

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

Subject Area	Activity	Location	Save, or send in.	Completed
Emails	# Information on Parent Emails	Google drive	n/a	n/a
Maths	Weekly Skills sheet test 9	Google drive	email score in	Yes / No
	Maths ALL group activities	Google drive	Answer in book	Yes / No
	Answers to Wrens Group week 7	Google drive	n/a	Yes / No
	Answers to Robins Group week 7	Google drive	n/a	Yes / No
Literacy	# Learning futures week 1 of 2	Google drive	Answer in book	Yes / No
Spellings	Spelling Sentences to practise spellings	Google drive	email in score	Yes / No
	Spellings - 'y' as 'i' words	Google drive	Answer in book	Yes / No
	Dictation - 'y' as 'i' words	Google drive	Answer in book	Yes / No
Comprehension	Comprehension - easy - Hamster care	Google drive	Answer in book	Yes / No
	Comprehension - Roman Rescue chapter 16-17 TEXT	Google drive	to be read	Yes / No
	Comprehension - Roman Rescue chapters 16-17 QUESTIONS	Google drive	Answer in book	Yes / No
French	Un petit peu de francais 3.8	Google drive	n/a	Yes / No
Science	food webs - see Learning Futures planning - Wednesday	Google drive	part of LF	Yes / No
P.E.	P.E. Summer week 8 sheet	Google drive	n/a	ongoing
Children's Poems	sub-folder of children's poetry work sent in	Google drive	n/a	n/a
Sundials	sub-folder of sundial photos sent in for Science	Google drive	n/a	n/a

# Athletics

## Hurdles

Equipment: Lines e.g. garden canes / rolled newspaper/ egg boxes. 'Hurdles' - e.g., cereal boxes / cushions / rolled yoga mats. Marker spot

**Warm up.** Place a marker about 5m from your start point.  
Jog to the marker and back. Skip. Kick bottom with heels. Side step. Stride step. High knees. Sprint as fast as you can, touch the marker and return.



**Jumping** Place a line down. **2 - 2** jump side to side over the line using a 2-footed jump. **2 - 1** now jump from 2 feet to land on 1 foot, now try land on the other foot. **1 - 2** run and take-off from 1 foot and land on 2 feet. **1 - 1** Place the line further away from your start line. Run fast and take-off from 1 foot and land on 1 foot - this is a leap.



**Hurdling** Place one line 6 steps away from your start point, then another 6 steps further on. Run fast and leap over the two lines.  
E - add another two lines and race to the finish.  
H - raise the height of your hurdles using cushions, rolled mats or boxes



**Leading leg** Run over 4 lines. Now ask someone to watch you leap or even better video you hurdling.  
To be the best hurdler it is important that you always take off from the same leg and that one leg, left or right always *leads* you over the hurdles.  
Move the hurdles a little until you lead with the same leg each time - even when you are running your fastest!



# Target Practise

## INDOORS / RAINY GAMES

Equipment: all the paired socks in your house, turned in, to make balls.

	TOP TIPS
<p><b>STING</b> 2 players + Hold as many sock balls as you can. Chase someone around the house and try to 'sting' them with a hit. Play until you have thrown all of your 'stings'.</p>	<p><i>Watch the targets' hips.</i></p>
<p><b>TARGET</b> 1 player + Make a circular target on the floor. Take 3 large steps away from the target. How many socks can you throw into the target in 1 minute? E - make the target bigger. H - take another 3 steps away from the target.</p>	<p><i>Use an underarm throw.</i></p>
<p><b>TARGET 2</b> 1 player + Make a target at one end of the room - form a pyramid of cups or place a large teddy. Using an overarm throw try to hit the target with your sock ball.</p>	<p><i>Stand with your opposite foot forward, start with the sock behind your head.</i></p>
<p><b>CURLING</b> 1 player + Place a target on the floor near the end of the room (a tiled or wooden floor is best). You have 3 sock balls (one colour) and so does player two (another colour). Slide your sock to land as close to the target as possible. If one of your partner's sock balls is close to the target you can knock it out of the way with your sock ball.</p>	<p><i>Start with your sock ball on the floor. Use a 'backhand' movement to slide the ball away from you.</i></p>
<p><b>CURLING 2</b> 1 player + Use a kitchen table for this game. Start at one end of the table. Slide your sock ball to land at the far end of the table - without falling off. The winner is the person whose sock ball lies closest to the edge of the table.</p>	<p><i>Have a few practise 'slides' to see how much friction there is between the table and your sock ball</i></p>
<p><b>STEP - UP</b> Stand at the bottom of your stairs. Throw a sock ball to land (and remain) on the first step. If your sock ball stays on the step score 1 point. Now you are allowed to move on and aim for the second step. If you sock lands and stays on the second step, score a point and move to step three.</p>	<p><i>Use a an underarm throw</i></p>
<p><b>STEAL</b> 2 players + Place all the sock balls in the middle of the room. Each player has two 'home' cushions. These should be placed anywhere in the room but equal distance from the sock pile. On 'go' collect <u>one</u> sock ball at a time and place on your cushions. See who collects the most. Game II after all the socks have gone from the centre you have 10 seconds to 'steal' socks from other player's cushions. Game III add a points system using the different sock colours.</p>	<p><i>Keep your knees bent and legs wide, to give a balanced position</i></p>



## Cursive Lower Case Letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

# Capital Letters

A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z

**Year 3 - Summer Week 8 – week beginning 15/06/20**  
**Guidance can be obtained @ [year.3@toddstg.co.uk](mailto:year.3@toddstg.co.uk)**

More of you are returning to work, and therefore there are more children of keyworkers attending school on selected days, so we have had to amend the learning pack to reflect this. To enable progression of learning for all pupils, at home and in school, the **Maths and Literacy** has been planned as daily learning. This means that if your child is learning at home some days and in school on others their learning can continue. It is therefore important that you follow the daily learning plan. All other learning areas are unaffected by these changes.

Below are a couple of links to websites where some famous people are reading children's books.

Please spend time browsing through the stories with your child and allow them to listen to the ones they think they will enjoy. 😊

<https://www.storylineonline.net/>

<https://www.romper.com/p/famous-people-reading-childrens-books-is-one-good-thing-during-the-coronavirus-shut-in-22621288>

We are presently getting lots of work sent in with these common mistakes, can you please look for these as you check your child's work as we the teachers would when go around the classroom helping the children.

**First:** your child should be joining their writing on a regular basis; in Year 4 they will only get their handwriting pens when their work is neatly joined and presented. See [Letter shapes.pdf](#) for how letters should be formed.

**Second:** we are getting lots of spelling errors of words that are given either on the page or have been given as previous spellings. Sometimes the same word is being spelt differently several times in the same piece of writing!

**Weekly Class Zoom meeting details:**

**Robins on Tuesday @ 10am**

**ID: 949 6146 5533**

**Password: 7vrdg7**

**Robins ~ you have no set theme this week.**

**Wrens on Wednesday @ 10am**

**ID: 746 4528 8217**

**Password: Wrens1**

**Wrens ~ you are talking about your Learning Futures endangered animal.**

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

**Spend some time looking at the lovely photos of sundials and children's poems which have been sent in.**

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

Maths – in the **Maths** sub-folder.

Theme: **Shape and measures:**

This week because it is shape, there is one set of planning for both groups. This is because we find that those children who struggle with number work often excel at shape work and sometimes, those that excel at number work struggle with shape work.

For those parents with children in Robins Maths group who wish to make the activities a little easier suggestions are made below:

- Monday – no changes.
- Tuesday – focus on acute, right and obtuse angles. Extend them by getting them to draw shapes with one, two and three right angles.
- Wednesday – focus on parallel and perpendicular lines.
- Thursday – choose simple box and container shapes to look for faces, edges and vertices.
- Friday – leave out decade, century and millennium from the word list.

There are no Maths challenges this week, we find that most children like to spend more time working on Learning Futures, so the extra time will allow your child to put more effort into that is they so wish.

Maths weekly skills sheet 9 & answers to Weekly Skills Sheet 8.

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

Literacy – Literacy for the next two weeks will be included in the work for Learning Futures.

Learning Futures – please read **#Learning Futures Overview.pdf** before starting the work outlined in **#Learning Futures week 1 of 2.pdf** in the Learning Futures sub-folder.

Spellings – ‘y’ used as ‘i’ words.

Dictation – ‘y’ used as ‘i’ words.

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

There are two comprehensions this week:

One is for those who read History Hackers Roman Rescue.  
**‘Comprehension – Roman Rescue Chapters 16-17 Text.pdf’** and  
**‘Comprehension – Roman Rescue Chapters 13-15 Questions.pdf’**.

Two star questions are for the average Year 3 reader.  
Three star questions are for those children with fluent reading and comprehension skills.



One is for those who read 'I Wish I Was a Fish'.  
'Comprehension – easy – Hamster Care.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.

French – in the French sub-folder. As mentioned in the French planning, the PowerPoint needs to be downloaded for it to present properly.

Science – is food webs and is found within the Learning Futures work this week,  
Light and shadow work will continue later in the term.

P.E. - See separate sheet P.E. Summer week 8.

## Learning Futures – week 1 of 2.

As mentioned in the **Learning Futures** overview, you will work on daily activities to help you build a **campaign** step by step, and by next Friday (26<sup>th</sup> June) you will be putting the finishing touches to your **campaign** and getting it ready to be emailed in for other children to view.

This week you will:

- Decide which endangered animal you will campaign for
- Collect information on your chosen animal
- Produce a food web for your chosen animal
- Turn your information into a non-chronological report
- Begin to think how you will present your campaign

Monday – LO: to choose and begin to research an endangered animal.

If an animal is endangered, then there is a very good chance that without some sort of help it will become extinct. To become extinct means that there are no more left anywhere on Earth 😞. Unfortunately, we humans are very good at making animals become endangered or even extinct.

A word that is often used alongside endangered is threatened, if an animal is considered threatened then it is likely to become endangered within your lifetime.

Whether an animal is threatened or endangered there are very few of them left and your campaign will need to raise awareness of this animal and give ideas on how money can be spent to help protect them and save them from extinction.

Monday, activity 1 - find an endangered animal you would like to campaign for.

**\*\* This is the most important part of your campaign. The animal you choose will affect all the work you do for the next two weeks so pick carefully! \*\***

There are many endangered animals to choose from and sometimes it's easy to go for the obvious ones like the tiger, or giant panda. However, there are lots of less well known animals which are endangered and need saving as well.

**REMEMBER** we are collecting your campaigns together, if there are lots of campaigns about the same animal then they might become a little repetitive to read.

## Monday, activity 2 – begin to collect information (data) on your endangered animal.

There is a lot of information you will need to collect about your animal, so you will continue this tomorrow.

The best way to collect the information is by making notes in your green book, if you try and print out lots of websites then you will end up with pages and pages of stuff and not be able to find what you need.

You need to make sure that what you record is true and not made up, people reading your information will assume it is correct and the truth.

If one website does not tell you the information you need, look on another one.

For today concentrate on:

1. Drawing a picture of your endangered animal and making sure you spell the name correctly. You might need to draw two pictures as sometimes the males (boys) look different to the females (girls).
2. Finding out how many of them are left on Earth – often endangered animals are collected and taken to zoos and wildlife parks to try and save them from becoming extinct, but people are mostly interested in how many are still living in the wild.

Tuesday - LO: to continue researching your endangered animal.

You collected some information about your endangered animal yesterday. Today you will continue to do research and add more information to this.

### Tuesday, activity - Today collect this data:

1. Find out why your animal is endangered, there can be more than one reason for this.
2. Find out where your animal lives in the wild – this is called its natural range. Your work on climate and biomes will help here. Names of some countries where your animal is found as well as the type of biome it lives in will be useful. Drawing a simple map might be useful too.
3. How big your animal grows, sometimes the males and females reach different sizes.
4. How many babies your animal has at one time and how long they take to grow into adults, this can be one reason why animals are endangered.

5. What your animal eats – try to get names of specific things, for example, if it eats fruit, don't just say fruit! Find out the names of some fruits it eats along with quick drawings of what they look like. This will help you tomorrow.
6. What eats your animal – sometimes your animal might be at what we call the top of the food chain and not get eaten by anything, but usually they do. While humans do eat lots of animals, this information isn't usually included unless it's one of the reasons your animal is endangered. This will also help you tomorrow.
7. Find out what is being done already to help your endangered animal, this will help you next week.
8. There will probably be lots of other information about your animal you find interesting so record some of this too, it will all help your campaign stand out from the others.

Wednesday - LO: draw a food web for your chosen animal.

You collected information yesterday about what your animal ate and what, if anything, might eat your animal.

One way of showing this in an interesting and very visual way is to draw a food web.

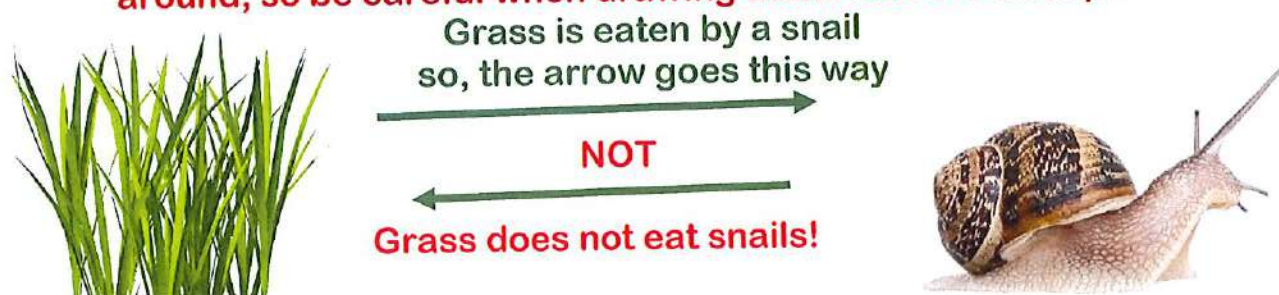
A food web is basically a diagram showing what your animal eats and what eats your animal.

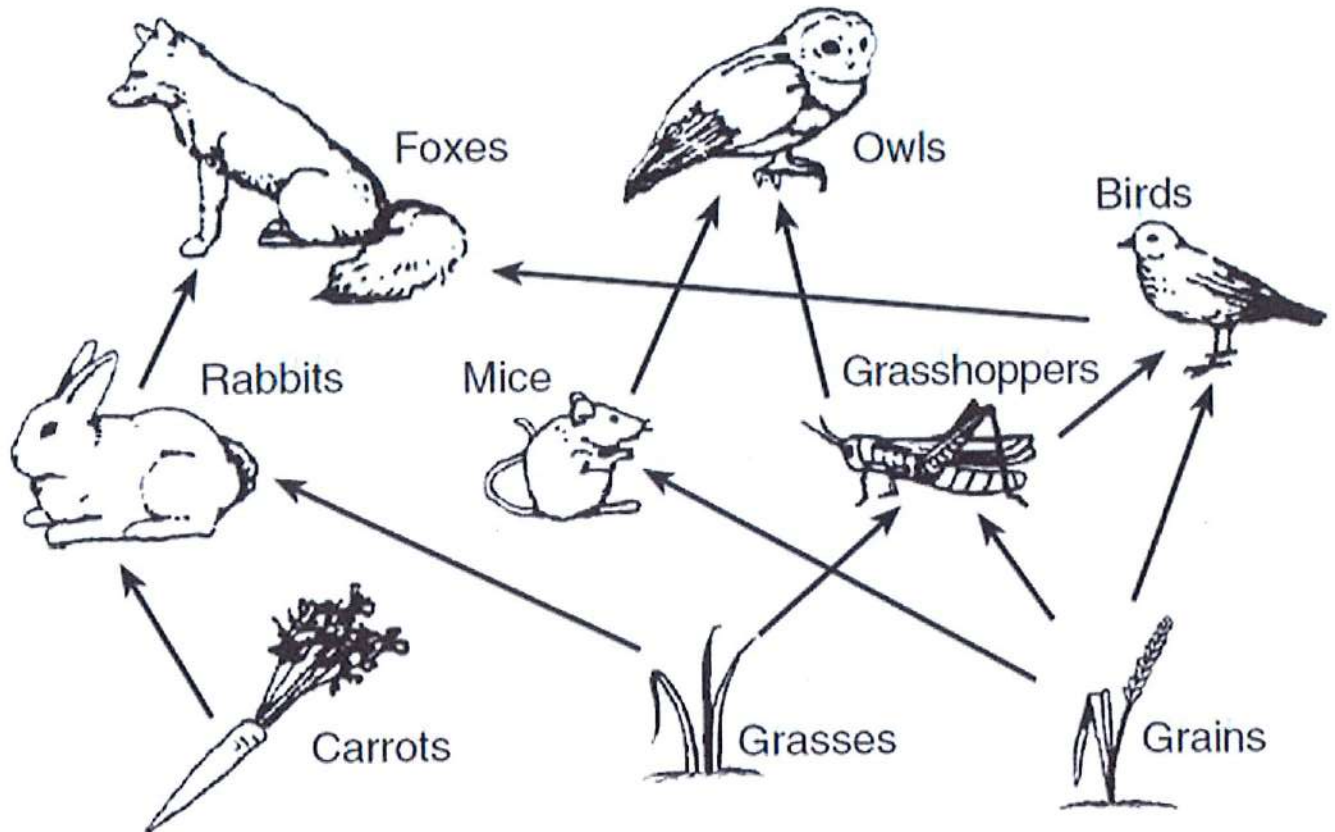
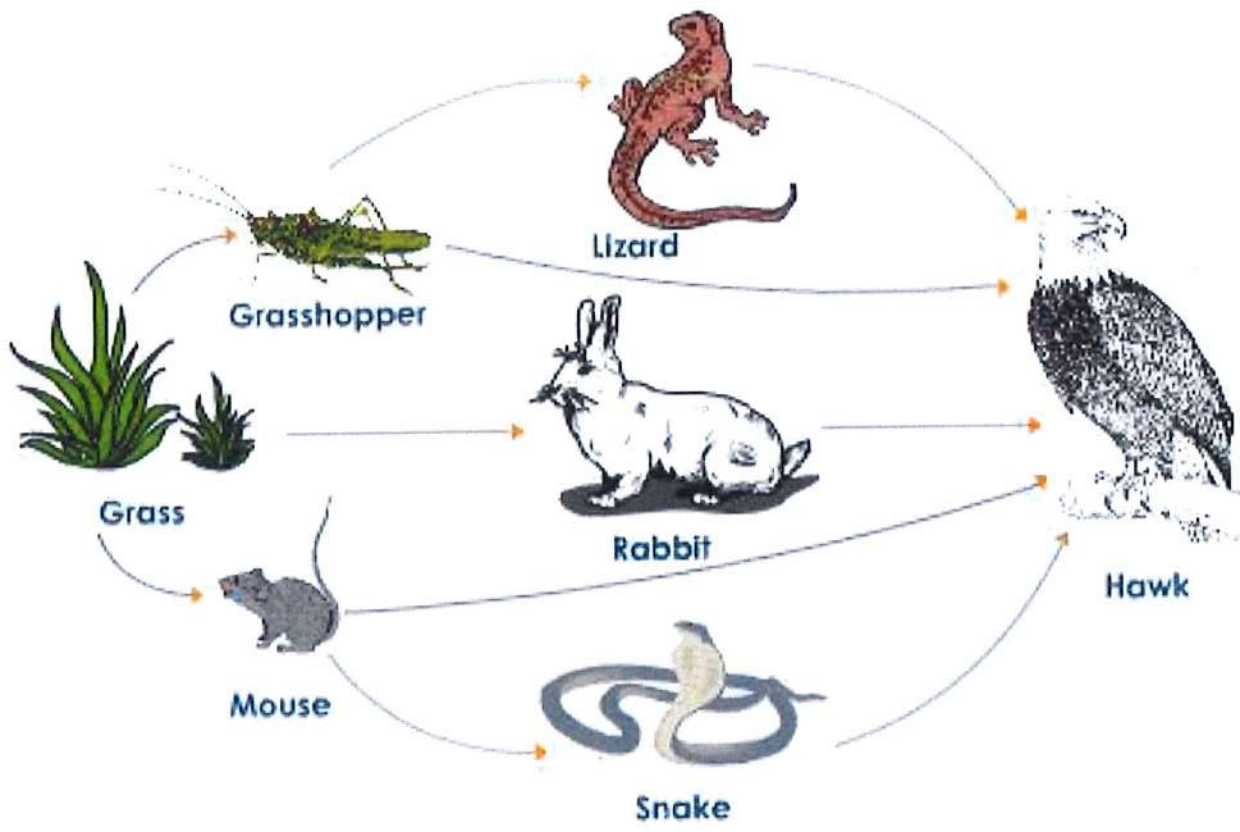
On the next two pages are some examples of food webs to give you an idea, it's easier to look than to explain.

### Wednesday, activity.

Once you've had a look at the examples, draw a food web for your animal using the information you collected yesterday.

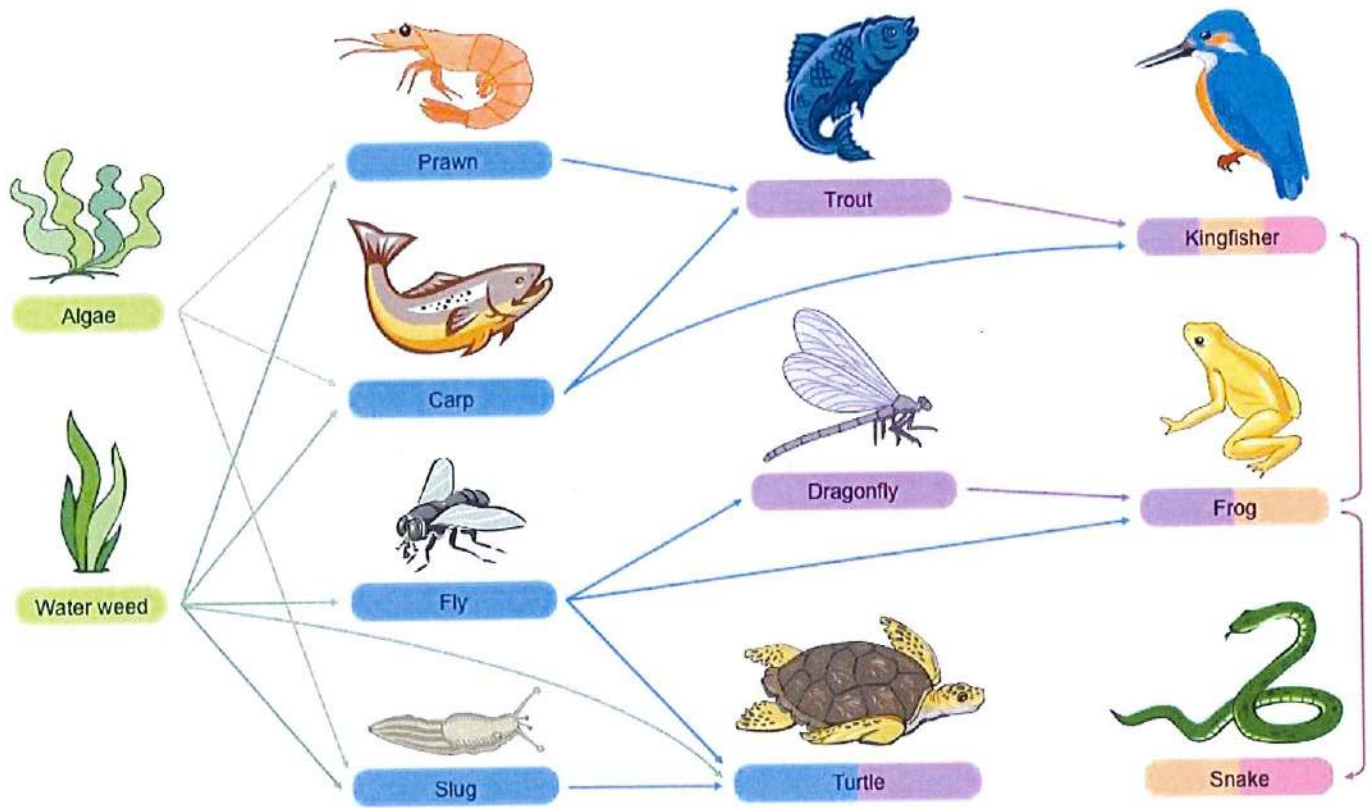
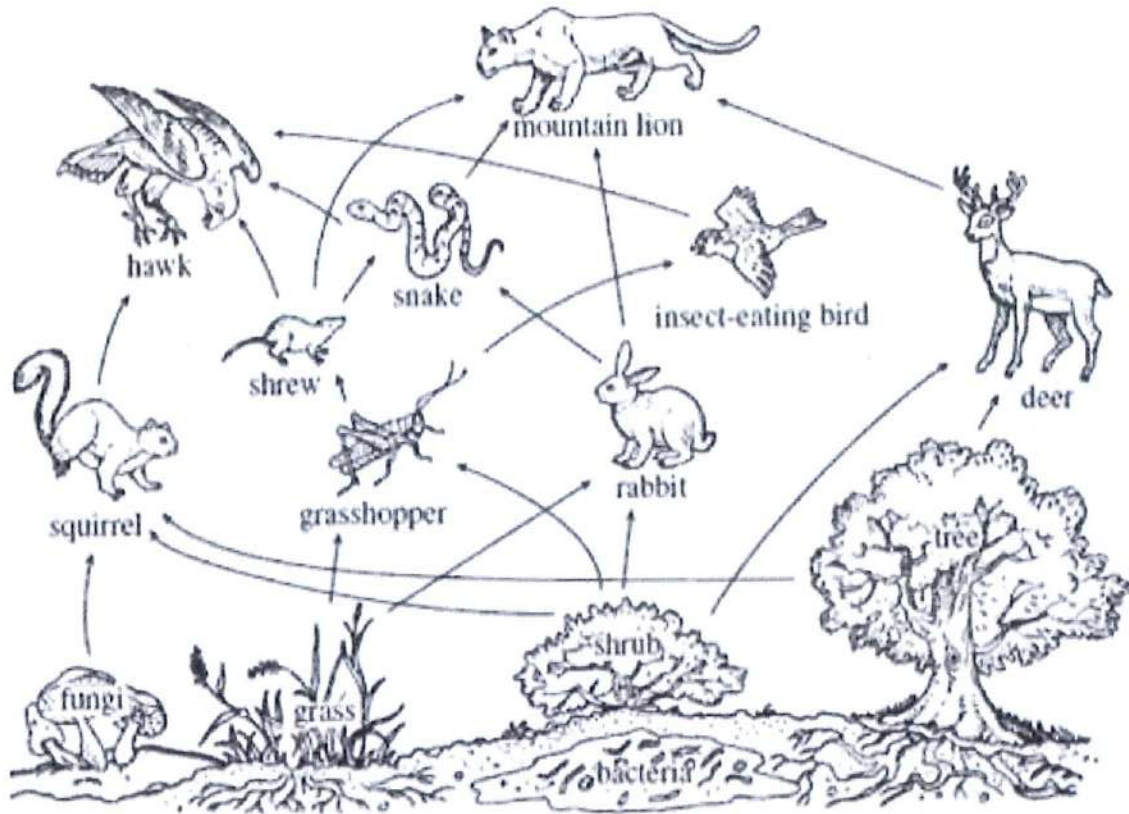
**FYI – the arrow always points to what eats the thing never the other way around, so be careful when drawing them. See the example below:**





(Not drawn to scale)

# Food Web



**Trophic Level:** 1 (Producers) 2 (1° Consumers) 3 (2° Consumers) 4 (3° Consumers) 5 (4° Consumers)

Thursday LO: to plan a non-chronological report on your endangered animal.

Before the half-term 'holiday' the Literacy theme was non-chronological reports.

The example non-chronological report you looked at has been included in the **Learning Futures** sub-folder it's called **Features of a non-chronological report.pdf**.

You also wrote a report based on this for one of the tasks.

Spend some time looking at the example report and the one you wrote to refresh your memory of the features of a non-chronological report.

Over the next two days you will write a non-chronological report about your animal. This will bring together all the information you have collected in one place and make a great addition to your work which can be emailed in once you have finished **Learning Futures**.

#### Thursday, activity:

**Part 1:** think about the title, headings, and sub-headings you will need to include in your report and the information you will need to include under each one.

If you researched the Giant Panda, then some examples to get you started might be:

- Where the Giant Panda is found.
- What the Giant Panda eats.
- How many Giant Pandas are left in the wild?
- What do Giant Pandas look like?

There are more sub-headings you can use if you think carefully about the information you collected.

**Part 2:** think about what pictures (remember to include captions) and diagrams you wish to include.

**Part 3:** write a brief introductory paragraph to be included in your report. In the example report, the introductory paragraph is the piece of writing under the heading and gives the reader an idea about what they will read about in your report.

Friday, LO: to complete your non-chronological report.

Use the information you have collected over the last few days, the pictures and diagrams you have drawn and the headings and sub-headings you chose yesterday to write a non-chronological report on your endangered animal.

Your report will probably take up two or more pages in your green book.

Think carefully about where to place your information.

Don't forget that colour is important so be careful when you colour things in to use the right colours!

**Next week, you will go on to thinking about ways you can raise money and think of ideas on how to protect your animal. You will also put this together with the work you have done this week to produce your finished campaign to bring awareness of your endangered animal to others.**



## Learning Futures – Overview.

So far most of you have taken part in two **Learning Futures** activities. The first in Autumn was 'The Market Place' where you had to make, advertise, and sell pizzas. The second in Spring was to write and perform a rap to promote healthy eating.

Unfortunately we can't run **Learning Futures** as we would like at the moment but we can still structure your work so that you gain some of the experiences of it even though you are working from home, or in school, with some help from the adults around you, instead of small groups.

If you are lucky enough to have an older brother or sister who has taken part in Learning Futures when they were in Year 3 ask them for some help too!

The theme for this term's **Learning Futures** is a **campaign**.

A **campaign** is defined as working in an organised way towards a goal, typically to raise awareness of something by giving people facts and information. A campaign can also be run to raise money to help make something better, or to protect something.

A good example of a current **campaign** is the one in several newspapers and on the TV to show how the NHS don't have enough PPE in hospitals and to raise money for charities to buy PPE for the NHS staff who need it.

Another **campaign** which is on TV a lot are the adverts about donkeys being mistreated abroad and which are trying to raise money to get the donkeys proper medical care and so they can be fed and looked after properly.

We have structured the **Learning Futures** work to incorporate, Literacy, Theme, Art, ICT and Science and to work on a step by step approach to a finished **campaign**.

It will entail lots of research, note taking, drawing, rough copies, head scratching, thinking, writing and probably lots of other things too!

As mentioned in the overview, try to stick to the daily plan, especially if you may be in School on and off during the week. Even if you aren't in School, doing the activities daily will give you time to think things through and make sure you do the best that you can instead of trying to rush through it.

The work for the campaign will be done in the green books. How the campaign is finally presented is flexible. We would like to collect finished campaigns in a Google drive folder for other children to view, like we did with the WOW writes and RE projects. If your child would like to present the campaign electronically, we suggest that whether you use PowerPoint, Word, or Google equivalents that it still contains photos of their drawings, or written work as well as just lots of typing and downloaded photos. It makes it more personal 😊. **More on this next week.** The theme for this **Learning Futures campaign** is to raise awareness of an endangered animal. It will also include how money could be raised to help protect this animal as well as thoughts and ideas on how the money can be spent protecting it.

**Please now see # Learning Futures week 1 of 2.pdf for details of this week's work.**

# Features of Non-chronological Reports

Heading

## What is a Sloth?

A sloth is a mammal found in the rainforests of Central and South America. There are two types of sloth – two-toed sloths and three-toed sloths.

## Appearance

Sloths have long limbs, round heads and tiny ears. They have long, sharp claws for climbing trees and hanging from branches. Their fur often has a green tinge caused by the algae that grows on it. This algae can help camouflage the sloth, and hide it from predators such as eagles, snakes and jaguars.



An algae-covered sloth

## Habitat

Sloths are arboreal animals – this means that they spend most of their time in trees. They eat, sleep and even give birth hanging upside down from branches. Sloths only come down from the trees to go to the toilet!

## Diet

Sloths mostly eat leaves, twigs and shoots, but they have been known to occasionally eat insects and birds. They have an extremely slow digestive process which takes up most of their body's energy – one leaf can take a sloth 30 days to fully digest!

## Movement

Sloths move extremely slowly. They travel through the trees at an average speed of just four metres per minute, and are even slower on the ground. They are however, good swimmers, and can move up to three times faster in the water.

## Did you know...?

- Three-toed sloths can turn their heads around 270° (that's a three-quarter turn!)
- Sloths sleep for between 10 and 15 hours a day.
- They only go to the toilet once a week!

Caption



A three-toed sloth

Technical vocabulary

Fact box & bullet points

Sub-heading

Image

Paragraphs

# Features of Non-chronological Reports

## Sub-headings

Each main paragraph has a sub-heading. These tell the reader what each paragraph is about.

## Paragraphs

Non-chronological reports are organised into paragraphs. Each paragraph focuses on a different aspect of the subject being discussed. Many non-chronological reports have an introductory paragraph that introduces the subject and gives some basic facts about the topic.

## Technical vocabulary

Sometimes, more specialised vocabulary is used in reports – words and phrases that are specific to the subject that is being written about.

## Formal language

Another feature of non-chronological reports is factual, formal language. The purpose of this type of report is to give facts, not opinions.

## Heading

A non-chronological report needs a large, eye-catching heading so that the reader knows what the report is about.

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A three-toed sloth



An eight-toed sloth

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- Sloths sleep for between 10 and 15 hours a day.
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## Images

Non-chronological reports can include images such as photographs, illustrations or labelled diagrams to show pictures of the subject.

## Captions

A caption is a short sentence or phrase which describes or explains the image it is written underneath.

## Fact box & bullet points

Lots of non-chronological reports have boxes with interesting facts, which are organised into a bullet-pointed list. This makes it quick and easy for the reader to read.

## Present tense

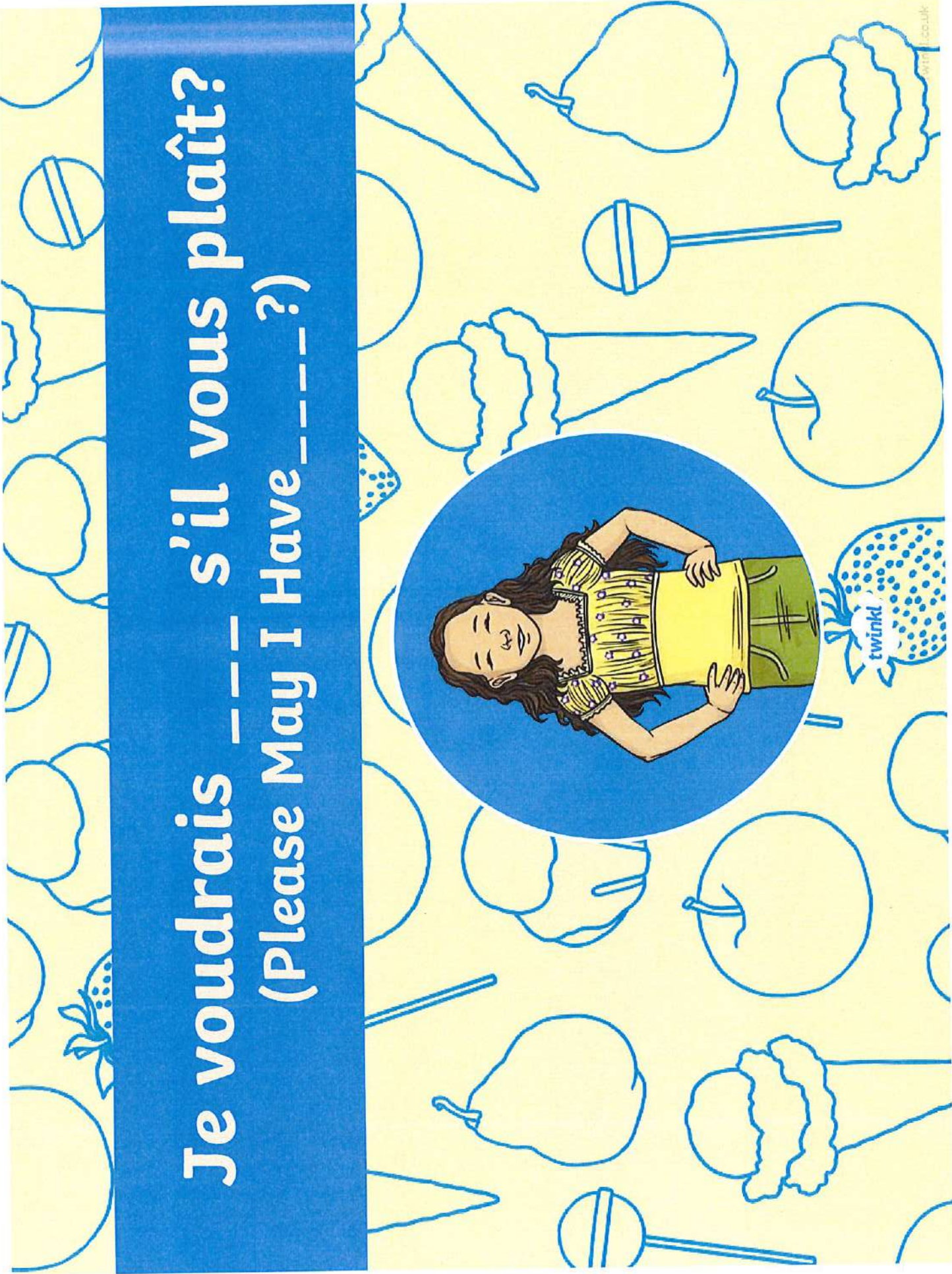
Non-chronological reports are usually written in the present tense (unless they are about something that has happened in the past).



# French

Food, Glorious Food!

Je voudrais \_\_\_ s'il vous plaît?  
(Please May I Have \_\_\_?)



## Aim

- I can use determiners for identifying quantities in making polite requests.

## Success Criteria

- I can count items or use 'some' for amounts.
- I can ask politely for something.

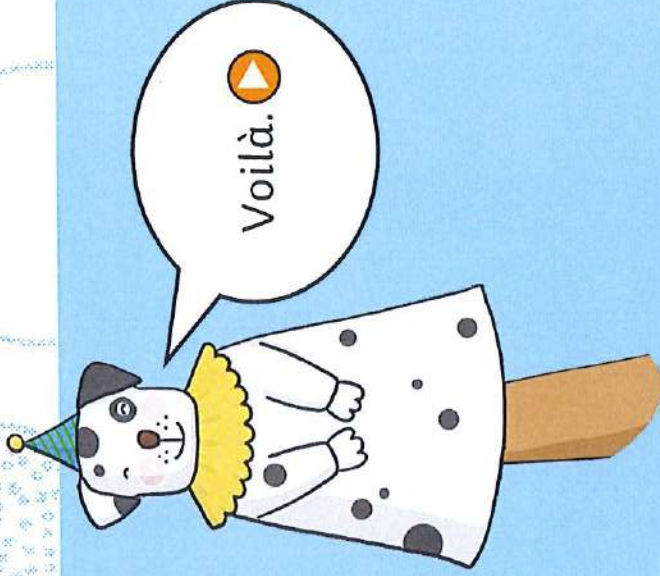


# Je voudrais \_\_\_ s'il vous plaît

Je voudrais \_\_\_  
s'il vous plaît. ▶



Merci. ▶



Voilà. ▶

# La politesse (Polite Requests)



Je voudrais  
a pencil s'il  
vous plaît. ▶



Merci. ▶

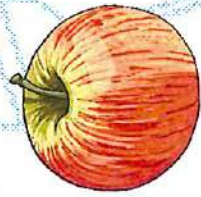


Voilà. ▶

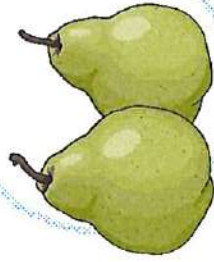




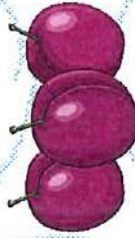
# One...Two...Three...Four...



une pomme



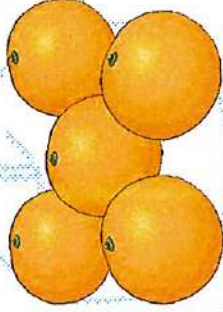
deux poires



trois prunes



quatre fraises

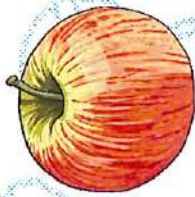


cinq oranges

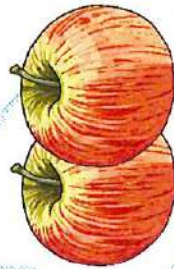


What's the difference?

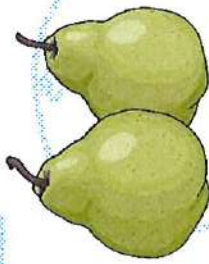
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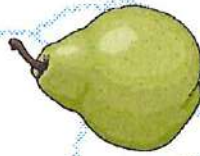
une pomme



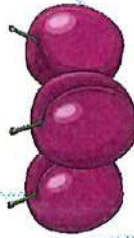
deux pommes



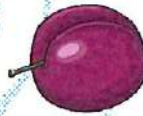
deux poires



une poire



trois prunes



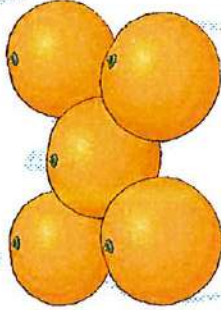
une prune



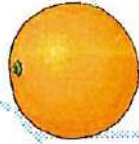
quatre fraises



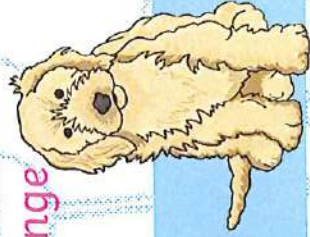
une fraise



cinq oranges



une orange



Listen. What do you notice?

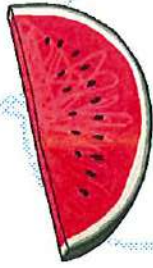


# One...Two...Three...Four...

The blue area contains two rows of food cards. The top row consists of six cards: an apple, a pear, a plum, a strawberry, an orange, and a chocolate bar. The bottom row consists of six cards: two apples, a pear, two plums, three strawberries, four oranges, and a slice of pizza. A fluffy yellow dog is sitting on the right side of the blue area.



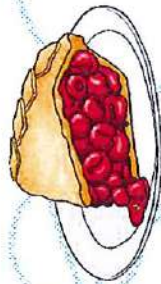
# Some



de la pastèque



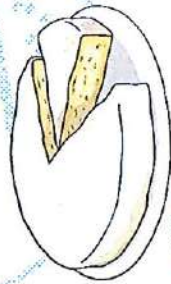
du gâteau



de la tarte aux cerises



de la soupe



du fromage



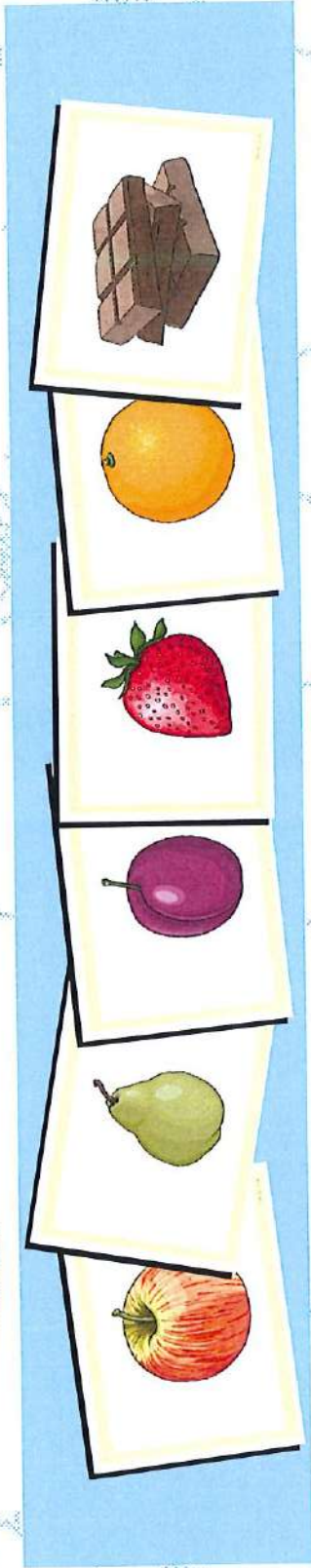
du chocolat



What's the difference?



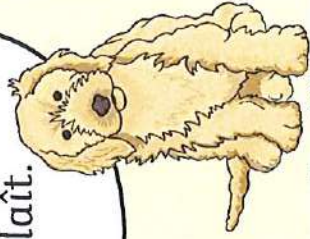
# Some



Je voudrais  
**du fromage**  
s'il vous plaît.



Je voudrais **de**  
**la pastèque** s'il  
vous plaît.





# Some



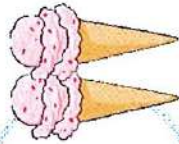
des pommes



des sucettes



des brioches



des cornets de glace



des cornichons



des saucisses



Why do you sometimes see a dog with a bone in its mouth?

# Allez-y!

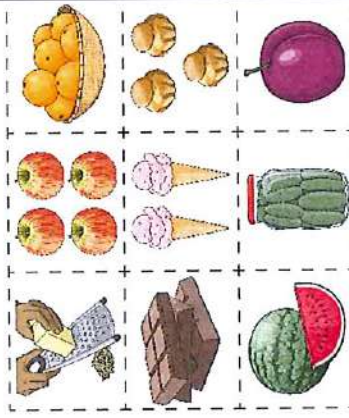


## ★ Je voudrais....s'il vous plait (Please May I Have)

Cut out each picture and stick it in your book. Can you match up and write the picture and write it underneath. Choose the food name and appropriate number from the word bank.

Challenge: Which phrases mean 'some' instead of a specific number? Underline the words that mean 'some'.

Word Bank - Foods	
du chocolat	deux cornets de glace
de la pastèque	des fraises
du saucisson	de la tarte aux cerises
trois biscuits	des cornichons

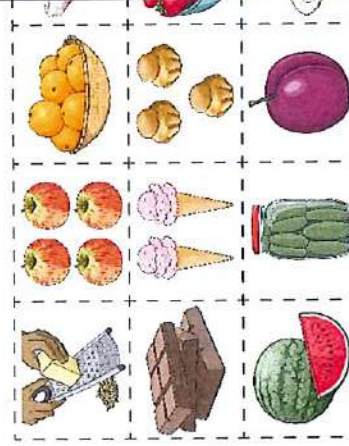


## ★★ Je voudrais....s'il vous pl (Please May I Have)

Cut out each picture and stick it in your book. Use the word bank to create the core of the picture and write it underneath. Choose the food name and appropriate number from the word bank.

Challenge: Which French food words need a plural 's' on the end? Write it in!



















Word Bank - Foods	Numbers/Son
chocolat	un
cornet de glace	deux
fruit	une
tarte aux cerises	des
cornichon	du
biscuits	



## ★★★ Je voudrais....s'il vous plait (Please May I Have)

Dessinez-Le! (Draw it!)

Can you draw a picture to represent each phrase? Look at the examples:

	deux fraises		de la soupe		cinq pommes
	quatre cornichons		des oranges		une fraise
	deux pastiches		des oranges		des pommes
	de la tarte aux cerises		des oranges		des pommes
	quatre cornichons		des oranges		des pommes
	quatre cornichons		des oranges		des pommes

Challenge: What do you think *une pastiche* and *un saucisson* mean? How would you draw them?

une pastiche

un saucisson



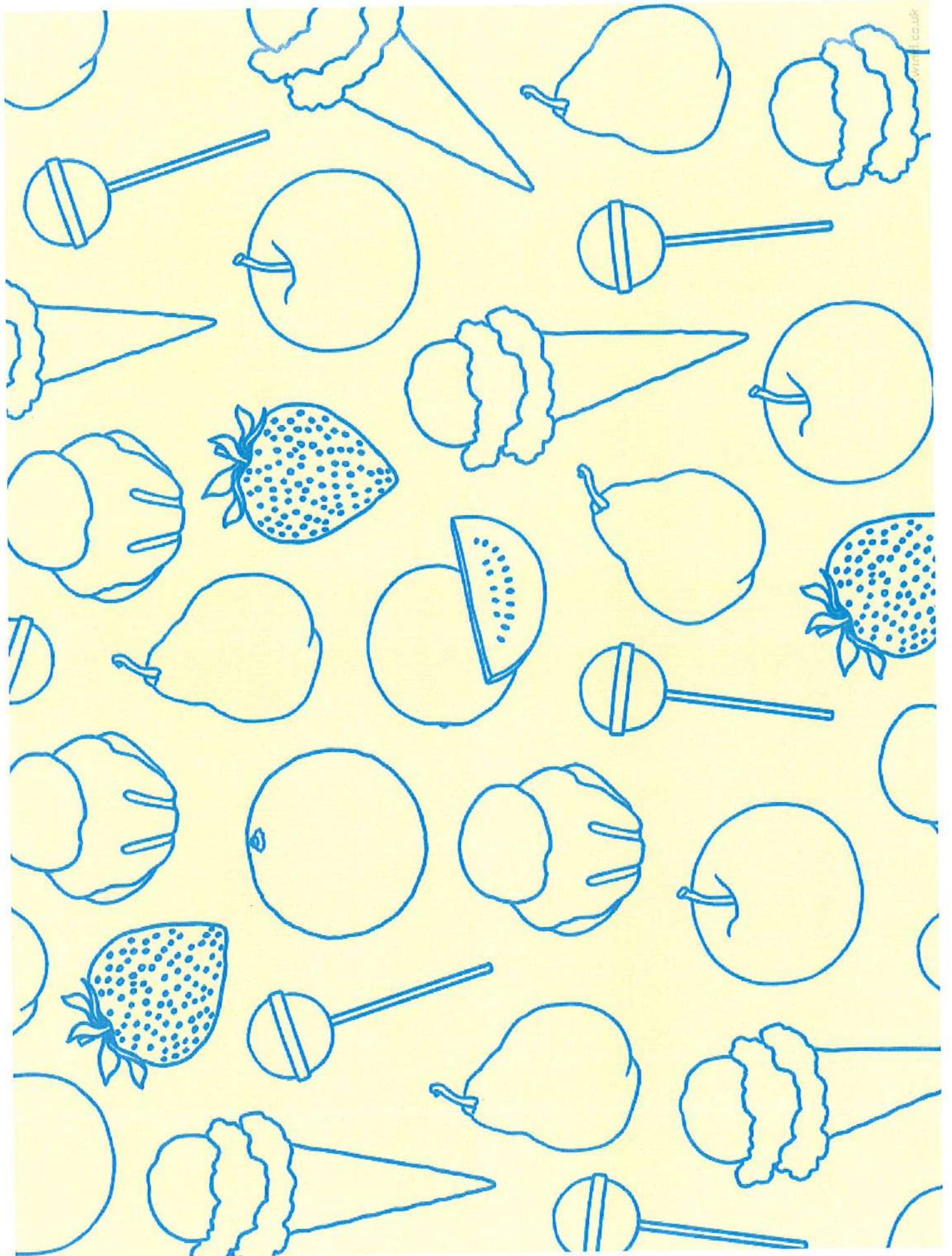
## Aim

- I can use determiners for identifying quantities in making polite requests.

## Success Criteria

- I can count items or use 'some' for amounts.
- I can ask politely for something.





# Je voudrais...s'il vous plait (Please May I Have)

Cut out each picture and stick it in your book. Can you match up and write the correct phrase from the word bank?

**Challenge:** Which phrases mean 'some' instead of a specific number?  
Underline the words that mean 'some'.

## Word Bank - Foods

du chocolat

deux cornets de glace

du fromage

de la pastèque

des fraises

une prune

du saucisson

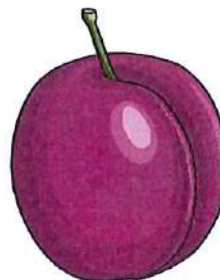
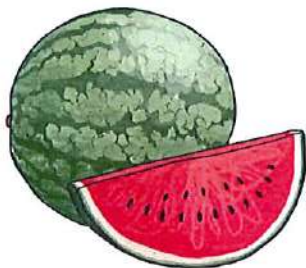
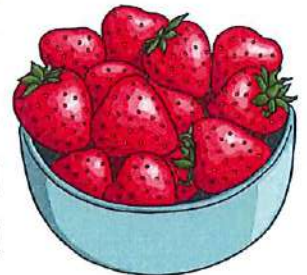
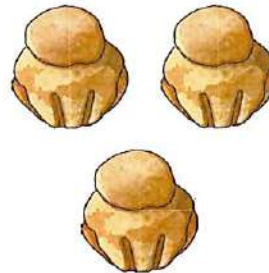
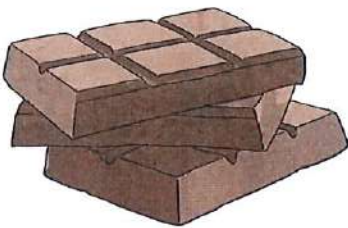
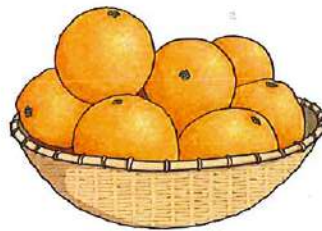
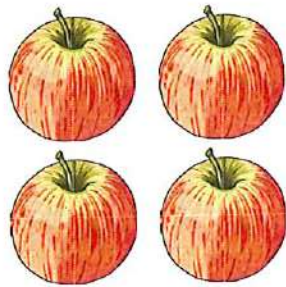
de la tarte aux cerises

quatre pommes

trois brioches

des cornichons

des oranges

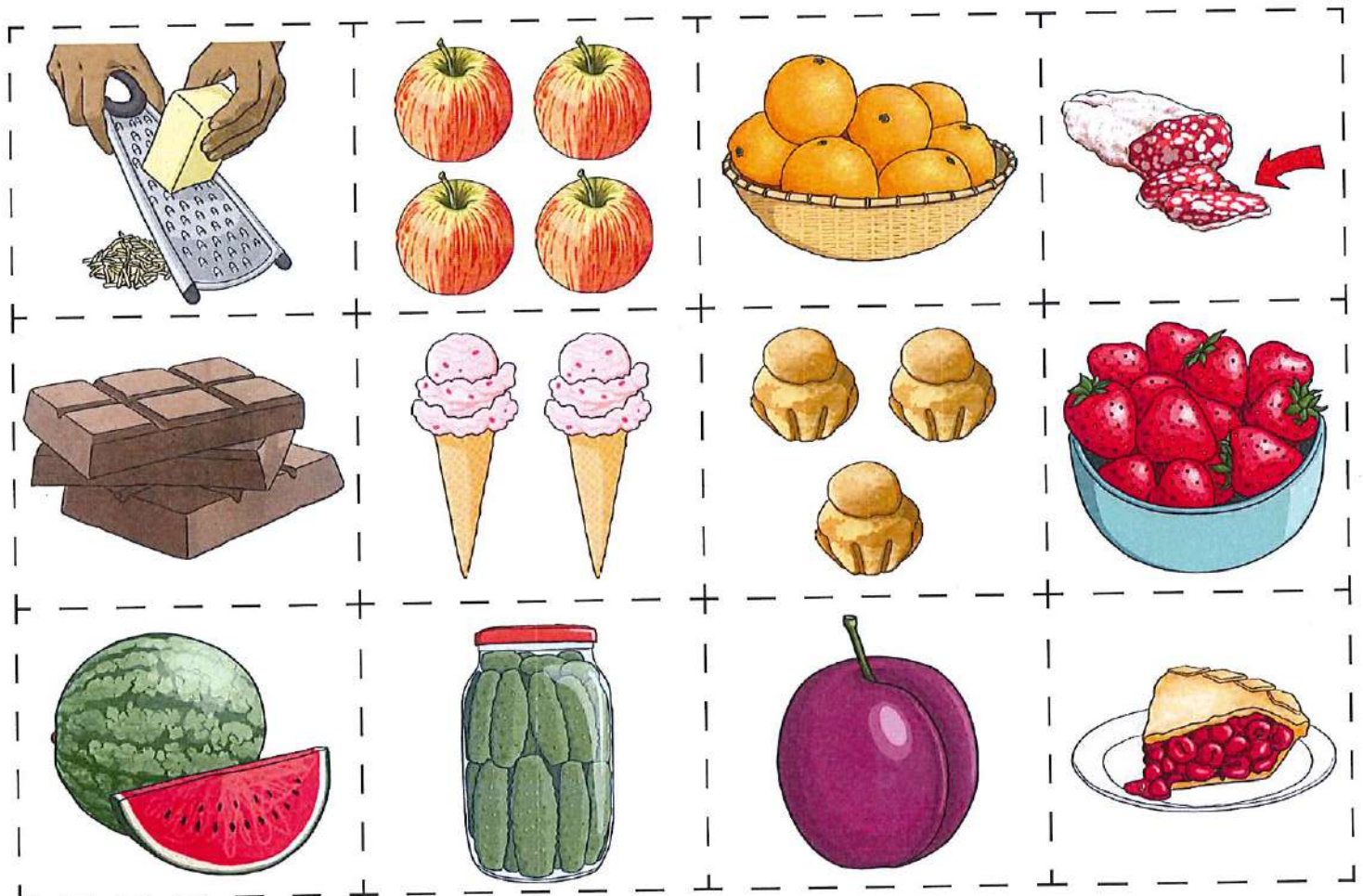


# Je voudrais...s'il vous plait (Please May I Have)

Cut out each picture and stick it in your book. Use the word bank to create the correct phrase to match the picture and write it underneath. Choose the food name and appropriate number or 'some' word from the word bank.

**Challenge:** Which French food words need a plural 's' on the end? Write it in!


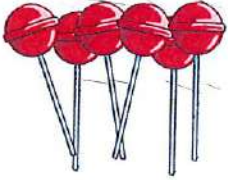
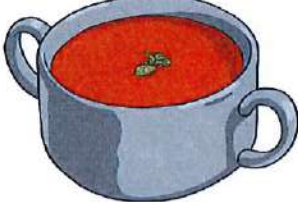
Word Bank - Foods			Numbers/'Some' Words		
chocolat	cornet de glace	fromage	un	cinq	de la
pastèque	fraise	prune	deux	une	trois
saucisson	tarte aux cerises	pomme	des	du	quatre
brioche	cornichon	orange			



# Je voudrais....s'il vous plait (Please May I Have)

Dessinez-Le! (Draw it!)












Can you draw a picture to represent each phrase? Look at the examples:


 <p>deux fraises</p>	 <p>des sucettes</p>	 <p>de la soupe</p>	<p>cinq prunes</p>
<p>de la tarte aux cerises</p>	<p>du gâteau</p>	<p>des oranges</p>	<p>une fraise</p>
<p>quatre cornichons</p>	<p>deux poires</p>	<p>trois cornets de glace</p>	<p>des pommes</p>

## Challenge:

What do you think *une pastèque* and *un saucisson* mean? How would you draw them?

<p><i>une pastèque</i></p>	<p><i>un saucisson</i></p>
----------------------------	----------------------------

	du fromage		trois brioches	
	quatre pommes		des fraises	
	des oranges		de la pastèque	
	du saucisson		des cornichons	
	du chocolat		une prune	
	deux cornets de glace		de la tarte aux cerises	

	cinq prunes	5 plums
	de la tarte aux cerises	A single piece of cherry pie
	du gâteau	A piece of cake
	des oranges	Some oranges
	une fraise	A single strawberry
	quatre cornichons	4 gherkins
	deux poires	2 pears
	trois cornets de glace	3 ice cream cornets
	des pommes	Some apples

**Challenge:**  
 What do you think **une pastèque** and **un saucisson** mean? How would you draw them?

**Answer:**

<b>une pastèque</b>	a whole watermelon
<b>un saucisson</b>	a whole salami

Summer week 8 - week beginning 15/06/20  
Un petit peu de français 3.8

Year 3 - Bonjour!

I hope you had fun learning so many wild animals names.

All change this week. We're going back to talk about something very close to the heart of the French people... Food Glorious Food!

Do you remember reading along to The Hungry Caterpillar in French?

*La Chenille qui fait des trous.*

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

Listen again to the story to remind you of the French food vocabulary.

This week we're going to learn how to ask for things politely in French using the phrase "*Je voudrais..... s'il vous plait*" and how to use numbers or the correct French words for "some".

*"Regardez, écouter et répéter"* (Watch, listen and repeat)

Watch the PowerPoint **Lesson presentation Please May I Have.pptx** (this has to be downloaded first in order to present properly).

Click slowly through the PowerPoint clicking on the arrows in the orange circles to listen to and repeat the French words and phrases.

Complete all the tasks and answer the questions and then practise asking for the different foods if you can with a brother, sister, parent, or friend.

"Lisez et écrivez" (Read and write)

When you are confident speaking the French, try one or two of the worksheets in **Activity Sheet Counting Foods.pdf** to practise reading and writing in French.

The 1 star sheet is the easiest and is a cutting and matching exercise. For the 2 star sheet you must match the two parts of the phrase in French.

If you are ready for a challenge, "un défi" ...

Try the trickier 3 star sheet if you'd like to draw the food and work out how to write the whole correct phrase.

Bonne Chance!

And remember... repetition, repetition, repetition.



## Chapter 16 Top Price for Tilda

Unfortunately, Tilda Hacker was still very much a prisoner. The iron chains around her wrists and ankles reminded her of that. And she was scared. This was the first time she'd been put up for sale.

The market was crowded. A collection of traders sold their wares from simple table tops; they served eager customers with freshly roasted meats, roughly woven clothing, and crudely crafted cooking pots, wooden serving bowls and iron farming tools. Trade was brisk.

However, all that stopped as soon as the town's officious-looking auctioneer climbed onto a stack of

hay bales and called for everyone's attention. His tone told them that the day's real business was about to begin.

It seemed that every Roman or Briton with a few coins to rub together had come to bid for a slave. And there were plenty to choose from: old ones, young ones, strong ones and weak ones. They were all available for the right price.

Tilda was attracting a lot of attention. In fact, she was the auctioneer's star lot. And she was scheduled to be sold next.

Two stocky Roman guards tugged on a pair of chains, dragging Tilda into the centre of the market square.

Tilda felt a rough hand squeeze her arm. "Plenty of fat on that," a voice yelled.

A strong hand yanked her hair. "Nice and healthy."

Somebody else prodded her in the back. "She's a strong 'un, alright. There's plenty 'o years of hard graft in her."

Tilda suddenly felt like a cow at a village fête. Couldn't these people see that she was a human being?



The auctioneer banged a heavy stick against the top of an ale barrel and the market fell silent.

"Next lot is a slave from the Emperor's house itself."

A ripple of enthusiasm swept through the crowd of would-be bidders.

"As you can see, she's not the usual specimen; our Roman masters haven't had time to beat the best years out of her yet, so you could be getting quite a bargain here."

A few eager bidders hollered and whooped.

"The Emperor wants top price, though," warned the auctioneer as he peered down at an unfurled scroll. "However, it does say here that he will give first refusal to any bidder offering a clean white donkey that has a 'go faster' cross on its back."

When nobody offered such a beast, the auctioneer continued.

"Okay, cash bids it is... will anyone start me off on with two thousand hundred silver denarii?"

Nobody responded.

"Come on," cried the auctioneer. "This is a prime northern female; the best we've seen in years. At two thousand silver denarii, I'm giving her away."

Still no response.

"Okay, one thousand. Will anyone bid one thousand silver denarii?"

"Five hundred!" yelled a voice from the back of the market.

"I have five hundred," acknowledged the auctioneer. "Will anyone give me six? Thank you, dear. We have six hundred from the farmer's wife at the front. Now, does anyone bid seven?"

"Seven!"

"A generous bid from the finely-dressed businessman... a man who clearly knows a quality product. But she's worth more than that... who will offer eight hundred?"



Charlie was still gasping. He had leapt from the manure

cart as soon as it had reached the outskirts of the village, and then desperately sprinted towards the crowded square, hoping that he wasn't too late.

Too small to see over the heads of the crowd, he leapt onto an upturned barrel and watched as excited men peppered the auctioneer with bids. They were all trying to buy Tilda!

"Eleven hundred dinarii!" hollered a toothless slave trader. He looked like he hadn't washed in months.

"Twelve hundred," screeched a wiry rival, carrying a piglet under his arm.

As the value climbed, Tilda looked more and more distressed. She had already given up trying to free her wrists from the biting iron shackles and now her desperate eyes scanned the crowd, clearly seeking a saviour.

Charlie waved his arms until his sister's eyes locked onto his. For a moment, relief drained her face of all distress and her lips moved silently: Help me, Charlie.

Her brother's nod seemed to reassure her for a moment but time was against Charlie. The bidding was slowing down and the auctioneer looked set to bring down his

gavel in a matter of seconds. Somehow, Charlie needed to come up with another escape plan, and fast!

There was so little he could do. Roman guards stood on sentry at every exit from the market. The auctioneer was surrounded by a ring of burly henchmen packing clubs the size of cricket bats. Charlie only had one option.

"**FOURTEEN HUNDRED DINARII!**" he bellowed at the top of his voice.

The entire bidding audience seemed to gasp as one. Even the auctioneer seemed a little stunned as he peered across the crowd at Charlie.

"Erm... I have a new bid from the... erm... the dwarf at the back."

"Fifteen hundred!" yelled the unwashed trader.

"Sixteen hundred!" Charlie screamed back.

"Seventeen!"

"Eighteen!"

The crowd grew silent and the atmosphere suddenly

became tense. This was serious money – the kind that only wealthy Romans and corrupt Britons had to spare.

“Nineteen!” Charlie’s rival was sweating, as if the tension was getting to him, too.

But Charlie didn’t care. It was quite fun spending money he didn’t have. He just hoped that by winning the auction, he would buy himself enough time to figure out how to free his sister. Paying for her wasn’t an option.

“Two thousand!” Charlie barked.

The people around him stared in disbelief. Some even backed away, as if scared by the price itself. For many in the crowd, two thousand dinarii was an amount they could only dream of.

“Do I hear a bid for two thousand and one hundred dinarii?” the auctioneer asked.

All eyes fell on Charlie’s rival bidder. Even the piglet tucked beneath his arm seemed to pause and look up at its master. Everyone waited for the man’s next bid.

But it never came. Instead, the man gave a stern shake of his head and a defeated wave from his hand.

The crowd cheered. Charlie had won!

Heavy hands slapped him on the back. Some punters even shook his hand. And women kissed his cheek. Then two sets of strong hands grabbed his arms.

“Nice bidding,” whispered a menacing voice. It belonged to one of the auctioneer’s huge henchmen. “Now it’s time to cough up.”



## Chapter 17

### The Sweet Sound of Sirens

Charlie was half-carried, half-dragged to the auctioneer's podium. He hadn't expected things to happen so fast. There wasn't even time to gather his thoughts, never mind craft an escape plan.

Tilda was brought to meet him. Her iron chains were quickly removed and as she massaged her sore wrists, she shot her brother a look that seemed to ask him what he planned to do next.

"She's all yours," said the grinning auctioneer. If he was shocked to see that his winning customer was a boy, he didn't show it. "As soon as you hand over

my two thousand silver denarii."

Charlie gave his sister a feeble shrug as he said, "I think there might have been a small misunderstanding..."

The henchman's fingers gripped Charlie's arm like a police dog's bite.

"You see," Charlie continued, "...I thought that was the amount you were going to give me to take her off your hands."

"You mean you don't have my money?"

"Well, when you put it like that..." The throbbing veins on the auctioneer's neck told Charlie that this wasn't going to end well. "I suppose... no."

The auctioneer was shaking now and his entire face looked swollen and scalded.

"She's my sister," Charlie pleaded. "I need to get her back home."

The snarling auctioneer seized Charlie by his shirt and began to shake him like a toy. "Do you know what your little trick will do to my reputation? I'll be

laughed out of –”

Then the shaking stopped. Something small, round and glistening had just bounced out of Charlie’s sock.

It hit the floor with a clank before twisting and spinning across the dust.

Slowly, the auctioneer released his grip on Charlie and smoothed down the creases in his shirt. A smile stretched his mouth as he crouched down to pluck the object off the ground.

“I thought you said you couldn’t pay?”

The auctioneer held up the tiny golden signet ring that Charlie and Tilda had taken from Professor Howe’s treasure vault. Its stone sparkled in the sunlight like a torch.

Everyone stared open-mouthed at the ring as if it was an alien from outer space. Charlie couldn’t understand what was so special about it – nor did he care.

This was the opportunity he had been waiting for, so while the auctioneer and his henchmen were busy gazing at the ring, Charlie grabbed hold of Tilda’s

hand and pulled her into the crowd.

At first, nobody said a word. People simply watched in stunned silence as the two children dashed through the marketplace as fast as their young legs would carry them.

Charlie thought they’d got away with it. Tilda, too. Until a booming voice chased after them.

“Stop those children!”

“Hurry!” gasped Charlie. “Let’s get to the wall.”

“I’m going as fast as I can,” Tilda panted, but they knew it wasn’t fast enough. The clatter of chasing footsteps was getting louder with every step.

As they emerged from a gap between two mud huts and left the village, Tilda pointed to a familiar-looking section of wall.

“It’s there, hurry!”

“Don’t we need the coins?” Charlie worried.

“Maybe we’ll get lucky,” Tilda hoped, even though the

tone of her voice betrayed an obvious lack of belief.

They could hear the panting breath of their pursuers, now only strides behind them. Summoning stamina and strength they didn't know they had, Charlie and Tilda made a final desperate dash. It seemed like they were going to make it right up until they were just metres from the wall, when one of the auctioneer's henchmen rugby-tackled them both. Charlie face-planted straight into the grass. Tilda crashed to earth beside him.

The auctioneer himself arrived moments later. His face was flushed red and he panted for breath like a retired greyhound.

"Why... did... you... run?" he gasped.

"It was our only chance," Charlie admitted.

"We had to try," Tilda nodded. "We don't belong here."

"But there's no need to run." The auctioneer waved the ring at them. "Not when you possess an item like this."

"Oh, sure," Tilda sneered. "I suppose you'd just let Charlie swap the ring for me?"

"Well, actually, yes," the auctioneer nodded. "If your brother is happy with such a transaction."

"Happy?" Charlie gasped. "Why wouldn't I be happy? It's not even m- ouch!"

Tilda kicked her brother's shin. "Is it valuable, then?"

"In the right hands, something like this could be almost priceless," the auctioneer confirmed. "This ring carries the Emperor's mark. These are only given to his most valued and trusted subjects."

Charlie shrugged "If it's so important, why did you chase us? You can have it if it means we can leave this awful place."

Bending close so he couldn't be overheard, the auctioneer whispered to the two children. "This ring doesn't belong to you, does it?"

Charlie shuffled awkwardly. "Erm, well..."

"I could get into a lot of trouble for accepting stolen property. Especially property like this." He dropped his voice even lower as he gave Tilda and Charlie a knowing wink. "But if it's really valuable, there might

be a reward for its return.”

“We found it,” Tilda interrupted. “We didn’t steal it. It doesn’t belong to anyone from this... erm... place.”

“Good!” The auctioneer seemed relieved. “In that case, it’ll be easier to sell. A ring bearing the Emperor’s mark can open a lot of doors, and I know people who would give me several thousand denarii to get their hands on this.”

Charlie and Tilda exchanged hopeful glances.

“Let me keep this ring and you can go free,” the auctioneer promised.

Charlie didn’t hesitate. He thrust his hand towards the auctioneer’s, ready to give it a vigorous shake. He was about to say “Deal!” when Tilda stepped between them.

“I want something else.”

Disappointment wrinkled the auctioneer’s brow. “You do?”

Charlie echoed the man’s question. “We do?”

“We need a key to get us home, remember?” Tilda’s hushed words reminded him.

Tilda thrust her palm forward. “It would be awful if the Emperor ever found out that you had his ring. Give both of us a solid gold aureus and I guarantee you’ll never see or hear from us again.”

A second later, two golden coins were nestled in Tilda’s hand. Her fingers snapped shut around them and before the auctioneer had the chance to change his mind, Tilda grabbed her younger brother by the wrist and yanked him towards the wall. She just had time to push one of the coins into Charlie’s hand before she hurled them both straight at the ancient stonework.



Brother and sister collapsed breathlessly onto the soft, sweet grass of York’s museum gardens. A few curious tourists glanced across at them, wondering why two children were wearing fancy dress. But on the whole, Charlie and Tilda’s return to the twenty-first century went largely unnoticed.

Charlie could feel the sun beating down against his

back, but what kept him pinned to the floor was the soft and reassuring murmur that only comes from the gathering of summertime tourists. It was definitely a twenty-first-century sound. And they were definitely the same tourists he'd seen before they left. Which could only mean one thing: back in twenty-first-century York, they had only been gone for minutes, not days.

Tilda smiled as the beat of pop music filtered from the speakers in the museum café. Both children grinned happily at the distant howl of a police siren.

Minutes later, as they made their way back towards the antique shop, Charlie linked his arm around his sister's and held out the bag of Roman coins. "You know, I think we should give these to Dad to sell in the shop."

Tilda agreed. "We should probably give him all of Professor Howe's other coins too."

"Even the Viking coins?"

"Especially the Viking coins," Tilda insisted. "Apparently they were far worse than the Romans. And the Anglo-Saxons weren't much better either."

She paused to scratch her head. "Come to think of it, I'm not entirely sure if anywhere in the past is a good place to visit."

Charlie felt a little flutter of excitement rumble through his belly. "I guess there's only one way we'll ever really find out."



# Pet Care of a Hamster

Hamsters are a member of the rodent family, along with rats, mice, gerbils and chinchillas.

What do we know about these little mammals?

## Diet

Hamsters eat food pellets, or a mix of different seeds and nuts.

They must always have fresh, clean water, which they reach from a bottle attached to their cage.

Hamsters hoard food for survival. This means they store food in their burrows.

## Environment

Hamsters like to dig, so their cages need to be large, with the bottom filled with materials like dust-free wood shavings.

Hamsters are nocturnal which means they wake at night and need to sleep in peace, during the day.



Hamsters typically live for 2 years. They are quite a responsibility and need to be cared for appropriately.

Did you know ...?



They have large eyes to help them see in darker places.

Their incisor teeth never stop growing! They self-sharpen when a hamster is gnawing food or objects.

## Pet Care of a Hamster

### Hamster behaviour

Hamsters like to explore, so they need cardboard tubes, wooden chew blocks, small boxes and a hamster wheel, to keep them busy.

Their whiskers help them explore the world, as they use them to 'see' objects.

They have very well-developed senses to warn them of animals that might eat them, so hamsters are nervous and easily scared.

### Dangers to hamsters

- Grapes and rhubarb are poisonous to hamsters.
- If you let them out of their cage, make sure no other pets are around, and that the hamster is watched until it is back in the cage. They can chew wires and other materials which can make them very ill and sometimes kill them.



# Questions

1. What do hamsters eat and drink?  
\_\_\_\_\_
2. Why do you think hamsters store food in their burrows?  
\_\_\_\_\_
3. What do hamster cages need to be like?  
\_\_\_\_\_
4. How are hamsters different to people when thinking about when they are awake and asleep?  
\_\_\_\_\_
5. How long do hamsters usually live?  
\_\_\_\_\_
6. What part of a hamster carries on growing?  
\_\_\_\_\_
7. Why do hamsters have "well-developed senses"?  
\_\_\_\_\_
8. Should hamsters be given grapes? Explain why.  
\_\_\_\_\_  
\_\_\_\_\_
9. What might happen if a hamster is out of its cage and not watched carefully?  
\_\_\_\_\_  
\_\_\_\_\_



# Answers

1. What do hamsters eat and drink?  
**Hamsters eat food pellets or a mix of seeds and nuts, and drinks clean, fresh water.**
2. Why do you think hamsters store food in their burrows?  
**I think hamsters store food to save for later/ to survive.**
3. What do hamster cages need to be like?  
**Hamster cages need to be large with the bottom filled with dust-free wood shavings.**
4. How are hamsters different to people when thinking about when they are awake and asleep?  
**Hamsters are different to people because they wake up at night and sleep in the day, and people sleep at night and wake up in the day.**
5. How long do hamsters usually live?  
**Hamsters usually live for two years.**
6. What part of a hamster carries on growing?  
**The hamster's incisor teeth carry on growing.**
7. Why do hamsters have "well-developed senses"?  
**Hamsters have "well developed senses" to warn them of animals that might want to eat them.**
8. Should hamsters be given grapes? Explain why.  
**Hamsters should not be given grapes because they are poisonous to them.**
9. What might happen if a hamster is out of its cage and not watched carefully?  
**If a hamster is out of its cage and not watched carefully, it could chew through wires, which could kill it.**



# Pet Care of a Hamster



Hamsters are a member of the rodent family, along with rats, mice, gerbils and chinchillas.

What do we know about these little mammals?

## Diet

Hamsters need pelleted foods, or a mix of different seeds and nuts.

Food must be changed regularly, as if it becomes stale or mouldy, hamsters can get very ill.

They must always have fresh, clean water, which they can reach from a bottle attached to their cage.

Hamsters hoard food as a survival technique. They can store food in their cheek pouches, up to half their body weight!

## Environment

In the wild, hamsters live in dry, rocky plains and nest underground in burrows.

As they like to dig, their cages need to be large, with the bottom filled with litter materials, like dust-free wood shavings are a good choice. These shavings mean hamsters can still dig.

Hamsters are nocturnal, so they need to be able to exercise at night and sleep, without disturbances, during the day.

Hamsters typically live for 2 years. They are quite a responsibility and need to be cared for appropriately.

Did you know ...?

Hamsters can be trained to do simple tricks!

Smell is a useful sense which hamsters use for social communication.

Their incisor teeth never stop growing! They self-sharpen when a hamster is gnawing food or objects.



## Hamster behaviour

Hamsters like to explore, so they need cardboard tubes, a wooden chew block, small boxes and a hamster wheel, to keep them busy and healthy. Their whiskers help them explore the world, and they use them to detect objects.

They are prey animals so have very well developed senses to warn them of predators, and are nervous and easily afraid.

## Dangers to hamsters

Hamsters need to be kept safe. Keep these tips in mind:

- Grapes and rhubarb are poisonous to hamsters.
- They can catch a human cold, and infect people with the cold virus.
- They need to be away from objects which transmit ultrasound, like TVs, computers and vacuums.
- If you let them out of their cage, make sure no other pets are around, and that the hamster is supervised until it is returned to the cage. They can chew wires and other materials which can make them very ill and affect their breathing.



# Questions

1. Name two other members of the family which hamsters are part of.  
\_\_\_\_\_  
\_\_\_\_\_
2. Explain why food needs changing regularly.  
\_\_\_\_\_  
\_\_\_\_\_
3. Why do hamsters need a certain type of bedding or cage material?  
\_\_\_\_\_  
\_\_\_\_\_
4. Would a hamster be a good pet for someone who is at home all day and wants company?  
Explain your thoughts.  
\_\_\_\_\_  
\_\_\_\_\_
5. Which of the 'Did you know...?' facts do you find most interesting, and why?  
\_\_\_\_\_  
\_\_\_\_\_
6. Identify three items an owner could put in the hamster cage to keep them busy.  
\_\_\_\_\_  
\_\_\_\_\_
7. What would happen if a hamster had their whiskers trimmed?  
\_\_\_\_\_  
\_\_\_\_\_
8. What does "they are prey animals" mean?  
\_\_\_\_\_  
\_\_\_\_\_



# Questions

9. Why do hamsters who are out of their cage, need to be 'supervised' until they are back in their cage? Give an example of what could happen.  
\_\_\_\_\_  
\_\_\_\_\_
10. Would you want a hamster? Explain your thoughts.  
\_\_\_\_\_  
\_\_\_\_\_



# Answers

1. Name two other members of the family which hamsters are part of.  
Two other members of the rodent family which hamsters are part of are: rats, gerbils, mice, chinchillas. (Accept any two.)
2. Explain why food needs changing regularly.  
The food needs regularly changing because if it becomes stale or mouldy, the hamster can get ill.
3. Why do hamsters need a certain type of bedding or cage material?  
Hamsters need a certain type of bedding or cage material because they need to be able to dig; in the wild they live underground in burrows.
4. Would a hamster be a good pet for someone who is at home all day and wants company? Explain your thoughts.  
I don't think a hamster would be a good pet for someone who wants company during the day, because they are a nocturnal animal so sleep all day and wake up at night.
5. Which of the 'Did you know...?' facts do you find most interesting, and why?  
Pupil's own response.
6. Identify three items an owner could put in the hamster cage to keep them busy.  
Three items an owner could put in the hamster cage to keep them busy are: cardboard tubes, a wooden chew block, small boxes and a hamster wheel. (Accept any three).
7. What would happen if a hamster had their whiskers trimmed?  
If a hamster had their whiskers trimmed, it would not be able to detect objects near to them and they might bump into things.
8. What does "they are prey animals" mean?  
"Prey animals" means that other animals eat hamsters, and that they have instincts to help against being hunted.
9. Why do hamsters who are out of their cage, need to be 'supervised' until they are back in their cage? Give an example of what could happen.  
Hamsters which are out of their cage need to be supervised because there are many dangers to them. Pupil's own example.
10. Would you want a hamster? Explain your thoughts.  
Pupil's own response.

# Pet Care of a Hamster



Hamsters are a member of the rodent family. Though they prove to be popular pets, hamsters are not a native to the UK. One popular type of domestic hamster was bred from a single pair, brought over in 1930 from Aleppo in Syria, by Israel Aharoni.

So what do we know about these little mammals?

Diet	Environment
Domestic hamsters need compound pelleted foods, or a mix of different seeds and nuts. In the wild, they would eat a range of food, including crickets!	In the wild, they live in dry, rocky plains and nest underground in burrows.
Food must be changed regularly, as if it becomes stale or mouldy, hamsters can become very ill.	This digging instinct is present in domestic hamsters, so cages need to be large, with a plastic base which can be filled with suitable litter materials, so that they can dig.
They must always have fresh, clean water, which they can reach from a bottle attached to their cage.	Dust-free wood shavings are a good choice, providing they are free from preservatives and chemicals, to avoid illness.

Hamsters typically live for 2 years. They are quite a commitment, and owners must care for them properly, according to the Animal Welfare Act.

Did you know ...?

Hamsters hoard food as a survival technique. They can store food in their cheek pouches, equivalent to half their body weight!

Hamsters are nocturnal, so they need to be able to exercise at night and sleep, without disturbances, during the day. They have large eyes to function properly in dimly lit areas.

Their incisor teeth never stop growing! They self-sharpen when a hamster is gnawing food or objects, which grinds the teeth down.

# Questions

1. From where did some domestic hamsters originate from and who was responsible for their breeding?

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2. Explain the feeding requirements of hamsters, in three points.

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3. Describe what sort of cage and materials hamsters need, and the reasons behind the type required.

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4. Explain what "hamsters hoard food as a survival technique" means.

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5. Are hamsters well-suited to being nocturnal? How do you know?

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6. What is the paragraph in italics about?

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7. Imagine you are a vet. A hamster owner has brought their pet in saying that the hamster keeps bumping into things. What would you look for and why?

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## Did you know ...?

### Hamster behaviour

Their whiskers are vital in their exploration of the world, as they detect objects around them. Their whiskers vibrate backwards and forwards at a rate of 30 whisks per second!

Hamsters like to explore, so they need cardboard tubes, wooden chew blocks, small boxes and a hamster wheel, to keep them busy and healthy.

They have very well-developed senses to warn them of predators, and are nervous and easily stressed.

### Dangers to hamsters

Hamsters are small, vulnerable creatures and need to be kept safe. Here are some factors which need to be considered.

- Grapes and rhubarb are poisonous to hamsters.
- They can catch a human cold, and infect people with the cold virus.
- They need to be housed away from objects which transmit ultrasound. For example, TVs, computers and vacuums.
- If you let them out of their cage, make sure no other pets are around, and that the hamster is supervised continually, until it is returned to the cage. They can chew wires and other materials which can make them very ill and affect their breathing.



# Questions

8. What word or phrase could have been used instead of 'vulnerable'?

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9. With reference to the information about the nature of hamsters, why do you think all other pets must be kept away if a hamster is let out of its cage?

10. Which fact has interested or surprised you the most?

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# Answers

1. From where did some domestic hamsters originate from and who was responsible for their breeding?

**The domestic hamster originated in Syria. Israel Aharoni was responsible for their breeding.**

2. Explain the feeding requirements of hamsters, in three points.

**1. Hamsters need pelleted food with a mix of seeds and nuts.**

**2. Food must not get stale or mouldy.**

**3. There must always be clean, fresh water available for them.**

3. Describe what sort of cage and materials hamsters need, and the reasons behind the type required.

**Hamsters need large cages with a plastic base, filled with materials which the hamsters can dig. Dust-free wood shavings need to be used, which are free from preservatives and chemicals, or else the hamster could become ill.**

4. Explain what "hamsters hoard food as a survival technique" means.

**"Hamsters hoard food as a survival technique" means that they collect food to make sure they have enough to survive if it runs out.**

5. Are hamsters well-suited to being nocturnal? How do you know?

**Hamsters are well-suited to being nocturnal because they have large eyes to help them function better in darker areas.**

6. What is the paragraph in italics about?

**The paragraph in italics is about how to keep the hamster entertained and healthy.**

7. Imagine you are a vet. A hamster owner has brought their pet in saying that the hamster keeps bumping into things. What would you look for and why?

**If I were a vet and someone brought a hamster in which was bumping into things, I would look at how long their whiskers are, because their whiskers help them locate/ identify/ find objects around them.**

8. What word or phrase could have been used instead of 'vulnerable'?

**A word or phrase which could have been used instead of vulnerable, is "in danger of being harmed" / "unsafe" / "needs to be protected".**

## Answers

9. With reference to the information about the nature of hamsters, why do you think all other pets must be kept away if a hamster is let out of its cage?  
**Pupil's own response, based on hamsters being nervous and easily stressed.**
10. Which fact has interested or surprised you the most?  
**Pupil's own response.**



# Questions

This activity is to be completed once Chapters 16-17 of 'History Hackers: Roman Rescue' have been read.

1. What evidence is there at the start of Chapter 16 to suggest that Tilda was still a prisoner? Tick one.
- Tilda was locked in a cell.
  - Tilda was wearing a sign that said 'prisoner'.
  - Tilda was shackled with iron chains.

2. Find and copy three things that were being sold at the market.

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3. How did the auctioneer attract everyone's attention? Tick one.
- He banged a stick on a barrel.
  - He shouted using his loudest voice.
  - He blew a whistle.

4. Tilda suddenly felt like a cow at a village fête.

Explain why Tilda felt like a cow.

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5. What bounced out of Charlie's sock? Tick one.
- a coin
  - a ring
  - a bell
6. Find and copy three clues that told Tilda and Charlie that they were back in the twenty-first century.
- 
- 
- 

7. Charlie felt a little flutter of excitement rumble through his belly. "I guess there's only one way we'll ever really find out."

What does the ending of the story suggest?

- Charlie does not ever want to travel in time again.
- Charlie is intrigued to travel back in time again.
- Charlie was hungry and wanted food.

8. Would you recommend this book to a friend? Why/why not?

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# Answers

	I can...
<p>1. What evidence is there to suggest Tilda was still a prisoner? Tick one.</p> <p><input type="radio"/> Tilda was locked in a cell.</p> <p><input type="radio"/> Tilda was wearing a sign that said 'prisoner'.</p> <p><input checked="" type="radio"/> Tilda was shackled with iron chains.</p>	<p>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</p>
<p>2. Find and copy three things that were being sold at the market. Accept three answers from: freshly roasted meats; roughly woven clothing; crudely crafted cooking pots; wooden serving bowls; iron farming tools; slaves.</p>	<p>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</p>
<p>3. How did the auctioneer attract everyone's attention? Tick one.</p> <p><input checked="" type="radio"/> He banged a stick on a barrel.</p> <p><input type="radio"/> He shouted using his loudest voice.</p> <p><input type="radio"/> He blew a whistle.</p>	<p>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</p>
<p>4. Tilda suddenly felt like a cow at a village fête. Explain why Tilda felt like a cow. Cows are sold in public, surrounded by people haggling for them. She was not being treated like a human, equal to everyone else, but like an animal.</p>	<p>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>
<p>5. What bounced out of Charlie's sock? Tick one.</p> <p><input type="radio"/> a coin</p> <p><input checked="" type="radio"/> a ring</p> <p><input type="radio"/> a bell</p>	<p>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</p>

	I can...
<p>6. Find and copy three clues that told Tilda and Charlie that they were back in the twenty-first century. Answers include: they saw tourists; they could hear a police siren.</p>	<p>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</p>
<p>7. Charlie felt a little flutter of excitement rumble through his belly. "I guess there's only one way we'll ever really find out."</p> <p>What does the ending of the story suggest?</p> <p><input type="radio"/> Charlie does not ever want to travel in time again.</p> <p><input checked="" type="radio"/> Charlie is intrigued to travel back in time again.</p> <p><input type="radio"/> Charlie was hungry and wanted food.</p>	<p>• identify how language, structure, and presentation contribute to meaning.</p>
<p>8. Would you recommend this book to a friend? Why/why not? Pupils' own responses.</p>	<p>• recommend books that I have read to my peers, giving reasons for my choices.</p>

# Questions

This activity is to be completed once Chapters 16-17 of 'History Hackers: Roman Rescue' have been read.

1. Find and copy three things that were being sold at the market.

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

2. How did the auctioneer attract everyone's attention? Tick one.

- He banged a stick on a barrel.
- He shouted using his loudest voice.
- He blew a whistle.

3. Tilda suddenly felt like a cow at a village fête.

Explain why Tilda felt like a cow.

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

4. Sequence the following events in the correct order using the numbers 1-4. The first one has been done for you.

- The crowd cheered. Charlie had won!
- Tilda mouthed: Help me, Charlie.
- Charlie started bidding on Tilda.
- 1 The auctioneer banged a heavy stick against the top of an ale barrel.

5. How was Charlie transported to the auctioneer's podium?

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

6. What object bounced out of Charlie's sock?

\_\_\_\_\_

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

Bending close so he couldn't be overheard, the auctioneer whispered to the two children.

8. Find and copy three clues that told Tilda and Charlie that they were back in the twenty-first century.

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

9. Charlie felt a little flutter of excitement rumble through his belly. "I guess there's only one way we'll ever really find out."

What does the ending of the story suggest?

- Charlie does not ever want to travel in time again.
- Charlie is intrigued to travel back in time again.
- Charlie was hungry and wanted food.

10. Would you recommend this book to a friend? Why/why not?

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

# Answers

	I can...
<p>1. Find and copy three things that were being sold at the market.  <b>Accept three answers from: freshly roasted meats; roughly woven clothing; crudely crafted cooking pots; wooden serving bowls; iron farming tools; slaves.</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. How did the auctioneer attract everyone's attention? Tick one.</p> <p><input checked="" type="checkbox"/> He banged a stick on a barrel.</p> <p><input type="checkbox"/> He shouted using his loudest voice.</p> <p><input type="checkbox"/> He blew a whistle.</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. Tilda suddenly felt like a cow at a village fête.          Explain why Tilda felt like a cow.  <b>Cows are sold in public, surrounded by people haggling for them. She was not being treated like a human, equal to everyone else, but like an animal.</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. Sequence the following events in the correct order using the numbers 1-4. The first one has been done for you.</p> <p><input type="checkbox"/> 4 The crowd cheered. Charlie had won!</p> <p><input type="checkbox"/> 2 Tilda mouthed: Help me, Charlie.</p> <p><input type="checkbox"/> 3 Charlie started bidding on Tilda.</p> <p><input checked="" type="checkbox"/> 1 The auctioneer banged a heavy stick against the top of an ale barrel.</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>5. How was Charlie transported to the auctioneer's podium?  <b>'Half-carried, half-dragged'</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>

	I can...
<p>6. What object bounced out of Charlie's sock?  <b>A tiny golden signet ring had bounced out of Charlie's sock.</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>7. Underline the <b>fronted adverbial</b> in this sentence.</p> <p style="border: 1px solid black; padding: 5px; display: inline-block;">Bending close so he couldn't be overheard, the auctioneer whispered to the two children.</p>	<ul style="list-style-type: none"> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading.</li> </ul>
<p>8. Find and copy three clues that told Tilda and Charlie that they were back in the twenty-first century.  <b>Answers include: they saw tourists; they could hear tourists; they could hear pop music; they could hear a police siren.</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>9. Charlie felt a little flutter of excitement rumble through his belly. "I guess there's only one way we'll ever really find out."</p> <p>What does the ending of the story suggest?</p> <p><input type="checkbox"/> Charlie does not ever want to travel in time again.</p> <p><input checked="" type="checkbox"/> <b>Charlie is intrigued to travel back in time again.</b></p> <p><input type="checkbox"/> Charlie was hungry and wanted food.</p>	<ul style="list-style-type: none"> <li>identify how language, structure, and presentation contribute to meaning.</li> </ul>
<p>10. Would you recommend this book to a friend? Why/why not?  <b>Pupils' own responses.</b></p>	<ul style="list-style-type: none"> <li>recommend books that I have read to my peers, giving reasons for my choices.</li> </ul>

# Questions

This activity is to be completed once Chapters 16-17 of 'History Hackers: Roman Rescue' have been read.

1. a) Read the sentence.

Tilda suddenly felt like a cow at a village fête.

Explain why Tilda felt like a cow.

b) What type of figurative language has the author used here? Tick one.

Metaphor     Simile     Personification

2. a) Underline the fronted adverbial in the sentence, and circle the metaphor.

Too small to see over the heads of the crowd, he leapt onto an upturned barrel and watched as excited men peppered the auctioneer with bids.

b) What image does this metaphor create for the reader?

3. Sequence the following events in the right order using the numbers 1-5. The first one has been done for you.

- The crowd cheered. Charlie had won!
- Tilda mouthed: Help me, Charlie.
- Charlie started bidding on Tilda.
- 1 Tilda was attracting a lot of attention.
- The auctioneer banged a heavy stick against the top of an ale barrel.

4. Charlie couldn't understand what was so special about it -- nor did he care.

Why didn't Charlie care?

5. "We found it," Tilda interrupted. "We didn't steal it. It doesn't belong to anyone from this... erm... place."

Why does Tilda hesitate at the end of this sentence?

6. Find and copy three clues that told Tilda and Charlie that they were back in the twenty-first century.

7. How do you think the children felt when they returned to twenty-first century life and why?

8. Charlie felt a little flutter of excitement rumble through his belly. "I guess there's only one way we'll ever really find out."

What does the ending of the story suggest?

9. Would you recommend this book to a friend? Why/why not?

# Answers

1. a) Read the sentence.

Tilda suddenly felt like a cow at a village fête.

Explain why Tilda felt like a cow.  
**Cows are sold in public, surrounded by people haggling for them. She was not being treated like a human, equal to everyone else, but like an animal.**

1. b) What type of figurative language has the author used here? Tick one.

- Metaphor  Simile  Personification

2. a) Underline the **fronted adverbial** in the sentence, and circle the **metaphor**.

Too small to see over the heads of the crowd, he leapt onto an upturned barrel and watched as excited men peppered the auctioneer with bids.

2. b) What image does this metaphor create for the reader?  
**The word 'peppered' suggests that the bids are covering the auctioneer on all sides as if being poured from a pepper mill.**

3. Sequence the following events in the correct order using the numbers 1-5. The first one has been done for you.

- 5 The crowd cheered. Charlie had won.  
 3 Tilda mouthed: Help me, Charlie.  
 4 Charite started bidding on Tilda.  
 1 Tilda was attracting a lot of attention.  
 2 The auctioneer banged a heavy stick against the top of an ale barrel.

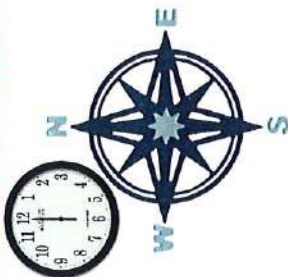
	I can...	
4.	Charlie couldn't understand what was so special about it - nor did he care.  Why didn't Charlie care? <b>Charlie just wanted to get out of Roman Britain as fast as he could. He wasn't worried about losing the valuable Roman ring.</b>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
5.	"We found it," Tilda interrupted. "We didn't steal it. It doesn't belong to anyone from this... erm... place."  Why does Tilda hesitate at the end of this sentence? <b>Accept answers suggesting that Tilda intended to say 'time' but did not want to arouse suspicion and so changed her word to 'place'.</b>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>identify how language, structure, and presentation contribute to meaning.</li> </ul>
6.	Find and copy three clues that told Tilda and Charlie that they were back in the twenty-first century. <b>Answers include: they saw tourists; they could hear a tourists; they could hear pop music; they could hear a police siren.</b>	<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>
7.	How do you think the children felt when they returned to twenty-first-century life and why? <b>Pupils' own responses; references to the children feeling relieved and content.</b>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>
8.	Charlie felt a little flutter of excitement rumble through his belly. "I guess there's only one way we'll ever really find out."  What does the ending of the story suggest? <b>This ending suggests that Charlie wants to try a different time door, and travel back in time again.</b>	<ul style="list-style-type: none"> <li>identify how language, structure, and presentation contribute to meaning.</li> </ul>
9.	Would you recommend this book to a friend? Why/why not? <b>Pupils' own responses.</b>	<ul style="list-style-type: none"> <li>recommend books that I have read to my peers, giving reasons for my choices.</li> </ul>

Wrens Maths Group activities for Summer Week 8 –Shape and measures.

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

Monday – LO: to recognise that there are four right angled turns in a full turn.

From Year 1 and Year 2 you should remember that there are four right angled turns in one complete turn.



If you remember you would have stood up and the teacher would have said you were facing North, or 12 o'clock.

Then you would have turned one right angle to the right to face East, or 3 o'clock.

Next you would have turned another right angle to face South, or 6 o'clock.

Then another right angle to face West, or 9 o'clock. Finally, one more right angle to face back to North, or 12 o'clock again.

Just like using cm and m to measure how long, or tall something is, we can measure how far we have turned too!

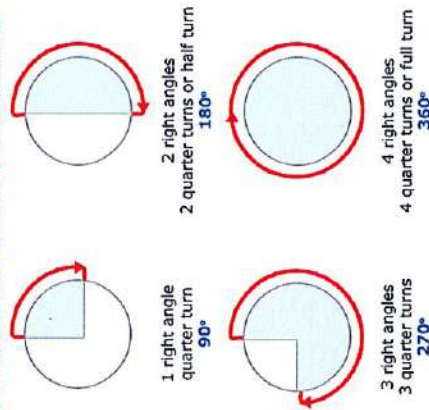
We measure how far we turn in units called degrees.

There are 360 degrees in a full turn.

Instead of writing the word degrees all the time we use a little o that floats in the air like this °.

So, a full turn would be written as 360°.

This diagram shows you how many degrees are in the turns you made above.



As you are clever you will have worked out that each right angle you turn is 90 degrees or 90°.

Monday, activity 1.

For this activity you will need a copy of the **Squared paper.pdf** if you don't have a printer, then use a ruler to draw a grid of 1cm squares on a plain side of your green book (think of it as a measuring activity), you only need to fill about half the page with the grid.

1: cut a 3 square by 3 square grid from the bottom corner of the squared paper (or draw a 3cm by 3cm square grid on a piece of scrap paper).

2: choose two different coloured pencil crayons or felt tips and colour the 3 by 3 grid in a simple pattern, I coloured mine like this:



3: copy this pattern onto top left of the squared paper, or grid you drew in your green book.

4: rotate your piece of paper through one right angle and copy that pattern next to the one you have coloured already mine looks like this:



5: rotate the pattern through another right angle and copy that next to the second one.

6: keep rotating and drawing your pattern until you run out of space across the squared paper – you have made a rotating pattern – mine looks like this:



Monday, activity 1 extension.

Make another 3 by 3 grid and use three colours to make a more complex pattern.

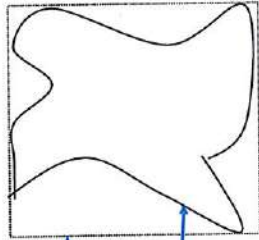
Repeat steps 1 to 6 above to create another rotational pattern.

You could even try this with four or five colours, or even nine!

**Monday, activity 2.**

Another way of making a rotational pattern is to get a square of paper or thin card about a quarter the size of a page in your green book.

Then cut off a few bits of the square to make an interesting shape – keep it quite simple.

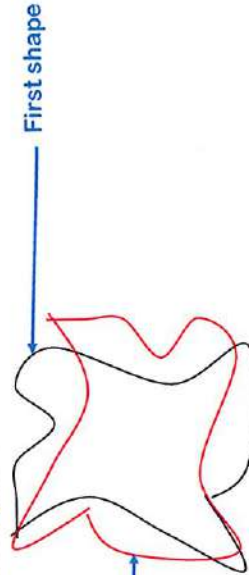


Square of card

Interesting shape

Draw around the shape in your green book.

Rotate the shape through  $90^\circ$  (one right angle turn), place it in the middle of the first shape and draw around it again – see below:



Second shape

First shape

Rotate the shape through another  $90^\circ$  and put it in the middle of shape, draw around it.

Rotate the shape one last right angle to finish your new rotational pattern.

If you wish you could colour this in.

**Monday, activity 1 extension.**

Cut a more complicated pattern out of another square of card.

Then repeat the activity above.

Tuesday – LO: to recognise angles that are bigger and smaller than a right angle.

It's easy to spot a right angle it's the corner of your book, the table, the TV.

There are four types of angle.

Right angles we already know about.

Acute angles are less than a right angle.

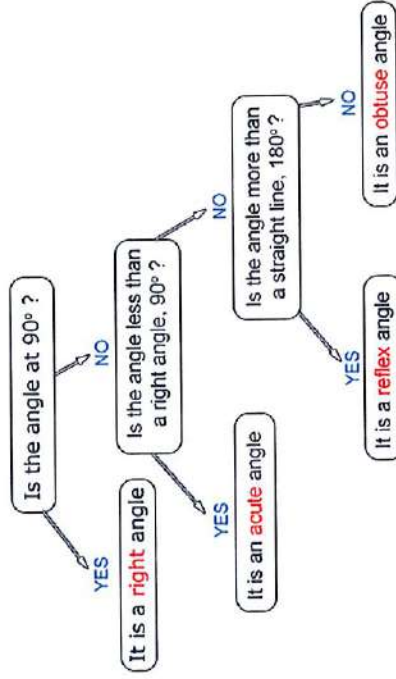
Obtuse angles are more than a right angle. However, if they are more than a straight line then they are called reflex angles.



acute angle

obtuse angle

reflex angle



This song is a fun way of remembering – you don't need to know the bit about protractors at the end, but if you listen then it will help you in Year 4.

[https://www.youtube.com/watch?v=NVuMULQjb3o&feature=emb\\_err\\_woyt](https://www.youtube.com/watch?v=NVuMULQjb3o&feature=emb_err_woyt)



Tuesday, activity 1.

You will need a reading book, or something you can easily hold with a right angled corner on it.

Draw a table like the one below in your green book.

Acute	Right angle	obtuse

Walk around your home and garden finding examples of each type of angle. If you think you can find examples of reflex angles add a column for that too.

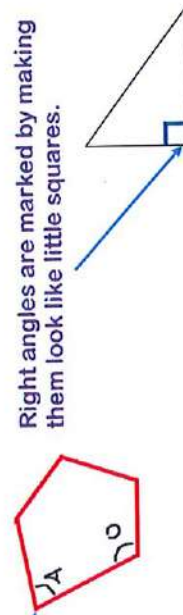
Tuesday, activity 2.

Use a ruler to draw four irregular (sides not the same length) shapes in your green book.

Here are some examples:



Mark each angle in the shape with the type of angle it is: Use the letter A for acute, O for obtuse and R for reflex. Like this.



Tuesday, activity 2 extension.

Can you draw an irregular shape that has one reflex angle?

Can you draw a shape with two reflex angles?

Wednesday: LO: to learn the difference between parallel, intersection and perpendicular lines.

The song below gives a good introduction to the three types of lines mentioned above.

[https://www.youtube.com/watch?v=P3AOoLbA3us&feature=emb\\_rel\\_err](https://www.youtube.com/watch?v=P3AOoLbA3us&feature=emb_rel_err)

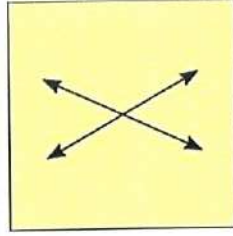
Here's a recap:

Parallel lines never meet – they are like train tracks, or parallel bars if you're a gymnast.

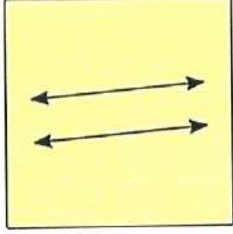
Intersecting lines cross each other and make V shapes.

Perpendicular lines cross each other at a right angle.

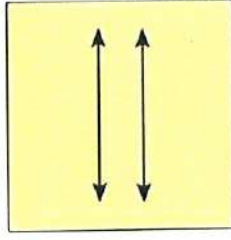
Here are some examples:



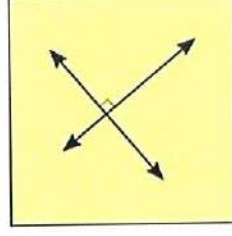
Intersecting



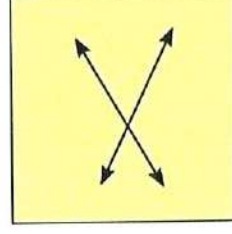
Parallel



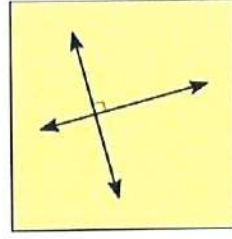
Parallel



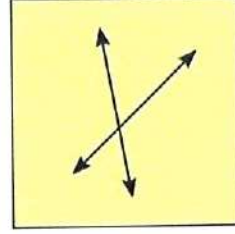
Perpendicular



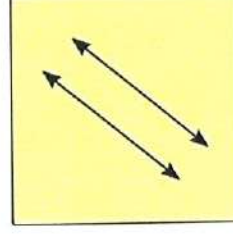
Intersecting



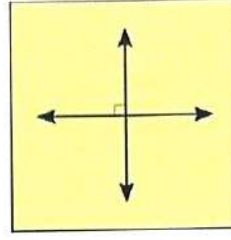
Perpendicular



Intersecting



Parallel



Perpendicular

### Wednesday activity 1.

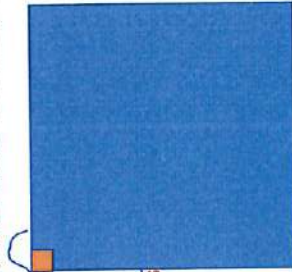
Draw examples of parallel, intersecting, and perpendicular lines in your green book and label them – use a ruler!

If you look closely at the examples of perpendicular lines on the previous page you will see that a small square has been drawn to show that they meet at a right angle, so make sure you add this to the examples you draw too!

### Wednesday activity 2.

Lots of shapes have parallel and or perpendicular sides.

A square is an example of a shape that has both types of sides in it. The sides of a square meet at right angles so they are perpendicular. The opposite sides of a square will never meet, so they are parallel.



These two sides meet at a right angle, so they are perpendicular.

The top and bottom sides are parallel. So are the left and right sides.

We show that sides are parallel by drawing little arrows on them:

The single arrow at the top and bottom show those two sides are parallel.

The double arrow on the left and right show those two sides are parallel.

If the shape had a third set of parallel sides you would draw three little arrows. If the shape had four sets you would use four arrows and so on.

Draw your own examples of shapes which have some parallel, or perpendicular sides.

Mark the parallel sides with little arrows and the perpendicular sides by marking the right angle where they meet with a little square.

### Wednesday extension.

This video sums up the activities so far.

<https://www.youtube.com/watch?v=LcNKF5OBfwY>

The new bit of learning in it is the word congruent, it sounds hard however it basically means the same length!

You mark congruent sides (sides which are the same length) with a straight line and those that are parallel with little arrows.

Lines can be congruent and parallel at the same time.

Think of the square in the example and in the video. All four sides are congruent and it has two sets of parallel lines.

Look back at the shapes you drew and mark on any congruent lines using little dashes like the lady showed you in the video.

**Thursday:** LO: *faces, vertices and edges of 3D shapes.*

So far, we have looked at 2D or flat shapes, now we are going to look at 3D shapes. The D stands for dimensional.

## 3D SHAPES

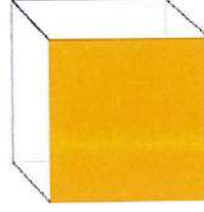
You have looked at these before, use the diagram and the descriptions below to refresh your memory.

**Faces:** these are the flat or curved parts of the 3D shape.

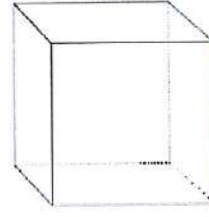
**Edges:** these are where two faces meet on a 3D shape.

**Vertices:** these are where 3 or more edges meet on a shape.

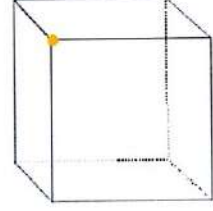
**Vertices** is plural (more than one) the singular (one) of vertices is **vertex**.



**EDGES ARE THE LINE SEGMENTS WHERE TWO FACES MEET**



**VERTICES ARE THE PLACES WHERE 3 OR MORE EDGES MEET**



**Thursday activity.**

Copy this table into your green book:

object	faces	edges	vertices

Have a hunt around your house for five different shaped containers, boxes and tins. Your parents might have some interestingly shaped boxes that perfume, or aftershave came in.

Write the name of each object in the table.

Then for each one count the number of faces, edges and vertices it has and complete the table.

**REMEMBER** – a vertex is where three or more edges meet, some objects, like an ice-cream cone have a point not a vertex because the point is made by one face curving around.



Example:

object	faces	edges	vertices
Shredded wheat box	6	12	8
Baked bean tin	3	2	0

**Friday, L.O:** to recap units of time.

**Friday, activity 1.**

You will need a copy of **Time words to sort.pdf**, if you don't have a printer then copy the words onto a piece of paper.

All the words are to do with time, either measures of time like second and minute, or names we give to certain lengths of time like week and month.

**First:** cut out the words.

**Next:** sort them into two piles, one pile of words you are familiar with and the other pile words you're not sure about.

Don't worry a description of each word will be given later.

**Then:** look at the pile of words you do know. How do those words link together? Can you put them into some sort of time order? Have a go at sorting those words from the smallest amount of time to the largest.

**Finally:** now you have sorted the words you know into time order have a go at slotting the words you are not sure about into that list.

Use **Time words definitions.pdf** to check you were correct in your sorting.

**Friday, activity 2.**

Use your knuckles to help you remember how many days are in each month of the year.

First make a fist with the hand you don't write with – usually the left one. Then start at the knuckle on the left, this is January. Because you are on a knuckle it will have 31 days.

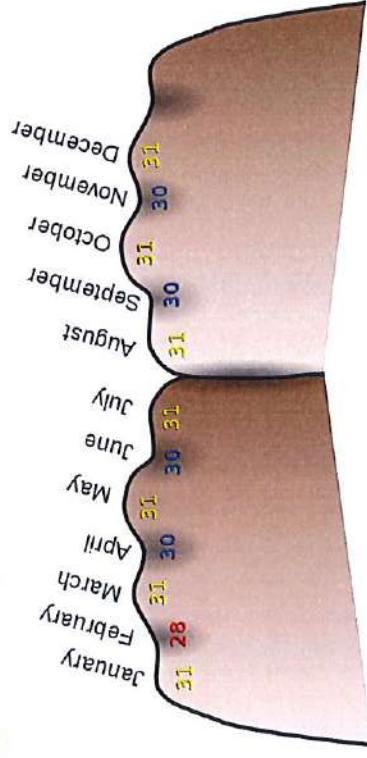
Next to that knuckle is a dip, this is February.

Dips usually have 30 days, but February is an exception, it only has 28, or sometimes 29, days.

The next knuckle is March, so March has 31 days.

The next dip is April, so April only has 30 days and so on.

The Diagram below explains this a lot clearer!



**Friday, extension:**

This is more Science than Maths, but it's still linked. Years have 365 days and leap years have 366. Find out why!

## Time words – definitions

Words to do with measuring time – smallest to largest:

**Second** – the smallest unit of measuring time we use in everyday life.

**Minute** – 60 seconds.

**Hour** – 60 minutes or 3600 seconds.

**Day** – 24 hours.

**Week** – 7 days.

**Fortnight** – two weeks or 14 days.

**Month** – often said to be 4 weeks or 28 days.

**Year** – 12 months, or 365 days.

**Leap year** – 366 days – we get a leap year every 4 years, 2020 is a leap year.

**Decade** – 10 years.

**Century** – 100 years or ten decades.

**Millennium** – 1000 years.

Words to do with lengths of time - they are the months of the year and here they are in order:

January

February

March

April

May

June

July

August

September

November

December

## Wrens Maths Week 7 answers.

Monday – LO: to scale quantities of ingredients.

### Monday, activity 1.

If you wanted to make 32 scones, what quantity of each ingredient would you need now?

904g self-raising flour  
224g butter  
104g caster sugar  
300ml milk  
4 eggs

If you wanted to make double the amount of ice-cream, what quantity of ingredients would you need?

8 large egg yolks  
160g caster sugar  
500ml double cream  
500ml milk  
2 vanilla pods

### Monday, activity 2.

If you only wanted to make 4 scones, how much of each ingredient would you need?

113g self-raising flour  
28g butter  
13g caster sugar  
75ml milk  
1/2 egg

If you wanted to make half the amount of ice-cream, what quantity of ingredients would you need?

2 large egg yolks  
40g caster sugar  
125ml double cream  
125ml milk  
1/2 vanilla pod

Tuesday – LO: to draw scale drawings of shapes.

### Tuesday, activity 1.

Finally: how much bigger is Square B compared to Square C? **4 times bigger**

### Tuesday, activity 2.

Finally: how much smaller is Rectangle C than Rectangle B? **9 times smaller**

Wednesday: LO: to divide with remainders.

Wednesday, activity: Work out the answers to these division problems – they will all have remainders.

1)  $52 \div 5 = 10 \text{ r}2$

5)  $35 \div 3 = 11 \text{ r}2$

2)  $29 \div 4 = 7 \text{ r}1$

6)  $61 \div 2 = 30 \text{ r}1$

3)  $74 \div 6 = 12 \text{ r}2$

7)  $47 \div 4 = 11 \text{ r}3$

4)  $46 \div 8 = 5 \text{ r}1$

8)  $48 \div 5 = 9 \text{ r}3$

Thursday: LO: to work out properties of numbers.

In the three blank number boxes, write down a number of your choice between 60 and 99, then fill in the other boxes for the numbers you chose.

number	Odd or Even	Divide by 5 no remainder	Divide by 4 no remainder	Divide by 3 no remainder	Not divisible by 5, 4 or 3.
15	odd	✓	X	✓	X
36	even	x	✓	✓	x
38	even	x	x	x	✓
42	even	x	x	✓	x
45	odd	✓	x	✓	x
50	even	✓	x	x	x
52	even	x	✓	x	x
54	even	x	x	✓	x
56	even	x	✓	x	x
60	even	✓	✓	✓	x

Challenge 1:

Serves 8 people

150g butter

100g dark brown soft sugar

50g dried fruit

3 tablespoons of golden syrup

200g porridge oats

Serves 100 people

1875g butter

1250g dark brown soft sugar

625g dried fruit

37  $\frac{1}{2}$  tablespoons of golden syrup

2500g porridge oats

#### Challenge 4:

The largest number the remainder can be is always one less than the number you are dividing by.

If you divide by 5 the largest number the remainder can be is 4.

If you divide by 6 the largest number the remainder can be is 5 and so on.

November

April

January

Millennium

March

May

Decade

Fortnight

Second

June

Hour

Year

Month

July

August

Leap year

Week

October

September

Minute

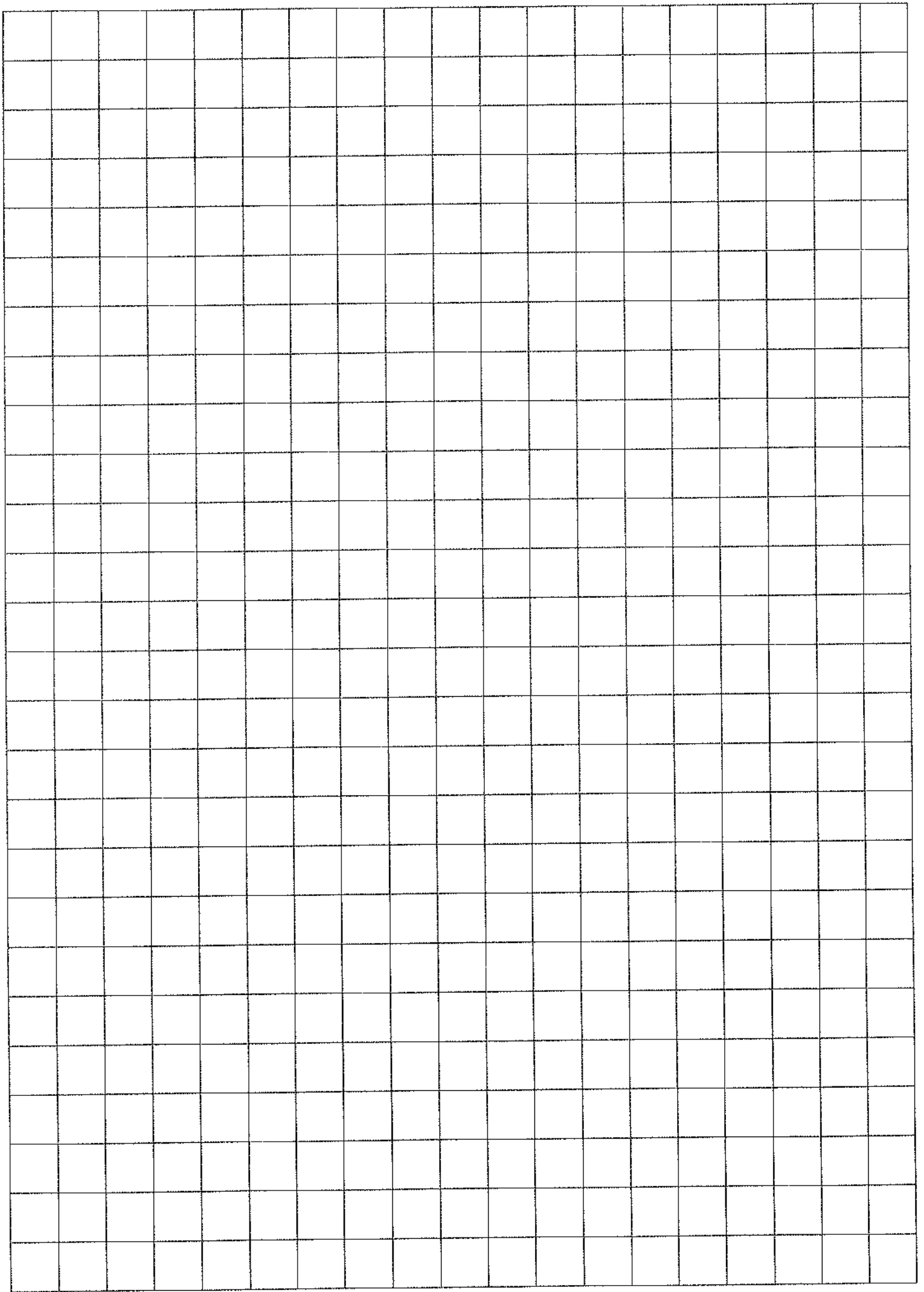
Century

December

Day

February





Robins Maths week 7 answers.

Monday – LO: to scale quantities of ingredients.

Monday, activity 1.

If you wanted to make 20 scones, what quantity of each ingredient would you need now?

400g self-raising flour  
120g butter  
60g caster sugar  
70ml milk  
2 eggs

If you wanted to make double the amount of ice-cream, what quantity of ingredients would you need?

8 large egg yolks  
160g caster sugar  
400ml double cream  
400ml milk  
2 vanilla pods

Monday, activity 2.

If you only wanted to make 5 scones, how much of each ingredient would you need?

100g self-raising flour  
30g butter  
15g caster sugar  
70ml milk  
1/2 egg

If you wanted to make half the amount of ice-cream, what quantity of ingredients would you need?

2 large egg yolks  
40g caster sugar  
100ml double cream  
100ml milk  
1/2 vanilla pod

Tuesday – LO: to draw scale drawings of shapes.

Tuesday, activity 1.

Finally: how much bigger is Square B compared to Square C? **4 times bigger**

Tuesday, activity 2.

Finally: how much smaller is Rectangle C than Rectangle B? **9 times smaller**

Wednesday: LO: to work out properties of numbers.

Remember when we talk about the properties of a number we are talking about things like, how many digits the number has, whether the digits are odd or even, which times tables the number fits into etc.

Complete this table to show the properties of these numbers.

It can be printed out and stuck into your book or copied into the book.

The first one has been done for you:

In the two blank number boxes, write down a number of your choice between 40 and 60, then fill in the other boxes for the numbers you chose.

number	Odd or Even	Divide by 4	Divide by 3	Cannot divide by either
6	even	x	✓	x
7	odd	x	x	✓
12	even	✓	✓	x
15	odd	x	✓	x
24	even	✓	✓	x
30	even	x	✓	x
32	even	x	x	✓
36	even	✓	✓	x

Thursday: LO: to divide with remainders.

Work out the answers to these division problems – they will all have remainders.

1)  $19 \div 5 = 5 \text{ r}4$

2)  $22 \div 4 = 5 \text{ r}2$

3)  $14 \div 3 = 4 \text{ r}2$

4)  $42 \div 4 = 10 \text{ r}2$

5)  $35 \div 10 = 3 \text{ r}5$

6)  $29 \div 2 = 14 \text{ r}1$

7)  $37 \div 4 = 9 \text{ r}1$

8)  $48 \div 5 = 9 \text{ r}3$

### Challenge 1:

Here is a recipe for flapjacks.

#### **Serves 30 people**

450g butter  
300g dark brown soft sugar  
150g dried fruit  
9 tablespoons of golden syrup  
600g porridge oats

#### **Serves 15 people**

225g butter  
150g dark brown soft sugar  
75g dried fruit  
4 1/2 tablespoons of golden syrup  
300g porridge oats

### Challenge 4:

The largest number the remainder can be is always one less than the number you are dividing by.

If you divide by 5 the largest number the remainder can be is 4.

If you divide by 6 the largest number the remainder can be is 5 and so on.

### Red and Yellow Groups.

Y is sometimes called a consonant vowel when it is used instead of the letter i in words.

gym  
myth  
symbol  
symmetry  
bicycle  
rhyme  
cylinder  
crystal  
cymbal  
syrup

Red group only - typical

Red group only - mystery

### Blue Group.

Y is sometimes called a consonant vowel when it is used instead of the letter i in words.

gym  
myth  
symbol  
symmetry  
bicycle  
rhyme

### Green Group.

door  
man  
she  
will  
you

### Rainbow group.

sound  
still  
such  
suddenly  
sure

## Dictation - using y as an i.

### **Red and Yellow Groups**

"Did you ride your bicycle to school today?" Dan asked his friend Sue.

The teacher asked the children to draw a symbol with one line of symmetry.

"Is a golden syrup tin a cylinder?" Nan asked.

Dan was clever and wrote a myth that rhymed.

You shouldn't play a cymbal in the gym!

### **Blue Group.**

"Please write a myth," the teacher said.

Does a bicycle have one or two wheels?

"Boat and coat rhyme," Sue said.

A symbol is a picture of something.

Sometimes we do symmetry in maths.

### **Rainbow Group.**

Suddenly Dan heard a sound.

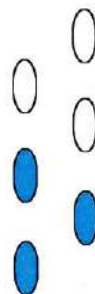
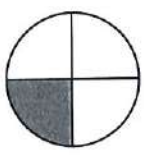
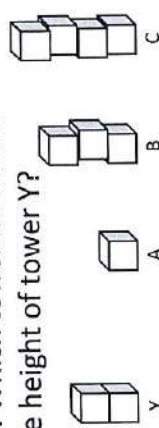
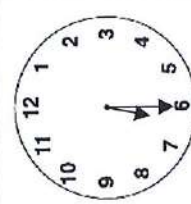




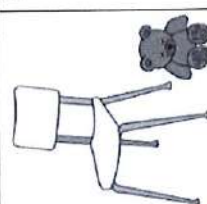
"Stand still and don't move," the man said.

"You are such a silly person," Dad told Sue.

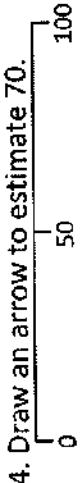
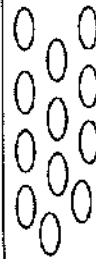
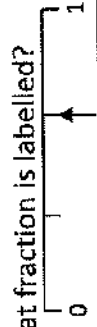

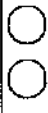

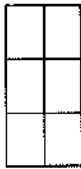
Are you sure this is the way?

- 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. 😊

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Group: \_\_\_\_\_

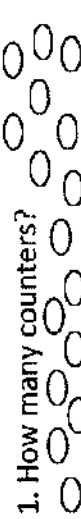
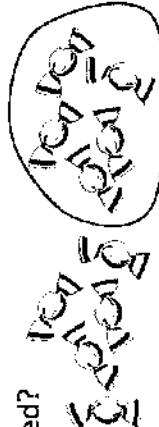
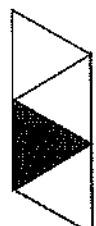




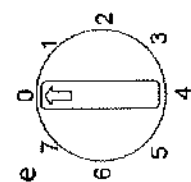
A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1:1	1. What is the missing number? 22 21 20 <input type="text"/> 18	1:11	11. Colour in $\frac{1}{2}$ of the counters. 	1:16	16. I finish school in the: a. morning b. afternoon c. evening.
1:2	2. What is the missing number? 2 4 6 <input type="text"/> 10	1:12	12. What fraction of this shape has been coloured in? 	1:17	17. What month comes <b>after</b> April? a. February b. May c. March
1:3	3. What number is one <b>more</b> than 59?	1:13	13. Which tower is <b>double</b> the height of tower Y? 	1:18	18. What time does this clock show? 
1:4	4. What number is labelled? 	1:14	14. How long is the matchstick? 	1:19	19. What is this shape? 
1:5	5. Write this number in words: 13	1:15	15. How much altogether? 	1:20	20. The teddy bear is: a. on the chair. b. under the chair. c. next to the chair. 
1:6	6. What symbol is missing? 5 <input type="text"/> 3 = 2				
1:7	7. What is the missing number? 9 + <input type="text"/> = 20				
1:8	8. 16 - 7 =				
1:9	9. Tom has 10 apples. Kim has 5 apples. How many apples altogether?				
1:10	10. 9 pens are shared by 3 children. How many pens do they get each?				
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)		Y (8-15)	
				G (16-20)	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Group: \_\_\_\_\_





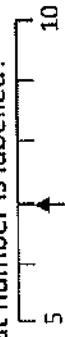


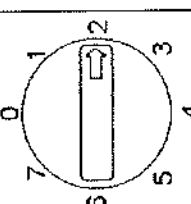
A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
3:1	1. What is the missing number? 0 100 200 300 400 <input type="text"/>	3:10	11. $36 \div 4 =$	3:23	21. David says the time is "8 o'clock in the morning". Which of these means the same thing? a. 8 noon    b. 8 am    c. 8 pm
3:2	2. What is the 8 worth in this number? 847	3:10	12. $4 \times 3 =$	3:24	22. How many days are in a year? a. 52    b. 365    c. 366
3:3	3. Put these in order, largest first. 847 478 874 784	3:11	13. Use $24 \div 8 = 3$ to solve: $240 \div 8 =$	3:25	23. On the grid draw a hexagon.
3:4	4. Draw an arrow to estimate 70. 	3:12	14. What is the missing number? $80 \div \square = 2 \times 4$		
3:5	5. Tom counts up in 100s starting from 300. What will his 4 <sup>th</sup> number be?	3:13	15. What is the missing fraction? $\frac{5}{10}, \frac{6}{10}, \frac{\square}{10}$		
3:6	6. $714 - 100 =$	3:14	16. Shade $\frac{1}{4}$ of the counters. 		
3:7	7. $293 + 49 =$	3:15	17. What fraction is labelled? 	3:29	24. No. of tyres sold one weekend: Key:  means 4 tyres Saturday  Sunday 
3:9	8. Write a sum to check $89 - 65 = 24$ . Check: $24 \square 65 \square 89$	3:16	18. This shape is in sixths. Shade in $\frac{1}{3}$ . 	3:30	25. How many tyres were sold on Saturday? 13 tyres were sold on Sunday. Show this.
3:8	9. After spending 56p, Sue still has 44p left. How much did she start with?	3:17	19. Subtract the $\frac{4}{11} - \frac{2}{11}$ fractions.		
3:9	10. What is the missing number? $\square + 412 = 724$	3:18	20. Write the smallest fraction. $\frac{2}{8}, \frac{7}{8}, \frac{3}{8}, \frac{5}{8}$		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)    G (20-25)	



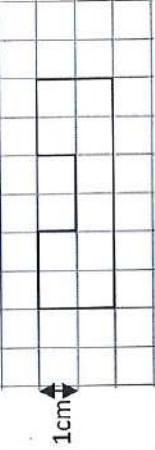
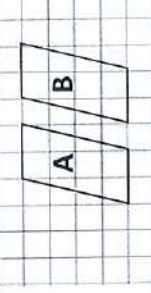
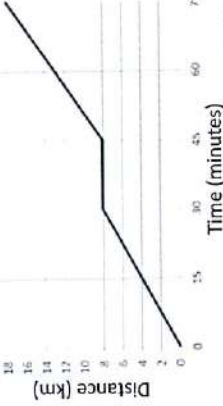
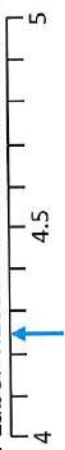
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Group: \_\_\_\_\_

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1:1	1. How many counters? 	1:11	11. What fraction of the sweets is circled? 	1:16	16. If today is Tuesday, tomorrow is: a. Monday b. Wednesday c. Tuesday
1:2	2. What is the missing number? 10 20 30 <input type="text"/> 50	1:12	12. What fraction of this shape is coloured in? 	1:17	17. What month is the sixth month of the year? a. March      b. June      c. August
1:3	3. What number is one more than 49?	1:13	13. Circle the animal that is the slowest? 	1:18	18. Draw the hands to show: Half past seven.
1:4	4. Write a number that is more than 12.	1:14	14. How much water is in the bowl? 	1:19	19. What is this shape?  a. square b. triangle c. rectangle
1:5	5. Write this number in numerals: thirteen	1:15	15. How much altogether? 	1:20	20. What number will the dial be pointing to after a three quarter turn clockwise? 
1:6	6. What symbol is missing? 14 <input type="text"/> 7 = 7				
1:7	7. What is the missing number? 6 + <input type="text"/> = 20				
1:8	8. 13 + 6 =				
1:9	9. Mike has 17 sweets. He eats 6 of them. How many does he have left?				
1:10	10. 3 cakes come in a box. If you buy 4 boxes, how many cakes do you have?				
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)		Y (8-15)      G (16-20)	

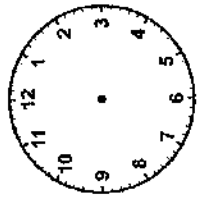
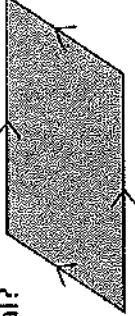
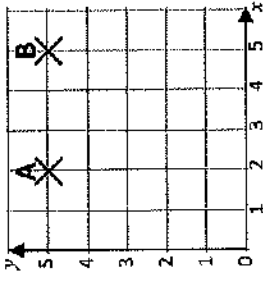
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
2:1	1. What is the missing number? 36 46 56 66 76 <input type="text"/>	2:11	11. $7 \times 5 =$	2:18	21. Which of these has the <b>smallest capacity</b> ? a. a bath  b. a bucket  c. a cup 
2:2	2. Circle the <b>3s</b> that have a value of <b>30</b> . 13 38 43 31	2:11	12. Which are the odd numbers? 7 14 21 28	2:21	22. How many <b>hours</b> are there in <b>1 day</b> ? a. 12  b. 24 c. 60
2:3	3. What number is labelled? 	2:12	13. What symbol is missing? $6 \times 3 \square = 18$	2:23	23. Which of these shapes has <b>3 sides</b> ? a. triangle b. circle c. square
2:4	4. Put these in order, smallest first. 65 6 5 56	2:12	14. What symbol is missing? $20 \square \div 5 = 4$	2:24	24. Complete the sentence: A <b>triangular prism</b> has <b>5</b> a. vertices  b. edges c. faces
2:5	5. Write this number in words. 84	2:13	15. Is this true? Write 'yes' or 'no'. $18 \div 6 = 6 \div 18$		
2:6	6. A garden has 8 trees. 6 more are planted. How many trees now?	2:14	16. 6 flowers each have 4 petals. How many petals are there in total?		
2:7	7. Use $8 + 12 = 20$ to answer: $24 + \square = 60$	2:14	17. I have 24 eggs. If they come in boxes of 6, how many boxes do I have?		
2:8	8. $4 + 8 + 7 =$	2:15	18. What fraction of the strawberries is circled? 		
2:9	9. Tick (✓) if true: $62 + 9 = 9 + 62$ <input type="checkbox"/> $42 - 9 = 9 - 42$ <input type="checkbox"/>	2:15	19. Write the fraction <b>two thirds</b> in numerals.	2:28	25. This dial is pointing at 2. What number will it point to after being turned <b>clockwise</b> through <b>1 right angle</b> ? 
2:10	10. Use $46 - 13 = 33$ to help find: $33 + 13 = \square$	2:16	20. What is $\frac{1}{4}$ of 16?		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	
				G (20-25)	


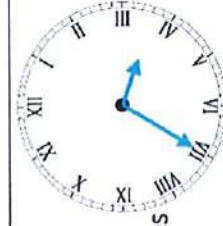







Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
4:1	1. What is the missing number? 18 24 30 <input type="text"/> 42	4:9	11. $7 \times 11 =$ <b>77</b>	4:20	21. What is the area of this shape? 
4:1	2. What is the missing number? 7,000 8,000 9,000 <input type="text"/>	4:10	12. Circle the sum that is the same as 27 x 12: 3 x 4 x 9 <u>3 x 9 x 12</u>	4:24	22. Circle the name that describes the smallest angle. Right angle    Obtuse angle <u>Acute angle</u>
4:2	3. Round this number to the nearest 100: 5,731	4:11	13. $293 \times 7 =$ <b>2,051</b>	4:27	23. To transform shape A onto B: Translate A <input type="text"/> units to the <input type="text"/> . 
4:2	4. What is 1,000 less than 3,293?	4:12	14. To work out $53 \times 8$ you could do: <input type="text"/> x 8 + 3 x <input type="text"/>	4:29	24. Tom rode to his friend's house. 
4:3	5. What is 3 less than 1?	4:13	15. Circle the equivalent fraction to $\frac{1}{7}$ . $\frac{3}{28}$ $\frac{5}{35}$ $\frac{23}{35}$ $\frac{24}{56}$	4:30	25. How much further was the 2nd part of Tom's journey than the first? <b>4km</b>
4:4	6. What is the value of the 2 in this number? 3,296	4:14	16. Complete the sequence: $\frac{22}{100}$ $\frac{23}{100}$ $\frac{24}{100}$ <input type="text"/>		
4:5	7. Write the number 37 in Roman numerals.	4:15	17. $\frac{9}{5} + \frac{2}{5} =$ <b>XXXVII</b>		
4:6	8. $1,235 + 824 =$	4:16	18. Write 0.5 as a fraction. <b><math>\frac{1}{2}</math></b>		
4:7	9. Write the sum to check $1,930 + 383 = 2,313$ : $2,313$ <input type="text"/> $1,930$ <input type="text"/> $383$	4:17	19. $8 \div 100 =$ <b>0.08</b>		
4:8	10. There are 213 people on a train. 28 get on & 49 get off. How many now?	4:18	20. Label 4.25cm on the ruler section: 		
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	
4:1	1. What is the missing number? 50 75 100 <input type="text"/> 150	4:9	11. $84 \div 12 =$	4:21	21. Which of these is the best estimate for the weight of a packet of crisps? a. 2 grams b. 20 grams c. 200 grams
4:1	2. What is the missing number? 54 <input type="text"/> 72 81 90	4:10	12. Use $3 \times 7 \times 11 = 231$ to answer: $21 \times 11$	4:22	22. Draw the hands to show: <div style="border: 1px solid black; padding: 2px; display: inline-block;">19:05</div> 
4:2	3. What is 1,000 less than 2,934?	4:11	13. $64 \times 8 =$	4:23	23. What is the name of this quadrilateral? 
4:2	4. Round this number to the nearest 1,000: 3,275	4:12	14. Shop A sells 6 pens for 3.60. Shop B sells 2 pens for 1. Which is cheaper?	4:28	24. Plot the point (5, 2). Label it C. 
4:3	5. Put these numbers in order, smallest first: -1 -5 -3	4:13	15. $\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$		25. Points A, B and C form 3 corners of a square. Plot the fourth corner of the square and label it D.
4:4	6. Put these in order, smallest first: 2,395 2,593 2,359	4:14	16. I have $\frac{100}{100}$ of a cake. How many hundredths do I need to make $\frac{1}{10}$ ?		
4:5	7. What number does this Roman Numeral represent? LXXV	4:15	17. $\frac{9}{5} - \frac{2}{5}$		
4:6	8. $3,473 - 1,230 =$	4:16	18. Write $\frac{36}{100}$ as a decimal number.		
4:7	9. Write the sum to check $392 - 98 = 294$ : $98 + \square = \square$	4:17	19. What is the value of the 1 in: 3.91		
4:8	10. Pencils weigh 55g. Pens weigh 73g. How heavy are 2 pencils and 1 pen?	4:18	20. Round 3.6 to the nearest whole number.		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19) G (20-25)	


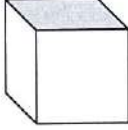
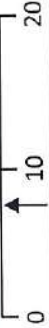
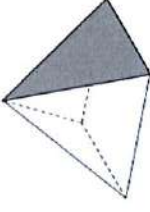
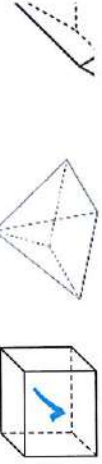



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
3:1	1. What is the missing number? 0 50 <input type="text"/> 150 200 250	3:10	11. $72 \div 8 =$	3:19	21. One cup holds 330 millilitres of liquid. How much do 3 cups hold? 
3:2	2. What is the 3 worth in this number? 513	3:10	12. $12 \times 8 =$	3:21	22. Tom bought 4 cans of pop that were 60p each. How much did they cost in total? Give your answer in pounds and pence.
3:3	3. Write this number in words. 720	3:11	13. $34 \times 4 =$	3:22	23. Draw hands on the clock to show Twenty five minutes to four. 
3:4	4. Estimate the labelled number? 	3:12	14. I buy 6 packs of balloons. I have 30 balloons. How many are in each pack? 	3:27	24. How many right angles make half a turn? 
3:5	5. Write a number that is smaller than 648 using the same three digits.	3:13	16. What fraction is circled? 	3:28	25. Circle the vertical line. 
3:6	6. $392 + 10 =$	3:14	16. What fraction is shaded? 		
3:7	7. $528 - 64 =$	3:15	17. What is $\frac{1}{3}$ of 18?		
3:8	8. Circle the best estimate to $79 + 101$ 170 <u>180</u> 190 200	3:16	18. This shape is in tenths. Shade in $\frac{2}{5}$ . 		
3:9	9. Use $18 + 34 = 52$ to help solve: $520 - 180 = \square$	3:17	19. Add the fractions. $\frac{3}{9} + \frac{5}{9}$		
3:9	10. What is the missing number? $148 - \square = 89$	3:18	20. Write the smallest fraction. $\frac{1}{3} \frac{1}{6} \frac{1}{7} \frac{1}{2}$		
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	
2:1	1. What is the missing number? 0 5 10 <input type="text"/> 20 25	2:11	11. $9 \times 10 =$ <b>90</b>	2:17	21. What <b>units</b> would you use to measure the <b>length</b> of a pencil? a. centimetres b. grams c. millimetres 
2:2	2. What is the <b>value</b> of the <b>6</b> in this number? 61	2:11	12. $14 \div 2 =$ <b>7</b>	2:24	22. How many <b>edges</b> does a <b>cube</b> have? a. 6 b. 8 c. 12 
2:3	3. <b>Estimate</b> the number labelled. 	2:12	13. What symbol is missing? $24 \div 6 \square 4$ <b>=</b>	2:25	23. Name the shaded face on this <b>pyramid</b> . 
2:4	4. Use $<$ , $>$ or $=$ to make this correct: $21 \square 32$ <b>&lt;</b>	2:12	14. What symbol is missing? $4 \square 8 = 32$ <b>x</b>	2:26	24. Tick ( $\checkmark$ ) the shape that <b>does not</b> have <b>5 faces</b> . 
2:5	5. Write this number in numerals. seventy eight <b>78</b>	2:13	15. Tick ( $\checkmark$ ) if true: $5 \times 6 = 6 \times 5$ <input checked="" type="checkbox"/> $30 \div 3 = 3 \div 30$ <input type="checkbox"/>	2:28	25. Ben is facing <b>North</b> . What direction will he be facing after turning through <b>3 right-angles clockwise</b> ? 
2:6	6. There are 25 sweets in a bag. Tom eats 17 of them. How many are left? <b>8</b>	2:14	16. 15 is shared between 3 people. How much does each person get? <b>£5</b>		
2:7	7. $12 + \square = 20$ <b>8</b>	2:14	17. 4 cars each have 3 people in them. How many people are in the cars? <b>12</b>		
2:8	8. $47 - 24 =$ <b>23</b>	2:15	18. Circle <b>two thirds</b> of the strawberries. 		
2:9	9. Is this true? Write 'yes' or 'no'. $29 - 12 = 12 - 29$ <b>No</b>	2:15	19. Shade in $\frac{2}{3}$ of the shape. 		
2:10	10. Use $29 + 32 = 61$ to help find: $61 - 32 = \square$ <b>29</b>	2:16	20. What is $\frac{3}{4}$ of 12? <b>9</b>		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	
				G (20-25)	