

Stay Safe

Hello Year 3!

Another two week have passed! How are you all? We hope you are all staying home and staying safe, and looking after each other and your families. We miss you all and are thinking about you lots.

Remember it is important to stay in a routine, make sure you are not going to bed late! So make sure you have regular bedtimes and waking up/breakfast times. Please try not to stay in your pyjamas once you have got up. Try and have regular meal times where you can eat together as a family and talk.

Welcome to your next exciting work pack!

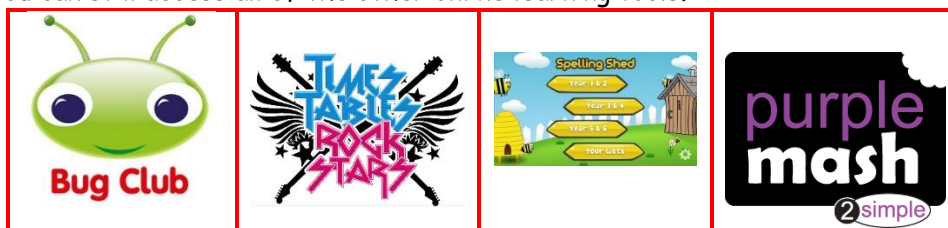
Here is new learning pack filled with exciting activities for you to do. This is to work through at home at your own pace. It's a good idea to start your schoolwork at the same time each day, so that you can have a bit of a routine.

Keep using Purplemash. Some of you are doing some fantastic work. Your teachers are very impressed. Keep going!! There are lots of tasks to do and games to play. Mrs. Arnold can give you feedback on your work and you can talk to one another using the blogging tool. We would love to see more of you using it as it's a great way to communicate.

If you have any questions about the work pack, the best place to ask them is in the Year 3 Blog on Purple Mash. You can access this by going to the home page and logging in, then Computing, 2Blog and click on Year 3 Blog.

If you can't get online and you have a question, just ring school and they will get one of the teachers to contact you to help.

Don't forget, you can still access all of the other online learning tools.



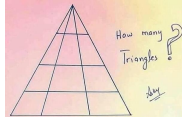
Let school know if you can't find your log in and we can send it to you.

If you have any work you would like to share with your teachers, please send your attachments to : homelearning@greenlane.ngfl.ac.uk

We miss you so much and can't wait till we are all back together again. I know that you will be doing a fantastic job of helping your families through this tricky time.

Stay safe, keep learning and we will see you all soon.

Mrs. Arnold, Miss Fazal, Miss Bhalla, Miss Asma and Mrs. Florence.

<p><u>Home Learning Year 3</u></p>	<p>Topic Writing – Pages 3-8 In this learning pack you will be learning about the Ancient Egyptian Farming and Food</p> <p>Read the information on pages 3-4</p> <ul style="list-style-type: none"> • Complete the activity on pages 5-6 <p>Read the information on Farming p. 7</p> <ul style="list-style-type: none"> • Write 10 questions about farming using page 8 	<p>Spelling -Pages 37</p> <p>Have a go at doing one of the activities and trying to learn the spellings on the list.</p> <p>SPaG Page 35-36</p> <p>Conjunctions</p>
<p>Maths –Pages 38-52</p> <p>– Have a go at some of the questions and revise your maths skills.</p>	<p>Times Tables Games –Page 50-52</p> <p>Multiplication Practice Play these games to help you practise your times tables</p>	<p>Maths – Pages 48 Shape and Space Shape puzzle</p> 
<p>Science – Pages 53-62</p> <p>What plants need to grow p. 53-57</p> <p>Online Science Learn more about plants by visiting these sites p.58</p> <p>Deepening understanding Needs of a plant p.59</p> <p>Plant structures wordsearch p.60</p> <p>Design your own flower p.61-62</p>	<p>Wellbeing – Pages 20-34</p> <p>Complete the Mindfulness Balloons activities. P.20-21</p> <p>Talk Wellbeing Dinner time conversation starters p.22-23 Things I like family dinner conversation starters p.24-25</p> <p>Why not have a go at Wellbeing Craft? P.26</p> <p>Sun Burst Weaving</p> <p>Picture News - Lockdown Experiences Discuss and Talk It has been a difficult time for everybody during lockdown. We have experienced lots of different emotions throughout it. Read the experiences of children Talk to your family about your thoughts and feelings and write them in the thought bubbles. P.27-28</p> <p>Mindful colouring p.21-22</p>	<p>Physical challenge – Pages 33-34</p> <p>Simon Says What's Your Name?</p>
<p>Bake Like An Egyptian P.15-16</p> <p>Date Balls Egyptian Bread Why not have a go at making these two Egyptian recipes.</p> <p>Why not take photos and post them GL home learning page?</p>	<p>Topic Pages 9-14</p> <p>Geography – Food and Drink Read pages 9-10 and use the information to complete the task on p.11</p> <p>Making a Shaduf p.12-13</p> <p>Farming word search - p.14</p> <p>Father's Day colouring p.29-30</p> <p>Mindful colouring – p.31-32</p>	<p>Reading – Page 17-19</p> <p>A guidance for parents</p> <p>Read the extracts about Howard Carter and Friendly Felines and answer the questions</p>



Ancient Egyptian Farming Activity

Farming Calendar

As the climate in Egypt is hot and dry, the ancient Egyptians relied on the river Nile to provide fertile land to plant their crops. In fact, it was so important that Herodotus, an ancient Greek historian, remarked that Egypt was 'the gift of the Nile'.

Create an ancient Egyptian farming calendar to help children understand when farmers planted and harvested their crops.

What you need:

- A set of three circles to make the wheel
- Scissors
- Split pin
- Coloured pencils
- Examples of ancient Egyptian drawings
- Information sheet



What to do:

1. Cut out the three circles from the activity sheet.
2. The smallest circle is divided into 12 parts. Write the months of the year in order.
3. Colour the months below using the following colours:
 - Blue: June, July, August, September, October ●
 - Green: November, December, January, February ●
 - Red: March, April, May ●
4. The middle-sized circle is divided into three parts. Along the outside edge of each section, write the information for the three ancient Egyptian farming seasons: **akhet**, **proyet** or **shomu**. The information is provided on the activity sheet. Children can copy it, rewrite it in their own words or research each season and create their own text. Remind them to write along the outside edge only as the text should not be covered when the circles are fitted together.
5. Colour the months below using the following colours:
 - Akhet** (flood) - blue ●
 - Proyet** (planting) - green ●
 - Shomu** (harvest) - red ●

Ancient Egyptian Farming Activity

6. The large circle is also split into three parts. Along the outside edge, write either **akhet**, **proyet** or **shomu** in the appropriate month. It can then be illustrated to show what ancient Egyptian farmers would be doing during each season. The children could colour the headings to match the other two wheels.
7. Lay each circle one on top of the other and fix together with the split pin.
8. The children can now move the circles to match up the farming seasons and discover what jobs kept ancient Egyptian farmers busy.



Ancient Egyptian Farming Information

Months of the Year

January	April	July	October
February	May	August	November
March	June	September	December

The Farming Seasons of Ancient Egypt

Akhet: Flooding

At this time of year, the Nile flooded the land. During these months, farmers could not work. Instead, they worked as labourers often building temples and pyramids.

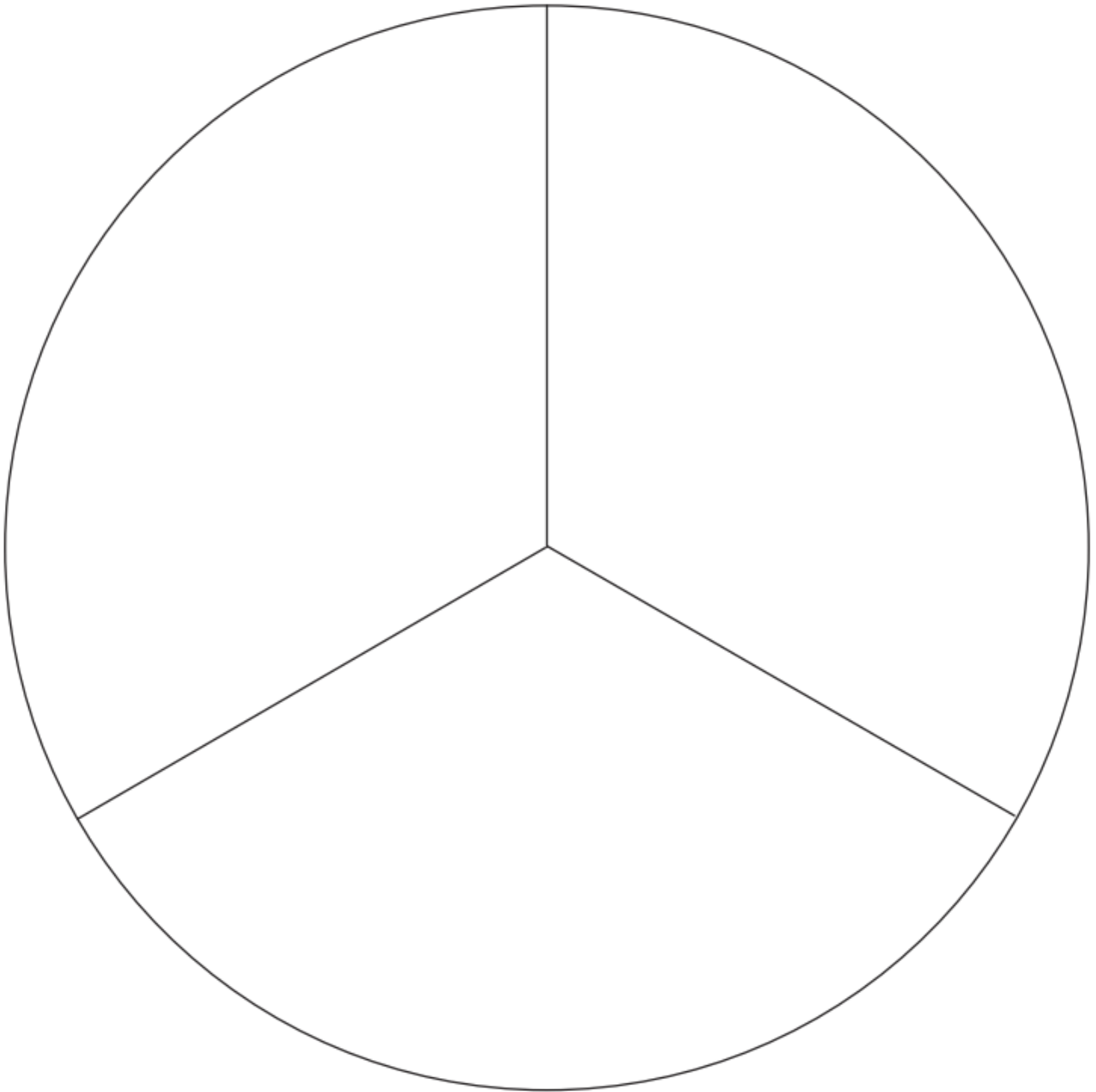
Proyet: Planting

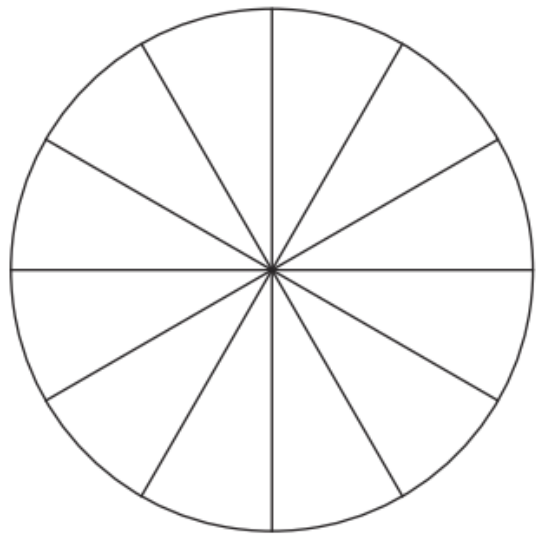
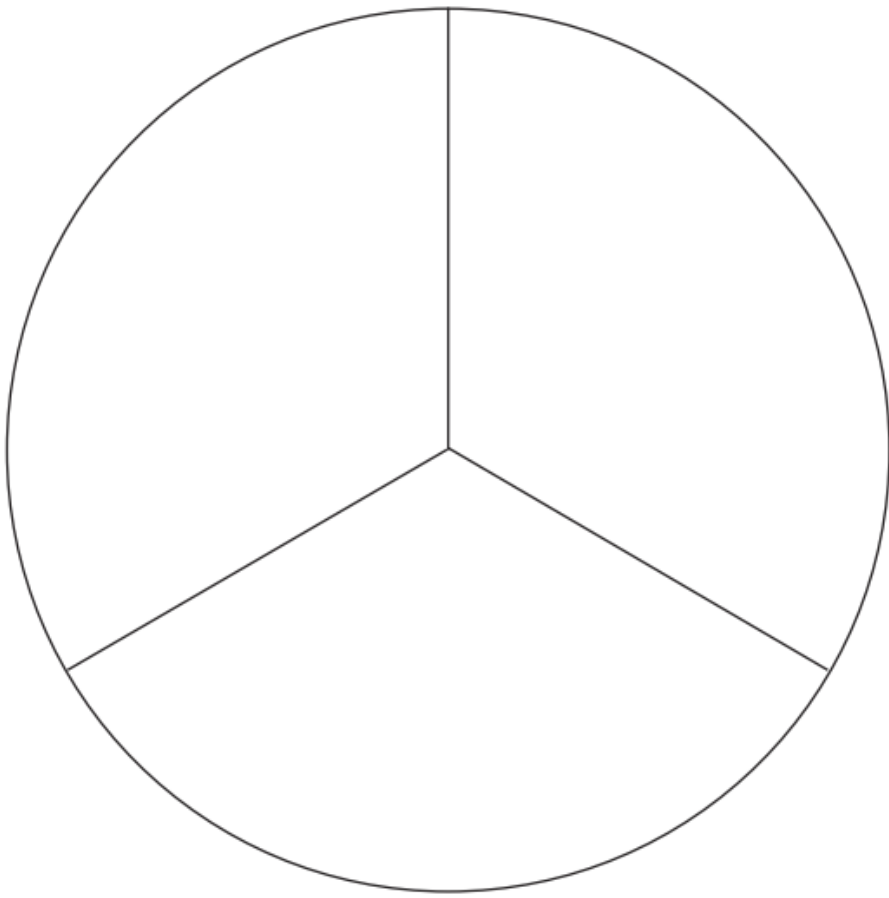
As the floods retreated, the fields reappeared. Farmers repaired any damage, making sure channels were clear for drainage and watering. During this season, fields were ploughed and crops, such as barley, cucumber, lentils, beans, onions and dates, were planted.

Shomu: Harvest

During this season, fields were baked hard by the hot desert sun. Farmers used shadufs to transport water from the Nile to their crops. It was a busy time when farmers gathered their crops before the floods returned. Some farmers even used baboons to pick hard-to-reach fruit.

Ancient Egyptian Farming Activity







Farming

With the land that they had, the Egyptians would grow a large variety of crops including wheat, barley, figs, melons, pomegranates and vegetables. The water used in the flood from the Nile helped the soil stay fertile.

Of the crops that they grew, their most important harvest was grain. The grain was used to make beer, bread and porridge. Once the grain was safely cut, the farmers could start growing the vegetables like onions, cabbages, beans and lettuces.



The Seasons

A farmer's year was split into three seasons:

Akhet (June-September): The Flooding Season.

In the floods, no farming could be done so the workers would have to do other jobs to make money and pass the time like taking care of animals, serving their King (the Pharaoh) and fixing their tools for the year ahead.

Peret (October-February): The Growing Season.

The flood water leaves behind the rich soil so the farmers can go into the fields to plot and sow them.

Shemu (March-May): The Harvesting Season.

By March, many of the crops are ready to be harvested. This job must be done quickly before the floods return.

Tools They Used

The Egyptians used very similar tools that a lot of the world still uses today.

They would use a hand plough or use an oxen to pull a larger plough. They also had tools like the mattock (left) which was a mix between a hammer and an axe, used to loosen the soil and remove stones. Other useful tools used in farming were rakes, hoes and a sickle; a curved piece of wood with a sharp blade of copper or flint on the inside, used to harvest crops (top left).



Ancient Egyptian Food and Drink

The Egyptians relied on the river Nile and the rich, fertile soil that surrounded the river for nearly all of their food and drink. Fishing and agriculture were two of the most important jobs in ancient Egypt. The weather played a big part in the success of crops. A long drought could mean a whole year's crops would be lost and people would need to survive on food that was stored from the previous year's harvest. What sort of things did the ancient Egyptians eat and drink?

Bread

Bread was the most important and frequently eaten food. There were many different types of bread and it came in a wide range of shapes and sizes.



Cereals

Wheat, barley and corn were cultivated in the rich fields nearby to the river Nile. Cereal crops, just like today, were important in the production of a wide range of food and drink, including bread and beer.



Fruit and Vegetables

Lots of vegetables and fruit that we recognise today would have been eaten by ancient Egyptians. They were known to have eaten lettuce, cucumber, onions, peas, beans, garlic, figs, dates, pomegranate and watermelon.



Fish

The river Nile had many different species of fish that could be caught and eaten. Drawings and paintings have told historians a lot about how ancient Egyptians caught their fish.



Ancient Egyptian Food and Drink

Meat

Animals were bred in captivity or hunted for their meat. Only the wealthiest people ate meat regularly as part of their diet and this would have included cows, goats, pigs, and even antelope!



Birds

Ancient Egyptians kept ducks for their meat as well as their eggs. They also would have hunted and eaten geese, swans and pigeons!



Beer

This was the most commonly consumed beverage for the lower classes of ancient Egypt. The brewing process meant that beer was safer to drink than water, which was often polluted. Beer was made using bread and yeast.



Wine

The ancient Egyptians were good at growing grapes and making wine. There are many paintings and drawings showing the winemaking process.



Fruit Juice

The wide range of fruits that grew in the hot climate of Egypt meant that the ancient Egyptians had a wide range of fruit juices to drink. These included figs, grapes and pomegranate.







Dairy

The ancient Egyptians drank milk and made cheese from cow's and goat's milk.



Ancient Egyptian Food and Drink



Use the information from pages 9-10 to complete this task.

			
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

			
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

Using the information sheet to help, write some facts about the kind of food and drink that the ancient Egyptians consumed.



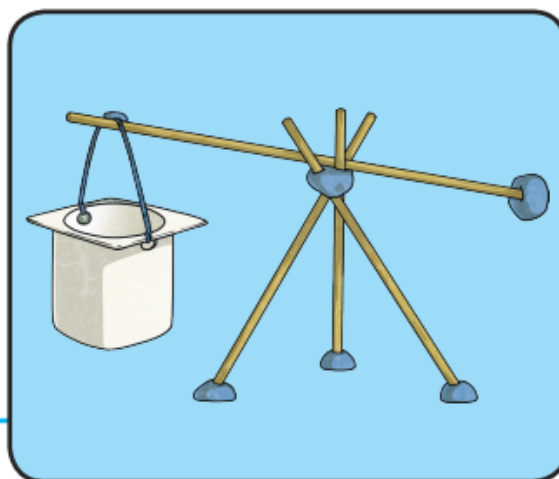
	
_____ _____ _____	_____ _____ _____

How to Make a Shaduf

A shaduf is a hand-operated machine used to transport water from a lower level to a higher one. It was used by the ancient Egyptians to help water crops. Follow these step-by-step instructions to make your own shaduf.

You will need:

- four pieces of wooden dowel – three cut into 20cm lengths and one at 30cm
- bowl of water
- modelling clay
- yoghurt pot
- string
- sticky tack
- pencil
- scissors
- ruler, saw and clamp (if you are cutting the dowel yourself)



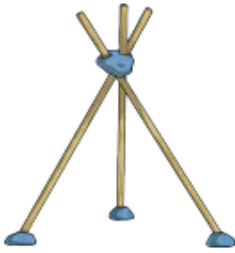
Instructions

1. If you are cutting the dowel yourself:
 - use a ruler to measure three lengths of 20cm and one of 30cm. Mark each measurement using a pencil.
 - Put the dowel into a clamp and then carefully saw each length.

Sawing Safety Tips!

- You may wish to wear safety goggles.
- Securely attach a clamp to the table and then fix the dowel in it to make sure the wood doesn't slip.
- If you are right-handed, you need space to the right side of the bench hook for cutting the lengths of wood; this space will be on the opposite side if you are left-handed.
- Hold the saw with the hand you use to write with and place the other hand away from the saw on the table.
- Pull back with the saw before pushing forward.

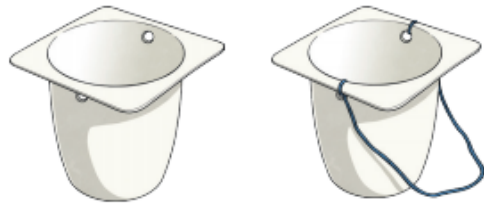
2. Your shaduf will need to be on a raised surface so that the container can reach down to pick up water from a lower level.
3. Place the three dowels of the same length together, ensuring they are apart at the bottom but touching at the top to make a tripod.
4. Secure the dowels to your surface by putting a lump of modelling clay at the base of each one.
At the top, the ends should be joined using a lump of modelling clay but with the three ends sticking up above the modelling clay.



5. Place the longer piece of dowel so the middle of it rests on top of the tripod in-between the three ends. You may want to loosely secure it with a piece of modelling clay don't push down too hard though as this piece needs to pivot back and forth.

6. Put holes at the top of the yoghurt pot on either side:

- Place the pot on its side and put a piece of sticky tack underneath it where you want the hole to be.
- From the inside of the pot, use a pencil to press through the pot and into the sticky tack.
- Repeat on the other side.



7. Cut a length of string to 10cm.
8. Put one end of string through one of the holes in the yoghurt pot and tie a knot on the end inside the pot so that it can't come back out. Repeat for the other hole so you have a loop.
9. On one end of the long piece of dowel, put a lump of modelling clay. This is your counterweight
10. On the other end of the longer piece of dowel, place the string with the yoghurt pot dangling down. Fix the string in place with a small piece of modelling clay.
11. Put the bowl of water on to the lower level near the yoghurt pot. Pull the pot down so it reaches the bowl and fills with water.
12. Pull on the counterweight to lift up the pot of water. And that's basically how the ancient Egyptians moved water.

Challenge

Using other equipment, can you find a way to make the shaduf spin round so the water can be emptied on the other side?

Can you make a shaduf using different construction equipment or toys?

Egyptian Farming

Z H S K S H S F D S U N G O D
C Z Y V I I S E D O X E N R W
I V V G R N C E A V U Z H K E
L P J E R J U K E S G Q J N E
K X V D L N I N L D O D E Y D
V I M Y T R U M D E S N P A G
R X C A D E T E D A G Y L Z V
G B E R S G B E X H T E O P M
H H W O O B U Z D D Y I W B M
W Z O A A P P W D I G U O R W
A G N W L N S L E B L K H N A
Z P E S E T I Z A L Z P O V T
Y F W J L E L L C N W X Z M E
W D O N K E Y F E T T A E P R
P X C Q C F H Y Q H R O G G X

- Dig
- Donkey
- Seeds
- Oxen
- Sickle
- Plant
- Plow
- Inundation
- Nile
- Crops
- Goose
- Season
- Wheat
- Weed
- Sun
- River
- Water

Bake Like an Egyptian

Date Balls

This recipe uses both dates and honey to create a delicacy fit for a wealthy Egyptian noble. This rare recipe dates from around 1600 BCE and was discovered on a piece of ostraca, a shard of pottery used for writing by scribes.

You will need:

3 tablespoons honey
1½ cup (200g) fresh dates
1 teaspoon cinnamon

1¼ cup (100g) ground walnuts
A small bowl of ground almonds

Makes about 22 balls

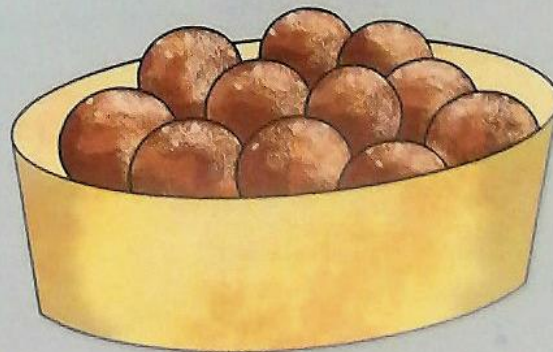
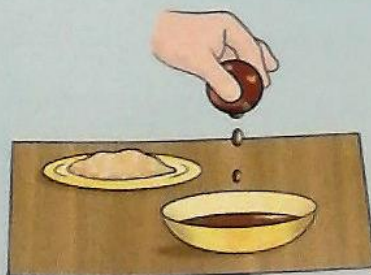
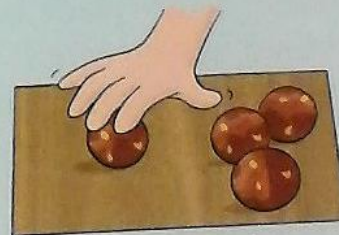
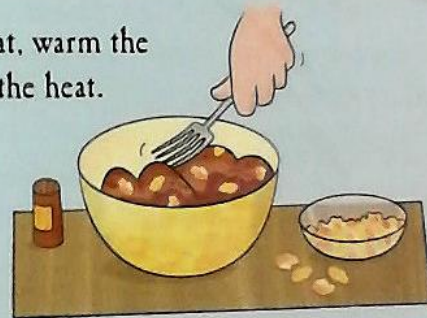
1. Pour the honey into a small pan. On low heat, warm the honey without letting it boil. Remove from the heat.

2. Crush the dates with your hands or a spoon, and add some water to make a really thick paste.

3. Add the cinnamon and walnuts and mix.

4. Form small balls from the mixture about 1 inch (2.5cm) in diameter.

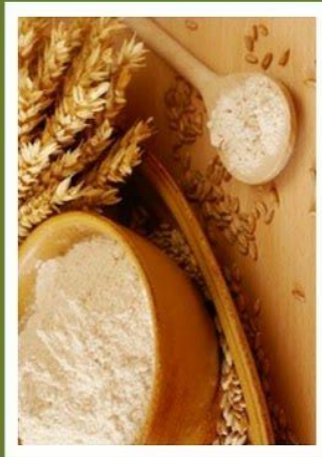
5. Coat each ball in the warm honey and roll in the dish of almonds to cover. Serve immediately.



Eesh Baladi Egyptian Bread Recipe

Ingredients:

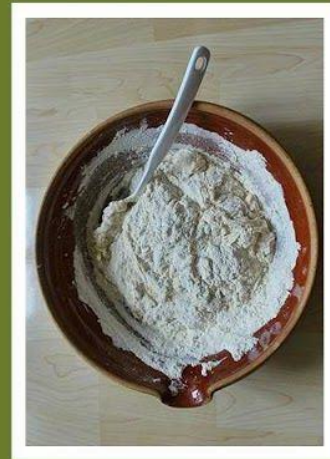
- 2 cups all-purpose flour
- 1/2 teaspoon active dry yeast
- 1 cup warm water
- 1 tablespoon honey
- 2 tablespoons olive oil
- 1/2 teaspoon salt



Directions:

1. Preheat oven to 425°F. Stir warm water, honey, and yeast in a large bowl let stand about 5 minutes. Add flour and salt dough sound is slightly sticky when you are done mixing.

2. Turn the dough out onto a floured surface and knead by hand. You can also use a mixer with a hook attachment.



3. Roll dough into small balls then flatten. Cover with a cloth let rise in a warm place about 2 hours.



4. Place dough on a light colored lightly greased baking pan and bake until golden about 20 minutes. Eesh Baladi Egyptian Bread will look like pita bread when done.





Questions to ask your child when reading.

Where there is a blank, ask the child something about that page e.g. why is this character important?

Structure and meaning questions:

- What is this book/ story about?
- Is this a fact or opinion?
- Give one reason...
- Why does the author use...?
- Why has this information been presented this way and why?
- What does this word tell you?
- What does ____ mean?

Comprehension questions:

- Why is ____ important for the story?
- What happened at this point?
- Describe ____.
- What did you find out from the story?
- What happened on page ____?

Summarising the text:

- In 3 sentences, summarise the page you have read.
- In 4 points, summarise the main plot of the text.

Inference questions:

- Why do you think the author used this language?
- How did ____?
- Why did ____?
- How do you know ____?
- Predict what is going to happen next.
- How can you tell ____?
- Find one word which tells you ____.

Language for effect:

- Why did the author use this word?
- What words tell you how the character was feeling?
- On page ____, it says _____. How does this language affect the reader?
- Explain the effect of this word ____ in a sentence.

Themes and traditions:

- What is the main idea of the story?
- What is the main purpose of the text?
- How is this text similar to ____?
- What features do this text have?



An Extract from Howard Carter's Diary

4th November 1922

11 After the discovery of the first step, we exposed fifteen more
20 steps leading down to an ancient doorway, still sealed
31 after all these years. The name on the door was clear:
41 Tutankhamen. They say this tomb is cursed; they say that
49 the ancient pharaoh threatened anyone who disturbed his
62 peace in the afterlife but that will not stop me. For five years
72 we have been digging through the inhospitable desert and I
80 am finally about to make the most important
87 discovery of my life. At last, I
94 will be the one to unearth the
99 final resting place of Egypt's
102 youngest pharaoh. It
106 will be filled with
108 treasures beyond
110 anyone's wildest
111 dreams.



Quick Questions



1. In what year was this text written?



2. Do you think Howard Carter was scared? Use evidence from the text to support your answer.



3. Sum up the main points of this extract in 20 words or less.



4. What do you think happened next?

Friendly Felines

- 10 Cats were considered to be sacred, or holy, in ancient
19 Egyptian society and helped humans just as much as
22 humans helped them.
- 31 The ancient Egyptians were skilled farmers and grew many
41 crops, such as wheat and grains, in the nutrient-rich soil
51 close to the River Nile. However, the wheat would attract
56 mice, rats and snakes, which
60 were dangerous to humans.
- 65 To solve this problem, the
68 ancient Egyptians would
74 leave food, such as fish heads,
80 outside to tempt cats to visit.
- 86 When the cats came, they ate
92 the food and scared away any
97 vermin around the food stores.
- 103 After a short amount of time,
108 cats were welcomed into the
113 house and lived happily with
116 their human friends.



Quick Questions

1. Find and copy two adjectives which show that Egyptians thought that cats were special.



2. What is the main point of the third paragraph?

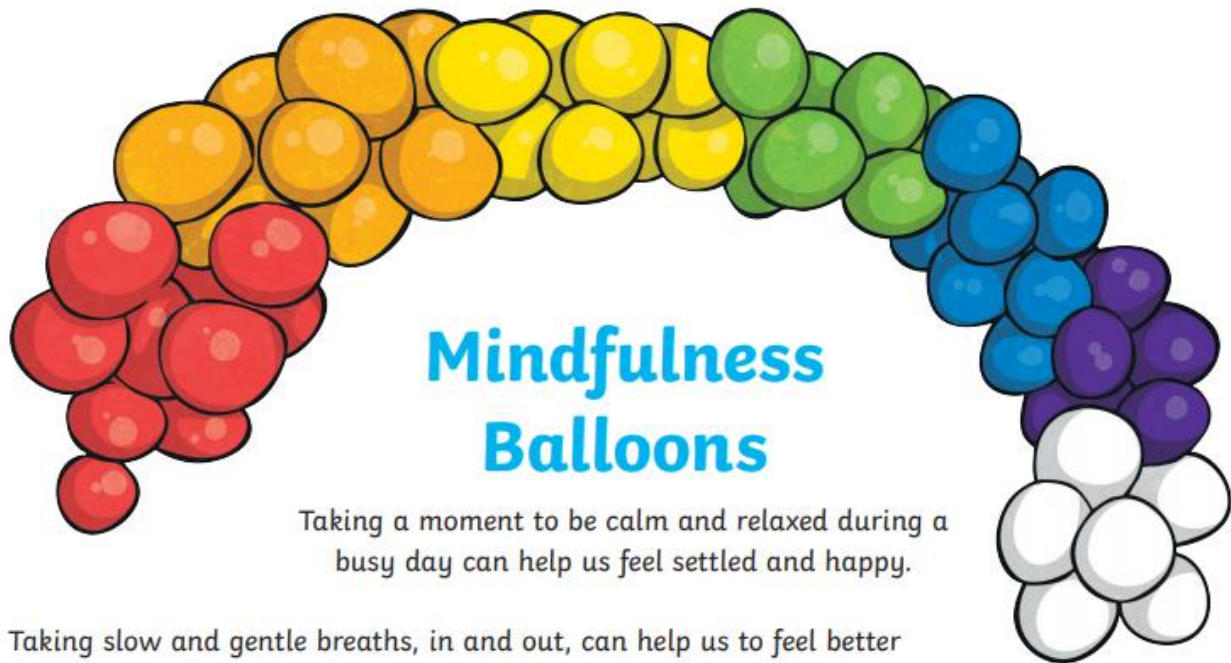


3. What does 'nutrient-rich' tell you about the soil close to the River Nile?



4. Where in this text can I find information about the types of crop grown by ancient Egyptians?





Mindfulness Balloons

Taking a moment to be calm and relaxed during a busy day can help us feel settled and happy.

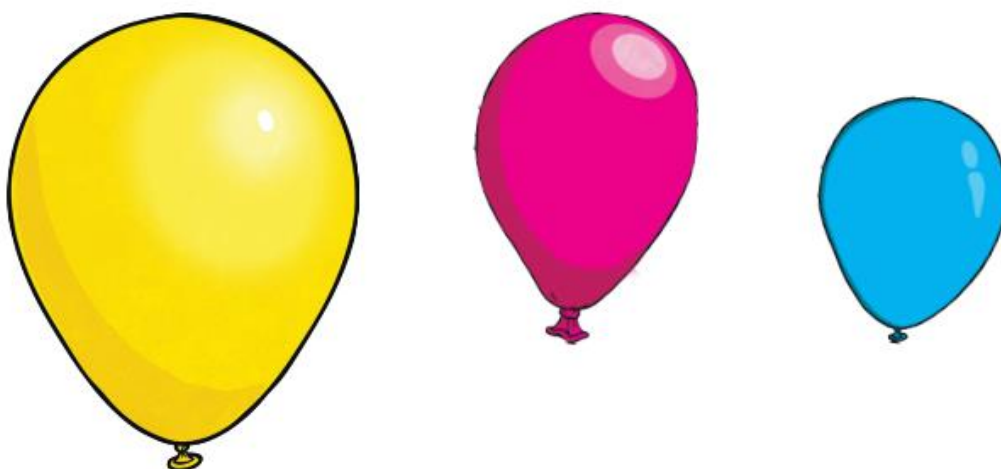
Taking slow and gentle breaths, in and out, can help us to feel better if we are worried, frightened or sad.

Imagine you are blowing up a balloon – take a gentle, deep breath in and slowly breathe out to fill up your imaginary balloon. Tie a knot in the end and tie on a string.

As you hold on to the balloon, watch it flying high in the sky. As it gently blows in the warm breeze, just watch it. As you watch it, think of something that makes you happy.

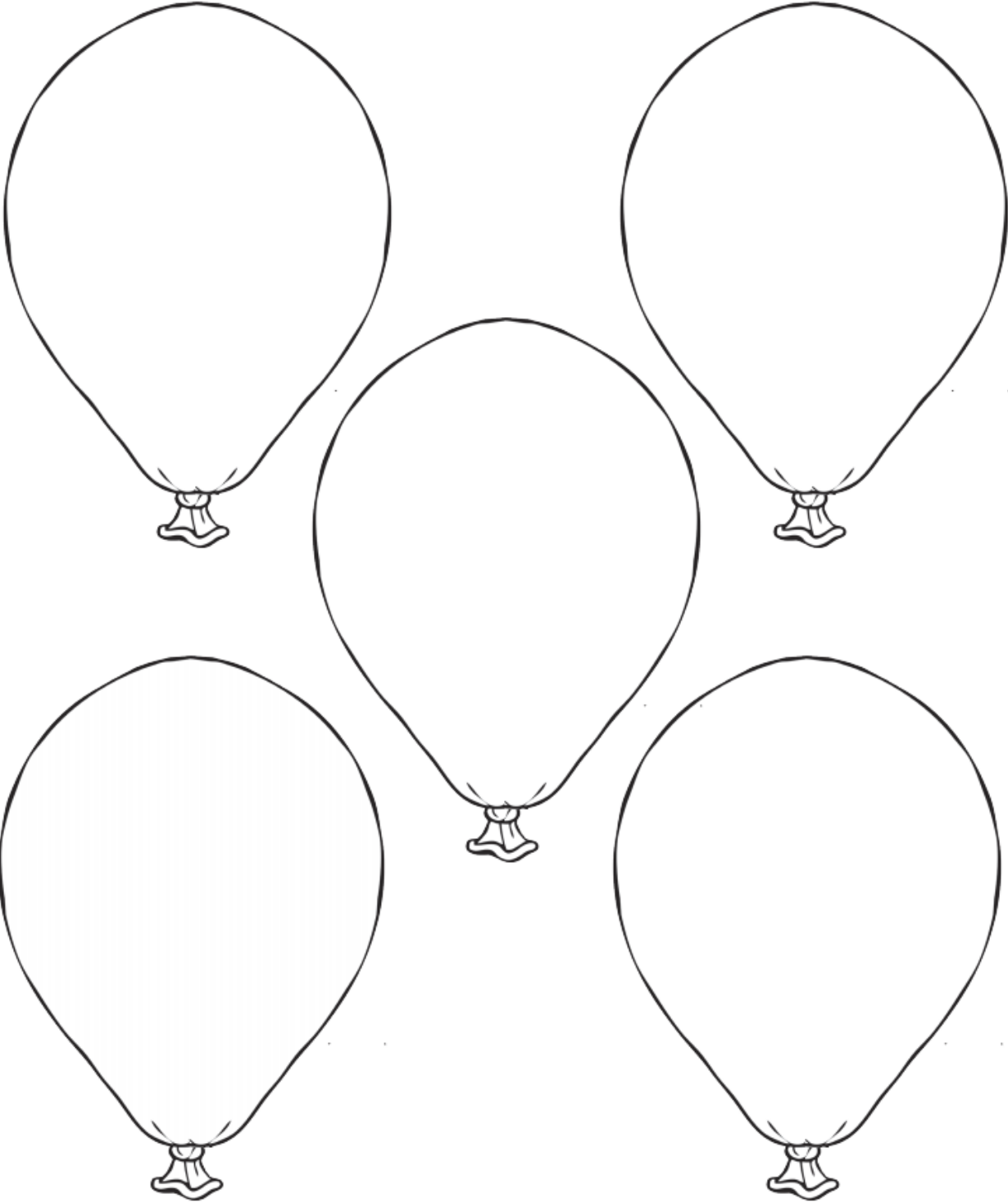
Blow up some more balloons and think of some more things that make you happy. Enjoy feeling calm and relaxed.

Thinking of things that make us happy can help us to have a positive day. It is a good way of looking after our mental health and wellbeing too!



Mindfulness Balloons

On the balloons below, draw or write the things you thought about that make you happy.



Well done for taking a mindful moment in your busy day! How do you feel?

We are Family!

Wellbeing-Themed Family Dinner Time Conversation Starters

What is the funniest joke you know?



Wellbeing-Themed Family Dinner Time Conversation Starters

Describe your perfect day.



Wellbeing-Themed Family Dinner Time Conversation Starters

What is the best thing about being _____ years old?



Wellbeing-Themed Family Dinner Time Conversation Starters

Think of something that you could do to help someone tomorrow.



Wellbeing-Themed Family Dinner Time Conversation Starters

Are you feeling sorry about anything that has happened today?

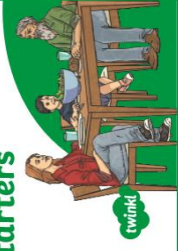


Wellbeing-Themed Family Dinner Time Conversation Starters

Have you felt angry today? How did you deal with it?



Wellbeing-Themed Family Dinner Time Conversation Starters



Wellbeing-Themed Family Dinner Time Conversation Starters

Name one thing that has made you smile today.



Wellbeing-Themed Family Dinner Time Conversation Starters

Name one thing that has made you laugh today.



Wellbeing-Themed Family Dinner Time Conversation Starters

What colour describes how your day has been? Why?



Wellbeing-Themed Family Dinner Time Conversation Starters

Have you been kind to someone today? How?



Wellbeing-Themed Family Dinner Time Conversation Starters

Name one thing that you have learnt about yourself today.



Wellbeing-Themed Family Dinner Time Conversation Starters

Has anything that you have seen, heard or learnt confused you today? What was it?



Wellbeing-Themed Family Dinner Time Conversation Starters

If you could change one thing in the world, what would it be?



Wellbeing-Themed Family Dinner Time Conversation Starters

Name one thing that you can do to make a difference in the world.



Wellbeing-Themed Family Dinner Time Conversation Starters

Has anyone been kind to you today? How?



Wellbeing-Themed Family Dinner Time Conversation Starters

Name one thing that you are grateful for.



Wellbeing-Themed Family Dinner Time Conversation Starters

What is something you don't like about being ___ years old?



Wellbeing-Themed Family Dinner Time Conversation Starters

What qualities make you a good friend?



Wellbeing-Themed Family Dinner Time Conversation Starters

Describe yourself in one word.



Wellbeing-Themed Family Dinner Time Conversation Starters

What has made you feel calm today?



Wellbeing-Themed Family Dinner Time Conversation Starters

What hobbies or sports would you like to try in the future?

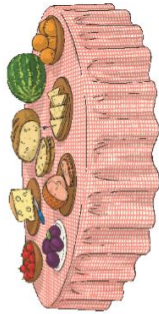


Things I Like Family Dinner Conversation Starters



Things I Like Family Dinner Conversation Starters

What is your favourite food? Why?



Things I Like Family Dinner Conversation Starters

Who is your favourite music artist? Why?



Things I Like Family Dinner Conversation Starters

What is your favourite song? Why?



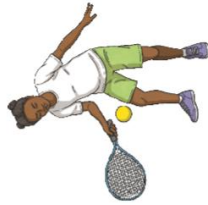
Things I Like Family Dinner Conversation Starters

What is your favourite animal? Why?



Things I Like Family Dinner Conversation Starters

What is your favourite subject at school? Why?



Things I Like Family Dinner Conversation Starters

Who is your favourite actor? Why?



Things I Like Family Dinner Conversation Starters

Where is your favourite place in the world? Why?



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What is your favourite book? Why?



Things I Like Family Dinner Conversation Starters

What is your favourite film? Why?



Things I Like Family Dinner Conversation Starters

Which is your favourite room in the house? Why?



Things I Like Family Dinner Conversation Starters

Which is your favourite item of clothing? Why?



Things I Like Family Dinner Conversation Starters

What is your favourite sport? Why?



Things I Like Family Dinner Conversation Starters

What is your favourite memory? Why?



Things I Like Family Dinner Conversation Starters

Which is your favourite flavour of ice cream? Why?



Things I Like Family Dinner Conversation Starters

What is your favourite word? Why?



Things I Like Family Dinner Conversation Starters

Who is your favourite superhero? Why?



Things I Like Family Dinner Conversation Starters

What is your favourite fairy tale? Why?



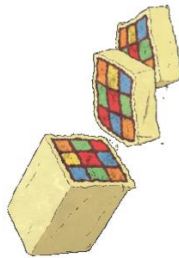
Things I Like Family Dinner Conversation Starters

What is your favourite fruit? Why?



Things I Like Family Dinner Conversation Starters

What is your favourite dessert? Why?



Things I Like Family Dinner Conversation Starters

What is your favourite shop? Why?



Things I Like Family Dinner Conversation Starters

Who is your best friend? Why?



Things I Like Family Dinner Conversation Starters

Where is your favourite beach? Why?



Things I Like Family Dinner Conversation Starters

What is your favourite type of weather? Why?



Sun Burst Weaving Craft Activity

You will need:

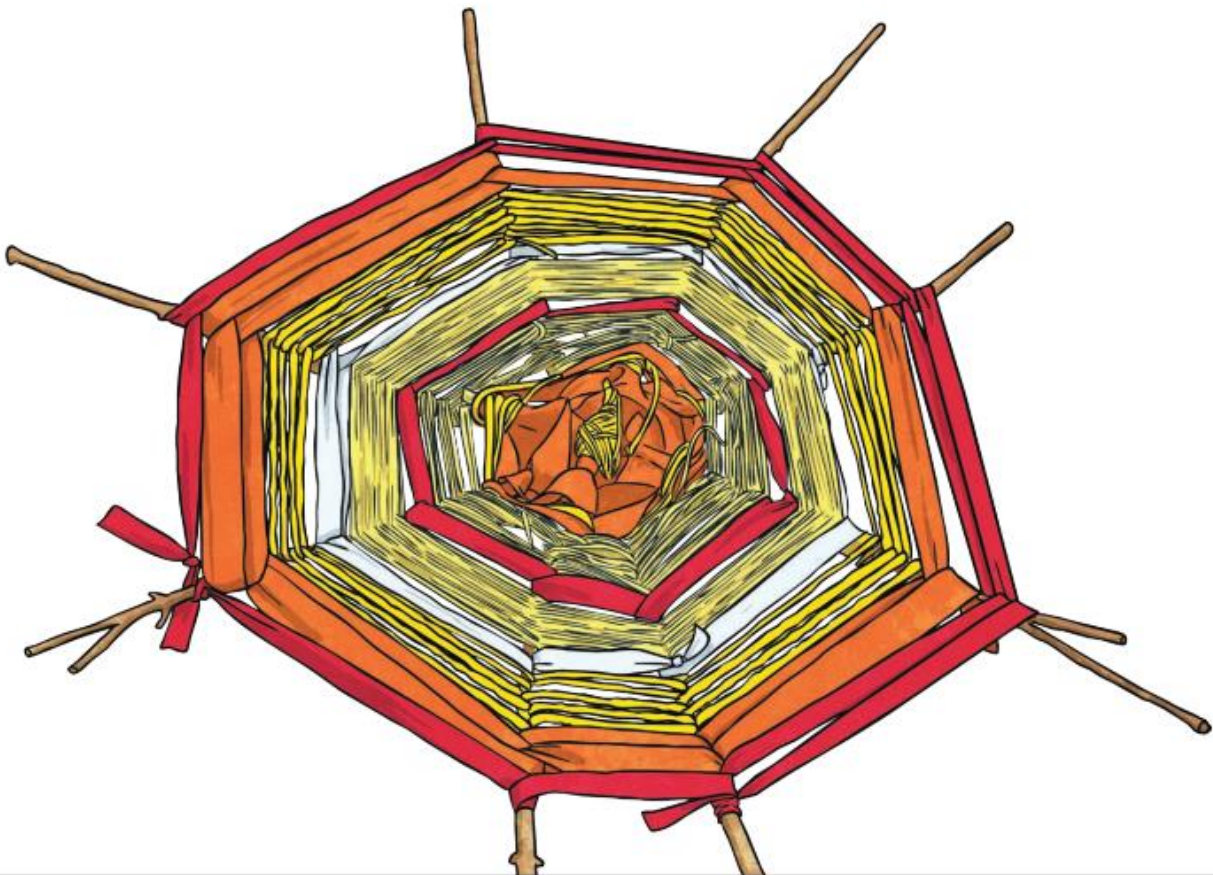
4 twigs of equal length. How large or small you make your sun burst is up to you!

Materials for weaving like wool, ribbon, material, string, thread - whatever you think will work! Choose sunny colours like red, pink, yellow and orange.

Thin wire to fix your twigs together.

What you have to do:

1. Place your twigs in a star shape.
2. Fix the centre securely with wire. The twigs should not move when you are weaving.
3. Start weaving your materials in and out around the twigs. Start at the centre and tie a knot to secure the material.
4. Continue weaving and watch your sunburst grow until it is the size you want.
5. You can then trim the twigs if you want to.
6. Make a hanging thread and display your Sunny Sun Burst.





Resource

Read through each of the young people's experiences of lockdown. Do you agree with any of them or do you have any advice for anyone?

I carried on going to school throughout lockdown, which was very strange at first.

There weren't many of us in school and none of my friends were there. We had to continue to be careful with handwashing and try to social distance – some of the younger children found this hard!

Most days were quite fun as we did lots of project-based tasks and I made some new friends.

I did feel a bit jealous of all the children in my year who weren't having to come to school though!

Jack, Age 10

I really missed my parents. They are both keyworkers, so I went to live with my Grandparents. I love my Grandparents and they are really kind, but I have missed being in my own home with my own family. I didn't do much schoolwork as the internet is pretty rubbish, but I did play out in the garden lots. I spoke to my parents every day on the phone.

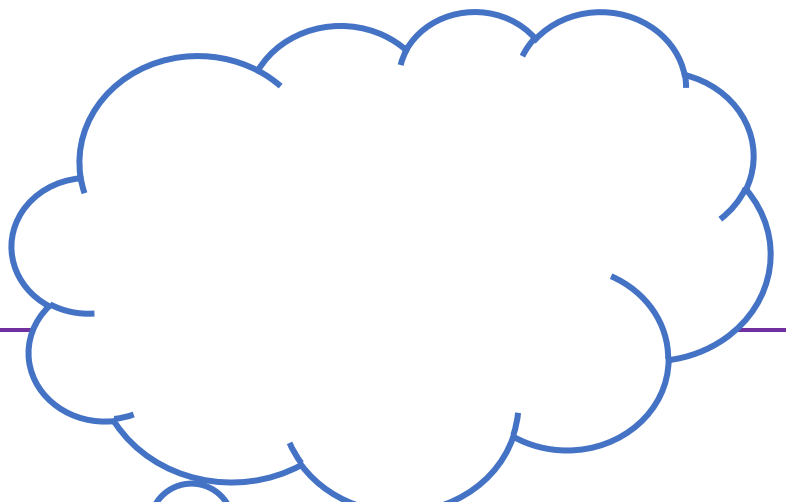
Rosie, Age 9

My experience of lockdown has been fairly good. I spent a couple of hours doing schoolwork, which my dad helped me with as he had been furloughed. Mum worked in the morning but then we all went out for our daily exercise in the afternoon and came back and made crafts and played in the garden. Some days I missed my friends but most days I felt happy.

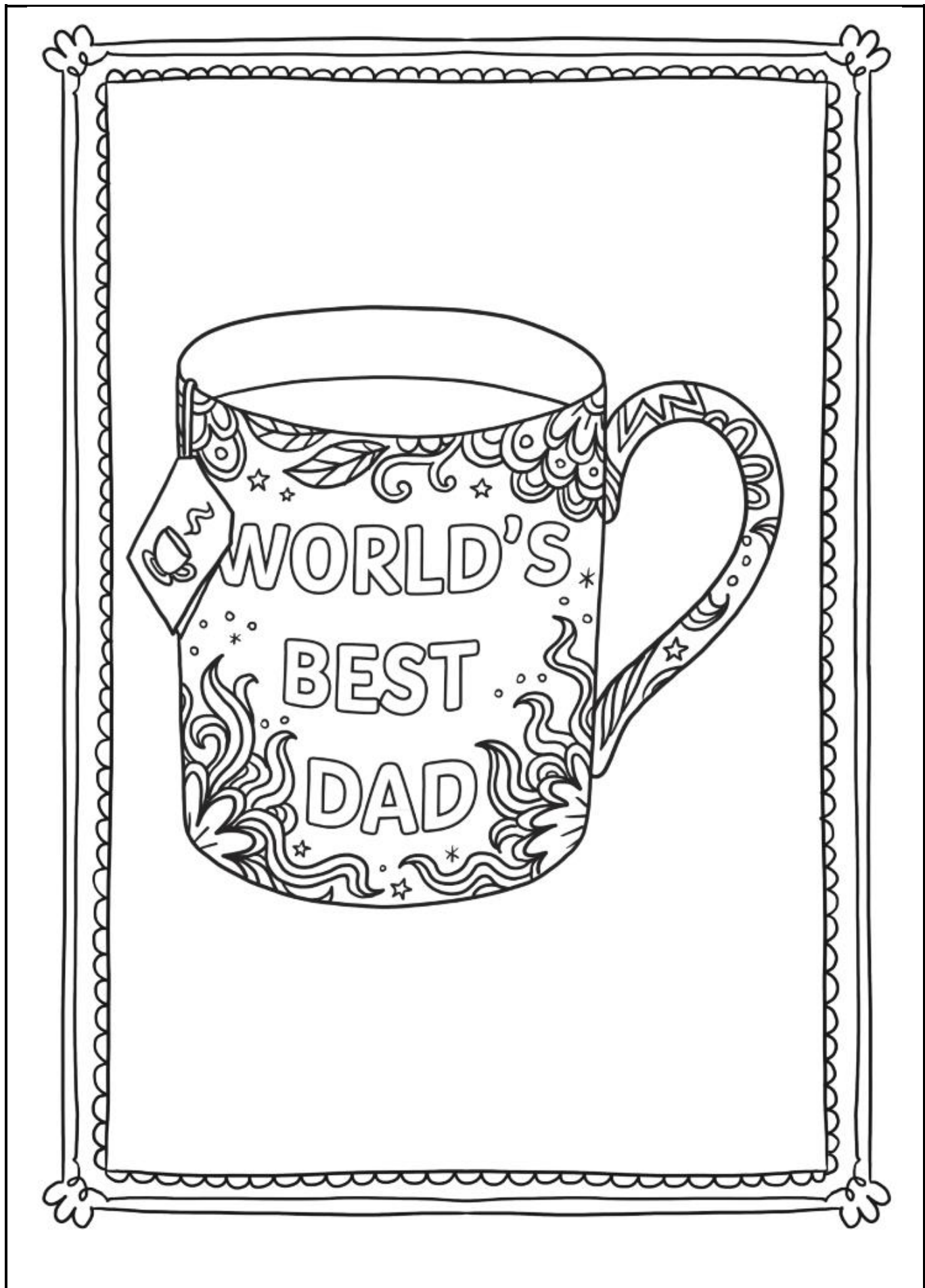
Kate, Age 11

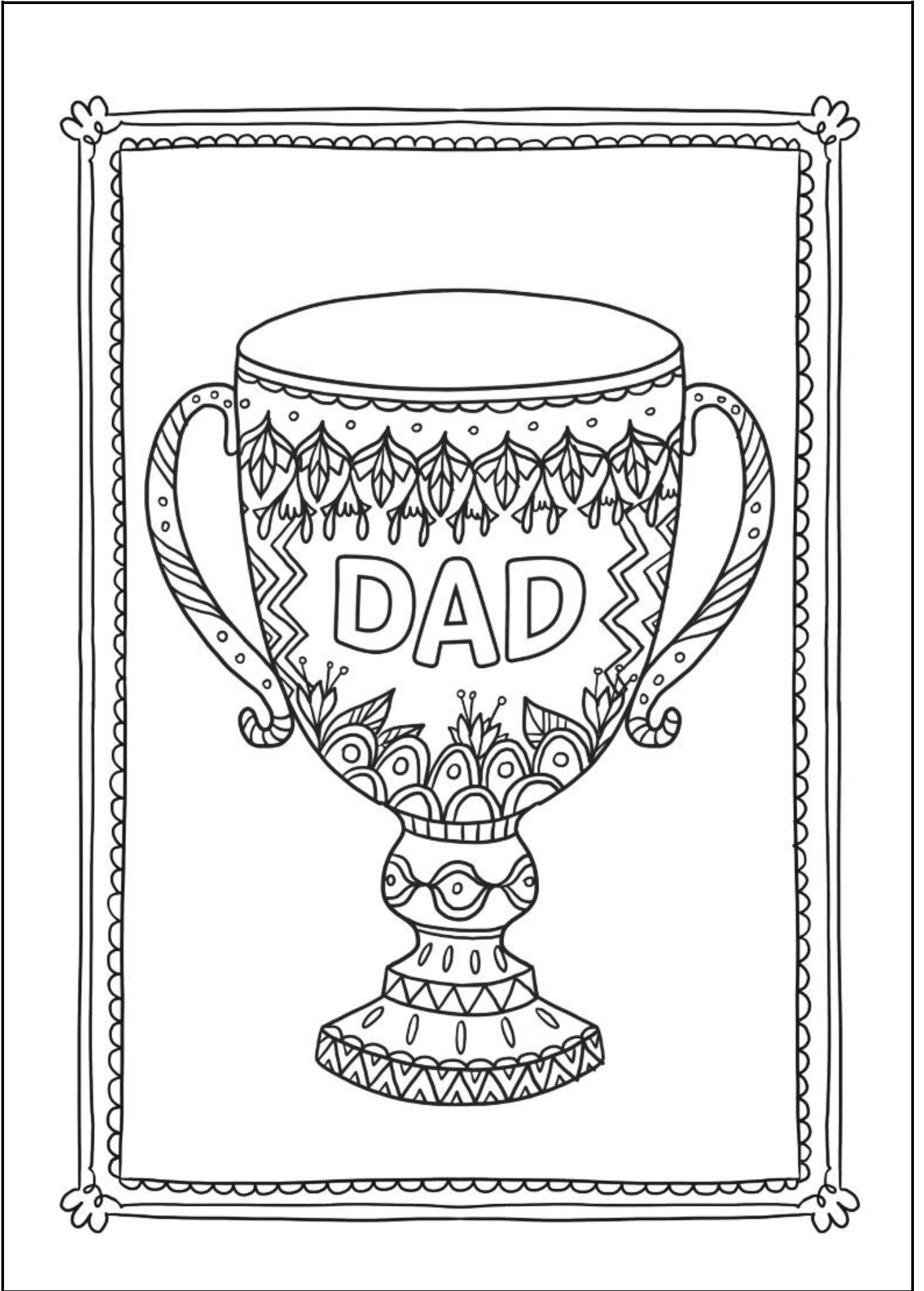
Lockdown Experiences

Use the thought bubbles to write or draw about your lockdown experiences.















Physical Education

SIMON SAYS FITNESS DISGUISED AS FUN

Get your kids moving by playing Simon Says with these fun yet physical activities. You decide when or if you say "Simon Says"!

- | | | |
|---|---|---|
| Shake your whole body. | Hold your arms out at your side and make circles with them in the air. | Reach behind you and try and hold your left foot with your right hand without falling over. |
| Jump up and down. | | |
| Spin around in circles. | Hop on your left foot 10 times. | Lay on the floor and stretch out as far you can for 10 a count of 10. |
| Do a cartwheel. | Hop on your right foot 10 times. | Pretend to shoot a basketball 10 times. |
| Do a somersault. | | |
| Wave your arms above your head. | Hop around like a bunny. | Pretend to jump rope for a count of 10. |
| Walk like a bear on all 4s. | Balance on your left foot for a count of 10. | Pretend to ride a horse. |
| Walk like a crab. | Balance on your right foot for a count of 10. | Pretend to milk a cow. |
| Hop like a frog. | Bend down and touch your toes 10 times. | Take 5 of the biggest steps forward that you can. |
| Walk on your knees. | Reach behind you and try and hold your right foot with your left hand without falling over. | Pretend to lift a car. |
| Lay on your back & pedal your legs in the air like you are on a bike. | | Do the strangest dance you can think of. |
| Pretend to sit in an invisible chair 5 times - sit then stand, sit then stand, etc. | Show off the muscles in your arms. | Scream. |



What's your name?

Spell your name and do the activity listed for each letter. You can also spell your middle name, your pet's name, your favorite character's name, or try different words.

A Spin around in a circle 5 times

B Hop on one foot 5 times then on the other foot

C Jump up & down 10 times

D Run to the nearest door and back

E Do 2 cartwheels

F Do 10 jumping jacks

G Walk like a bear for a count of 10

H Balance on your left foot for a count of 10

I Hop like a frog 5 times

J March like a toy soldier for a count of 10

K Balance on your right foot for a count of 10

L Pretend to jump rope for a count of 20

M Do 2 somersaults

N Walk backwards 25 steps

O Walk sideways 25 steps

P Pick up a ball without your hands

Q Crawl like a crab for a count of 10

R Touch your toes 25 times

S Roll a ball using only your head

T Pretend to pedal a bike with your hands for a count of 20

U Flap your arms like a bird 25 times

V Reach for the clouds for a count of 15

W Walk on your knees for a count of 10

X Do 10 push-ups

Y Pretend to ride a horse for a count of 20

Z Do 25 jumping jacks







Conjunctions

What is a conjunction? A conjunction is a word which links two or more ideas in a sentence. For example, you can use conjunctions to extend a sentence to explain:

- when something happened - **I woke up when my alarm clock went off.**
- why something happened - **I put sun cream on my arms because the weather was very hot.**
- where something happened - **I was reading in my back garden.**

Sometimes the conjunction can be used to start the sentence - **When** my alarm clock went off, I woke up.

<p>Look at the paragraph (1) on the next page. Can you highlight or underline where the author has used conjunctions to join ideas.</p>	<p>Can you write 6 sentences using conjunctions to explain when something happened?</p>	<p>Can you write 6 sentences using conjunctions to explain why something happened?</p>	<p>Look at a book, magazine or newspaper. Can you find six examples where the writer has used a conjunction to explain where something has happened.</p>	<p>Look at the table (2) below - can you match the sentence to the missing conjunction correctly?</p>
---	--	---	---	---

(1) The wind rustled the leaves on the trees as I walked through the forest. When the clouds started to turn grey I knew we were in for a shower. I took out my raincoat which was inside my backpack and quickly put it on. As the sky got darker the first raindrops started pattering onto the floor. It was quite sheltered under the tall, spreading trees and I didn't get very wet.

(2)

so	although	if	to	when	until
We use our molar teeth chew our food.	You don't need to wear armbands you have learned to swim.	I sheltered under a tree the rain stopped.	My dad put stabilisers on my bike that I felt safe when I was learning to ride.	I took my coat with methe sun was out.	Jane baked a cake for her Dadit was Father's Day.



Here are your spellings for the next two weeks:

earth learn early rehearse search heard

believe relieved relief belief parties lollies

Choose one task to do each day - you could colour in the box when you have finished.

<p>There are two repeating spelling patterns this week. Try writing out your spellings using a different colour for the pattern which repeats, 'ear' and 'ie'.</p>	<p>'relieved' means when you were worrying about something and then you felt better. For example:</p> <p>"I thought I'd lost my coat, so I felt relieved when I found it."</p> <p>Can you write four sentences describing a time when you felt relieved.</p>	<p>The 'ie' ending is used to create plurals for nouns that end in 'y'. Example: I had a party for my birthday. My auntie had two parties for her wedding.</p> <p>Can you write the plurals that go with these nouns: <i>daisy, baby, lorry, lady, enemy, poppy, story, sky</i></p>	<p>Our spellings this week use the 'ear' spelling pattern to make the 'er' sound. How many words can you write down to rhyme with the word learn? (Try using a different spelling pattern for the sound - you could try 'er' or 'ur')</p>	<p>Can you link 6 words together using shared letters to create your own crossword - it might be easier to use squared paper for this, one letter per box?</p>
<p>If you believe something, it means you think that it is true. Write four sentences telling me about the beliefs that you have.</p>	<p>Can you spell your spellings out using the letter names (not sounds)? Get an adult to listen and check that they are right.</p>	<p>Look at all the 'ear' words. Can you write one sentence for each one. Try and include one of the conjunctions below in each sentence. <i>with to because so if although</i></p>	<p>Can you use these prefixes and suffixes to list all the words in the word family for 'believe'</p> <p><i>un- -able -ing -ed dis-</i></p>	<p>Ask someone in the house to test you on your spellings - record your score and see if you can improve it next time!</p>



Marvellous Maths!

There are 10 tasks to do, one for each weekday of the next two weeks. You can choose where you want to start. Why not colour in the stars each time you complete a task.

Mental Maths



Here are two mental maths tests to have a go at. The second one is a little more tricky. Choose the one that you feel most confident with to have a go at.

A little easier

1	$14 - 10 = \square$	<input type="checkbox"/>	2	$\square = 7 + 9 + 1$	<input type="checkbox"/>
3	$19 - \square = 4$	<input type="checkbox"/>	4	$165 + 3 = \square$	<input type="checkbox"/>
5	$\square \times 3 = 18$	<input type="checkbox"/>	6	$84 - \square = 22$	<input type="checkbox"/>
7	$\square = 245 + 50$	<input type="checkbox"/>	8	$\frac{1}{3}$ of 30 = \square	<input type="checkbox"/>
9	$\begin{array}{r} 48 \\ + 28 \\ \hline \end{array}$	<input type="checkbox"/>	10	$6 \times 40 = \square$	<input type="checkbox"/>
11	$316 + 300 = \square$	<input type="checkbox"/>	12	$\begin{array}{r} 71 \\ - 53 \\ \hline \end{array}$	<input type="checkbox"/>
13	$36 \div 4 = \square$	<input type="checkbox"/>	14	$\frac{7}{10} - \frac{4}{10} = \square$	<input type="checkbox"/>
15	$\begin{array}{r} 375 \\ + 455 \\ \hline \end{array}$	<input type="checkbox"/>	16	$\square + 37 = 86$	<input type="checkbox"/>
17	$\square = \frac{3}{4}$ of 44	<input type="checkbox"/>	18	$\begin{array}{r} 47 \\ \times 2 \\ \hline \end{array}$	<input type="checkbox"/>

A little harder



1	$5 \div 1 = \square$	<input type="checkbox"/>	2	$\frac{1}{3}$ of 18 = \square	<input type="checkbox"/>
3	$\square = 120 \times 0$	<input type="checkbox"/>	4	$68 \times 1 = \square$	<input type="checkbox"/>
5	$\frac{3}{10} + \frac{6}{10} = \square$	<input type="checkbox"/>	6	$6 \times 3 = \square$	<input type="checkbox"/>
7	$\square = 70 \times 2$	<input type="checkbox"/>	8	$8 \times 9 = \square$	<input type="checkbox"/>
9	$242 = 542 - \square$	<input type="checkbox"/>	10	$450 \div 9 = \square$	<input type="checkbox"/>
11	$\begin{array}{r} 61 \\ - 46 \\ \hline \end{array}$	<input type="checkbox"/>	12	$\square = 30 \div 6$	<input type="checkbox"/>
13	$\begin{array}{r} 576 \\ + 267 \\ \hline \end{array}$	<input type="checkbox"/>	14	$6 \times 7 \times 5 = \square$	<input type="checkbox"/>
15	$\begin{array}{r} 45 \\ + 76 \\ \hline \end{array}$	<input type="checkbox"/>	16	$652 - \square = 355$	<input type="checkbox"/>
17	$\square + 46 = 94$	<input type="checkbox"/>	18	$\begin{array}{r} 24 \\ \times 8 \\ \hline \end{array}$	<input type="checkbox"/>
19	$6 \overline{)90}$	<input type="checkbox"/>	20	$\begin{array}{r} 3752 \\ + 2654 \\ \hline \end{array}$	<input type="checkbox"/>
21	$95 \div \square = 5$	<input type="checkbox"/>	22	$\begin{array}{r} 6742 \\ - 3855 \\ \hline \end{array}$	<input type="checkbox"/>



Calendar Calculation

30 days hath September, April, June and November.
All the rest have 31,
Excepting February alone,
And that has 28 days clear,
And 29 in each leap year.

Do you know this rhyme? It's a really useful one to learn to remember how many days in each month. Can you use it to help work out the answer to the following questions? Use whatever method you like, column addition, mental maths, drawing - whatever works for you! I've done the first one as an example.

Example: My son has his 16th birthday on August 2nd. How many days till he is 16?

So my workings would be:

- *It's the 15th of June today, so there are 30 takeaway 15 days left in June, so that's 15.*
- *The next month is July, that has 31 days.*
- *Then there will be one day in August till his birthday.*
- *$15 + 31 + 1 = 47$ days!*

- (1) School closed on the 20th March. How many days have we been in lockdown?
- (2) If (It's a big **IF**, but I really hope so!) school re-opened on September 1st, how many days would it be till we go back?
- (3) If you were at home for the whole of July and August how many days would that be?
- (4) James went travelling to New Zealand for three whole months. He was away for 91 days. Which 3 months could he have been away?

Multiplication Grid



Can you use your times table knowledge to complete this multiplication grid. You'll notice that some of the answers are repeated, because multiplication is commutative.

This just means if you swap the order of the numbers in a multiplication calculation, you get the same answer.

So $2 \times 3 = 6$, and $3 \times 2 = 6$.

Knowing this will help you to fill it in much more quickly!

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

Cookie Counting



Ingredients

150g butter, softened

80g caster sugar

110g light brown or demerara sugar

225g plain flour

2 egg yolks

$\frac{1}{4}$ tsp bicarbonate of soda

$\frac{1}{2}$ tsp baking powder

200g chocolate, chopped into small pieces - whatever kind is your favourite! I've tried it with smarties, or chocolate oranges or chopped up dairy milk.



Believe it or not, there's a lot of maths involved in baking! You often have to double or halve the quantities. This recipe makes about 12 cookies, but I usually make more because everyone loves them in my house.

Task: Can you rewrite the ingredients list so that everything is doubled. I've put the method below in case you want to have a go.

Set your oven to 170 degrees fan and line 2 baking trays with greaseproof paper.

Cream together the butter and sugars until combined.

Add in the egg yolks and continue to mix.

In a separate bowl mix together the flour, baking powder and bicarbonate of soda.

Add half the flour mixture to the butter mixture and stir in. When this is all mixed in add the other half.

Make the mixture into small balls (about the size of a pingpong ball) and position on the tray, 12 on each.

Slightly flatten each ball with two fingers

Press a few pieces of chocolate into the middle of each ball, then roll into a ball shape again so that the chocolate is covered up.

Bake for about 14 minutes in the oven.

Meticulous Measuring



We usually measure length in metres and centimetres. But! I know you won't all have a ruler or tape measure at home so for this task, I want you to think of your own unit of measure.

You could use: a shoe, a water bottle, a dvd case, a piece of cutlery,....or whatever you like! Think about what abbreviation you will use for your unit of measure (centimetres are written as 'cm'). I wouldn't use anything too small, or you'll lose count.

Then I want you to use your chosen unit of measure to measure some different things around your house - I've started you off with some ideas. Record your data by completing the table below. Have fun and be creative with what you choose.

Unit of measure = _____	
----------------------------	--

Length of your bedroom	
Height of someone in your house	
Height of your kitchen table	
Width of your bed	

Subtraction Practice



Remember to explain your thinking by completing these two sentences after each question.

_____ is right because.....

_____ is wrong because.....

--	--

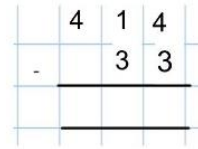
$$532 - 176 =$$

A 444

B 466

C 366

D 356



A

B

C

D

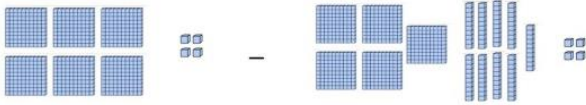
447

381

389

384

Complete using column subtraction.



A

10

B

1198

C

100

D

190

$$\square = 324 - 172$$

A

$$\begin{array}{r} 324 \\ - 172 \\ \hline 252 \end{array}$$

B

$$\begin{array}{r} 2 324 \\ - 172 \\ \hline 152 \end{array}$$

C

$$\begin{array}{r} 172 \\ - 324 \\ \hline 252 \end{array}$$

D

$$\begin{array}{r} 324 \\ + 172 \\ \hline 496 \end{array}$$

Place Value Yahtzee!



Place value score card	3 digit number
Number with 5 in hundreds place	
Number with 3 in ones place	
Number with 1 in tens place	
Number whose digits add up to 10	
Number with 2 of the same digits	
Number with 2 in hundreds place	
Number with 4 in tens place	

Place value score card	3 digit number
Number with 5 in hundreds place	
Number with 3 in ones place	
Number with 1 in tens place	
Number whose digits add up to 10	
Number with 2 of the same digits	
Number with 2 in hundreds place	
Number with 4 in tens place	

Instructions

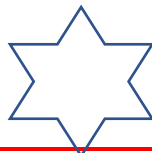
Player 1 rolls 3 dice. Make a 3 digit number with the three dice - if it fits in any of the boxes write it in.

Then it is player 2's turn to do the same thing.

Take turns until all the boxes are filled. Then compare your numbers. Whoever has the biggest number wins the point.

The player with the most points wins.

Money box





Look at the coins in the picture. The number on the coins at the bottom shows how many pennies each one is worth.

The pound coin has no number - it is worth 100 pennies or 1 pound.

The two pound coin has this written in words at the top - it is worth 200 pennies or 2 pounds. Can you complete the table by comparing the coins?



One pound is equal

to



_____ fifty pence

pieces



One pound is equal

to



_____ twenty pence

pieces



One pound is equal

to



_____ ten pence

pieces



One pound is equal

to



_____ five pence pieces



One pound is equal

to



_____ two pence

pieces



One pound is equal

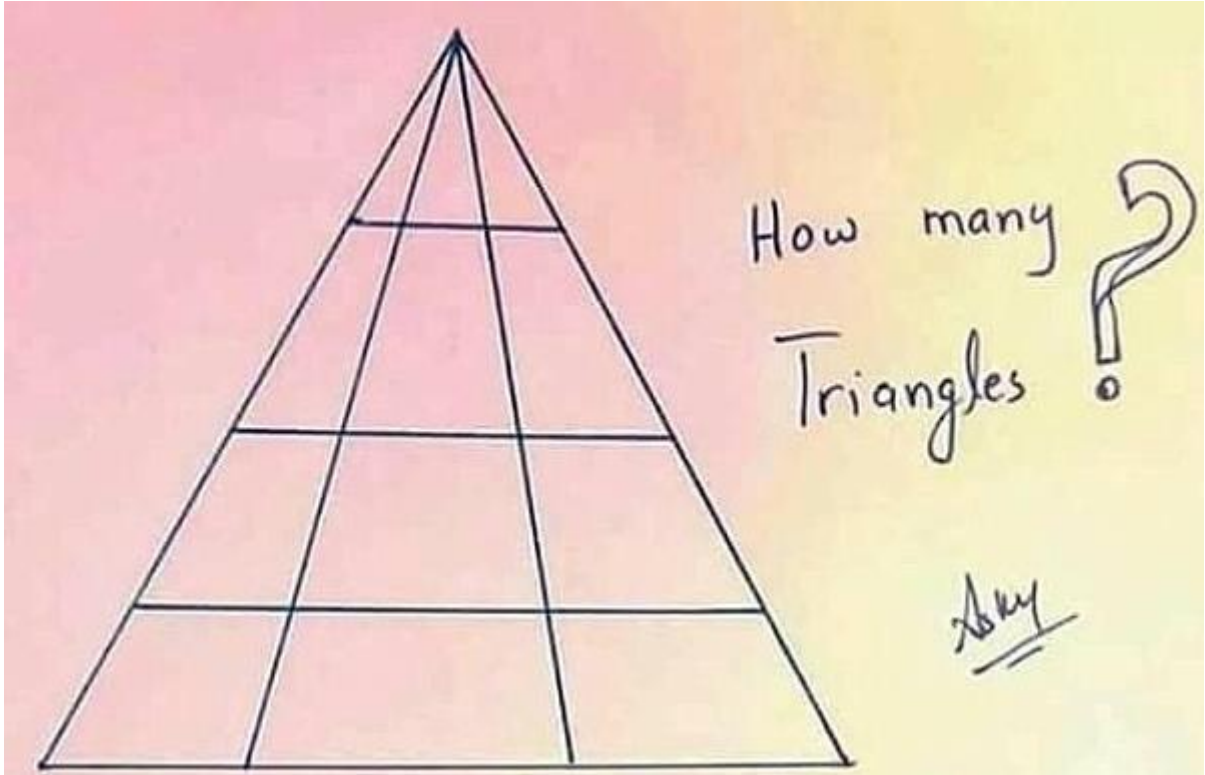
to



_____ one pence

pieces

Shape puzzle



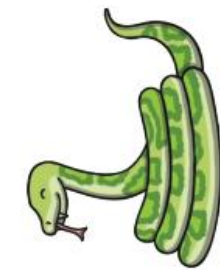
Answer in the next pack.....Can you draw your own triangle puzzle?

Morning maths



1. Add 87 to 810.
2. What is the difference between 92 and 115?
3. Jane says if you add an even number to an odd number your answer will always be even. Shaun says the answer will always be odd. Can you explain why Shaun is right? Try drawing some pictures to help with your explanation.
4. Mrs. Townend has ordered 20 packs of 8 books for year 6. If there are 3 classes with 35 children each, will she have enough books?

Snakes and Ladders 2, 3, 4 and 5 Times Tables



You will need:

- the Snakes and Ladders Board Game;
- a dice;
- a counter per player.

How to play:

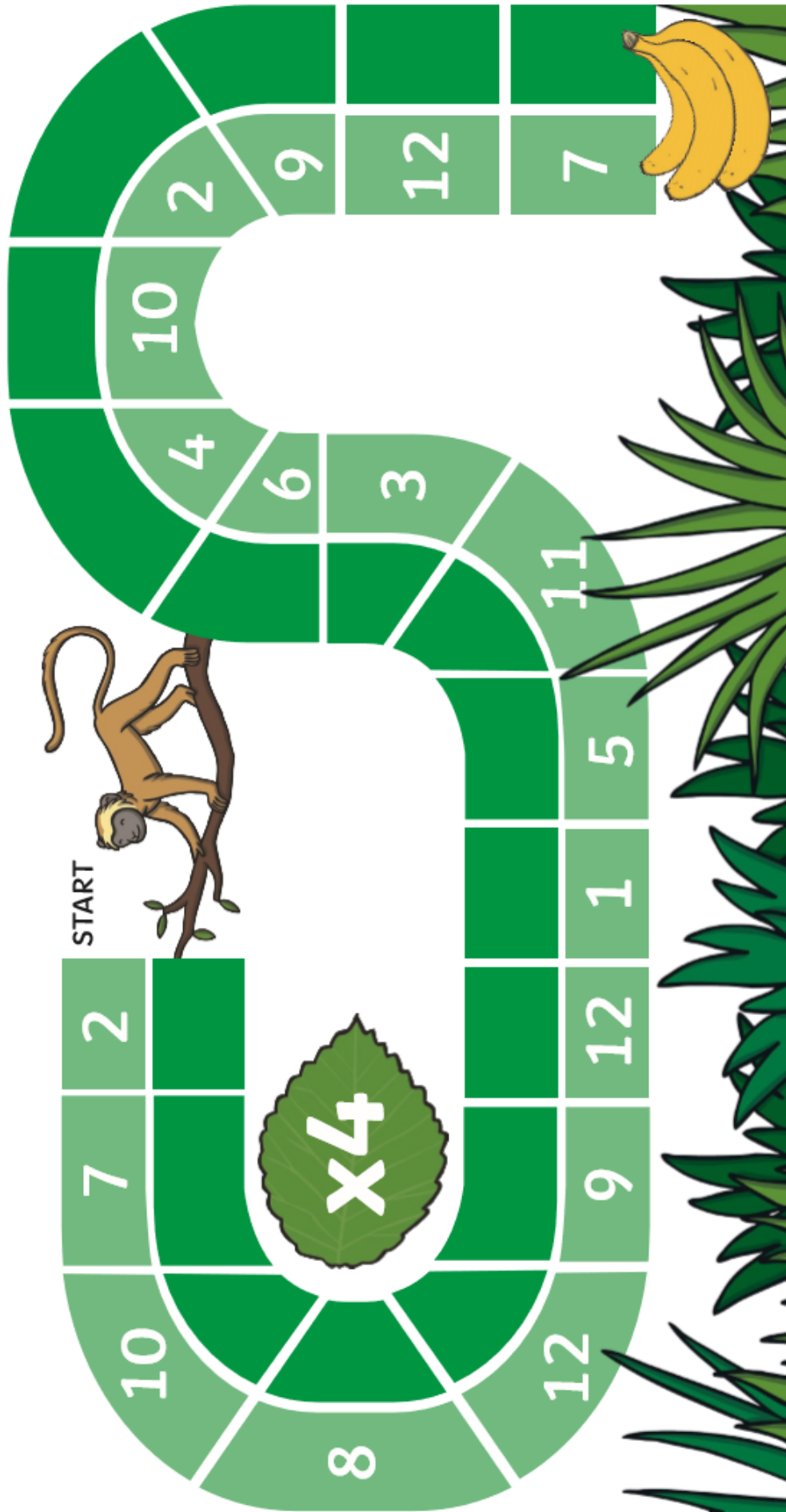
1. Players take it in turns to roll the dice. The player with the highest number goes first, the player with the second highest goes second and so on.
2. When it's their turn, players move the counter the number of spaces shown on the dice and answer the calculation they land on.
3. If the answer given to the calculation is correct, play continues as usual:
 - landing on a snake's head - the player's counter slides down;
 - landing at the bottom of a ladder - the player's counter climbs up.
4. If the answer given to the calculation is incorrect, the player misses a go.
5. The first player to reach the finish is the winner!

20	$4 \times 5 =$	$4 \times 4 =$	$2 \times 4 =$	$4 \times 9 =$	$4 \times 5 =$
21	$5 \times 7 =$	$2 \times 7 =$	$5 \times 6 =$	$2 \times 3 =$	$5 \times 2 =$
22	$3 \times 5 =$	$5 \times 5 =$	$3 \times 9 =$	$3 \times 4 =$	$3 \times 6 =$
23	$2 \times 9 =$	$3 \times 8 =$	$4 \times 2 =$	$4 \times 6 =$	$2 \times 8 =$
15	$2 \times 2 =$	$3 \times 8 =$	$4 \times 2 =$	$4 \times 6 =$	$2 \times 8 =$
14	$2 \times 6 =$	$3 \times 8 =$	$4 \times 2 =$	$4 \times 6 =$	$2 \times 8 =$
5	$5 \times 8 =$	$4 \times 3 =$	$5 \times 8 =$	$4 \times 3 =$	$4 \times 3 =$
3	$2 \times 8 =$	$2 \times 8 =$	$2 \times 8 =$	$2 \times 8 =$	$2 \times 8 =$
2	$3 \times 6 =$	$3 \times 6 =$	$3 \times 6 =$	$3 \times 6 =$	$3 \times 6 =$
1	$5 \times 2 =$	$5 \times 2 =$	$5 \times 2 =$	$5 \times 2 =$	$5 \times 2 =$
	Start				
					Finish

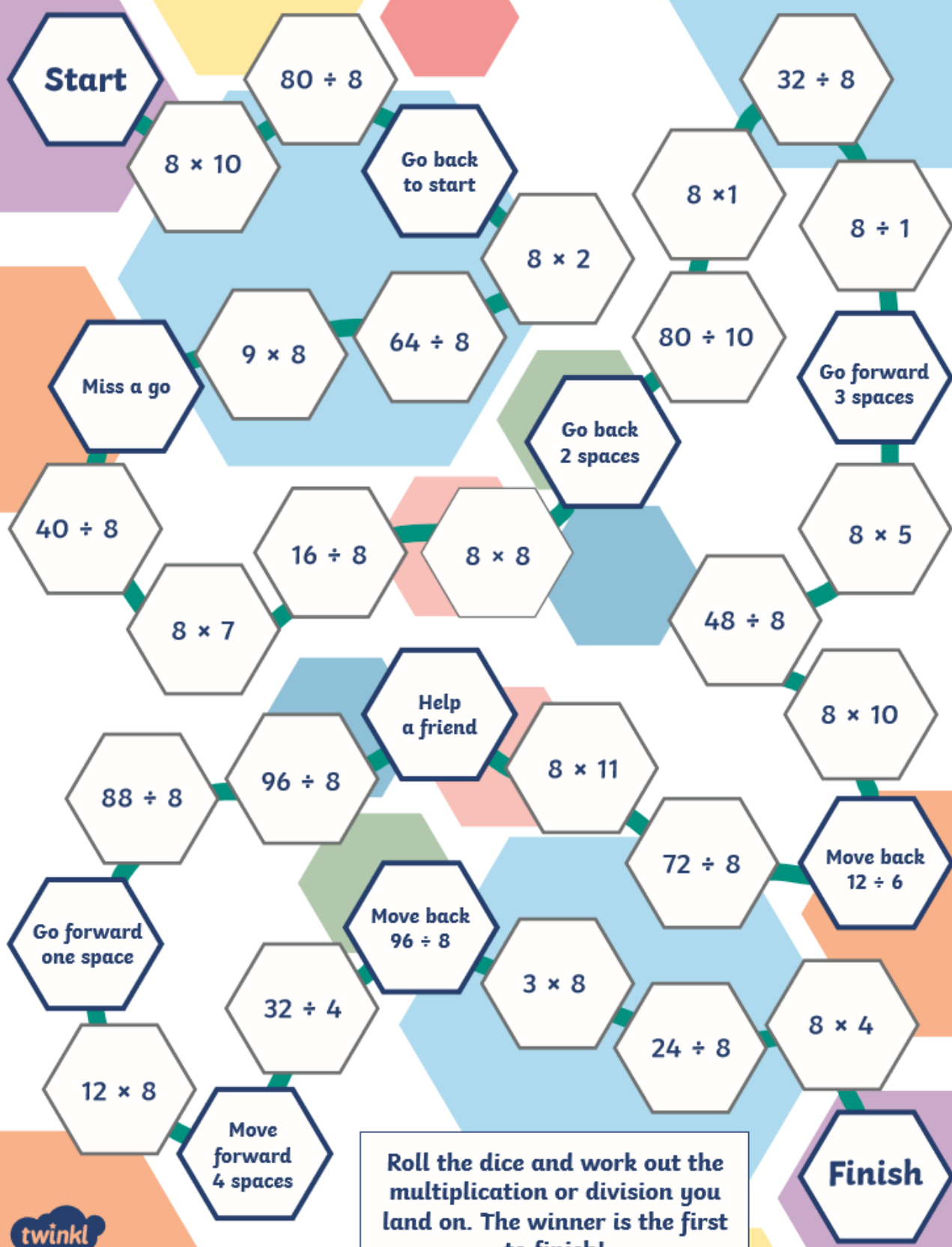


4 Times Table Jungle Race

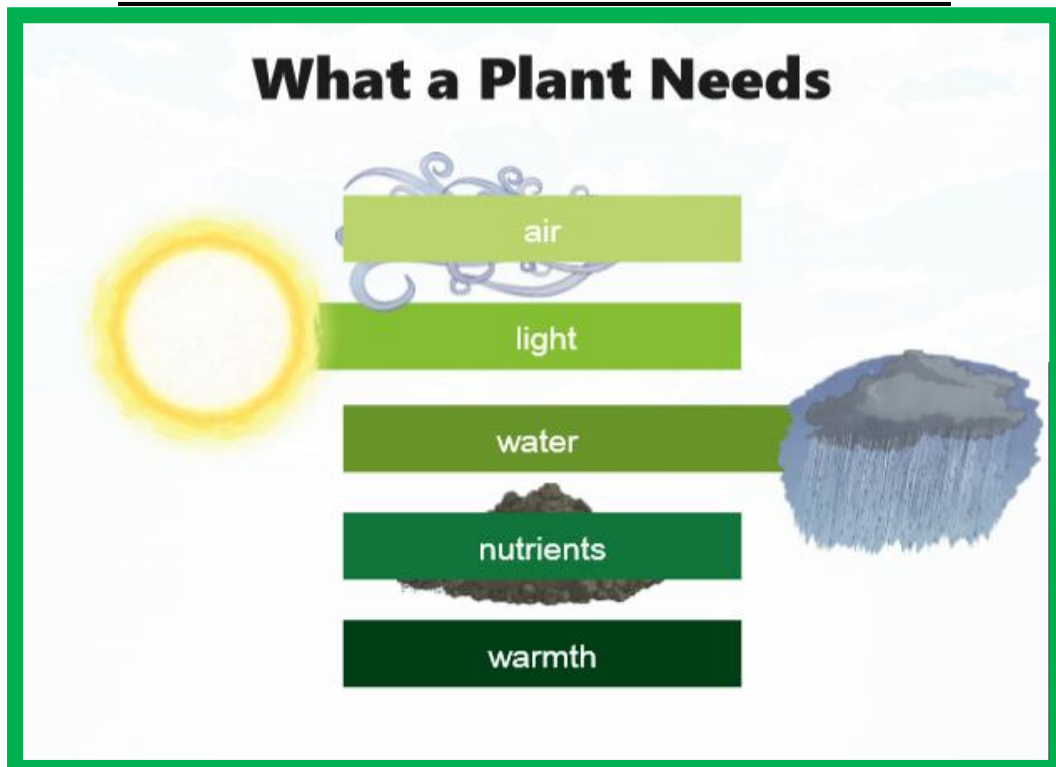
Multiply the numbers on the track. Write them down as you go.
Use a timer to see how long it takes you to get to the bananas!



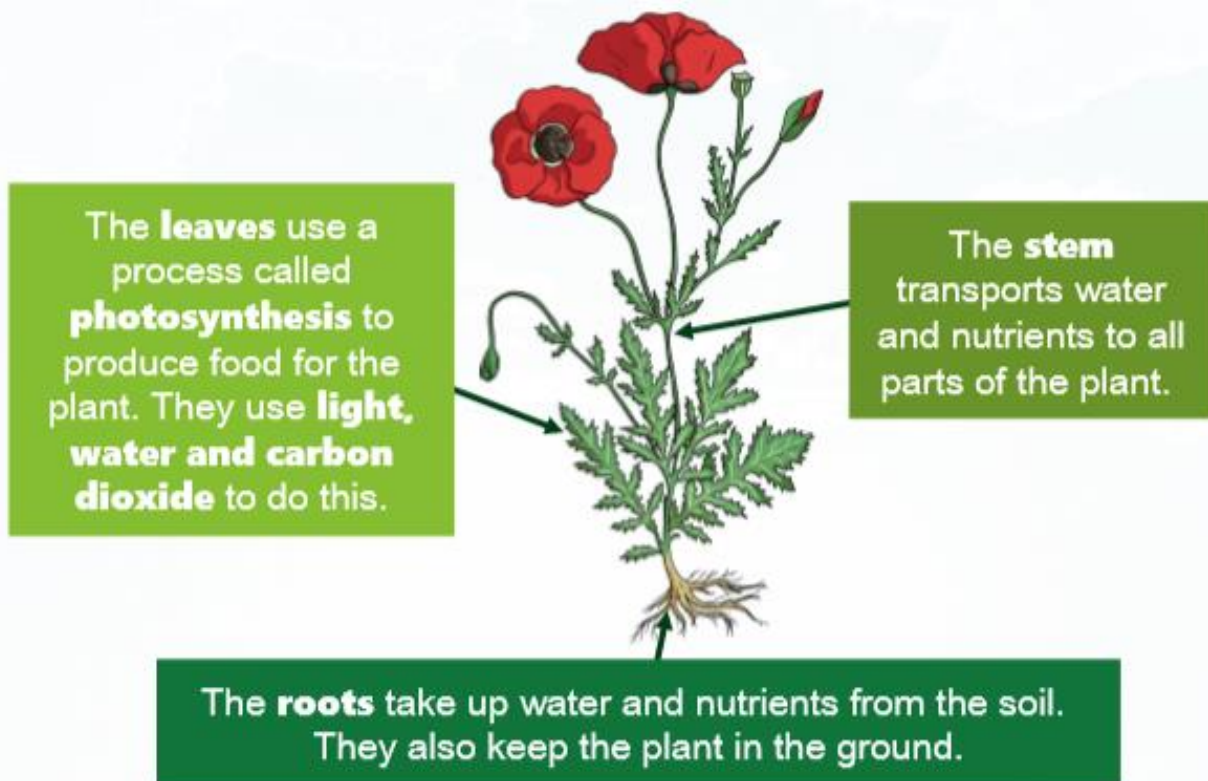
8 Times Table Multiplication and Division Board Game



Roll the dice and work out the multiplication or division you land on. The winner is the first to finish!



What Parts of a Plant Do

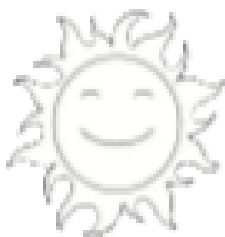


Why Does it Need Them?

- If a seed is not **warm** enough, it will not germinate
- Germination is when the seed starts to sprout in to a plant
- If a plant does not have enough **light**, it will grow to be tall and thin

Plants Need...

Use the words below to finish the sentences.



light



water



air



soil

Many plants need _____ from the sun.

Many plants need _____ or they will dry out.

Many plants need _____ to grow their roots in.
They get the nutrients they need from the soil.

Plants need _____, _____ and _____
which they use to make food.

Parts of a Plant

Amazing Fact

Figs contain digested fig wasps, which crawl inside as part of the pollination process and can't get back out.

Challenge

Match up the words and their meanings.

petals

releases pollen which brushes onto insects when they land on a flower

leaves

absorb water and minerals from the soil

stem

attract insects and birds to the plant

roots

make food for the plant from CO₂ and sunlight

Plants that Grow Well



Name: Date:

In the boxes below draw a plant that is healthy and growing well and in the other box one that is not growing well. Think about what the role of the roots, stem and leaves are.

A plant growing well

A plant not growing well

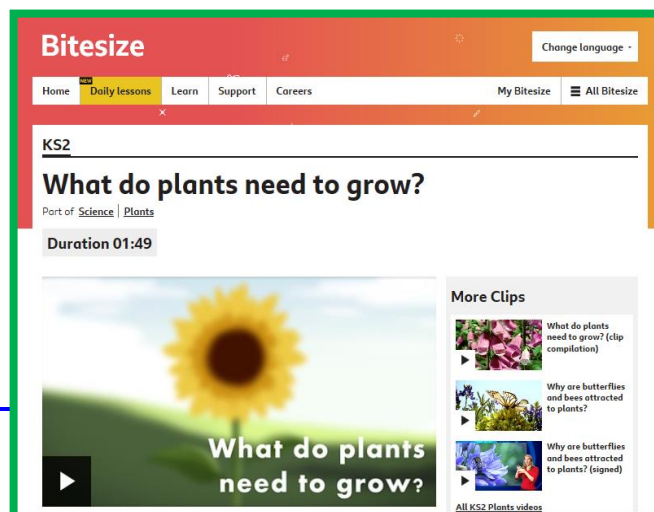
Online science

Learn more about plants by visiting these sites

www.bbc.co.uk > [bitesize](#) > [clips](#) ▾

[What do plants need to grow? - KS2 Science - BBC Bitesize](#)

An animation that shows how plants need water, light, warmth, air and time to grow well.

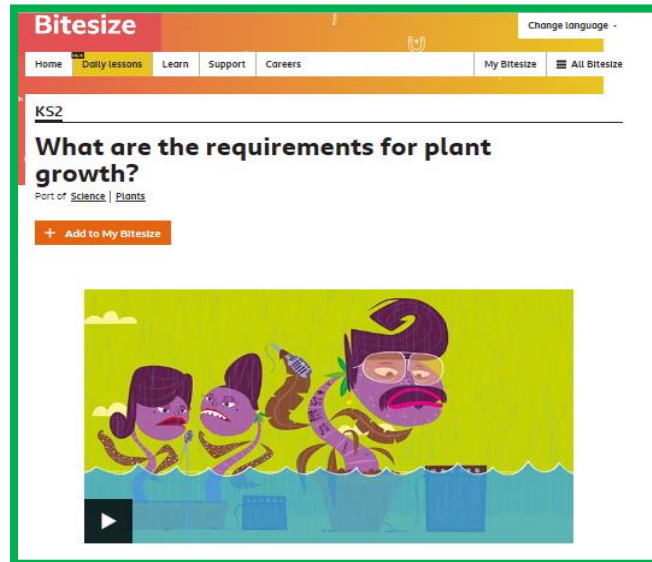


The screenshot shows the BBC Bitesize website interface. At the top, there is a navigation bar with the 'Bitesize' logo, a 'Change language' dropdown, and links for 'Home', 'Daily lessons', 'Learn', 'Support', and 'Careers'. Below this, there are 'My Bitesize' and 'All Bitesize' options. The main content area is for 'KS2' and features the video title 'What do plants need to grow?' with a sub-link 'Part of Science | Plants' and a 'Duration 01:49' label. The video player shows a sunflower in a field. To the right, there is a 'More Clips' section with three video thumbnails: 'What do plants need to grow? (clip compilation)', 'Why are butterflies and bees attracted to plants?', and 'Why are butterflies and bees attracted to plants? (signed)'. At the bottom of the clips section, it says 'All KS2 Plants videos'.

www.bbc.co.uk › bitesize › topics › articles

What are the requirements for plant growth? - BBC Bitesize

A healthy plant is usually upright with green leaves. Plants need air, light, warmth, water and nutrients to be healthy. If a plant doesn't ...



The screenshot shows the BBC Bitesize website interface. At the top, there is a navigation bar with the 'Bitesize' logo and a 'Change language' dropdown. Below this is a menu with 'Home', 'Daily lessons', 'Learn', 'Support', and 'Careers'. On the right side of the menu, there are 'My Bitesize' and 'All Bitesize' options. The main content area is for a KS2 article titled 'What are the requirements for plant growth?'. Below the title, it says 'Part of Science | Plants' and there is a button to '+ Add to My Bitesize'. A video player is embedded below the text, showing a cartoon illustration of three characters (two girls and one boy) looking at a plant in a pot. The video player has a play button in the bottom left corner.



DEEPENING UNDERSTANDING SCIENCE DEPTH TASKS

REASONING 4

Ranjit says...

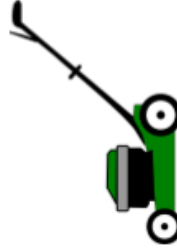
Stems are like drinking straws.



What do you think Ranjit means?

REASONING 5

Jerry has noticed that he has to cut the grass much more in summer.



Why does the grass need to be cut much more in the summer?

REASONING 6

Anita is in her garden.



She has found some weeds in the flowerbed.



Predict what will happen to the other plants in her garden.

YEAR 3 NEEDS OF A PLANT



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Recognising Plant Structures – Vocab 2

Can you use the simple clues below to find plant related words in the word search?

What is the name for the part of the plant which attracts insects?	This part of the plant finds and absorbs the water in the soil.	This is the middle of a plant. It transports the water and food.
What do insects carry to help the plant make seeds?	What does a plant need to live that is found in the ground?	What can you use instead of soil which is full of goodness?

r	t	p	r	h	m	b	f	w	i
f	l	o	w	e	r	r	o	a	m
n	s	l	s	d	o	d	c	t	o
r	e	l	f	s	o	g	o	g	t
e	m	e	c	s	t	e	m	r	a
l	j	n	c	h	f	h	p	p	m
k	w	r	s	u	s	n	o	h	y
i	n	e	r	a	y	d	s	o	p
o	o	d	u	d	w	a	t	e	r



Design Your Own Flower

Outdoor or Indoor Activity

You will need:

A selection of flowers or pictures of flowers

A magnifying glass

The 'My Flower Design' sheet

Lots of imagination!

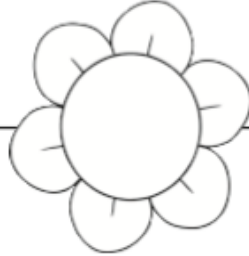
The Activity

1. Look at some different flowers. You could collect some wild flowers on a walk or look in your own garden. Make sure you only take one flower from each plant, or, better still, pick up a flower that has fallen to the ground. Another good idea is to buy a bunch of mixed flowers from a florist or the supermarket. If you can't get hold of fresh flowers, look at pictures in a book or online.
2. Once you get home, put your flowers onto a couple of sheets of wet kitchen roll in a container. This will keep them fresher for longer. Or if they have long stalks, you could put them in a vase or jug of water.
3. Look at all your flowers closely and choose 5 or 6 that are your favourites. Look at them closely with your magnifying glass. Think about the following things:
 - What colour are they?
 - How many petals do they have?
 - What shape are the petals?
 - What are their leaves like?
 - Do they have a scent? What is it like?
 - Are the flowers big or small?
 - How do the flowers feel when you touch them?
4. Now, use the ideas you have from looking at the flowers to design your own flower. Think about its colour, shape and size, and what its leaves are like. Use coloured pens or pencils to make it look exactly how you want it to. Don't forget to give it a name!

My Flower Design

Flower's Name: _____

Colours



Scent

Where It Is Found

Other Information

Petals and Leaves

