

**Stay Strong, Stay Positive, and
Never Give Up.**

Hello Year 3!

Another two week have passed! 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. We hope you have a safe and happy summer.

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.

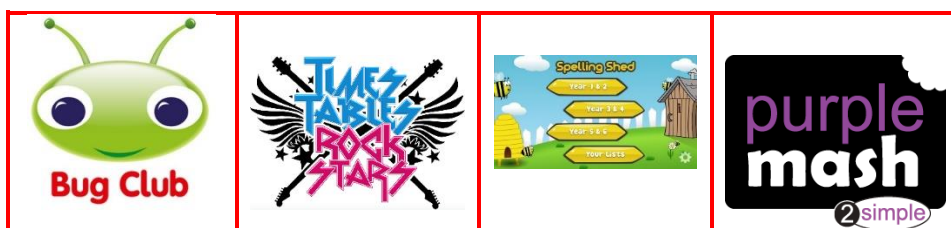
Welcome to your next exciting work pack!

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. Sadly, this is the last learning pack. However, the good news is that you will get a bumper, super duper summer pack!!!! Hope you enjoy it!

Keep using Purplemash over the summer. 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. 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.

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



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

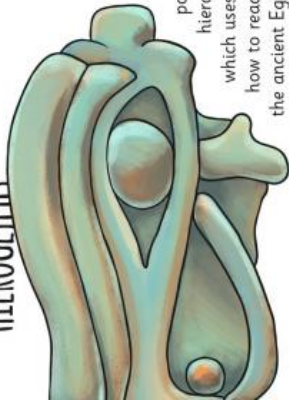
We miss you so much and can't wait till we are all back together again. I know that you will be doing a fantastic job of helping your families through this tricky time.

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 Write like an Egyptian – Pages 3-12 In this learning pack you will be learning about the Ancient Egyptian Hieroglyphs and papyrus</p> <p>Read the information on page 3</p> <ul style="list-style-type: none"> • Answer the questions on p.4 <p>Use the Hieroglyphs on page 6 to answer the questions on p.5 Make a cartouche p.7</p> <p>Reading p.17-23 Read extracts from Amuns’s Ancient Egyptian Dairy p.17-18 Complete the activities p.19-23</p>	<p>Spelling -Page 43</p> <p>Have a go at doing one of the activities and trying to learn the spellings on the list.</p> <p>SPaG Page 42</p> <p>Word families</p>
<p>Maths –Pages 44-49</p> <p>– Have a go at some of the questions and revise your maths skills.</p>	<p>Times Tables Games –Page 50-53</p> <p>Multiplication Practice Play these games to help you practise your times tables</p>	<p>Maths – Pages 47</p> <p>Measures Solve these measures problems</p>
<p>Science – Pages 53-62</p> <p>Deepening understanding Seed Dispersal p.54</p>	<p>Wellbeing – Pages 24-35</p> <p>Talk – Picture News The importance of having routines p.24-25 Talk to your family about routines. What is your routine? Why do you have them?</p> <p>Why not have a go at these Brain Gym activities? P.26 Growth Mindset Challenges p.27-30</p> <p>Self-esteem – p.31-33 Positive Steps – p.34-35 Mindful colouring p.36-39</p>	<p>Physical challenge – Pages 40-41</p> <p>Rock, Paper, Scissors</p> <p>Just One Breath</p>
<p>Bake Like An Egyptian P.15 Egyptian Honey Cakes Why not have a go at making this Egyptian recipe.</p> <p>Why not take photos and post them GL home learning page</p>	<p>Topic Pages 9-12</p> <p>Geography – Papyrus Read page 11 and then explain to someone how papyrus is made. Count like an Egyptian p.9-10 How to make papyrus p.12 Egyptian symbols word searches - p.13-14</p>	<p>Reading – Page 16 -23</p> <p>A guidance for parents</p> <p>Read the extracts from Amun’s Diary answer the questions and complete the activities</p>

HIEROGLYPHS



What are they?

The word hieroglyphics comes from the Greek translation 'holy writing'. You can see examples of this writing on ancient Egyptian artefacts like wall carvings, pottery and the papyrus paper. The hieroglyphs are the ancient written language which uses symbols and pictures. We have found how to read the hieroglyphics to understand how the ancient Egyptians lived.

Why did they write them?

The ancient Egyptians thought it was important to write down all the information they could about their kings and their religion. So they made the hieroglyphs to tell people in the future what happened. Hieroglyphs were one of the ways the Egyptians would write. They mainly used them in religious texts, on statues and in tombs.



Who wrote them?

Not everyone could read and write the hieroglyphs; only a group of people called scribes would learn how to do it. The scribes would almost all be men but there is proof of female doctors who could also read them for understanding medical texts.

To become a scribe you would need to go to a special school. At school you would learn to read and write hieroglyphic and other scripts. The children would spend hours writing on sheets of papyrus and practise on pieces of rock and pottery.

Where would they write them?

In school – The scribes would be taught how to write and carve in hieroglyphics. Many students would spend hours copying hundreds of signs and it was hard work – there is even evidence that some of the scribes skipped class so they didn't have to do it.

In the fields – After the scribes finished in school, one of the first jobs many of them had was working in fields, counting crops and animals. They would let the government know how many of these would be taken as tax.

In tombs – The Egyptians believed that the hieroglyphics in the tomb helped the body get to the afterlife. The scribes would write spells on the walls then the craftsmen would come and carve away what the scribes had written. It was very important that the craftsmen did it perfectly or the spell would not work.

In temples – The temples were the houses of the gods and goddesses. The priests would be the scribes, they would carve the walls with hieroglyphics and drawings to show their respect. Instructions for rituals to please the gods would also be written on the walls and on paper for other people to use.

How can we read them?

The secret to reading the ancient Egyptian text was found in 1799 when the Rosetta stone was discovered. It is called this because it was found in a town in Egypt with the same name.

The text on the stone is thought to have been written by priests. It lists all the good things that the pharaoh has done for the priests and the people of Egypt.

The reason why this stone is so important to reading the language is that it is written in three languages and this makes it very easy to translate. It is written in hieroglyphs, Demotic (a more common Egyptian way of writing) and an old Greek text. It took scholars twenty years to translate all the text into a modern language.



Use this information to answer the questions on the next page.

Q. What are hieroglyphics?

— answer choices —

- the afterlife
- a system of writing
- a type of paper that the ancient Egyptians used to write on
- a system of water

Question 2

30 seconds

Q. What year were hieroglyphics developed around?

— answer choices —

- 1,800 B.C.E.
- 200 B.C.E.
- 500 B.C.E.
- 3,000 B.C.E.

Question 3

30 seconds

Q. How did the Egyptians use hieroglyphics?

— answer choices —

- The ancient Egyptians used hieroglyphics to represent a sound of an object or a letter of an object
- The ancient Egyptians used hieroglyphics as paper
- The ancient Egyptians used hieroglyphics as food

Question 4

30 seconds

Q. How are hieroglyphics helpful to people now?

— answer choices —

- Hieroglyphics formed into a sewer system to get water easier
- Hieroglyphics formed into a system ONLY for numbers so people could read numbers more easily
- Hieroglyphics formed into an alphabet to help humans communicate

Question 5

30 seconds

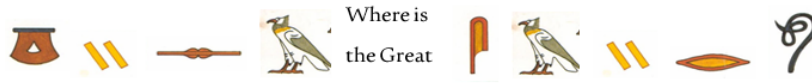
Q. What would happen now if hieroglyphics weren't invented ever?

— answer choices —


- Humans would most likely not be able to survive without hieroglyphs now because we wouldn't be able to eat
- Humans would probably not be able to survive without hieroglyphs now because we would not be able to get water
- Humans would most likely not be able to survive without hieroglyphics which is now an alphabet because we wouldn't be able to talk if we didn't have an alphabet to read off of

Use the answers of these questions to help you place the correct symbol in the right place on the Egyptian alphabet. You will have 2 left. Clue: b for body part.

Where is the Great Pyramid?
 What is the capital of Egypt now?




What is the river called that runs through Egypt?




What was the 'boy king's' name?




What building structure were Egyptians famous for?




What is the mythical creature with the head of a human and the body of a lion?




What type of animal was believed to roll the sun to the sky?



The organs of a dead body were stored in Canopic _____.



Bodies of Kings were buried in an underground tomb maze called the _____ of the Kings.



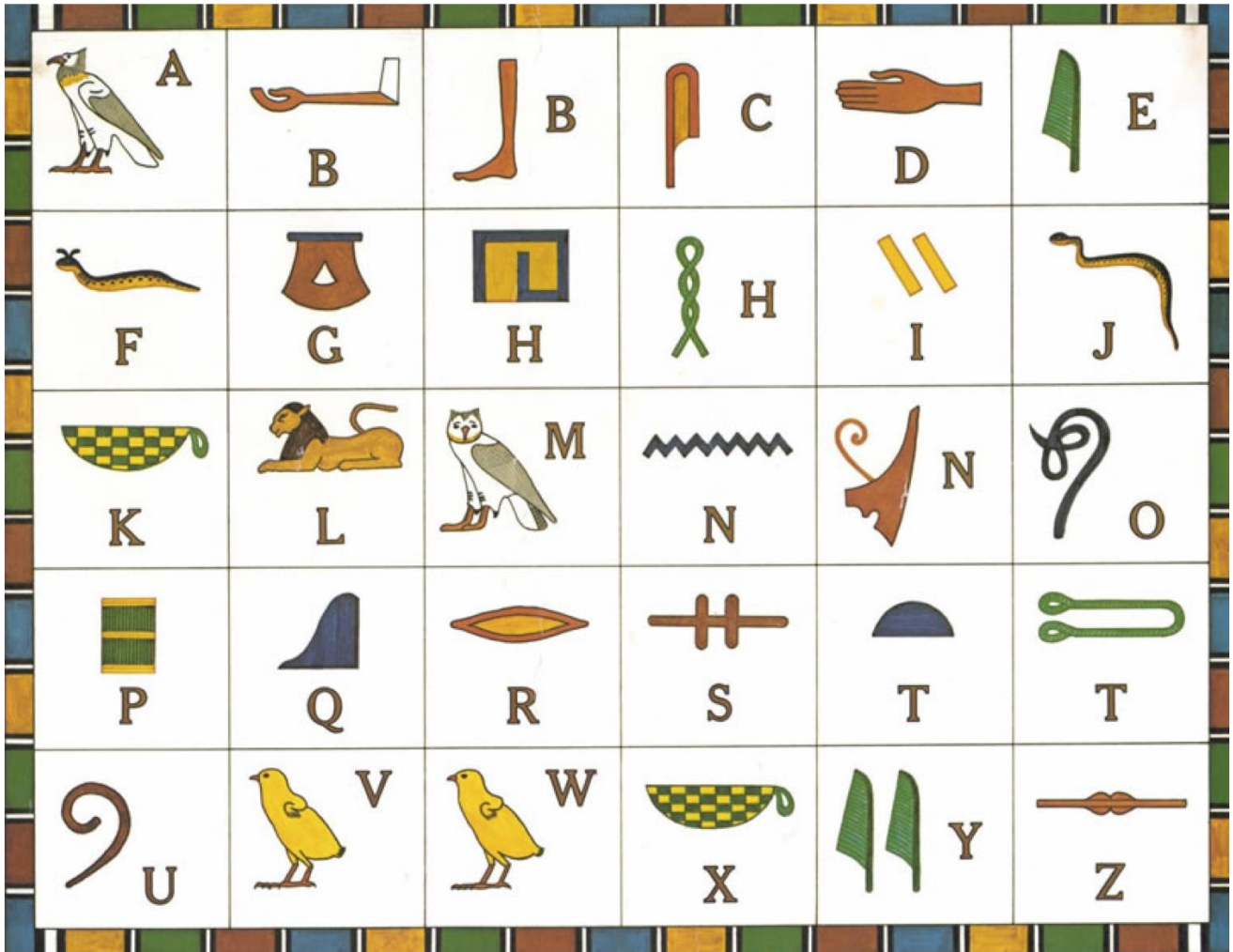
What were the mummies put in once they had been wrapped?



What Egyptians wear on their heads?



Use the Hieroglyphs to create your own cartouche on the next page.



Cartouches

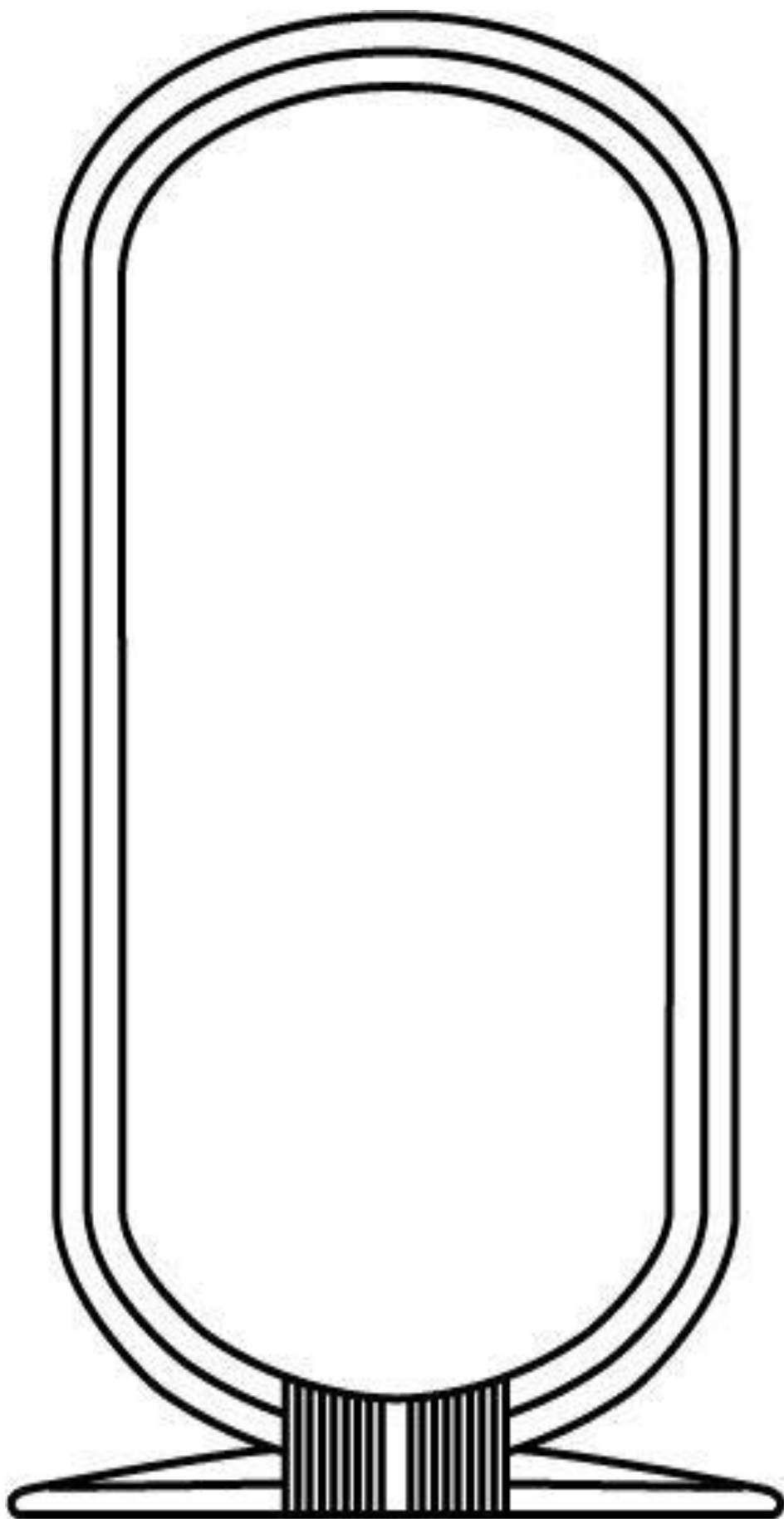
The word 'hieroglyph' means sacred (or special) carving. There are over 700 hieroglyphs.

They can be written from the top to the bottom of the page, or across the page just as we write.

The Egyptians wrote the names of their kings or queens inside an oval shape called a **cartouche**, to show that they were special.



Photos courtesy of the British Museum; graphics made using the resources below; all rights reserved.

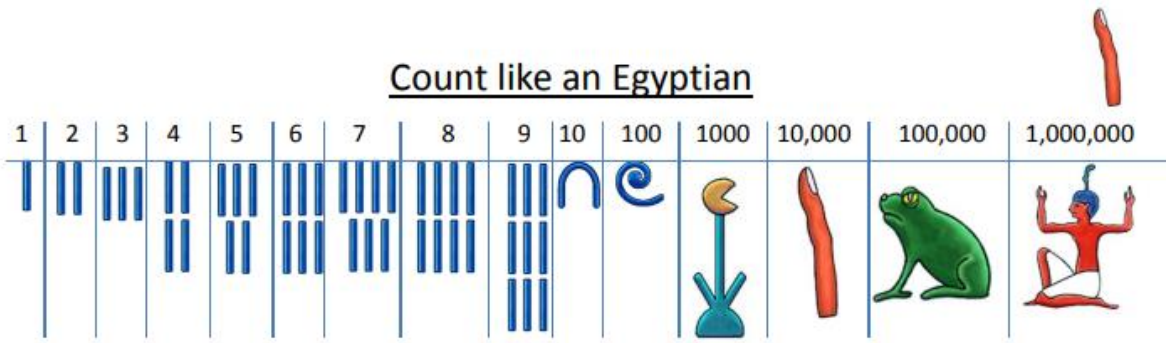


Hangman

Play hangman using hieroglyphic letters instead of English letters.



Count like an Egyptian



Can you write these numbers as ancient Egyptian Hieroglyphs?

1		37
2		82
3		61
4		245
5		872

Count like an Egyptian



1	2	3	4	5	6	7	8	9	10	100	1000	10,000	100,000	1,000,000

Convert these Egyptian hieroglyphs into modern day numbers

1		<input type="text"/>
2		<input type="text"/>
3		<input type="text"/>
4		<input type="text"/>
5		<input type="text"/>
6		<input type="text"/>
7		<input type="text"/>
8		<input type="text"/>

How is papyrus made?

Have you ever wondered how papyrus paper is made? After reading this text you should understand the process of how papyrus reeds are used to make papyrus (a type of paper). The Ancient Egyptians developed a way of making paper using papyrus reeds over 5,000 years ago!



Papyrus reeds grow in the fertile soil along the banks of the River Nile. It is a tall reed with a triangular stem and fan-shaped feathery leaves. The Ancient Egyptians used papyrus to make boats, ropes and houses; children would also eat the roots of the plant because of the sweet taste.

The initial step in producing papyrus is to gather reeds from the river bank. The outer layer of the reed is removed because it is too thick and tough to make paper. However, the outer layer is not discarded but used for making sandals and baskets.



Next, the inner part of the reed is cut into long, thin strips. It is important that the strips are approximately equal in length so that the paper is the correct shape and size.

After the strips are cut they are soaked in water for three days, as a result the reeds become soft and some of the sugar in the strips is removed. In the next stage of the process the strips are pounded and rolled, this is done for several reasons: to remove the water, to flatten the strips and to remove more sugar. Eventually the papyrus is ready to be stuck together to form a sheet of paper.



Then the strips are placed next to each other, each strip slightly overlapping each other. The remaining sugar in the stems is used as a form of glue and sticks the strips together. The second layer of strips is laid perpendicular to the first layer, this makes the papyrus stronger. They are pounded to ensure they stick together.



Finally, the sheet is covered with absorbent material (linen or cotton) and placed under a heavy weight. As a result the water is removed from the sheet of papyrus leaving it dry. It is then polished with a stone to make it smooth so that writing on the papyrus is easier. The papyrus is then ready to be used.



Papyrus Paper Craft

You will need:

- White glue (PVA)
- Water
- Paintbrush
- Newspaper, wax paper or baking parchment
- Brown paper bags
- Tray or large bowl



Instructions:

1. In equal parts, mix the glue and water in a tray or large bowl.
2. Tear a brown paper bag into strips.
3. The strips should be roughly the same size, approximately 1.5-2cm wide.
4. Cover the surface you are working on in newspaper, wax paper or baking parchment. The area covered should be roughly the size of the papyrus parchment you will make.
5. Dip the strips, one at a time, into the glue and water mix.
6. Lay the first strip vertically, close to one edge of the newspaper.
7. Add the second strip vertically, overlapping the edge with the first strip.
8. Continue to lay each strip vertically across the newspaper, overlapping the edges as you go.
9. After adding each strip, press and smooth the paper bag to remove any excess liquid.
10. When you reach the opposite edge of the newspaper, repeat the same process but this time, add strips horizontally from top to bottom.
11. Remember to press and smooth each strip.
12. Allow to air dry.

Did you know...?

Papyrus is a plant. The Ancient Egyptians had many uses for it including mattresses, sandals, baskets and clothes. It was so useful, Egyptians called papyrus the 'Gift of the Nile'. Papyrus' most important use was to make paper.

Why not try:

- writing your name in Egyptian hieroglyphs?
- inventing a spell to add to a Book of the Dead?
- drawing a map of a pyramid?



Egyptian Symbols Wordsearch



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

ankh

cartouche

djed

hieroglyphics

obelisk

pyramid

scarab

sphinx

udjat

Name: _____

Egyptian Symbols Word Search



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



HIEROGLYPHICS

OBELISKS

SUN DISKS

LOTUS FLOWER

ANIMAL-HEADED GODS

THE EYE

SOLAR BOAT

CARTOUCHE

NEMES HEADDRESS

LOTUS

SCARAB

WINGED SUN

WINGED GODDESS

CANOPIC JARS

FEATHER OF MAAT



Bake Like an Egyptian

Ancient Honey Cakes

In Ancient temples, they offered 'Honey Cakes' to the goddesses.



Makes 18

Ingredients

110g butter, softened

170g honey

300g rice flour

2 eggs, slightly beaten

$\frac{1}{4}$ teaspoon baking powder

$\frac{1}{4}$ teaspoon ground cardamom

2 teaspoons sesame seeds

Method

1. Preheat oven to gas mark 4. Lightly grease a baking sheet.
2. Beat butter and honey together in a bowl using an electric mixer until smooth and creamy, add eggs and mix well. Mix rice flour, baking powder and cardamom into a creamy mixture until dough is just mixed. Roll dough into small balls, about 1 heaped teaspoon each.
3. Pour sesame seeds into a bowl and press each dough ball into the seeds, coating half of each ball. Transfer dough balls to the baking sheet, gently pressing to half a centimetre thickness.
4. Bake in the preheated oven until edges are golden, about 20 minutes



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?



Amun's Ancient Egyptian Diary

Wednesday 11th June 1326 BC

Dear diary,

My name is Amun and I have decided to start writing a diary so that at some point in the future, another little boy like me might find my diary and find out all about what my life is like. I wonder what will have changed by then? Us Ancient Egyptians are very interesting; we have invented lots of things that you will probably be using! I can't wait to tell you all about my life!

I thought I'd start by giving you a guided tour of my home. Obviously you can't see it as by the time you are reading this, it will be long gone! I will try and explain though. My house is built with bricks that are made from mud and straw. What is your house made out of? We don't use wood to build our houses as trees are really **sparse** over here, with it been mainly desert land not many trees can grow! We have 3 rooms in my house, including a kitchen. Our kitchen has no roof; can you guess why? The only equipment we have in our kitchen to help us cook are a **grindstone** (to grind grain into flour so we can make bread) and a little oven to bake it in. How do you make bread?

Sorry, I've got to go! I promised my mum I would help her make fish and onion stew!

Amun x

Thursday 12th June 1326 BC

Dear diary,

Sorry I had to rush off so quickly yesterday; you'll be pleased to know the stew was delicious! I have a little bit more time now to tell you about myself.

I live in Egypt, beside the River Nile. It's pretty cool living by a river, literally! But do you know why we live by the river? It is because our crops can grow well here. The **majority** of Egypt is desert land and our crops will not grow, so we have to live by the river to survive.

Have you ever been to Egypt before? Do you know which other countries it is close to? Perhaps you could find out?

Right I'm off now! I have to help my dad. He's a **carpenter**, have you heard of a carpenter before? He makes furniture for the **Pharaoh**! It's a really important job. I'll tell you more about that another day!

Thursday 19th August 1324 BC

Dear diary,

You know from my last few entries how busy I've been, add in the hot weather from our trip today – I'm sure you'll understand why I'm feeling very **lethargic**! Do you know what happened? It was an amazing day! I travelled west of the Nile and saw my very first pyramid. Although it was **unveiled** hundreds of years ago, I have never seen one before – only heard of their wonders. I wish I could put into words how **magnificent** it is!

It was my sister's birthday today (she was the one who wanted to see the pyramids – I'm so glad she did!) so when we got home we had an amazing feast outside to celebrate. We had fish, mutton, pigeon and beer; it was delicious!

Time for me to go, I need to finish celebrating and then get to bed.

Bye for now! Amun x

Saturday 21st September 1323 BC

Dear Diary,

Today has been a really **sombre** day. We found out, sometime after lunch, that our King – Tutankhamun – has died! He was only 18 years old; just 2 years older than my sister. The whole village is in shock. You see, Tutankhamun was a very special king. Did you know he was only 9 years old when he was **crowned**? Can you imagine having the power to rule an entire Kingdom when you are still only a boy? That is his nickname, the Boy King. What do you think it would have been like being a king as a child? Would you have liked it?

Everybody is talking about how he died. His death today was very unexpected and **baffling**. My dad reckons he died of a disease but my mum is **dubious** she thinks his death was an accident. The country is in **mourning** for him. He only ruled for 9 years and lived a very short life. He is to be buried in a tomb in the Valley of the Kings.

Good night,

Amun xx

Amun's Ancient Egyptian Diary – Follow-Up Work

What is Amun's father's job?

How old was Tutankhamun when he died?

What do you think it would have been like to be a Pharaoh at 9 years old?

Tutankhamun's death was very mysterious. Which word in the text shows that his death was mysterious?

Why does Amun put the date at the start of each diary entry?

Amun ends each entry with a kiss (x). What effect does this have?

Do you think we will ever find out exactly how Tutankhamun died? Why?

How do you think Amun felt when he found out Tutankhamun had died? What evidence is there?

What do we find out about Amun's life in the first diary entry?

What are the features of a diary?

Why does Amun live by the river?

How is your life different to Amun's?

Amun's Ancient Egyptian Diary – Vocab 1

Write down the meaning of each of the highlighted words from the text. Use a dictionary or thesaurus to help you.

sparse _____

grindstone _____

majority _____

carpenter _____

Pharaoh _____

lethargic _____

unveiled _____

magnificent _____

sombre _____

crowned _____

baffling _____

dubious _____

mourning _____

Amun's Ancient Egyptian Diary – SPAG

Underline the preposition in each sentence.

Amun lives beside the River Nile.

The very first pyramid in the whole world has been unveiled across the river.

It was my sister's birthday today so we had an amazing feast outside to celebrate.

He is to be buried in a tomb fit for a King.

We don't use wood to build our houses as trees are really sparse over here.

Here is a passage from Amun's diary. Mark where you think a new paragraph should be started.

Sorry I had to rush off so quickly yesterday, the stew was delicious by the way! I have a little bit more time now to tell you a bit more about myself. I live in Egypt, beside the River Nile. It's pretty cool living by a river, literally! But do you know why we live by the river? It is because our crops can grow well here. The majority of Egypt is desert land and our crops will not grow, so we have to live by the river to survive. Have you ever been to Egypt before? Do you know which other countries it is close to? Perhaps you could find out? Right I'm off now! I have to help my dad. He's a carpenter, have you heard of a carpenter before? He makes furniture for the Pharaoh! It's a really important job. I'll tell you more about that another day!

Amun's Ancient Egyptian Diary – Vocab 2

How many other words can you find with a similar meaning? Use a thesaurus to help if you need to. Don't forget to use commas in your list of words and join the last two words with 'and'.

The first one has been done for you.

1. sombre = sad, solemn, glum, grave and brooding

2. magnificent = _____

3. dubious = _____

4. lethargic = _____

5. baffling = _____

6. sparse = _____

7. unveiled = _____

Write a sentence linked to Amun's diary using one of the new words.



Resource 1

Look at the resource below, which shows some of the things Luda does on a weekday.

Which things does Luda do in the morning, in the afternoon, in the evening?
Can you order them?

morning

afternoon

evening

night



Have lunch



Watch television



School finishes,
go home



Get dressed



Wake up and get
out of bed



Go to sleep



Play with toys



Have a wash



Go to school



Have tea



Have breakfast



Brush teeth



Resource 2

Look at the resource below, which shares Arthur's experience of a day without any routine.

How do you think Arthur felt?
Would you have enjoyed a day like this?
What do you think it would have been like if nobody in school followed a routine?

I woke up and chilled out in bed for a while as I didn't feel like getting up straight away.

I got dressed in my school uniform and headed to school. I didn't brush my teeth or have breakfast.

I arrived at school, but the gate was locked so I had to go in through the main office. Mrs Teller told me I was late and asked where I had been. The rest of my class were outside. I felt a bit anxious going to join them as they all looked busy completing a science experiment. It looked fun.

Mr Swindell looked to be panicking when I returned. He looked up and saw me and instantly looked relieved. He asked where I had been? He had been worried and explained that lots of other adults in school had been searching for me. I explained how hungry I had been, and I had wanted something to eat.

When I arrived, Mr Moore, the school cook, was quite cross and abrupt. He said it wasn't lunchtime yet and I shouldn't be wandering around school. He sent me back to my class.

Mr Swindell, my teacher, gave me a wave and a smile and asked me to join in with a group. I felt better until my tummy started to rumble – I was so hungry! I decided to go to the canteen to get my lunch.

The bell rang for break, but I felt tired so decided to sit in the classroom and read a book instead.

Once I had finished my book, I felt like going home so set off. Once I arrived at home, I made myself something to eat. Afterwards I decided to brush my teeth then watch television.

The police arrived at my house! I was confused but they explained that school had contacted them as they were worried as I had just disappeared. I said I was sorry as I hadn't meant to worry anyone, I just wanted to come home.

What impact have Arthur's actions had on others?

BRAIN GYM



UNLOCKING EARS



Place your hands at the top of both your ears. Gently unroll your ears from the top to the bottom.

Switches on our ears.

MORE HOOK UPS



Join your finger tips together to make a tent. One at a time, tap each finger pair together.

Helps us to relax, focus and concentrate.

WATER



We have a sip of water before we begin brain gym.

Water gives us energy.

BRAIN BUTTONS



Place one hand across your belly button and rub your brain buttons with the other hand. Now move your eyes left and right.

Wakes up our body and brain.

CROSS CRAWL



As you walk or march on the spot, touch your right knee with your left hand, then touch your left knee with your right hand.

Switches on both sides of our brain.

HOOK UPS



Cross your legs. Extend your arms, cross them over at your wrists, link up fingers and bring your hands upwards to your chest. Close your eyes, hold, and focus on your breathing.

Helps us to relax, focus and concentrate.

FIGURE EIGHTS



Point your finger and draw huge figure eights sideways in the air. Make sure you cross over both sides of your body and take turns with both hands.

Makes sure the left side of our brain is connecting with the right side of our body and vice versa.

SYMMETRICAL AIR DRAWING



Pointing with both fingers, draw in the air, making sure right and left fingers are in symmetry with each other.

Helps our co-ordination and multi-tasking.

Growth Mindset Challenges: Adult Guidance

This is an information page for parents supporting their children with completing these challenges.

First, what is a 'growth mindset'?

A growth mindset is the belief that abilities can be developed through hard work and persistence. It is the key to unlock children's self-belief and ultimately leads to higher achievement. A 'fixed mindset' is the opposite of this. A fixed mindset believes that talent and intelligence are fixed traits and that hard work will not change this.

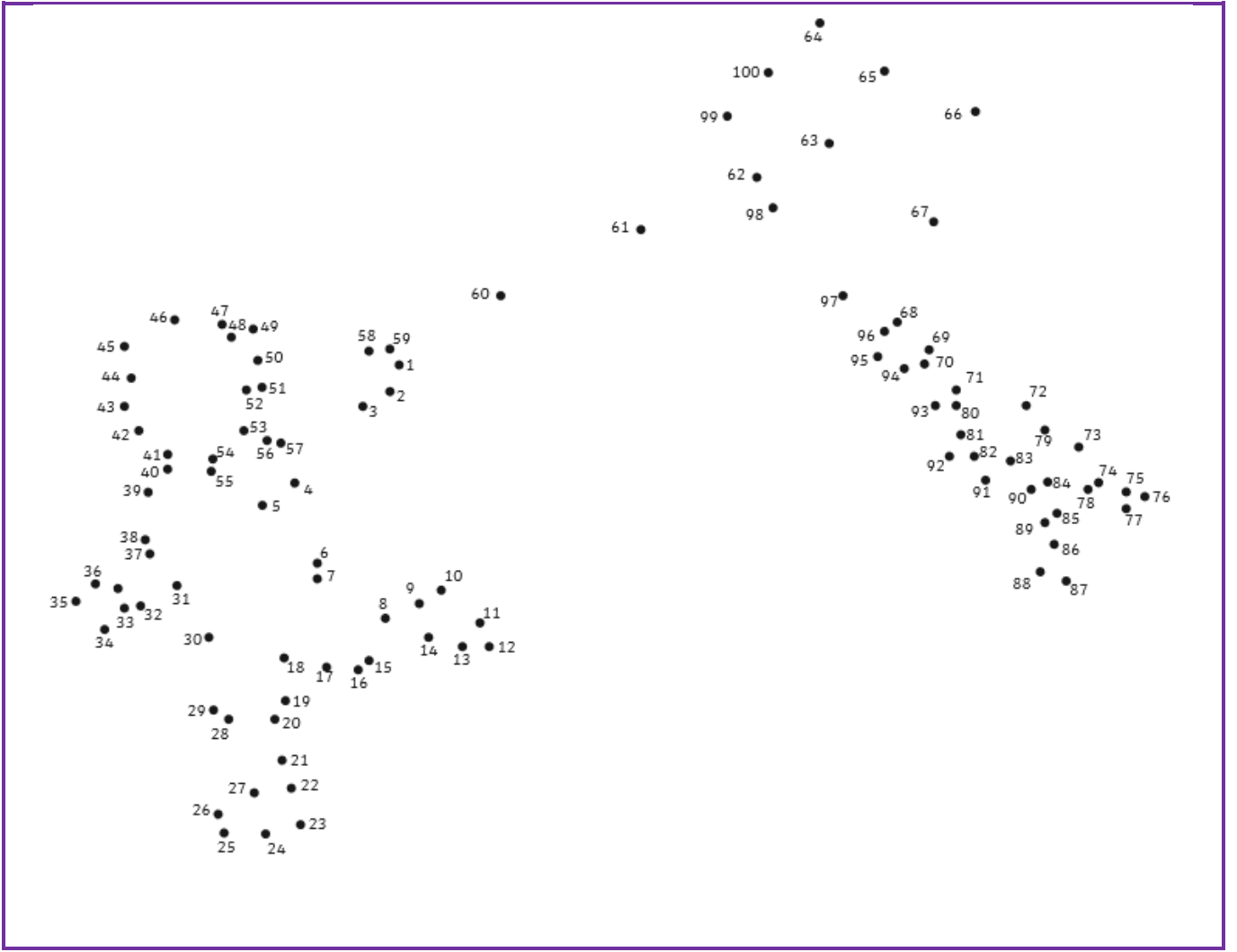
Why does it matter?

A growth or fixed mindset can have a significant impact on an individual's lifelong achievements and self-perception. A person with a growth mindset will bounce back after setbacks, be resilient and have a lifelong love of learning. A person with a fixed mindset may give up when problems arise or simply not try because they don't believe they have the ability.

Observe your child during these activities and listen to their language. Do they say phrases such as 'I'm rubbish at this', or 'I can't do it'? If so, then re-frame their thinking. Encourage them by saying phrases such as 'This is hard at the moment but with a bit more practise, it'll get easier!', 'You are on the right track' and 'This is a new challenge. Keep trying'.

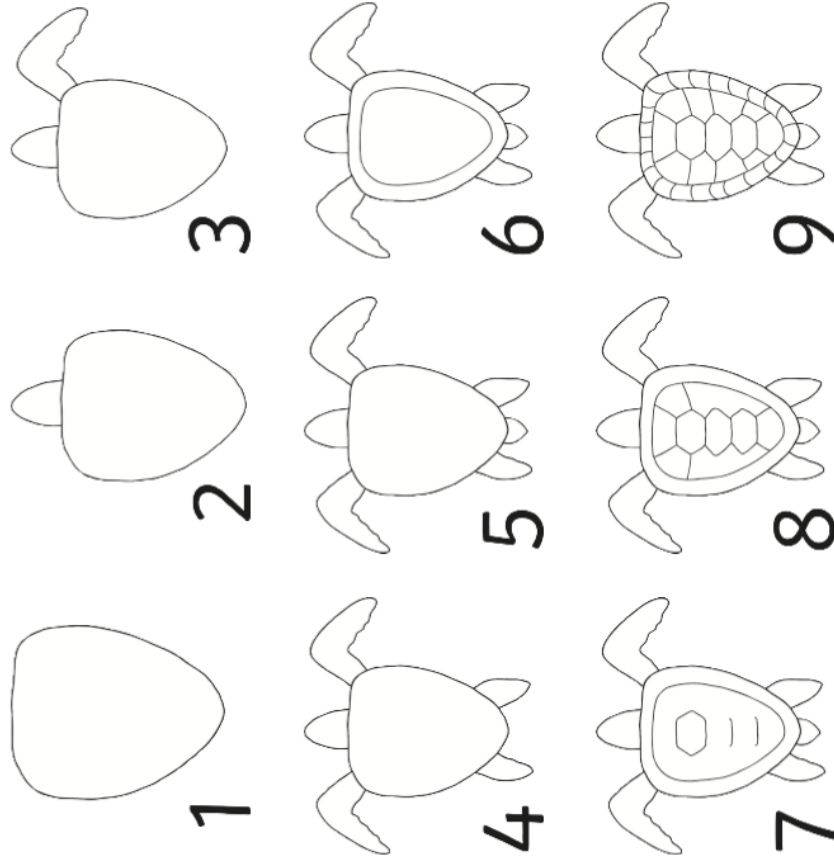
Carry this 'growth mindset' thinking into their day-to-day activities and schoolwork. You never know, it may help you too!

Dot to Dot



Drawing Challenge

For this challenge, you need to create a picture of a turtle. Follow these steps exactly, so your turtle looks like the one below. You will need to concentrate hard. You have 3 minutes.



Bean Bag Balance Challenge

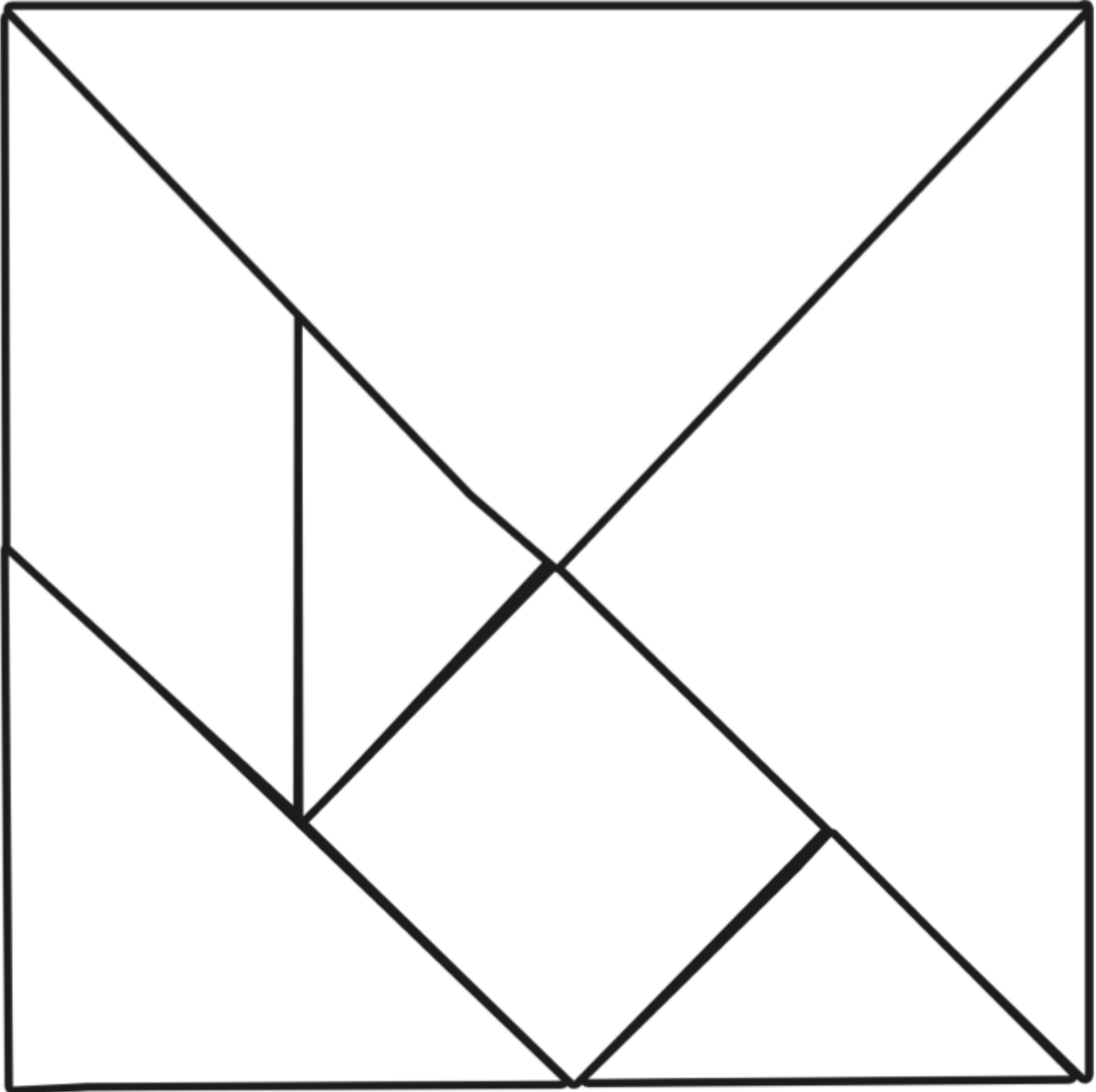
For this challenge, you need to stand on one leg and balance a bean bag on the knee of the opposite leg.

You will need to concentrate hard and try to balance for three minutes.



Tangram Challenge

Cut out the shapes below. Try to complete the tangrams on the following page. Concentrate hard and complete as many as you can in three minutes.



Tongue-Twister Challenge

For this challenge, you need to say each tongue-twister three times, with no mistakes!
You will need to concentrate hard.
You have three minutes.

How much wood
Would a woodchuck chuck,
If a woodchuck
Could chuck wood?

Peter Piper
Picked a peck
Of pickled pepper.
How many pickled peppers
Did Peter Piper pick?

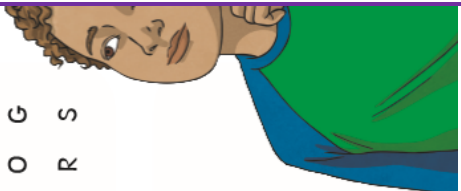
She sells
Seashells
On the
Seashore

Give Papa a cup
Of proper coffee
In a copper
Coffee cup.



Word Search Challenge

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



adventurous
 persistent
 optimistic
 fun



positive
 resilient
 encouraging
 imaginative
 curious

Self-Esteem Builder Spin Wheel

The self-esteem spin wheel is designed to help young people think about how they are feeling during the day. There are only positive comments written on this self-esteem builder spin wheel, in order to encourage young people to fully focus on a positive word or phrase. Focusing on these words will help reinforce the feeling of positivity and increase self-belief and feelings of worth.

To use this wheel, ask the young person to spin the wheel and read out what is written in the section. Talk about what the word or phrase means and then ask the young person to embed the word or phrase into a sentence. Below is an example to help them get started:

'I feel proud of myself because I am learning my times tables and getting better at them each day.'

Once a young person has decided upon a sentence, they should write the sentence on the template below. Offer support with writing if necessary. This sentence should be kept with them all day. It could be used as a bookmark or displayed on their desk. By keeping the positive sentence with them they will re-read it and feel more positive as the day goes by.

Re-reading the positive affirmation will help build self-esteem and promote positivity about the day.

Repeating this process each day will make the process quicker.

Encourage the young person to think about something different each day so they can expand on their ideas and understand that there are so many positives that can be found each and every day.

Table Stand

My Positive Sentence Today is:

twinkl.com

Bookmark

My Positive Sentence Today is:

twinkl.com

My Positive Sentence Today is:

twinkl.com

Self-Esteem Spinner



A long, empty rectangular box with a purple border, intended for writing or drawing.

Positive Steps

Activity Outcomes

- During these challenging times, it's sometimes hard to remember the positives and even harder to plan for a more positive future.
- This activity is great for families or individuals to think / talk and plan for a more positive future. Once completed, this can be used as a 'family charter' and can be displayed as a reminder of the small steps we can all take to make a brighter future.

Setting Up

What you will need:

- A copy of the footprints on the next page – or you could draw around your own feet to add even more fun!
- Time to sit with your family to talk through your ideas
- Paint / crayons to decorate your footprints

Activity Guide

Activity – Positive Steps

- Decorate your footprint – make it as bright and bold as possible.
- Now write down a message on the footprint.
- Put your footprint together with those of your family to make a display of positive steps.

Questions to think about

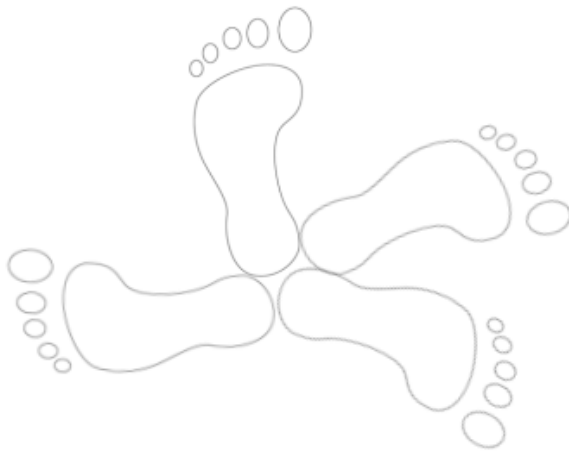
- What can you do to make the rest of 2020 positive?
- What things can we all do to make a better world?
- What ideas do you have to make life better for everyone?

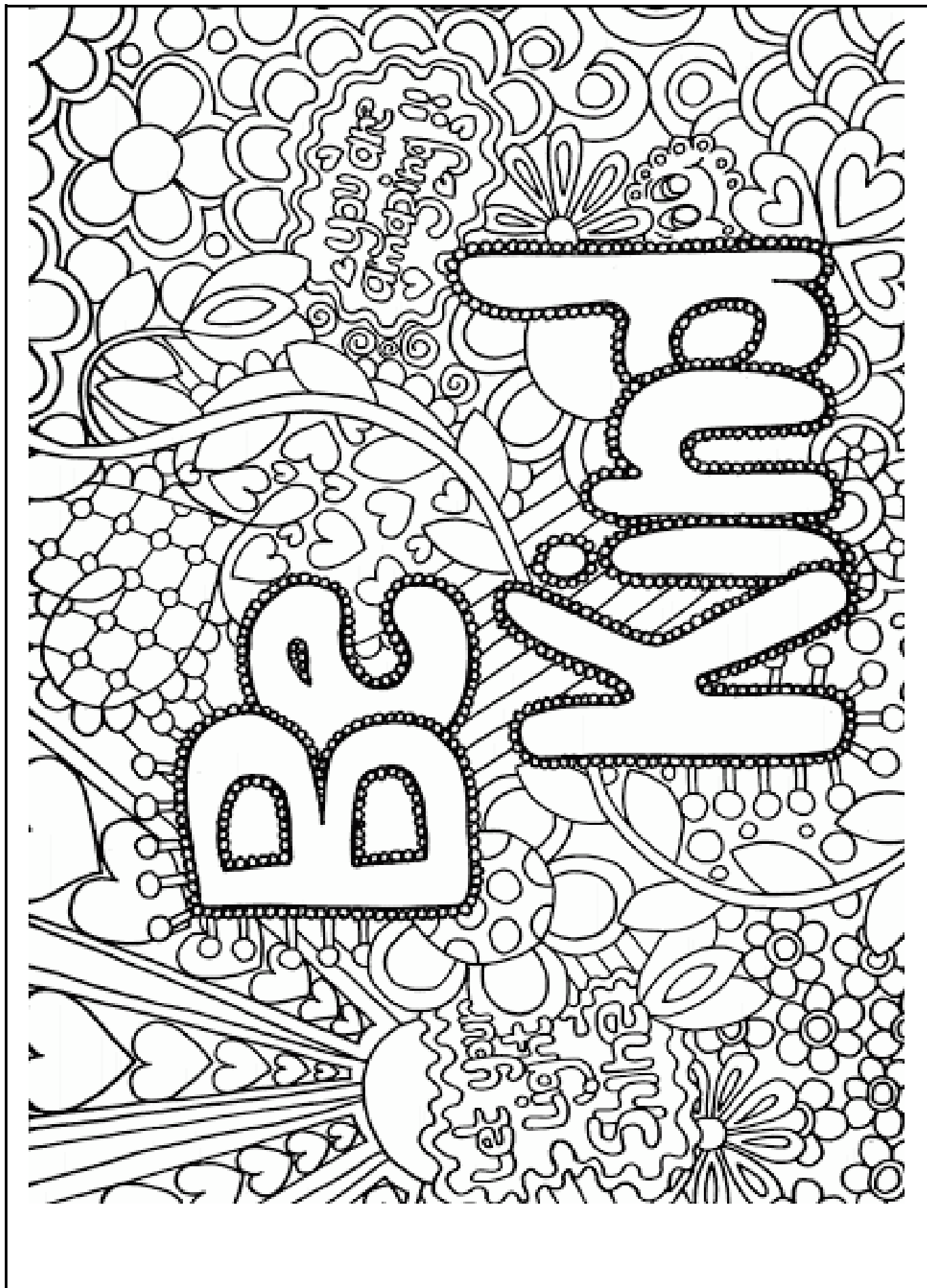
Further Support and Ideas

- For more ideas and to share your thoughts and creations, visit <http://www.thechildrensvoice.net/>
- Don't forget to share your creations and ideas by using #NCDUK



Positive Steps







© Walk in My Shoes



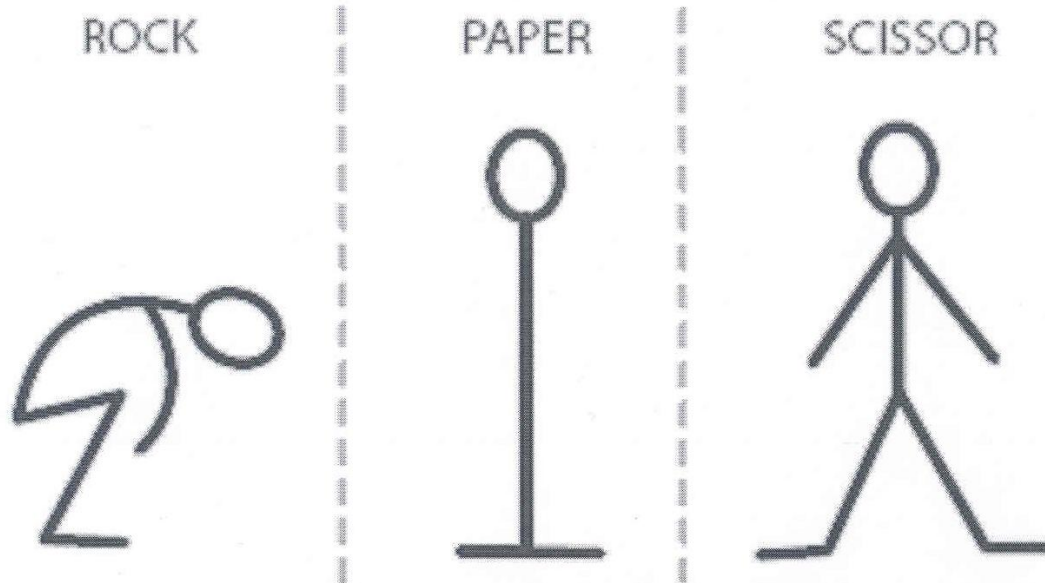
Plants and Growth Themed Mindfulness 3, 4 and 8 Times Tables Activity Sheet

Match the colours to the numbers.





36. R-P-S (ROCK-PAPER-SCISSORS)



The following are descriptions for three movement activities for R-P-S: Rock = Crouch low into a ball, touching hands to knees. Paper = Stand straight, with your feet together and hands at your sides. Scissors = Legs straddle shoulder width apart and arms move away from your sides. Add a jump into each movement. For example, two foot jump into the 'Rock' activity, then jump to 'Paper', and then jump to 'Scissors'. Key Phrase: "Jump-Rock, jump-Paper, jump-Scissors". Repeat R-P-S sequence. As a variation, find a partner and play active R-P-S. Partners start by facing one another. Both partners jump twice then on the third jump show either rock, paper, or scissor. Play best of three rounds then find a new partner. Key Phrase: "Jump, jump, show".

Just One Breath

BREATHING ACTIVITY



Find a relaxing place, sit comfortably, and set a timer for one minute.

Breathe deeply in and out while paying attention to any sensations you notice or sounds you hear.



Take another slow deep breath, imagine the air moving down into the lungs and back up.

Take one more deep breath and hold for a moment, then release it.






Here is an example of a word family:

consider considerate consideration considerable considered considering

In this word family the root word is consider - meaning to think about something carefully. So all the other forms of this word have a link to that meaning. In this word family all the words include the root word with exactly the same spelling, but that is not always true in a word family.

Look at this one: Fly flying flyer flies flew

Tasks:

<p>Can you write 6 sentences using each different word in the 'consider' word family correctly?</p>	<p>Look in your reading book and choose a root word - a verb would be a good idea as it's often easier to find other words in the word family.</p> <p>Make a list of all the words you can think of in the word family - ask your family to help if you get stuck.</p>	<p>If the root word is 'appear' Can you correctly add the following suffixes or prefixes to make other words in this word family: 'dis' 'ed' 'ing' 'ance' 'tion'</p> <p>You could try adding a prefix and a suffix!</p>	<p>Draw some cartoons with captions to illustrate all the different words in the 'fly' word family</p>	<p>Draw a word family tree. Start at the bottom of the trunk with your root word. Then draw a branch for each new word that you can make. You could even draw some leaves and write a sentence around each new word.</p> 
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SPAG - Conjunctions

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



Here are your spellings for the next two weeks:

experience notice central decision force produce

February minute heart strange important breath material

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

<p>Our first set of six words this week have the soft 'c' sound. Can you practise writing these putting the 'c' in a different colour so that you remember.</p>	<p>Look at the second set of seven words - can you write a sentence to explain what each word means. February is.... A minute is.... The heart is....</p>	<p>Can you link the 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>Draw a spelling robot! Choose six of the words to fill it in with - for example, one arm could be filled with the word 'strange' and the head could be filled with 'force'. Make it bright and colourful. Writing the words lots of times helps you to remember the spelling.</p>	<p>Practise spelling 'minute' by timing yourself to do different activities. Record what you find in a table. Example: Eating dinner - 5 minutes Getting dressed - 3 minutes Walk to the shop - 10 minutes</p>
<p>Rhyming pairs - can you make a list of words that rhyme with heart?</p>	<p>Choose 6 words and write a sentence for each of them. Challenge yourself to include conjunctions and adjectives in your sentences.</p>	<p>Breath uses 'ea' to make an 'e' sound. Can you complete the sentences with other words that do this? Today we are baking _____ Yesterday I _____ a book The pirate buried his _____. I _____ jam on my toast.</p>	<p>Can you write your spellings in capital letters using bubble writing?</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>



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	$\square + 7 = 17$	2	$15 - 8 = \square$	11	$\square = 245 + 400$	12	$75 - \square = 43$
3	$12 + \square = 28$	4	$\square \times 3 = 15$	13	$\square = 180 \div 2$	14	$419 + 60 = \square$
5	$215 - 4 = \square$	6	$\begin{array}{r} 45 \\ - 22 \\ \hline \end{array}$	15	$\begin{array}{r} 47 \\ + 18 \\ \hline \end{array}$	16	$\begin{array}{r} 60 \\ - 32 \\ \hline \end{array}$
7	$9 \div 3 = \square$	8	$26 + \square = 66$	17	$\frac{3}{4}$ of 12 =	18	$50 \times \square = 350$
9	$\square + 80 = 100$	10	$\square = \frac{1}{2}$ of 14				

A little harder

1	$3 \times 3 = \square$	<input type="checkbox"/>	2	$\square = 12 \times 1$	<input type="checkbox"/>
3	$45 - \square = 25$	<input type="checkbox"/>	4	$3 \times 0 = \square$	<input type="checkbox"/>
5	$\begin{array}{r} 75 \\ + 85 \\ \hline \end{array}$	<input type="checkbox"/>	6	$\square = 9 \times 11$	<input type="checkbox"/>
7	$\frac{5}{8} - \frac{2}{8} = \square$	<input type="checkbox"/>	8	$42 = \square \times 6$	<input type="checkbox"/>
9	$456 \div 1 = \square$	<input type="checkbox"/>	10	$\begin{array}{r} 356 \\ - 178 \\ \hline \end{array}$	<input type="checkbox"/>
11	$\square \times 6 = 84$	<input type="checkbox"/>	12	$\square = \frac{3}{4} \text{ of } 32$	<input type="checkbox"/>
13	$\begin{array}{r} 405 \\ - 237 \\ \hline \end{array}$	<input type="checkbox"/>	14	$2 \overline{)76}$	<input type="checkbox"/>
15	$\begin{array}{r} 6396 \\ + 2547 \\ \hline \end{array}$	<input type="checkbox"/>	16	$360 \div 6 = \square$	<input type="checkbox"/>
17	$\begin{array}{r} 45 \\ \times 3 \\ \hline \end{array}$	<input type="checkbox"/>	18	$\frac{1}{6} + \frac{5}{6} = \square$	<input type="checkbox"/>
19	$\begin{array}{r} 5830 \\ - 3851 \\ \hline \end{array}$	<input type="checkbox"/>	20	$\square - 1843 = 5421$	<input type="checkbox"/>
21	$\begin{array}{r} 400 \\ - 235 \\ \hline \end{array}$	<input type="checkbox"/>	22	$\frac{5}{8} + \frac{6}{8} =$	<input type="checkbox"/>



10 more and 10 less

Using number cards 0-9 can you make the answers to the questions below:

- 10 less than $8 + 7$
- 10 more than 3×10
- 100 less than 336
- 100 more than 691
- 10 less than 3×6



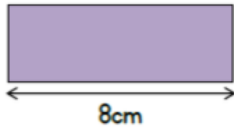
Calculation practice - what operation do you need?

1) I buy 48 packets of pencils. There are 8 pencils in each packet. How many pencils do I buy altogether?	2). Mrs Harrison has 524 books in the library. She buys 76 more. How many does she have now?	3). Mahdi has 3 sets of 65 stickers each. How many stickers does he have in total?	4). What is the difference between 479 and 281?	5). What is the total of one hundred and eighty-seven and sixty-six?	6). Mr West is 223 cm tall. Yasin is 84cm shorter than Mr West. How tall is Yasin?
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Measuring problems



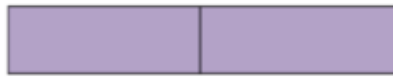
- Each purple block is 8cm long.



- Each green block is 6cm long.



How long is a blue block?



- Odd one out.

200mm

5cm

7.5cm

8cm

Explain your reasons.

Terry and Anne had 40cm of string between them.
He cut 15 off and took the remaining half.
Anne had the rest.
How much string did Anne get?
Explain how you know.

Place value park



Follow the directions below to draw your own park!

Remember the difference between PLACE and VALUE.

To find the number of blades of grass in your park:

- 46 The VALUE of the digit in the tens PLACE is the number of grass blades in your park.
- 55 The VALUE of the digit in the ones PLACE is the number of trees in your park.
- 226 The VALUE of the digit in the tens PLACE is the number of apples on your trees.
- 17 The VALUE of the digit in the tens PLACE is the number of flowers in your park.
- 729 The VALUE of the digit in the hundreds PLACE is the number of clouds over your park.
- 36 The VALUE of the digit in the ones PLACE is the number of butterflies in your park.

Fizz buzz game



You only need your voice and a friend to play this game.

Count in 10s from 0. Whenever you get to a multiple of 50 say Fizz, when you get to multiples of 100 say Buzz. If it is a multiple of both say Fizzbuzz.

How far can you get? Try playing a few times to improve your score.



Division practice

Can you sort the cards below so that they follow round in a loop? The top number is the answer to the previous calculation?

18	21	15	8	14	12	3	7
-3	÷3	÷3	-5	-2	÷3	×6	×2
5	10	20	4				
×2	×2	+1	×2				



Show me what you know!

What's your favourite number operation? Addition, subtraction, multiplication or division.

Create a colourful poster to show me everything you know about it - you could show example calculations, vocabulary linked to that operation, different representations, or anything else you can think of. You could keep it to show your teacher next year what you already know!



Create your own timetable

Imagine you are the headteacher planning the school timetable for next year. What time should school start and end? How long should the lessons be? Should there be more breaktimes? Here's an example of our usual school timetable to help you to get started.

	EMA 8.35-9.15	Lesson 1 9.15 - 10.30		Daily mile 10.30 - 10.45	Break 10.45 - 11.00	Lesson 3 11.00 - 12.00	Lesson 4 12.00 - 13.00	Lunch 13.00 - 13.45	Lesson 5 13.45 - 15:00	End of day activities 15:00 - 15:15
Monday	Morning maths - spaced practice	Maths	Literacy - skills based	DM	Break	Reading Phonics group	Handwriting group - skills practice		Paired reading (daily readers) then History	Class novel

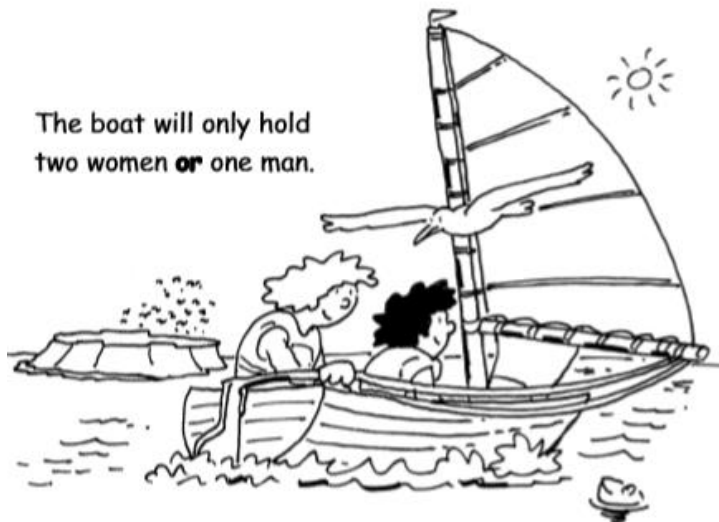
A brain scratching puzzle to finish!



Sail away

Two men and two women want to sail to an island.

The boat will only hold two women ~~or~~ one man.



How can all four of them get to the island?

S T A R T

4

4×4	10×4		28		
			32		0×4
	24				
	12				
1×4	5×4				
	1×4				

E S H Z H T

You need to race around the board faster than your partner by answering the questions, but when you know the answer, you have to roll either the answer, or the question on your dice. For example, if you have 2×4 , you can either use your dice to roll the answer, or you can roll 2 on one dice and a 4 on the other.

2×4	7×4	12×4	
			8×4
		4	
		16	
		40	

	6×4	11×4	3×4	
		20		
8	36	44		
			9×4	

Multiplication Maze

Work the problems as you travel through the maze. If your answer is an odd number, you may be going the wrong way!

start

8 x 3 =

7 x 7 =

7 x 5 =

8 x 6 =

8 x 8 =

7 x 6 =

3 x 9 =

8 x 9 =

6 x 6 =

5 x 9 =

8 x 5 =

5 x 9 =

7 x 3 =

3 x 5 =

7 x 11 =

5 x 5 =

7 x 4 =

5 x 11 =

9 x 11 =

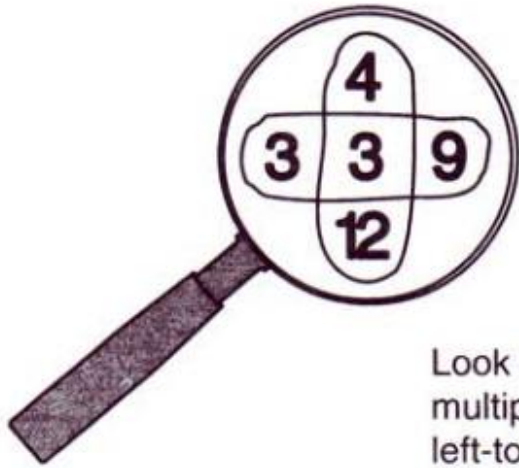
8 x 4 =

3 x 7 =

1 x 11 =

Finish!

Search, Find, Circle _____



How many
can you
find ?

Look at the numbers below. Circle the multiplication facts. They are either left-to-right or top-to-bottom. (No diagonals.)

1	4	5	6	30	2	3	6	0	7
3	3	9	9	4	36	7	4	28	11
3	12	9	54	6	3	18	24	8	77
1	9	9	7	24	12	9	4	8	32
9	9	81	6	6	36	8	5	64	3
9	6	54	42	6	12	72	20	9	4
3	8	24	2	4	8	3	2	6	12
27	48	2	12	24	96	4	0	54	0

Homework Challenge

Well whoop-T-doo, Pardner, you've lost your homework and it's due today! In order to find it you have to first solve all of these multiplication problems. Then, to get to your homework, follow the path of the products (answers) that equal an odd number. Once you find your homework, you need to take it to your teacher. To do this you need to follow the path of the products that equal an even number to get out of the maze. Whew! It's going to be close.

Start

Great Job!

Multiplication problems in the maze:

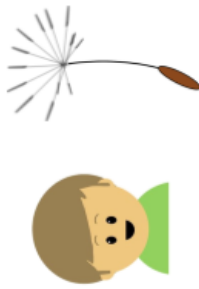
- $11 \times 7 =$
- $1 \times 3 =$
- $10 \times 5 =$
- $2 \times 9 =$
- $9 \times 4 =$
- $7 \times 7 =$
- $3 \times 3 =$
- $0 \times 12 =$
- $1 \times 11 =$
- $11 \times 11 =$
- $5 \times 5 =$
- $11 \times 3 =$
- $7 \times 3 =$
- $6 \times 6 =$
- $7 \times 10 =$
- $6 \times 8 =$
- $2 \times 6 =$
- $3 \times 9 =$
- $9 \times 1 =$
- $7 \times 6 =$
- $7 \times 8 =$
- $5 \times 1 =$
- $3 \times 4 =$
- $5 \times 11 =$
- $1 \times 9 =$
- $8 \times 8 =$
- $10 \times 2 =$
- $1 \times 8 =$
- $4 \times 12 =$
- $0 \times 2 =$
- $4 \times 4 =$
- $11 \times 3 =$
- $6 \times 4 =$



DEEPENING UNDERSTANDING SCIENCE DEPTH TASKS

REASONING 1

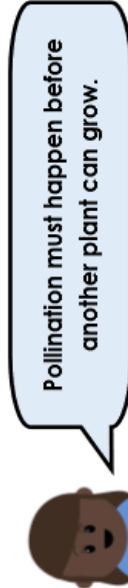
Jerry has found a dandelion seed.



Can you describe how this seed is dispersed?

REASONING 2

Anifa says...

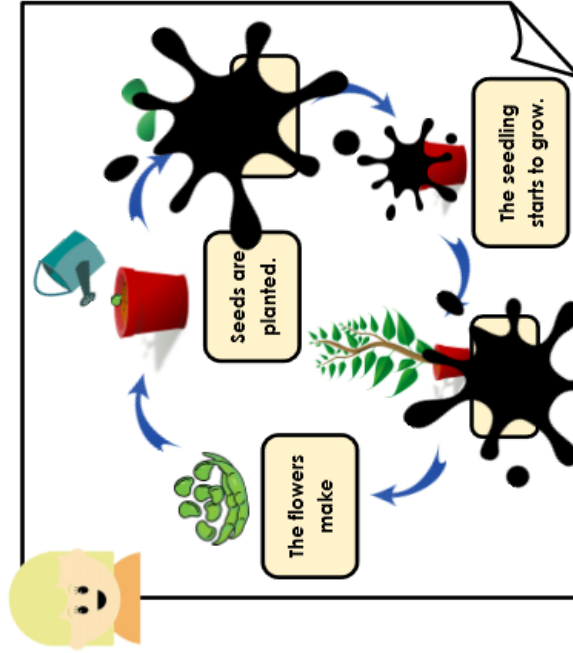


Give your thoughts on Anifa's statement.

REASONING 3

Oh no!

Ink has spilled on Jane's lifecycle of a bean plant.



Can you help Jane help by completing the lifecycle?



YEAR 3 PLANT LIFECYCLES



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