



Year 3 Home Learning Pack

week commencing 20/04/2020



Welcome back! It's the start of term 5 and here is your next home learning pack. We hope you will enjoy the activities we have put together for you. There are some reference materials at the end of the pack to help if you need them.

You can use your Home Learning books for these activities. Only print out pages you really need. If you are not able to print, don't worry, copy the questions into your books and write the answers alongside.

- English - we have included a variety of spelling, grammar, reading and writing activities for you.
- We are also asking that you continue with newspaper reporting by writing one about the current crisis and lockdown.
- Maths - this week we are going to try something different and begin the topic of fractions as well as recapping subtraction.
- We have also updated some of the activities for other subjects such as science, topic, French, etc.

Remember to keep your daily journal going with your thoughts, feelings, what you have been doing, etc. You will be able to look back on this one day when people ask what it was like when the schools all closed.

We hope that you are all keeping well and busy and that we can be back together again very soon. Take care of yourselves and stay safe.

Mrs Hall, Mr Houghton and Mrs Gunn





English Reading



All this week your reading will be based on the story of The Three Wishes.

Monday

Read the story of The Three Wishes on the next page. This is a wishing tale.

Imagine you are the fisherman. Write the diary entry (templates included if you would like one) of what happened to you that day. How are you feeling? What are you thinking as you see a talking fish? What will you write about how your wife responded?

Tuesday

Choose one of the characters from the story, it could be the fisherman, his wife or the fish. Either write a character description using words and a picture or choose one of the characters and write their life story. How did the fish come to swim in this particular sea. How did the fisherman become a fisherman.

Wednesday

Draw a picture of either the fisherman's home or the sea. Write a paragraph to describe it using some powerful adjectives and verbs.

Thursday

Create a story map of the story or a journey map of one of the characters.

Friday

Reading comprehension. There are three different reading comprehensions. Choose the one you want to do or have a go at more than one.



English Reading Picture

The Three Wishes - A Wishing Tale



If they had taken their time, if they had both thought clearly, if they hadn't wasted their wishes, then their lives may have changed for the better.

There was once a poor fisherman who lived by the edge of the crystal, blue sea in a dilapidated cottage. He lived with his ugly wife, who was always grumbling and groaning, no matter how hard the fisherman worked.

One dark evening, as the moon magically twinkled in the sky, the fisherman began hauling in his nets. To his amazement, only one tiny fish lay at the bottom of the net which then, amazingly, started to talk! "Please throw me back into the water, I am so small and will not make much of a meal for you. If you do I will grant you three wishes!" The fisherman laughed at the crazy sight before him. At the same time, it would be true to say, he was keen to know if the fish spoke the truth.

Excited, amazed and overwhelmed, he sailed back to shore with great speed. Swiftly and eagerly, he told his wife about his experience. But, instead of being pleased, she just bellowed, "Trust you to believe such a thing! Whoever heard of a talking fish?" In anger, she slammed down a plate of dried bread and mouldy cheese.

Shocked and hurt, hungry and tired, he sobbed over his supper. The more he stared at the plate, the more he became desperate. Finally, he whispered, "I wish this was a plate of fine sizzling sausages, I am so hungry!" No sooner were the words out of his mouth, than the sausages magically appeared. Hurrying, he reached for his knife, only for his wife to burst in and yell, "Why couldn't you have wished for something better, like a chest of gold and some fine clothes! I wish there was a string of sausages hanging from your nose!"

Without warning, a string of sausages appeared and yes, they were hanging from the poor fisherman's nose! The crazy couple pulled and pulled, but they were stuck like glue. The fisherman then remembered the fish and the three wishes. There was nothing for it; they would have to use the last wish. "I wish the sausages would disappear," sobbed the fisherman sadly. And, in a flash they were gone!

A terrible silence followed, as they realised there were no delicious, sizzling sausages and, much, much worse, no more magic wishes! People say that the fisherman never found the tiny fish again and his nasty wife never stopped grumbling.

Wishes sometimes come true, so be careful what you wish for!

Dear Diary

Dear Diary,

Today, I

Later, I decided to

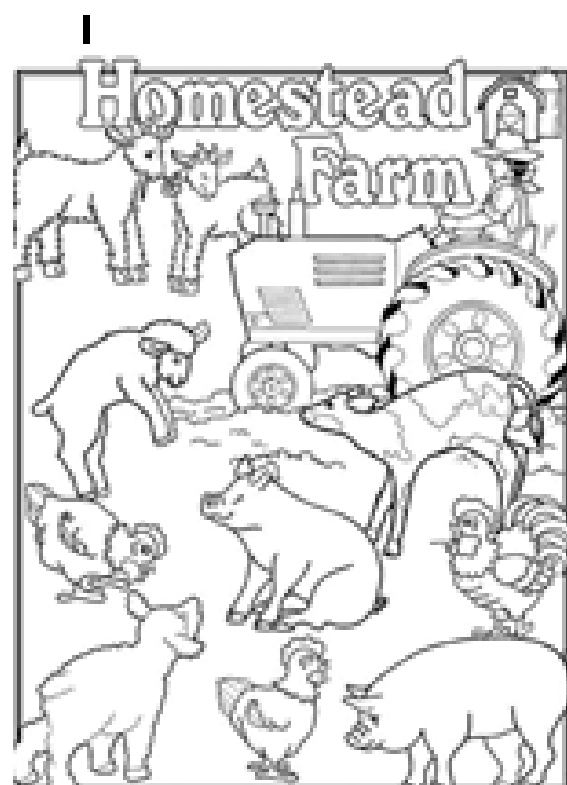
Can you believe

Tomorrow, I am going to

Night Diary!

XXX

Comprehension 1 - Easier



Dan lives on a farm with his Mum and Dad and his sister Jane. Dan is ten years old but Jane is younger. The farm is in the mountains in North Wales, and their school is in Corwen which is twenty miles away, so they go by bus. On the farm they keep pigs, sheep and cows. Pigs are kept for meat but the cows are mainly for milk. When bulls are born they are kept for a few years and then they also are sold for meat. Dan's job is to feed the chickens and clean them out, and to collect the eggs. He can then sell the eggs in school for pocket money.

Questions:

1. Where is Dan's farm?

2. Is Jane younger or older than Dan?

3. What types of animals are kept on the farm?

4. Where does Dan go to school?

5. How does Dan get to school?

6. What do they use the animals for?

Cows _____ & _____ / sheep _____ / hens _____ / pigs _____

7. How does Dan earn his pocket money?

Comprehension 2 - Harder



Sam is fourteen years old and joined the scouts as a Beaver when he was seven because his best friend David had joined and Sam wanted to go as well. His meeting is held in the local church and is on a Thursday, starting at six and ending at half past seven. Sam has made many friends going to Scouts, from lots of other schools which he many never have met if he hadn't gone to Scouts.

He has learnt many skills at Scouts which have helped him grow up and become a better person, it is more than just learning how to tie knots, and it's an adventure. Sam has learnt how to put up a tent, has hiked in the mountains, has become a leader which will help him when he leaves school and goes to University, and it isn't all about sport. His friend David loves football, and plays for the county, but prefers to canoe up rivers, which he also learnt to do at Scouts. In two years Sam is planning to go scouting abroad with Globe trekker, the plan is to go camping in Sweden, and canoe up the many rivers there. Sam does not plan to leave Scouts but wants to become a leader himself, helping other young boys to do all the things that he has been able to do. Sam is a Scout and is proud of it.

1. How old was Sam when he joined Scouts?

2. Why did Sam join Scouts?

3. Name two skills which Sam has learnt?

4. Where does Sam plan to go in two years?

5. What does he plan to do when he gets there?

6. What is the name of the organization which helps Scouts go abroad?

7. Scouting is both for boys and girls, would you be tempted, give reasons?

Comprehension 3 - Hardest



Bats

Bats are not blind, but no animal can see in complete darkness. Since many kinds of bats hunt insects at night, they have an additional trick called echolocation for finding their way in the dark. The bat uses its mouth to create sounds that bounce off nearby objects, such as a moth, as the sound comes back to the bat's ears it can tell where the object is.

INSECTS: aerial hawkers. Most bats eat insects which they hunt by chasing them down while flying. They find the insects in the dark by a form of radar, as they push sound out, it bounces off objects and back to the bat. They can then work out the direction of the prey and how far away it is.

INSECTS: ground feeders. Some insect eating bats can land on the ground and chase insects that live in leaf litter or similar places. These can eat big insects like scorpions and seem to be immune from their sting.

NECTAR: Not only butterflies and bees drink nectar from flowers, some bats do too. These bats have long tongues which help them to lick the nectar deep inside the flowers.

POLLEN: It is not only bees which pollinate plants, some bats also do this. These bats have brushes on their tongue which brushes the pollen which they then take to another plant and are important for pollinating mangoes and bananas.

1. What does aerial hawker mean?

2. How does a bat's radar work?

3. Name four different types of food bats eat.

_____ / _____ / _____ / _____

4. Are bats blind?

5. How does a bat 'pollinate' a flower?



English Spelling



Way in

Read these words, learn the spellings. Look up the meaning in a dictionary, then write them into a sentence.

- ☐ told
- ☐ wild
- ☐ Christmas
- ☐ behind
- ☐ after
- ☐ bath
- ☐ beautiful
- ☐ break
- ☐ class
- ☐ even
- ☐ fast

Further challenge

Read these words, learn the spellings. Look up the meaning in a dictionary, then write them into a sentence.

- ☐ circle
- ☐ complete
- ☐ consider
- ☐ continue
- ☐ decide
- ☐ describe
- ☐ different
- ☐ difficult
- ☐ disappear
- ☐ early



English

Punctuation and Grammar



Week 3 - questions

1. Tick the sentence that uses **Standard English**.

Tick **one**

I ain't got no money.

1

I ain't got some money.

2

I don't have no money.

3

I don't have any money.

4

1 mark

CHALLENGE: Rewrite the following sentence using *Standard English*:
My mate is fun.

2. Write the missing **punctuation mark** to complete the sentence below.

Can you stay a little longer

1 mark

CHALLENGE: Which other punctuation marks can you use to end a sentence?



English

Punctuation and Grammar



3. Write one **adverb** to complete the sentence below.

I fell over _____ .

1 mark

CHALLENGE: List as many adverbs as you can that would complete the sentence: I am walking _____ .



English

Punctuation and Grammar Quiz



Y3 Grammar and Punctuation Quiz 3

1. Circle the words which should start with a **capital letter**.

the family went to blackpool on holiday.

_____ 1 mark

2. Circle the two **nouns** in the sentence below.

The young boy was playing with the ball.

_____ 1 mark

3. Rewrite the verbs in the boxes to complete the sentence with the correct choice of tense.

Earlier, Ben was _____ with his brother.

↑
to play

Yesterday, Ben had _____ with his brother.

↑
to play

_____ 1 mark

4. Write one **adverb** to complete the sentence below.

The children were playing _____.

_____ 1 mark

5. Insert an **apostrophe** in the correct place in the sentence below.

The girls went to Tinas party.

_____ 1 mark

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6. Rewrite the sentence below into the **simple past tense**. Remember to punctuate your sentence correctly.

Tom kicks the football.

_____ 1 mark

7. Insert a **comma** in the correct place in the sentence below.

I bought a banana two apples and a bunch of grapes from the supermarket.

_____ 1 mark

8. Draw a line to match each word to the **suffix** that turns it into a **noun**.

Word

Suffix

kind

ness

ment

state

ness

ment

_____ 1 mark

Answers at the end of the pack



English



This week we are going to create a newspaper based on the what has been happening in our lives with the lockdown

- Use your work from your Beowulf newspaper and the features of the newspaper (see following pages) to support your writing of this week's newspaper.
- At the end of the pack there are some pages called "Features of a newspaper" to help you with your task.
- Write a plan for a newspaper front page of your own based what has been happening.

Remember:

headline - to catch the readers eye

sub heading - to add more detail (good place to use alliteration)

opening paragraph - gives a brief blurb (who, where, when, what, why)

- Create a story map of your news story and add actions
- Create your own front page.

Country in Lockdown! ← Headline
Schools close as virus spreads. ← Subheading

Prime Minister in Hospital! ← Headline
Boris Johnson admitted last night. ← Subheading

What's on the Front Page of a Newspaper?

Logo

The designed name of the newspaper.

Masthead

Information about the newspaper at the top of the front page.

Teasers

Photos and snippets of interesting stories to encourage you to buy the paper and read more.

Cover story

The leading story used on the front cover.

Standfirst

A line after the headline to give more information about the story.

Lead

The important first sentence or paragraph that summarises the story and answers as many as possible of the 5W's (Who? What? Where? When? Why?) and H (How?).



Headline

The title of the story designed to summarise the story and grab the reader's attention.

Photo

The photograph needs to tell the story.

Body

The full details of the news story.

Advert

Companies pay for advertising space and this example is a banner advertisement as it is the whole width of the page.

The DAILY MOON

PIGS IN PERIL!

Yesterday, a family of pigs, from Farmsfield, struggled to survive after their house was nearly blown down by a hungry wolf.

Alfie, Bertie and Charlie, of Pickle Farm House, were left shaking in terror after Mr A. Wolf (30) from Beeston, went on a rampage to get his supper last night. Now, they feel relieved that they managed to survive but live in fear that the wolf might return.

During the night of the ordeal, the three little pigs clung to each other for comfort while the wolf attempted to blow their house down. Next, they managed to escape through the back door and seek their refuge in the fields behind. Meanwhile, Mr Wolf became breathless and gave up.

This afternoon, Bertie exclaimed: "It was the most terrifying experience we have ever had! Consequently, we are worried that Mr Wolf will return with more puff than ever before."



Relieved: Alfie, Bertie and Charlie standing in front of the house that the wolf tried to blow down.

Finally, Alfie, Bertie and Charlie pleads for any help in finding Mr Wolf. They urge anyone with information to call Crimestoppers on 0800 555 111.



Maths



This term we will be starting some new learning about fractions. We will also continue revising previous learning on place value and the four operations (+ - \times \div).

In week 1, we will start by recapping fractions learning from year 2. For our revision topic we will look at subtraction.

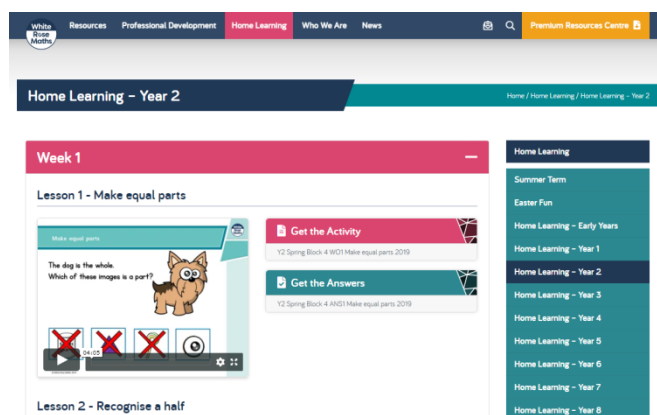
1. Fractions

Visit the following website:

<https://whiterosemaths.com/homelearning/year-2/>

Start by selecting 'Week 1':

Here you will find a selection of video clips about fractions, recapping work you will have done in year 2. Please work through one video and the relevant activity each day - these need to be completed in the correct order. The activities and answers are provided on the same webpage.



Overview of week 1

Lesson 1 - Make equal parts

Lesson 2 - Recognise a half

Lesson 3 - Find a half

Lesson 4 - Recognise a quarter

Lesson 5 - Find a quarter

Overview of week 2

Lesson 1 - Recognise a third

Lesson 2 - Find a third

Lesson 3 - Unit fractions

Lesson 4 - Non-unit fractions

Lesson 5 - Equivalence of a half and 2 quarters

If you find this relatively easy, you may work through week 2 as well (i.e. complete two lessons per day). However, please do not move on to year 3 work - we will be starting that together next week.

Once you have completed your fractions work, please then carry on with some revision activities for subtraction. These can be found, along with Times Tables Rock Stars and Mental Maths, on the following pages.



Maths

Times Tables Rock Stars / PiXL



<https://ttrockstars.com/>



Log in to Times Tables Rock stars and play games to practise your tables.

What out for challenges from the teachers!

This week's inter-class ***Battle of the Bands*** are against year 6! Let's show them what we're made of!

Starts Monday @ 9am

Chestnut v Oak

Rowan v Elm

PIXL

The PIXL Times Table App is a fun and dynamic alternative to Times Table Rock stars, helping you to learn and increase your times table fluency.



The PIXL Unlock Vocabulary App focuses on language for life and learning. Through the use of a range of exciting games, this app helps children to build a better understanding of key vocabulary both general and subject specific.



PiXL apps are available to download free from either the Apple App Store or Play Store.

You should all have your log ins, but if you forget them just message your class teacher.



Mental Maths

Warm up your brain!



There are 10 passengers on a bus. 5 more get on. How many are there now?

How many passengers are there left if 7 get off at the next stop?



When the bus stops again, 5 more people get on - how many passengers are there now?

Mr Page had a box of 40 pencils. He gave one to each child in his class. There were 12 left in the box. How many children are in his class?

He gave half of the pencils he had left to another class. How many are left now?

He gave 4 more away as prizes. How many are left now?





Mental Maths

Warm up your brain!



Daniel got 24 presents from friends at his birthday party. Mum and Dad gave him 6 more. How many presents did he receive altogether?

He only opened half of the presents at the party. How many were still wrapped up?



He opened a further ten before he went to bed. How many did he leave wrapped until the next day?

There are 5 apples, 10 bananas and 7 pears in a basket. How many pieces of fruit are there in total?

Half of the fruit is rotten and has to be thrown away. How many pieces are left?

There are no apples left and just 3 pears. How many bananas are left?





Maths - Subtraction

Steps to Success



1) Place the digits in the correct column using the expanded method.

$$\begin{array}{r} \text{T} \qquad \text{O} \\ 60 \qquad 7 \\ - 20 \qquad 4 \\ \hline 40 \qquad - 3 = 43 \end{array}$$

2) Subtract the ones column first.

3) Next subtract the tens column.

4) Then recombine to find the answer.

5) Or use the compact method

$$\begin{array}{r} 67 \\ - 24 \\ \hline 43 \end{array}$$

Steps to success - exchanging

What happens if there are not enough ones to take away from? Remember you'll need to exchange.

1) Place the digits in the correct column using the expanded method.

$$\begin{array}{r} \text{T} \qquad \text{O} \\ \text{50} \cancel{60} \qquad 17 \\ - 30 \qquad 9 \\ \hline 20 \qquad - 8 = 28 \end{array}$$

2) Subtract the ones column first - exchange with the tens column to make the ones column 17 .

3) Next subtract the tens column - remember to use 50 as your starting number, not 60.

4) Then recombine to find the answer.



Maths - Subtraction



Remember to use the expanded column method to work out your answer - even if you can work it out in your head.

It's good to practise this method for when you have more complicated calculations to work out.

Easiest

- 1) $18 - 8 =$
- 2) $80 - 10 =$
- 3) $88 - 4 =$
- 4) $28 - 6 =$
- 5) $39 - 20 =$
- 6) $54 - 20 =$
- 7) $92 - 60 =$
- 8) $64 - 11 =$
- 9) $99 - 10 =$
- 10) $37 - 15 =$

Middle

- 1) $? = 87 - 65$
- 2) $469 - 100 =$
- 3) $47 - 25 =$
- 4) $600 - 1 =$
- 5) $371 - 34 =$
- 6) $82 - 29 =$
- 7) $337 - 217 =$
- 8) $35 - 14 =$
- 9) $750 - ? = 500$
- 10) $149 - 37 =$



Maths - Subtraction



Remember to use the expanded column method to work out your answer - even if you can work it out in your head.

It's good to practise this method for when you have more complicated calculations to work out.

Harder

- 1) $345 - 60 =$
- 2) $472 - 9 =$
- 3) $582 - 354 =$
- 4) $429 - 31 =$
- 5) $762 - 45 =$
- 6) $60 - 6 - 6 =$
- 7) $? - 240 = 50$
- 8) $235 - 126 =$
- 9) $424 - 51 =$
- 10) $850 - ? = 250$

Hardest

- 1) $237 - 189 =$
- 2) $134 - ? = 95$
- 3) $725 - 536 =$
- 4) $904 - 755 =$
- 5) $? - 10 = 298$
- 6) $? - 685 = 99$
- 7) $740 - ? = 320$
- 8) $805 - 49 =$
- 9) $550 - ? = 130$
- 10) $36 - 6 - 7 =$



Maths - Subtraction

Word Problems



1. A shop has 76 pairs of socks - some white, some grey. 33 pairs are white socks. How many pairs are grey?
2. There are 359 pupils in the school. 214 are in Key Stage 2, the rest are in Key Stage 1. How many children are in Key Stage 1 altogether?
3. The office prints out 276 letters for parents. They give out 134 on Thursday and the rest on Friday. How many do they give out on Friday?
4. There are 375 different pencils in the artist's cupboard. There are 162 red, blue and green pencils; the rest are grey. How many grey pencils are there in the cupboard?
5. The farm has 587 sheep. 345 are lambs and the rest are mummy sheep (ewes). The farmer moves the lambs to another field. How many ewes are left in the field?
6. The boy scored 623 points on his new computer game. He fails a level and loses 311 points. How many points does he have left?



Maths - Subtraction

Subtraction Investigations



- 1) Starting with 30, which two numbers could you take away to make 15? Write down as many pairs of numbers as you can.
- 2) I had 20 sweets and I gave some away to 3 friends. I had 4 sweets left. How many sweets could I have given to each friend? How many different ways can you do this?
- 3) Start at 50, find as many different ways to get to 20 - write your answers like this: $50 - 20 - 10 = 20$
- 4) Write pairs of numbers that make 5 when you take the smaller number away from the larger number.
For example: $25 - 20 = 5$; $12 - 7 = 5$
- 5) Write the next five subtractions in this pattern:
 - 1) $8 - 4 = 4$
 - 2) $18 - 4 = 14$
 - 3) $28 - 4 = 24$
- 6) Write the next five subtractions in this pattern:
 - 1) $20 - 11 = 9$
 - 2) $19 - 10 = 9$
 - 3) $18 - 9 = 9$



Other Subjects



Subject	Work at home ideas
Science	<p><u>Seed Dispersal Poster</u> Create a poster explaining the purpose of seed dispersal and the different ways in which seeds can be dispersed. Watch: 'The lifecycle of a plant' https://www.bbc.co.uk/bitesize/clips/zgqyrdm https://www.bbc.co.uk/bitesize/clips/znvfb9q</p>
Topic	<p><i>The Romans</i> were one of the people who invaded Britain. Research why they invaded Britain and the effect on Britain was. http://www.primaryhomeworkhelp.co.uk/Romans.html https://www.bbc.co.uk/bitesize/topics/zqtf34j Over the next few weeks we will be learning more about the Romans so only research the topic above.</p>
PE	<p>Create your own indoor exercise programme and keep a log. Try these workouts: Pop See Ko - https://www.youtube.com/watch?v=Pwn4beja1QE Wake and Shake - https://www.youtube.com/watch?v=AKlid_e-loE Follow Joe Wicks on YouTube <u>every weekday from 9:00am</u> https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ</p>
Art / DT	<p>Last time we asked you to create your own collage of a garden. This week we would like you to create a creature to go in it. You can design your creature and then draw or make it out of materials from home or clay / playdough. <u>Tell us about your creature</u> Does it have clever ways of hunting or keeping safe? How does your creature move? Does it have wings or legs? Does it have skin, feathers, scales - why? What does it eat?</p>
Computing	<p>1. Work through the e-Safety activities on the following pages. 2. Try making a game on Kodu - https://www.kodugamelab.com/</p>
Music	<p><u>Create your own MOTOWN Project</u> - Create a booklet / poster Research the history of MOTOWN - what is it and why is important for music today? Can you name some of the singers / songs? You can include photos / pictures / drawings. Listen to some MOTOWN music - how does it make you feel? Watch: BBC Bitesize 'How does music make you feel?' https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zc7m7p3</p>
French	<p>Read the story of Monsieur Bonhomme de Neige (after Computing on the following pages), then start to complete the worksheets that follow. If you get stuck there is an English version of the story at the end of the pack.</p>
RE	<p>This term we are learning about the Kingdom of God. This week's activities are on the following pages (after Computing and French)</p>



Computing - eSafety

Week 1



Activity 1: Watch Play Like Share, Episode 1

- ☐ Find *Play Like Share* at www.thinkuknow.co.uk/8_10/watch/
- ☐ Watch *Episode 1: Block Him Right Good, Alfie*, with your child.
- ☐ Use the following questions to chat about the cartoon:
 - **What did you think? What did you like about Play Like Share?**
 - **What different things do Sam, Ellie and Alfie do online?** *[E.g. make videos, talk to people, learn to sing, share their songs]*
 - **What problem did Alfie face at the beginning of the cartoon?** *[Another gamer messaged Alfie, asking to game with him. Alfie said no as he had to go to school]*
 - **How did the gamer make Alfie feel?** *[Happy at first and then uncomfortable and worried when he started making threats]*
 - **What did Alfie do when he realised something wasn't right?** *[Didn't reply. Told a trusted adult, his mum. Blocked the gamer. Reported to the website.]*
 - **What happened when Selfie's video was made public? How did it make them feel?** *[People they didn't know wrote nasty or strange comments. Received links to adverts. They felt worried and uncomfortable.]*

Activity 2: Design a poster for Selfie

- ☐ Ask your child to create a poster for Sam, Ellie and Alfie's new band *Selfie*. Encourage them to come up with a design that shows off each character's talents and personality.
- ☐ We'd love to see your work! If you like, find us on Facebook (**Click CEOP**) and share a photo of your child's picture. **Artwork only please! Do not share your child's name or personal information, or any pictures of your child.**

About Thinkuknow

Thinkuknow is the online safety education programme from the National Crime Agency. Once a fortnight, On Tuesdays, we will produce an activity sheet to help you support your child while schools are partially closed.

You'll find lots of support and advice for parents and carers on keeping your child safe online at: <https://www.thinkuknow.co.uk/parents/>

Feel free to share your poster on Click CEOP's Facebook page as mentioned above (please follow their rules). But, your teachers would love to see your work too, so don't forget to share on your ClassDojo portfolio too.



French





French



Monsieur Bonhomme
de neige touche le nez
... et la bouche.

«Bonjour, Pierre!»



Monsieur Bonhomme
de neige touche les
jambes.



Monsieur Bonhomme
de neige saute.

Pierre saute aussi.



Pierre tourne.

Monsieur Bonhomme
de neige tourne aussi.



Pierre danse avec
Monsieur Bonhomme
de neige.



Monsieur Bonhomme
de neige dort dans le
jardin.



Il y a du soleil.

Pierre cherche partout.



Mais, Monsieur
Bonhomme de neige n'est
pas là.

«Au revoir, Monsieur
Bonhomme de **neige**.»

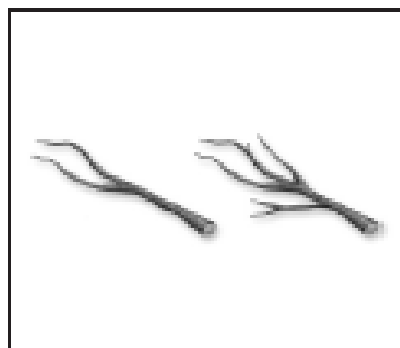


French Worksheets



Ecris les mots et dessine ou colorie les images.

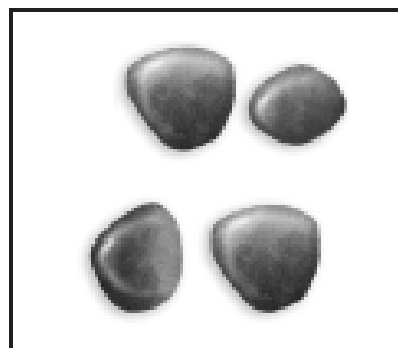
Write the words and draw or colour the pictures.



1 _____



2 trois carottes



3 _____



4 cinq boutons



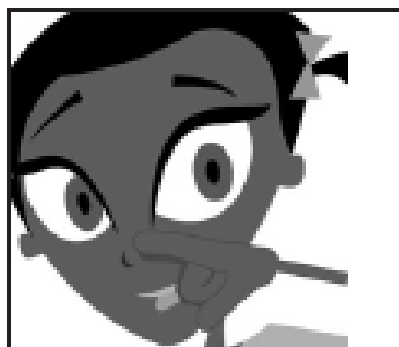
5 Regardez!



6 _____



7 _____



8 _____



9 le soleil

Dancez!

deux branches

Touchez le nez!

quatre cailloux

la neige



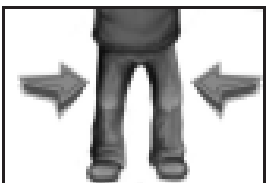
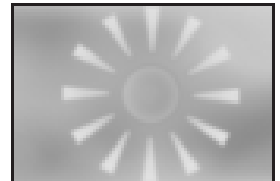
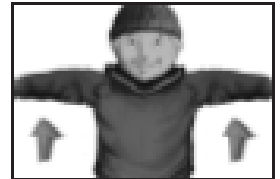
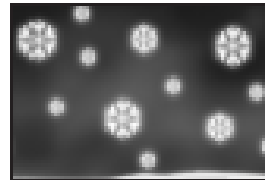
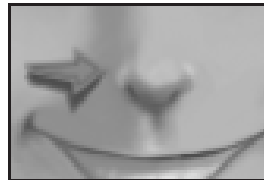
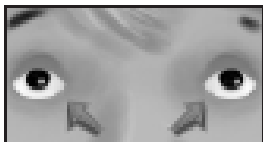
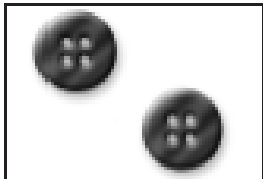
French Worksheets



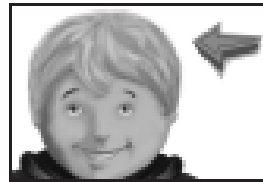
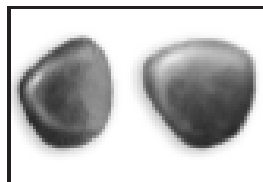
Trouve les mots dans la grille. *Find the words in the grid.*



Draw → in the box under each picture to show the direction of the word in the wordsearch. Which words are not in the wordsearch? Copy these words under the correct pictures.



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



carotte

tête

boutons

cailloux

jambes

nez

yeux

soleil

bouche

neige

branches

bras



French Worksheets



Lis les mots et dessine les images dans la grille.

Read the words and draw the pictures in the grid.



Draw one picture to match each word in your grid. Guess where your partner has drawn their pictures on their grid. If you are correct, draw the body part on your snowman.

5				
4				
3				
2				
1				
	A	B	C	D

tête

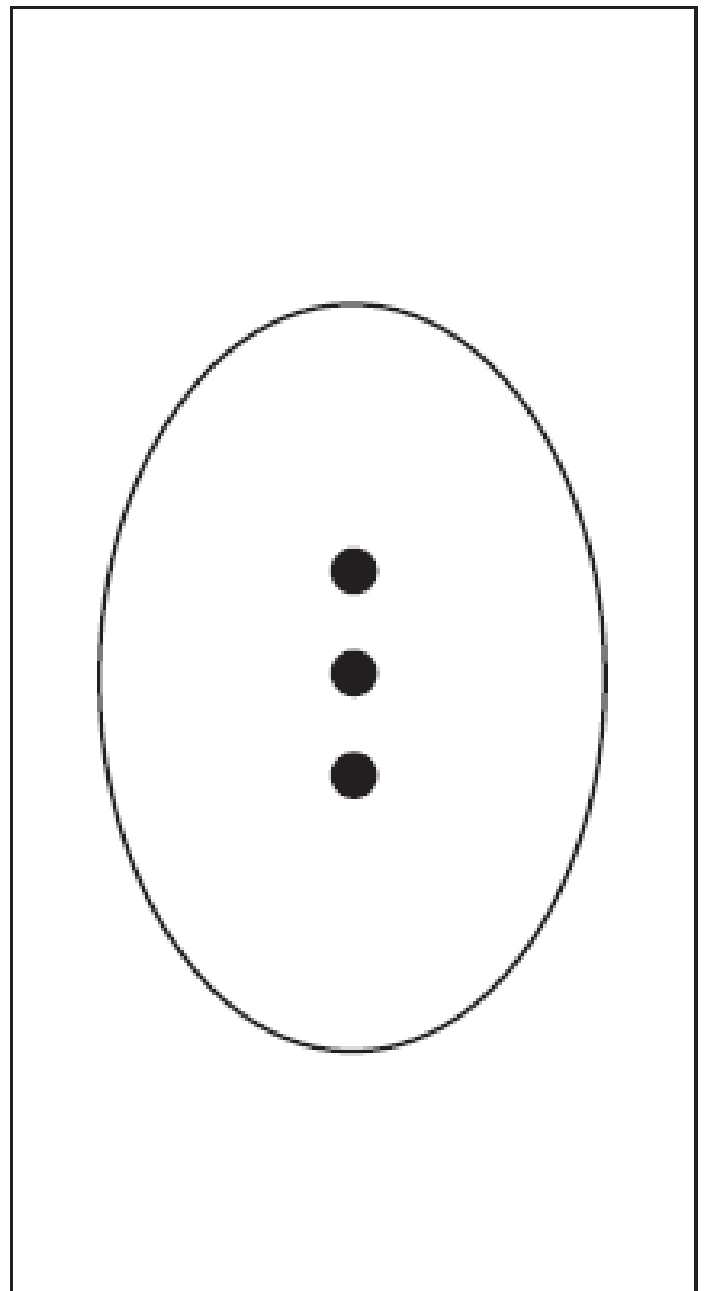
yeux

nez

bouche

bras

jambes





RE - Kingdom of God

Week 1



This term in RE we will be thinking about the Kingdom of God.

Activity 1a

Let's start by thinking about the Kingdom of God and what it means to you. These questions might help your thoughts...

- ☐ What do you think the Kingdom of God is?
- ☐ Is the Kingdom of God a place?
- ☐ Who is its leader?
- ☐ Who is part of the Kingdom of God?
- ☐ How can someone become part of it?

Share your thoughts with your teacher - some ideas below:

- ✓ You could write your thoughts in your book
- ✓ Draw pictures in your book
- ✓ Make a video of yourself talking about it
- ✓ Build a Lego model
- ✓ Any other way of your choice

Don't forget - upload them to your portfolio on ClassDojo

Activity 1b

Let's remind ourselves what happened to Jesus by watching this short film "The Seriously Surprising Story"

<https://youtu.be/ndtnZV-5QTo>



Imagine you are one of the two friends walking home.

Why were you so excited when you were telling the stranger about all the miracles Jesus had done?

How were you feeling now he had died?

What was it like to suddenly find out Jesus had returned and you were talking to him? How did you feel then?

Share your version of the story with your teacher in your ClassDojo portfolio - you could write your story; make a journey picture showing the different parts (like a wall frieze); dress up and act out the story - video it and upload it.



English Reference Materials



The following pages will help you understand the features of a newspaper to assist with your writing task.

"Features of a Newspaper"

EXTRA! EXTRA! READ ALL ABOUT IT!

*Year 3 become fantastic feature
spotters!!*

- Newspapers have a range of features that attract the reader.



Does anyone know any of them?



English Reference Materials



Headline!

- Newspapers use headlines to grab your attention. Headlines try to tell the story in as few words as possible.

Watery
weather
washes out
Wales!

**Driverless car
ploughs
through busy
junction!'**



5 FANCY FACTS



WHAT?

WHERE?

WHY?

WHO?

WHEN?

Can you tell which of these sentences are facts and which are opinions?

- The house exploded at 9.30am exactly.
- The footballer gets paid too much money and isn't playing well enough.
- In Western Brazil, carnivals are lively and exciting.
- Barney, the 32 year old Labrador, is the oldest dog in living memory.



English Reference Materials



“QUOTES”



Quotations tell us what has been said and who said it. They can help to tell the story by giving the reader the opinions of the people involved.

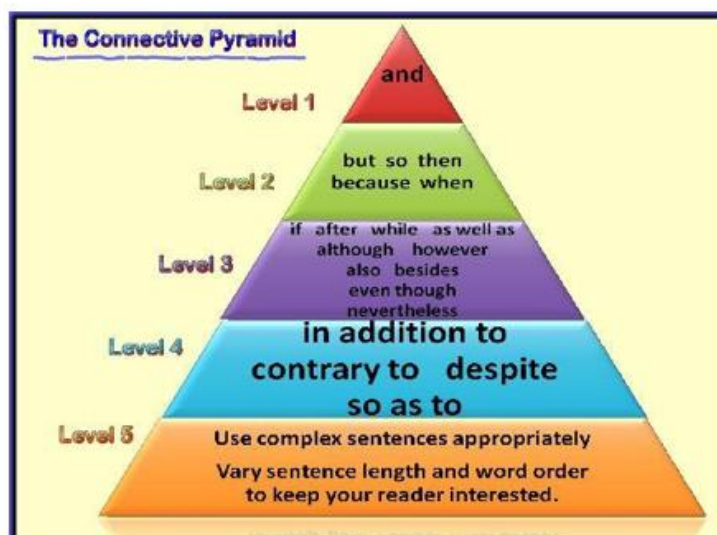
E.g. Class teacher for Year 3 and 4, Mrs Jones said *“They are a lovely class of children and I really like teaching them.”*

- *“It was the scariest moment of my life!”* the 28 year old home owner told us.
- *“They’re lucky to be alive!”* said Sam Fenton, 35, Chief Fire Officer for Greater Manchester Fire Service.

- Are these quotes **FACTS** or **OPINIONS**?

Connectives

- Use the punctuation pyramid to spot the connectives....





English Reference Materials



Photographs & Captions



Photos and captions help to tell the story by giving readers a snapshot of what happened, where it happened or who it happened to.

What do you think a report using this picture would be about?



Photos also need a caption underneath them. A caption is a short sentence explaining what is happening in the photograph.

PARAGRAPHS

Paragraphs help the reader clearly understand the information on the story. Each new paragraph should be given a 'subheading'. This is a very short title that tells the reader a little about what the paragraph is will about.

○ The 14-year-old boy with acne dotting his chin yanked down the scarf concealing his face and recounted his 12 days in a Taliban training camp — starting with the day six masked militants kidnapped him as he picked onions on a farm in the Swat Valley. ○ They blindfolded him and brought him to an abandoned girls' school, he said, where he and scores of other Pakistani boys ran hills for 2½ hours every day and listened to Taliban trainers extol the glory of waging holy war against the Pakistani army. ○ Some boys had volunteered to join the camps. Others, like the 14-year-old, dreamed of escaping. ○ "They were always preaching jihad and telling us it was our primary duty," the boy said. "They said we shouldn't let anyone hinder us. And if our parents stood in the way, we were told we could kill them." ○ The youth is just one of more than a hundred boys whom the Pakistani military says the Taliban either recruited or kidnapped and held [See Pakistan, Page A15]

What is the Family Charter?

Thomson Holidays want to work with kids across the country on a Family Charter. The Charter will involve parents and kids identifying the promises and rules that every family member should make to make sure they spend proper time together, whether it's at home or on holiday. We want you to vote for rules for family holidays and breaks that everyone in the family must follow. For example, no mobile phones during mealtimes or promising to play a game together once a day.

All work and no play for parents...

Parents are working longer hours than ever before. They may have to stay late at work or continue working after they get home. A quarter of parents said that in an average week they spend less than an hour with their children, although almost half would like to spend more time together as a family.

Holidays = happy times

A new all-party parliamentary group report called Giving Britain a break, which is supported by the Family Holiday Association and Thomson Holidays, says that families



French Reference Materials



Pierre et Monsieur Bonhomme de Neige Peter and Mr Snowman

Pierre et Monsieur Bonhomme de neige

«Il neige!
Oooh! Il neige!»

Pierre décide de faire un bonhomme de neige.

«D'abord la tête.»

«Deux cailloux pour les yeux.»

«Deux branches pour les bras ... et une carotte pour le nez.»

«Un ... deux ... trois ... quatre ... cinq boutons pour la bouche.»

Soudain, Monsieur Bonhomme de neige ouvre les yeux.

Monsieur Bonhomme de neige lève les bras.

Monsieur Bonhomme de neige touche le nez ... et la bouche.

«Bonjour, Pierre!»

Monsieur Bonhomme de neige touche les jambes.

Monsieur Bonhomme de neige saute.

Pierre saute aussi.

Pierre tourne.

Monsieur Bonhomme de neige tourne aussi.

Pierre danse avec Monsieur Bonhomme de neige.

Monsieur Bonhomme de neige dort dans le jardin.

Il y a du soleil.

Pierre cherche partout.

Mais, Monsieur Bonhomme de neige n'est pas là.

«Au revoir, Monsieur Bonhomme de neige.»

Peter and Mr Snowman

“It’s snowing!
Wow! It’s snowing!”

Peter decides to make a snowman.

“First the head.”

“Two pebbles for the eyes.”

“Two branches for the arms ... and a carrot for the nose.”

“One ... two ... three ... four ... five buttons for the mouth.”

Suddenly, Mr Snowman opens his eyes.

Mr Snowman raises his arms.

Mr Snowman touches his nose ... and his mouth.

“Hello, Peter!”

Mr Snowman touches his legs.

Mr Snowman jumps.

Peter jumps too.

Peter turns.

Mr Snowman turns too.

Peter dances with Mr Snowman.

Mr Snowman is sleeping in the garden.

It is sunny.

Peter looks everywhere.

But Mr Snowman isn’t there.

“Goodbye, Mr Snowman.”



Answers

Punctuation and Grammar

Quiz Answers



Qu.	Quiz 3 Answers	Notes										
1	the, blackpool	Also accept answers that are underlined.										
2	boy, ball	Also accept answers that are underlined.										
3	playing played	Answers must be spelt correctly and must not include capital letters.										
4	Any appropriate adverb. E.g. noisily, energetically, nicely, earlier	Answers must be spelt correctly and must not include capital letters.										
5	The girls went to Tina's party.	Apostrophes must be curved to the left.										
6	Accept accurate sentence in the past tense. E.g. Tom kicked the football.	The sentence must be punctuated correctly.										
7	I bought a banana, two apples and a bunch of grapes from the supermarket.	Commas must be the correct size and must be curved to the left.										
8	<table><tr><th>Word</th><th>Suffix</th></tr><tr><td>kind</td><td>ness</td></tr><tr><td></td><td>ment</td></tr><tr><td></td><td>ness</td></tr><tr><td>state</td><td>ment</td></tr></table>	Word	Suffix	kind	ness		ment		ness	state	ment	
Word	Suffix											
kind	ness											
	ment											
	ness											
state	ment											



Maths - Subtraction



Remember to use the expanded column method to work out your answer - even if you can work it out in your head.

It's good to practise this method for when you have more complicated calculations to work out.

Easiest

- 1) $18 - 8 = 10$
- 2) $80 - 10 = 70$
- 3) $88 - 4 = 84$
- 4) $28 - 6 = 22$
- 5) $39 - 20 = 19$
- 6) $54 - 20 = 34$
- 7) $92 - 60 = 32$
- 8) $64 - 11 = 53$
- 9) $99 - 10 = 89$
- 10) $37 - 15 = 22$

Middle

- 1) $22 = 87 - 65$
- 2) $469 - 100 = 369$
- 3) $47 - 25 = 22$
- 4) $600 - 1 = 599$
- 5) $371 - 34 = 337$
- 6) $82 - 29 = 53$
- 7) $337 - 217 = 120$
- 8) $35 - 14 = 21$
- 9) $750 - 250 = 500$
- 10) $149 - 37 = 112$



Maths - Subtraction



Remember to use the expanded column method to work out your answer - even if you can work it out in your head.

It's good to practise this method for when you have more complicated calculations to work out.

Harder

- 1) $345 - 60 = 285$
- 2) $472 - 9 = 461$
- 3) $582 - 354 = 228$
- 4) $429 - 31 = 398$
- 5) $762 - 45 = 717$
- 6) $60 - 6 - 6 = 48$
- 7) $290 - 240 = 50$
- 8) $235 - 126 = 109$
- 9) $424 - 51 = 373$
- 10) $850 - 600 = 250$

Hardest

- 1) $237 - 189 = 48$
- 2) $134 - 39 = 95$
- 3) $725 - 536 = 189$
- 4) $904 - 755 = 149$
- 5) $308 - 10 = 298$
- 6) $586 - 685 = 99$
- 7) $740 - 420 = 320$
- 8) $805 - 49 = 756$
- 9) $550 - 420 = 130$
- 10) $36 - 6 - 7 = 23$