are a few websites that explain weather and climate:

<https://www.ducksters.com/science/climate.php>

<https://climatekids.nasa.gov/menu/weather-and-climate/>

<https://www.climateypesforkids.com/>

**Activity:** LO: Climate zones around the World.

**First:** Work through the two PowerPoints in the Theme sub-folder.

Start with **Climate around the World.pptx**

Then move on to **Climate zones.pptx**

**Second:** In the second PowerPoint there were six main climate zones listed:

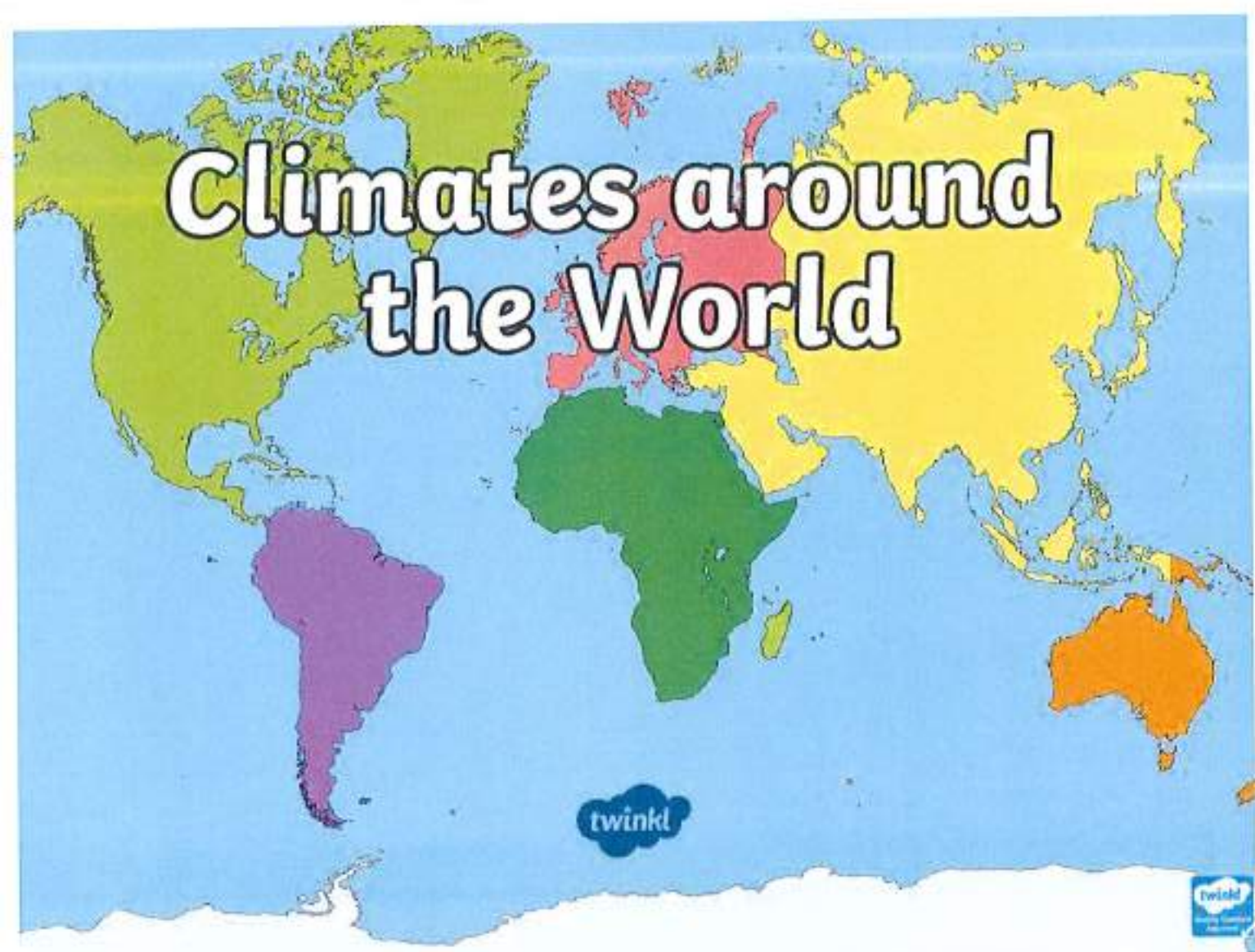
- Polar.
- Temperate.
- Arid.
- Tropical.
- Mediterranean.
- Mountains.

They are shown in the **Climate Zones Map.pdf** in the sub-folder.

Write the LO into your green book, then for each climate zone describe what the climate is like and draw a picture of yourself wearing suitable clothes to visit that climate.



# Climates around the World





Click on the circles to find out about the climate of each place.

Average  
Temperature  
- 4.6°C

# Greenland

- Greenland is within the Arctic Circle.
- There are very long winters and very short summers.
- Over 80% of Greenland is covered with snow and ice.
- The temperature is rarely above freezing.
- It is around 10°C in the summer.
- In winter the temperature can drop to around -16°C.



Back

Photos courtesy of Greenland.com and GreenlandTravel.com. All rights reserved. All other content is either public domain or licensed.

Average  
Temperature

9.3°C

# United Kingdom

- The UK has warm summers and cool winters. Summers are cooler than others in Europe but winters are milder.
- July and August are the warmest months in the UK.
- January and February are the coldest months.
- The west of the UK is the wettest.
- It rains throughout the year.



Back

Photos courtesy of Lancelotti and Stephens (@lancelotti-stephens) via iStockphoto.com. All rights reserved.

© 2014

Average  
Temperature

8.9°C

# The Alps - Europe

- The Alps are a mountain range in Europe. They stretch across eight countries: Austria, Slovenia, Switzerland, Liechtenstein, Germany, France, Italy and Monaco.
- The Alps are very cold as the mountains are high up.
- Rain and snow fall on the mountain peaks for most of the year.
- Warm winds make the snow on the mountains melt, which causes avalanches.



Back

Photos courtesy of Anur Bhattacharya and Fantastico Legal @ flickr.com - photos under creative commons license - wikipedia

Average  
Temperature

8.2°C

# New York (USA)

- New York has cold winters.
- Summers are very warm and the air is moist.
- January is the coldest month.
- July is the warmest month.



Photo courtesy of iStockphoto.com and Anthony Quintano @iStockphoto.com - gettyimages.com and iStockphoto.com

Average  
Temperature

15.5°C

# Spain

- Spain has 4 different climates - Mediterranean, Mountain, Continental Mediterranean and Oceanic.
- Summers are clear, hot and dry.
- Winters are cloudy and cool.
- Rain falls mostly in spring and autumn.



Back

Photos courtesy of iStockphoto.com and Thomas Toklan (2012/2013) - granted under creative commons license - v3.0/4.0

Average  
Temperature  
**25.4°C**

# Jamaica

- Jamaica has a tropical climate.
- It is hot and warm all year round because it is close to the equator.
- There is little rainfall.
- Hurricanes happen between June and November.



[Back](#)

Photos courtesy of iStockphoto, Photography and Wikimedia (2010-2015) - licensed under creative commons license - attribution



Average  
Temperature

21.7°C

# Egypt

- Egypt is within the Sahara Desert.
- It is very dry and has hardly any rainfall all year round.
- In Summer months it is extremely warm and dry.
- Sometimes violent sandstorms happen here.



Photos courtesy of [emma10](#) (Dennis and David M. Kirby) @ [flickr](#) - [Creative Commons License](#) - All Rights Reserved

Average  
Temperature

24.2°C

# India

- India doesn't have the same seasons as ours. It has:

**Winter:** from November to January.

**Summer:** from March to May.

**Monsoons:** from June to September.

**Spring:** A hint of spring in early November.

- Monsoons are winds that blow from cold to warm places that bring heavy rain.



Back

Average  
Temperature  
**24.5°C**

# Brazil – The Amazon Rainforest

- Around 60% of the Amazon rainforest lies in Brazil.
- There is a lot of rainfall.
- It is hot and very humid throughout the year.
- It is close to the equator.

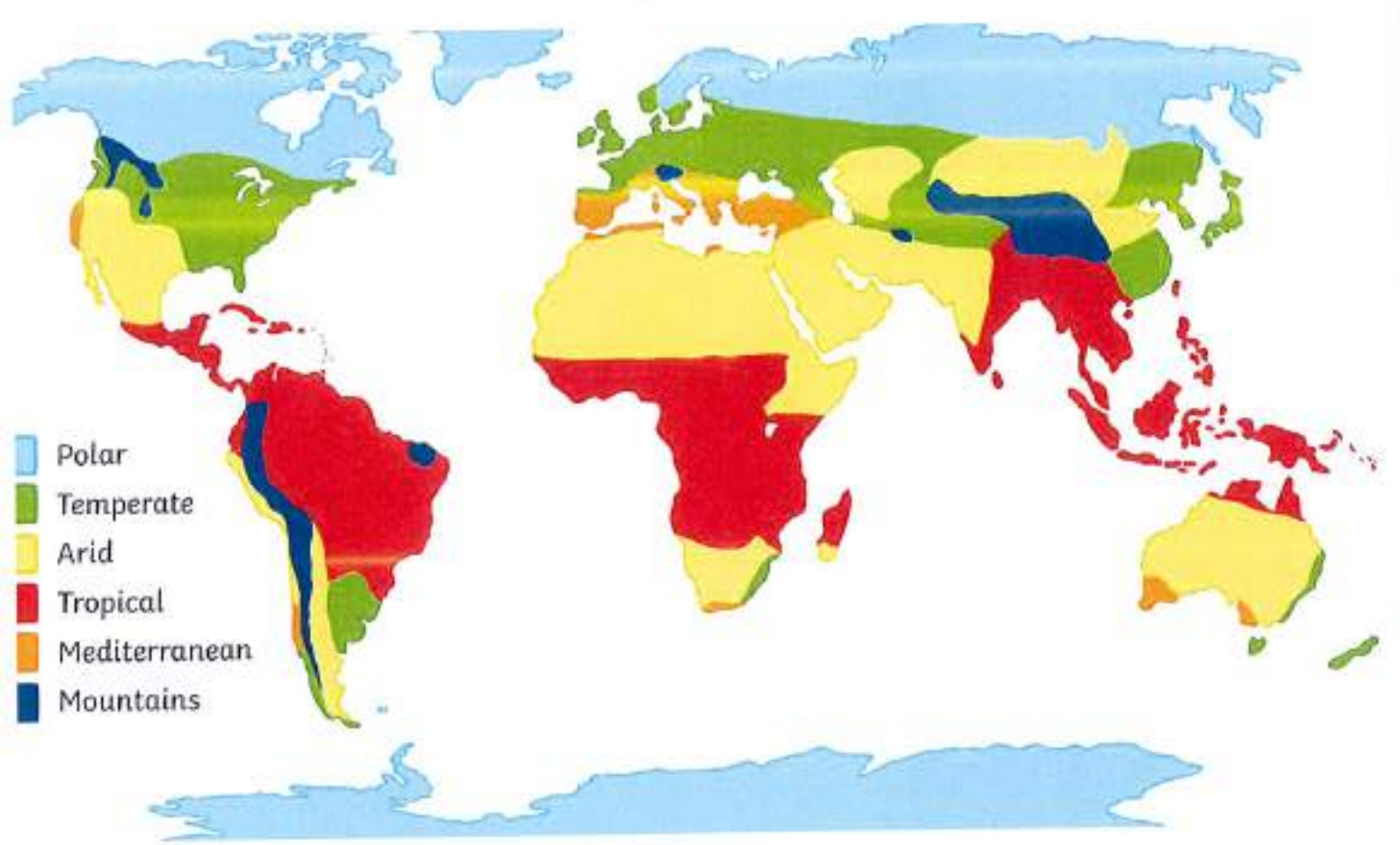


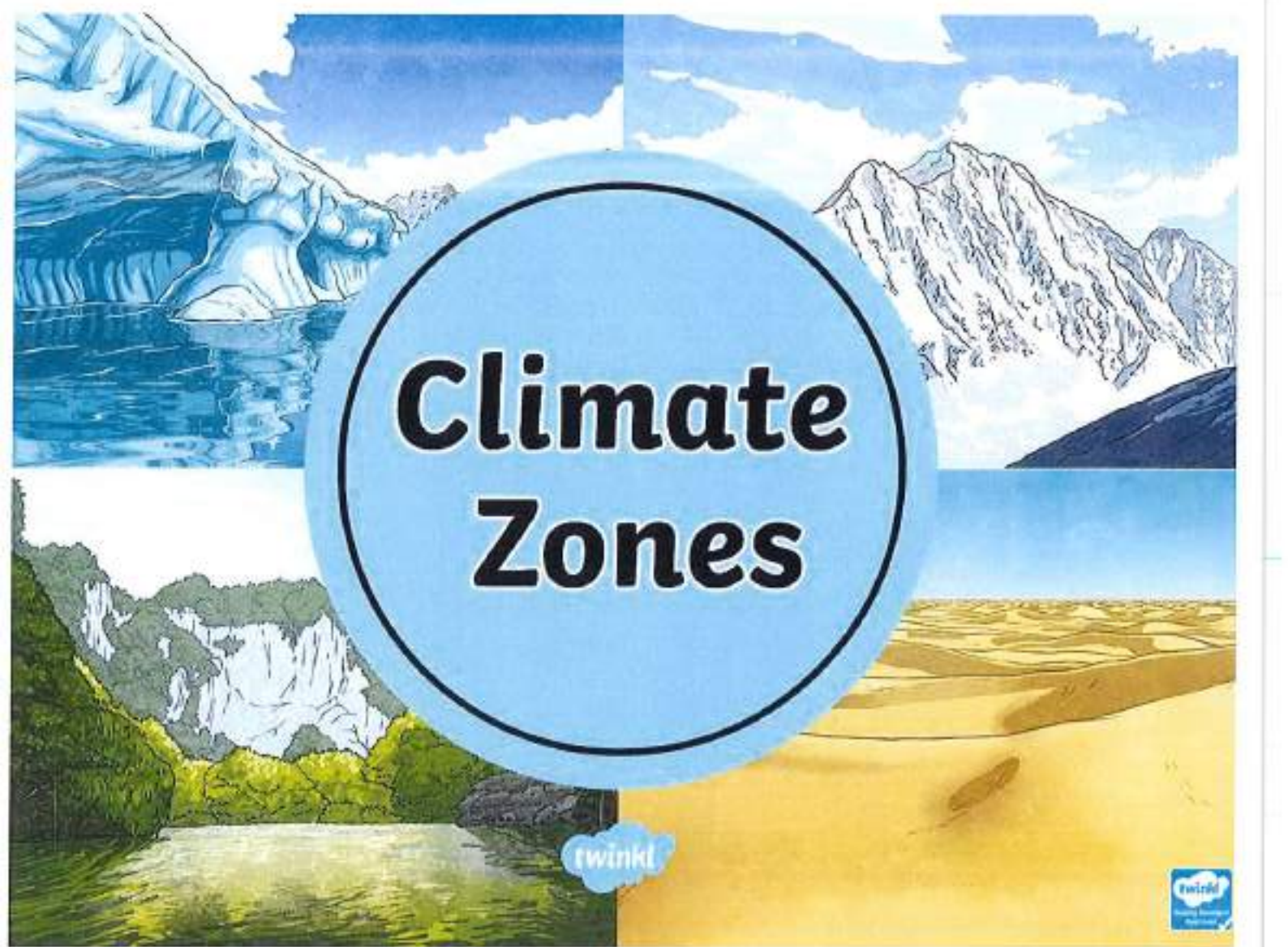
Back

Photo courtesy of DAT International Center for Tropical Agriculture and Center for Tropical Agriculture and Forestry, University of Florida

# Types of Climate Zones

Biome	Description	Example
Polar	Very cold and dry all year round	Antarctica
Temperate	Cold winters and mild summers	UK
Arid	Dry and hot all year round	Sahara Desert
Tropical	Hot and wet all year round	Brazil
Mediterranean	Dry, hot summers and mild winters	Spain
Mountainous	Very cold, sometimes wet, all year	Himalayas





# Climate Zones

twinkl

twinkl  
Quality Standard  
Approved

## What Is the Difference between Weather and Climate?

Weather changes daily and it is the temperature and conditions for the day. Often we describe the weather as hot, rainy, sunny, humid, overcast, freezing or snowy.

What are some other words we can use to describe the weather?

Climate is the average weather condition of a place over a long period of time. The climate of a location is often linked to its location in the world. Places near the equator will have a hotter climate than places near the North and South Poles which will have a colder climate.



# Types of Climate Zones

Biome	Description	Example
Polar	Very cold and dry all year round	Antarctica
Temperate	Cold winters and mild summers	UK
Arid	Dry and hot all year round	Sahara Desert
Tropical	Hot and wet all year round	Brazil
Mediterranean	Dry, hot summers and mild winters	Spain
Mountainous	Very cold, sometimes wet, all year	Himalayas

[Click to see where these places are on a map!](#)



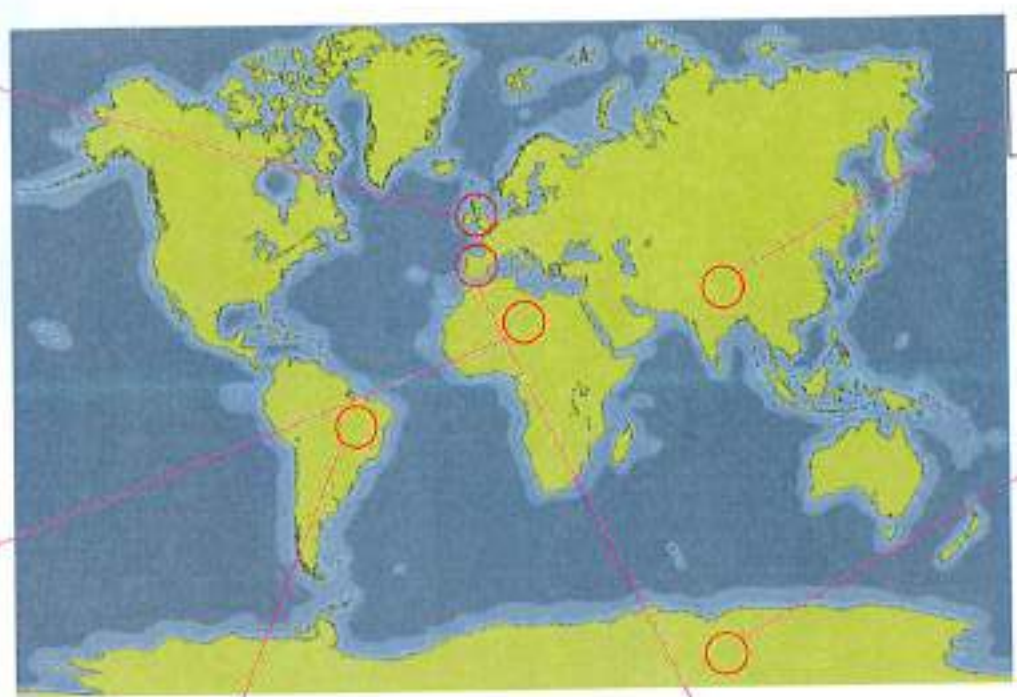
Click on the circles to reveal the location

UK  
Temperate

Himalayas  
Mountainous

North Africa  
Arid

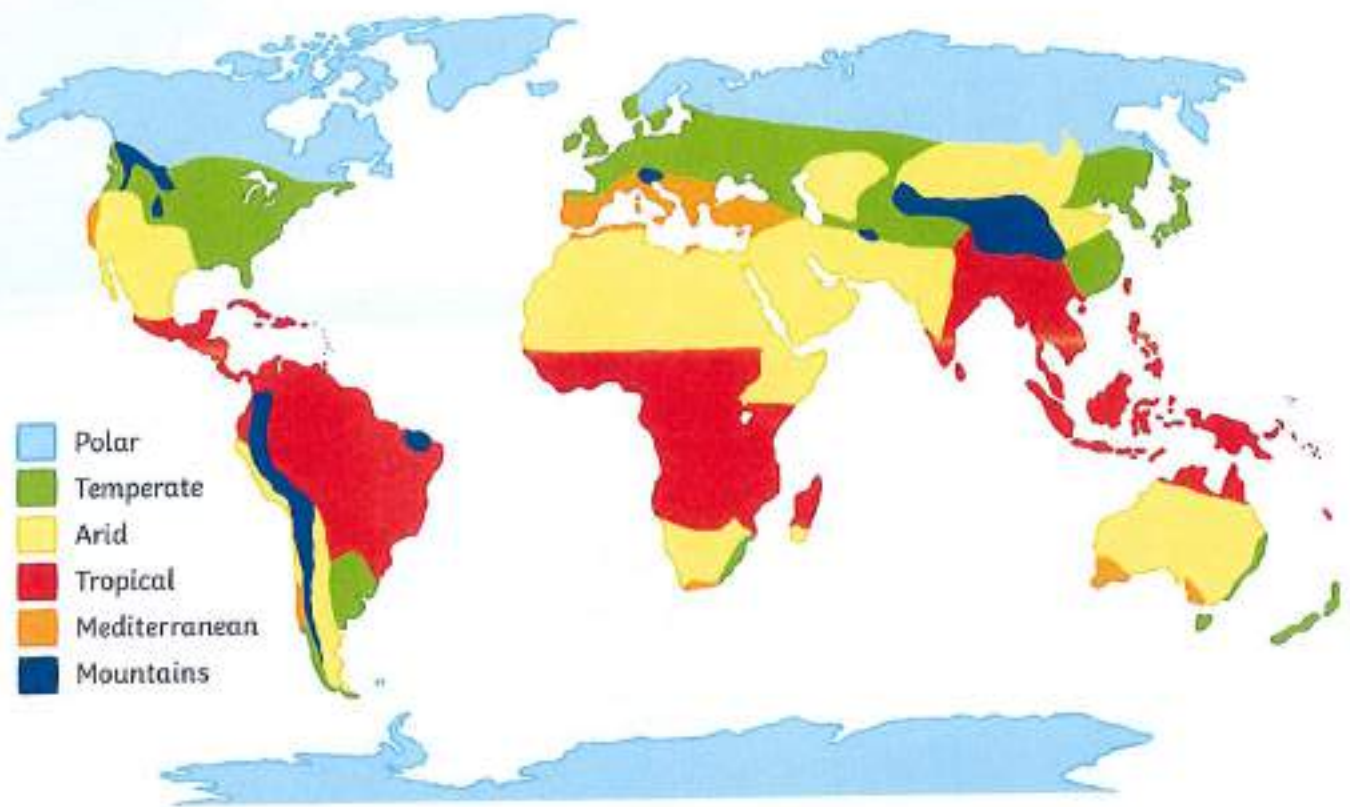
Antarctica  
Polar



Brazil  
Tropical

Spain  
Mediterranean

# Climate Zone Locations



Use an atlas to help you answer these questions. What climate zone would each of these places have?

North Africa

India

Eastern USA

Russia

Central Australia

The UK



What is the climate  
in North Africa?

Arid



What is the climate  
in Northern Russia?

Polar











Summer week 6, week beginning 01/06/20

Un petit peu de français 3.6

Year 3 - Bonjour!

*C'est déjà le mois de juin!* - It's already the month of June!

Do you remember the names of the months in French?

If not, then listen again to the song 'Months of the Year' (Les 12 mois de l'année) to help remind you.

[https://www.youtube.com/watch?v=7\\_u2SigckNQ](https://www.youtube.com/watch?v=7_u2SigckNQ)

What month was it last week? *En français, s'il vous plaît.*

And which two months are the summer holidays in?

## National Smile Month

We have been given some information about the Dental Health - National Smile Month.

Their website can be found here:

<https://www.dentalhealth.org/national-smile-month>

Here you will find information about National Smile Month, take part in activities and enter competitions.

Below are a couple of videos on cleaning teeth they have provided.

<https://www.youtube.com/watch?v=IQE4xxk1r5g>

[How to care for the teeth children aged 7+ with Dr Ranj and Supertooth!](#)

Also attached is a sheet of activities they have provided.

# Striking & Fielding 1

**Bowling** This is the most important part of the game. Without an accurate 'bowl' the games cannot be played.

**Equipment:** Different sized ball and different types of bat and racket. Inside - cardboard tubes / plastic lids and rolled up paper, secured with tape / ping-pong balls. Targets - chalk, tin cans, plastic beakers, tall target e.g. a bin.

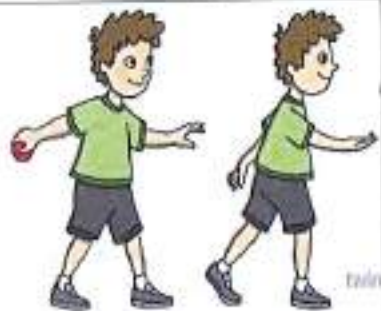
**Rolling.** Roll a ball between 2 markers.  
*Start with the ball behind you.  
Stand your opposite foot forward.  
Look at your target.  
After rolling, point your fingers towards the target.*  
E move the cones further apart, stand near the cones. H - make the gap between the cones smaller. Stand further away.




Hit a moving target. Collect lots of balls in an empty (flower) pot. Ask someone to walk around the garden in different directions. How many times can you hit their feet with a roll?



Use a bounce. Play catch with someone or against a wall. Use an underarm throw. The ball needs to bounce *once*.  
Next, create a tall target (cricket stumps, bin, 2 shoeboxes?)  
Now try to hit the tall target with an underarm throw and a bounce.  
H - chalk a circle where your ball must bounce (closer to or further away from the target or to one side.



 **Overarm bowling.** This is used in cricket.  
*Stand sideways on to your target. Hold the ball in your back hand. Keep your back arm straight. Look at your target. Rock forward and swing your back arm past your ear. Let go of the ball when it is in front of your face.*



# English Summer Sports!

## Rock, Paper, Scissors

**What you need:** One other person



### How to play:

- Face each other and jump on the spot three times before jumping on the fourth jump either with your feet landing together to represent 'rock', jump with your feet straddled wide to represent 'paper', or jump with your feet one forwards and one back to represent 'scissors'.
- Rock beats scissors, scissors beats paper and paper beats rock.
- If you have the space, winner chases their opponent trying to tag them before an end line.

**Who is the winner in your household?**

## Play the deck

**What you need:** A pack of cards



### How to play:

- Assign each suit to an exercise e.g. clubs are sit-ups, spades are burpees, hearts are lunges, diamonds are squats.
- Place all cards face down and take turns to choose a card from the deck.
- Complete the number of each exercise for the suit e.g. 10 of diamonds would be 10 squats.
- If a face card is chosen, run on the spot for 30 seconds.

**Can you complete the pack?**