



Year 3 Home Learning Pack

week commencing 27/04/2020



We hope you had a lovely weekend and are ready for our second week of learning in term 5. Here's your next home learning pack and we hope you are able to send in lots of pictures of your learning for us this week.

There are some reference materials and answers at the end of the pack to help if you need them.

You can use your Home Learning books or blank paper for these activities, don't feel you have to print out the pack. If you are not able to print, don't worry, just copy questions into your books and write the answers alongside.

- English - we have included a variety of spelling, grammar, reading and writing activities for you.
- Maths - this week we will be continuing with fractions and following our recap of year 2 fractions we will be starting our year 3 learning this week. Our revision topic is multiplication.
- We have also updated activities for the other subjects: science, topic, French, computing, RE, etc.

Remember to keep your daily journal going with your thoughts and 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.

Take care of yourselves and stay safe.

Mrs Hall, Mr Houghton and Mrs Gunn





English Reading

Fantastic Mr Fox



Monday Read chapter one of Fantastic Mr Fox on the next page.

Choose one of the following activities:

1. Draw a picture of one, two or all of the farmers. Annotate your pictures with words to describe each of them (use the text to help you).
2. Write a character profile of each of the farmers using the text to help you. The text says they are nasty men. Describe how they are nasty. Is it their looks or personalities?

If you struggle, there are pictures of the farmers to help you in the English reference materials at the end of the pack.

Tuesday Choose one of the characters from chapter one, it could be Farmer Boggis, Bunce or Bean. Write a setting description of their farm. What sort of house do they live in? Do they have a barn or fields? What are they like?

Wednesday Read chapter 2 of the story (on following pages). Imagine you are Mrs Fox. Write a note to Mr Fox before he goes out to get dinner. What advice would you give him?

Thursday Dictionary and Thesaurus work. In the pages after the two chapters of the story, there are some tricky words. Some words you will need to look up in a dictionary, write the meaning, then put the words into a sentence (help in using a dictionary can be found at the end of the pack). For the other words, look up the synonyms you could use instead. If you haven't got a dictionary or a thesaurus at home try

Friday At the end of chapter 2, Farmer Bean says he has a plan to catch Mr Fox. How would you catch Mr Fox to stop him stealing your chickens? You could draw a diagram of what you would do and write an explanation of why you think your plan would work.



English Reading

Fantastic Mr Fox



Chapter One - The Three Farmers

Down in the valley there were three farms. The owners of these farms had done well. They were rich men. They were also nasty men. All three of them were about as nasty and mean as any men you could meet. Their names were Farmer Boggis, Farmer Bunce and Farmer Bean.

Boggis was a chicken farmer. He kept thousands of chickens. He was enormously fat. This was because he ate three boiled chickens smothered with dumplings every day for breakfast, lunch and supper.

Bunce was a duck-and-geese farmer. He kept thousands of ducks and geese. He was a kind of pot-bellied dwarf. He was so short his chin would have been underwater in the shallow end of any swimming pool in the world. His food was doughnuts and goose-livers. He mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts. This diet gave him a tummy-ache and a beastly temper.

Bean was a turkey-and-apple farmer. He kept thousands of turkeys in an orchard full of apple trees. He never ate any food at all. Instead, he drank gallons of strong cider which he made from the apples in his orchard. He was as thin as a pencil and the cleverest of them all.

'Boggis and Bunce and Bean. One fat, one short, one lean. These horrible crooks so different in looks were none the less equally mean.' That is what the children round about used to sing when they saw them.



English Reading

Fantastic Mr Fox



Chapter Two - Mr Fox

On a hill above the valley there was a wood. In the wood there was a huge tree. Under the tree there was a hole. In the hole lived Mr Fox and Mrs Fox and their four small Foxes. Every evening as soon as it got dark, Mr Fox would say to Mrs Fox, 'Well, my darlings, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean?' And when Mrs Fox had told him what she wanted, Mr Fox would creep down into the valley in the darkness of the night and help himself. Boggis and Bunce and Bean knew very well what was going on, and it made them wild with rage. They were not men who liked to give anything away. Less still did they like anything to be stolen from them.

So every night each of them would take his shotgun and hide in a dark place somewhere on his own farm, hoping to catch the robber, but Mr Fox was too clever for them. He always approached a farm with the wind blowing in his face, and this meant that if any man were lurking in the shadows ahead, the wind would carry the smell of that man to Mr Fox's nose from far away. Thus, if Mr Boggis was hiding behind his Chicken House Number One, Mr Fox would smell him out from fifty yards off and quickly change direction, heading for Chicken House Number Four at the other end of the farm.

'Dang and blast that lousy beast!' cried Boggis.

'I'd like to rip his guts out!' said Bunce.

'He must be killed!' cried Bean.

'But how?' said Boggis. 'How on earth can we catch the blighter?'

Bean picked his nose delicately with a long finger. 'I have a plan,' he said.



English Reading

Dictionary and Thesaurus Work



Dictionary Words

Look these words up, write the meaning and use the word in a sentence.

- valley
- smother
- approach
- orchard
- lean

Synonyms

Synonyms are words with the same or similar meaning:

Words such as happy, cheerful and merry.

Words such as sad, miserable and heartbroken.

Find synonyms for these words

- rich
- nasty
- clever
- kind
- dark

How many did you find for each word?



English Spelling



Way in

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

- pretty
- after
- last
- past
- great
- steak
- grass
- pass
- plant
- path
- hour

Further challenge

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

- earth
- eight/eighth
- enough
- exercise
- experience
- experiment
- extreme
- famous
- favourite
- February



English

Punctuation and Grammar



Week 4 - questions

1. Tick **one** word to complete the sentence below.

Karl wanted to play outside _____ it was raining.

Tick **one**

and

1

but

2

or

3

that

4

1 mark

CHALLENGE: List three subordinating conjunctions.

2. Tick **one** box to show where a **comma** should go in the sentence below.

I saw some pink purple and silver balls on the mat.

↑
 a

↑
 b

↑
 c

↑
 d

1 mark

CHALLENGE: List three things to complete this sentence:

Yesterday, I ate _____ .



English

Punctuation and Grammar



3. Look at the parts of the words in **bold**.

care**less** wonder**ful** pleas**ed** larg**est**

What is the grammatical term for this part of the word?

Tick **one**

adverb

1

noun phrase

2

verb

3

suffix

4

1 mark

CHALLENGE: Can you give an example of the three terms you did not tick?



English

Punctuation and Grammar Quiz



Y3 Grammar and Punctuation Quiz 4

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

tom and sara went to london in the holidays.

_____ 1 mark

2. Circle the two nouns in the sentence below.

Yesterday, I took the dog to the local park.

_____ 1 mark

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

Last year, Sana _____ a club.

↑
to join

Sana was _____ a club.

↑
to join

_____ 1 mark

4. Circle the adjective in the sentence below.

The tired children arrived late.

_____ 1 mark

5. Insert inverted commas into the sentence below.

John said, I like to read comics.

_____ 1 mark



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

The girls watch the cartoon.

_____ 1 mark

7. Change the following statement to a **question**. Do not use any additional words. Remember to punctuate your sentence correctly.

You can do that.

_____ 1 mark

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

Word

Suffix

entertain

ness

ment

rude

ness

ment

_____ 1 mark

Answers at the end of the pack

English



This week we are going to create our own story, based on the story of *The Three Wishes* on the following page.

Read the story again.

Monday Use the boxing up method to create ideas for a story of your own. Boxing up example in the English references at the end of the pack.

Tuesday Create your own text/story map of your ideas. There's an example in the English references at the end of the pack.

Wednesday Write several openings to your story. Edit them and choose the best one.

Thursday Write out the rest of your story in draft (not best).

Friday Finish your draft then revise and edit checking that your:

- spelling** is correct- you could use a dictionary
- handwriting** letters are formed and placed on the line correctly.
- punctuation** you have used punctuation correctly so that your sentences make sense.

Remember, when writing you could always add;

- similes using like and as. *Her hair was as smooth as silk.*
- Alliteration *Fearless Fred leapt to his feet furiously.*
- Powerful verbs *galloped, sighed, leapt, shivered, glared*
- Noun phrases *Slowly, the small, round, sliver ball opened*
- You could also add an **adverb** to open your sentence or describe the action.
- After you have finished revising and editing, write out in best.



English Reading



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!



Maths



This week, we will be looking at some new learning about fractions. We will also continue revising previous learning - this week it's multiplication.

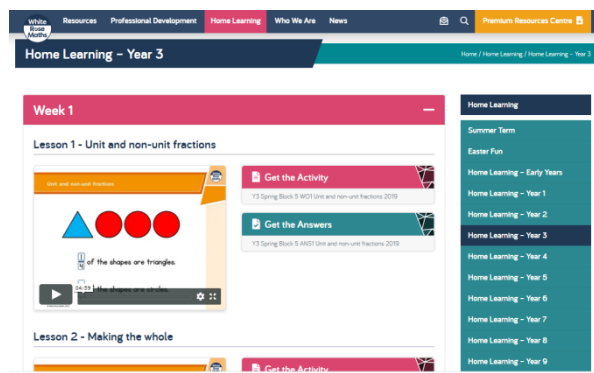
Fractions

Visit the following website:

<https://whiterosemaths.com/homelearning/year-3/>

Start by selecting 'Week 1':

Here you will find a week's worth of video clips about fractions. 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 - Unit and non-unit fractions

Lesson 2 - Making the whole

Lesson 3 - Tenths

Lesson 4 - Count in tenths

Lesson 5 - Tenths as decimals

Multiplication

Once you have completed your fractions work, please work on the revision activities for multiplication. These can be found on the following pages.

Times Tables Rock Stars

Please log in and play games for about 20 minutes per day. This will really help your times tables knowledge and will help your team in their "Battle of the Bands"

Mental Maths

There are some mental maths questions for you on the following pages too. Have a go, write your answers but explain how you worked them out too.



Maths

Times Tables Rock Stars / PiXL



<https://trockstars.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 *Battle of the Bands*:

Starts Monday @ 9am

Teachers (and all staff) v Pupils

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 six eggs in a box.
How many eggs are there in
two boxes ?

How about 3 boxes?...

How about 4 boxes?



A dozen eggs means 12 eggs.
What is half a dozen?

What is 2 dozen?...

How many eggs are 3 dozen?





Mental Maths

Warm up your brain!



How many toes are there on a pair of feet?

What about 2 pairs?...



What about 3 pairs?

A spider has 8 legs. How many legs do 2 spiders have in total?

What about 3 spiders?...



What about 4 spiders?



Mosaic Maths Challenge

Romans liked mosaics - can you discover the hidden picture in this grid?



Challenge 1 Sheet Multiplication Mosaic

- Solve the questions in the squares below. Colour in the squares with the colours based on your answer. What picture will you make?
- Purple:** 30, 60, 50, 70, 80, 90
Blue: 8, 14, 12, 18, 20, 22
Green: 2, 4, 24, 28, 36, 44, 48
Yellow: 16, 32, 40, 42, 72

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



Maths - Multiplication

Steps to Success



1) Use the grid method, partitioning the 2-digit number correctly as follows: $11 \times 5 = ?$

X	10	1
5	50	5

2) Multiply the 1-digit number (5) by the tens column.

3) Multiply the 1-digit number (5) by the ones column.

4) Add the two answers together:

$$\begin{array}{r} 50 \\ + \underline{5} \\ \hline 55 \end{array}$$

The answer to the original question is: $11 \times 5 = 55$



Maths - Multiplication

Steps to Success



Sometimes when you multiply the 1-digit number by the ones you end up with a 2-digit number. With the 1-digit number multiplied by the tens you may end up with a 3-digit number. Take care when adding these together and watch for any exchanges.

1) Use the grid method, partitioning the 2-digit number correctly as follows: $29 \times 7 = ?$

X	20	9
7	140	63

- 2) Multiply the 1-digit number (7) by the tens column.
- 3) Multiply the 1-digit number (7) by the ones column.

4) Add the two answers together:

$$\begin{array}{r} 140 \\ + 63 \\ \hline 203 \\ \color{red}{1} \end{array}$$

The answer to the original question is: $29 \times 7 = 203$



Maths - Multiplication



Remember to use the grid 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) $? \times 1 = 10$

2) $11 \times 4 =$

3) $14 \times 2 =$

4) $12 \times 4 =$

5) $13 \times 3 =$

6) $? \times 7 = 70$

7) $13 \times 2 =$

8) $12 \times 3 =$

9) $11 \times 3 =$

10) $14 \times ? = 14$

Middle

1) $12 \times 5 =$

2) $15 \times ? = 30$

3) $22 \times 4 =$

4) $18 \times 3 =$

5) $?? \times 7 = 77$

6) $35 \times 2 =$

7) $12 \times 7 =$

8) $25 \times 4 =$

9) $50 \times 2 =$

10) $?? \times 3 = 90$



Maths - Multiplication



Remember to use the grid 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) $24 \times 4 =$

2) $32 \times 3 =$

3) $49 \times 2 =$

4) $35 \times 4 =$

5) $?? \times 3 = 39$

6) $17 \times 5 =$

7) $28 \times ? = 140$

8) $16 \times 6 =$

9) $19 \times 4 =$

10) $?? \times 5 = 125$

Hardest

1) $65 \times 5 =$

2) $80 \times ? = 240$

3) $57 \times 6 =$

4) $99 \times 4 =$

5) $?? \times 8 = 568$

6) $75 \times 6 =$

7) $29 \times 8 =$

8) $66 \times ? = 462$

9) $58 \times 7 =$

10) $?? \times 4 = 208$



Maths - Multiplication Word Problems



Use the grid method to complete these word questions.
Remember to show your workings.

1. Ben gave all of his football cards away to 4 of his friends. He gave them 42 cards each. How many football cards did he have altogether?
2. Bethany ate 19 M&Ms every day for 6 days. How many M&Ms did she eat altogether? How many would she eat if she ate them for 9 days?
3. Zach and Amelie went for a walk around the local countryside every day for one week. They walked 14km every day. How many km did they walk altogether?
4. John was baking a cake which needed seven measures of 28g of sugar. How much sugar did he need altogether?
5. Each day the Funland theme park lets in 380 visitors. How many visitors are allowed into the park in 5 days?
6. At the village fayre, the "Guess How Many" stall had 4 jars of sweets on the table. Jackie knew she had counted 527 skittles into each jar. How many were there in all the jars?



Maths

Multiplication Investigations

Prove your answer,
show your thinking...

Always, Sometimes, Never

A two-digit number multiplied
by a one-digit number
makes a two-digit answer.

Charlotte answered the question 27×3 ,
her answer is 6021

What mistake could she have made?

Using the digit cards in the multiplication
below how close can you get to 100?

2 3 4

■ ■ × ■ =



Other Subjects



Subject	Work at home ideas
Science	<p><u>This week we are starting a new topic ROCKS and SOILS</u> I want you to be Rock Detectives. Use the science sheets on the following pages to help you.</p> <ol style="list-style-type: none"> 1. Find as many different rocks as you can. This may be from your garden or while you are out walking. 2. Use pastel or wax crayons to draw each rock. 3. Use the classification sheet (at the end of the pack) to help you identify and label it.
Topic	<p><i>The Romans.</i> Research Roman houses. Take a tour of a Roman Villa. Did all Romans live in villas? Draw and label pictures of Roman Homes. Describe the kind of life the people who lived in them might have had. http://www.primaryhomeworkhelp.co.uk/Romans.html https://www.bbc.co.uk/bitesize/clips/z7k8q6f</p>
PE	<p>Create your own indoor exercise programme and keep a log, or.. 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 every weekday from 9:00am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>
Art / DT	<p>This week we're thinking back to the monster Grendel in Beowulf and we're going to create our own monsters. Look at the Art pages that follow and design your own Grendel and other terrifying creatures!</p>
Computing	<ol style="list-style-type: none"> 1. There are 2 new e-Safety activities this week on the following pages. 2. Try making a game on Kodu - https://www.kodugamelab.com/
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? You can include photos / pictures / drawings. Listen to some MOTOWN music - how does it make you feel? If you have finished the above task then research the life and music of one of MOTOWN's singers.</p>
French	<p>We continue with the story of <i>Pierre et Monsieur Bonhomme de Neige</i> on the French pages that follow. There are two new worksheets to try. If you are stuck, check the English version 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 pages that follow.</p>
PSHE	<p><u>Personal, social, health, education</u> This week's topic is about moods and attitudes. http://vid.ly//1k2j6y Follow the instruction sheet at the end of the pack. Once you have finished the activity design a poster to show what you have learnt.</p>



Science



Rock Detectives Help Sheet

1. Use pastel or wax crayons to draw each mystery rock sample in the box that has the same number as the plate you took it from. Look very closely at the rock using a magnifying lens. Blend colours together to make your drawing as realistic as possible.



2. Label your drawing with any interesting features, e.g. crystals, speckles, lines or anything else you can spot.
3. Write a description of each rock underneath your drawing. Here are some useful words to help you but you may think of even better words to describe it!

Texture: rough, smooth, bumpy, knobbly, layers, layered, holey, pitted, grainy, crumbly, hard, soft

Colour: dark, light, white, greyish, bluish, pink, black, brown, rusty, greenish

Appearance: shiny, dull, dusty, glittery, crystallised, speckled

Here is an example of a good description of a mystery rock

This rock is mostly grey with patches of tiny white crystals. It has a rough and dusty texture.



Science

I can make careful, scientific observations of rocks



Rock Detectives

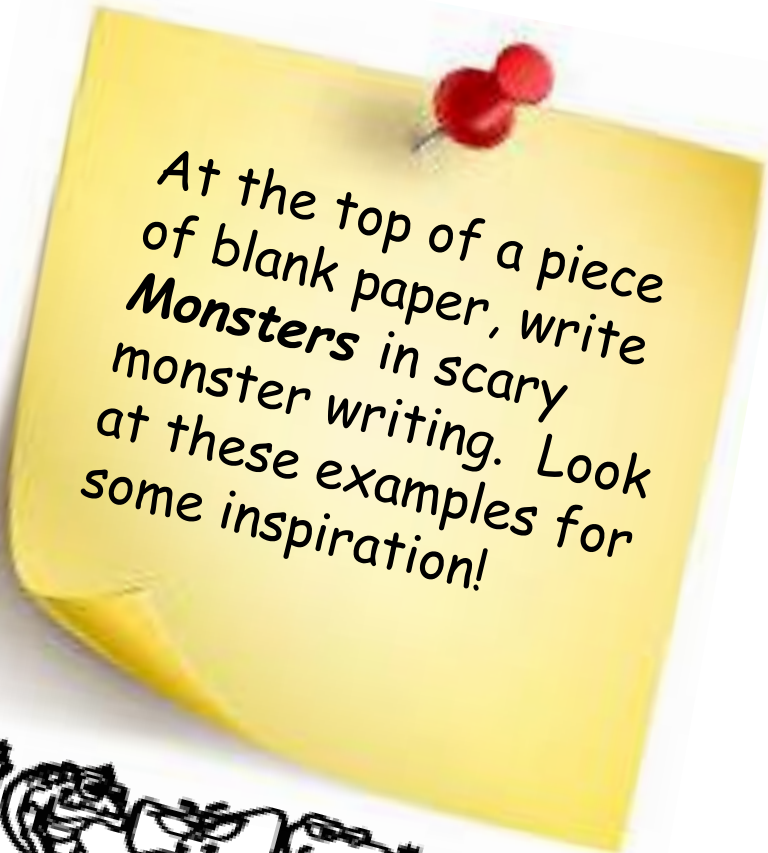
<p>1.</p> <p>This rock</p>	<p>2.</p> <p>This rock</p>	<p>3.</p> <p>This rock</p>
<p>4.</p> <p>This rock</p>	<p>5.</p> <p>This rock</p>	<p>6.</p> <p>This rock</p>

Art Monsters!



This week our Art activity is in two parts:

- Design some scary writing
- Design a monster



At the top of a piece of blank paper, write **Monsters** in scary monster writing. Look at these examples for some inspiration!

MONSTERS!

MONSTERS

MONSTERS!

MONSTERS!

MONSTERS!

Art Monsters!



Now, walk your pencil around the page, drawing a long line which curves and criss-crosses, creating various different shapes.

Pick out larger shapes to create them into monsters - see examples.

Make your monsters colourful and scary!





Computing - eSafety

Week 2



Online safety at home

SIMPLE 15 MINUTE ACTIVITIES TO DO WITH YOUR CHILD

Activity 1: Alfie's videos

- If needed, watch Episode 1: Block Him Right Good, Alfie again with your child at www.thinkuknow.co.uk/8_10/watch/.
- Look at Resource Sheet 1: Alfie's profile. Alfie has taken some important steps to make sure that he is safe when he is making videos and posting them online.
- Ask your child to write down four steps Alfie has taken, either on the Resource Sheet or on paper.
- Once completed, discuss your child's answers and identify any missed steps.
 - ✓ 1. profile picture is an avatar, not an actual photo
 - ✓ 2. username does not feature his name.
 - ✓ 3. Privacy set to friends only.
 - ✓ 4. Wears clothes that are not school uniform or private, like pyjamas.]

Activity 2: Being kind online

- Ask your child what they remember about Episode 1 of Play Like Share.
- Ask your child:
 - ✓ Who wrote a mean comment about Alfie? [the Popcorn Wizards]
 - ✓ Who 'liked' the comment? [Sam]
 - ✓ Why wasn't this a kind thing to do? [It might upset Alfie. Sam is meant to be Alfie's friend]
- Explain when we write or post something online, we must always think about how we might make other people feel.
- What positive words could Ellie, Alfie and Sam use to describe each other?
- Using Resource Sheet 2: Being kind online, ask your child to write as many positive words and phrases as they can think of next to each character, using any clues in the video to help. Alternatively, your child can draw pictures of each character and add positive words to describe them.

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



Computing - eSafety

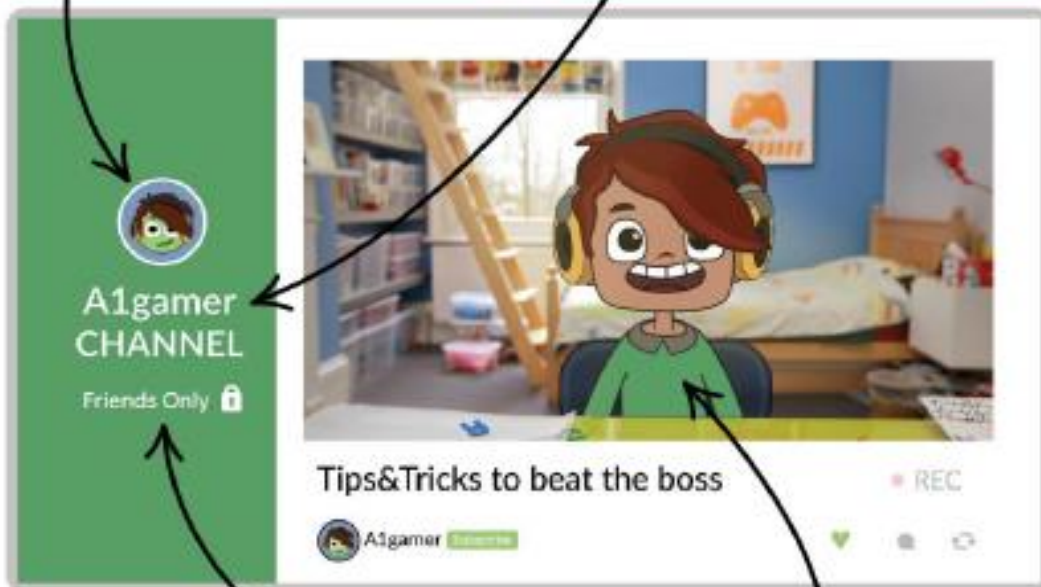
Week 2



Resource sheet 1: Alfie's profile

Label the picture to show what steps Alfie has taken. Write your answers in each box.

<p>Alfies profile picture:</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>Alfies username:</p> <p>-----</p> <p>-----</p> <p>-----</p>
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<p>Privacy settings:</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>Clothes Alfie wears:</p> <p>-----</p> <p>-----</p> <p>-----</p>
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Computing - eSafety

Week 2



Resource sheet 2: Being kind online

What positive words could Ellie, Alfie and Sam use to describe each other?





French Worksheets

Week 2





French Week 2





French Worksheets

Week 2



Trouve les mots et remplis les blancs.
Find the words and fill in the gaps.

12



1 Monsieur
Bonhomme de neige
_____ le nez
et la _____.



2 Monsieur
Bonhomme de neige
_____.



3 Monsieur
Bonhomme de neige
_____.



4 Pierre _____.



5 Pierre _____.



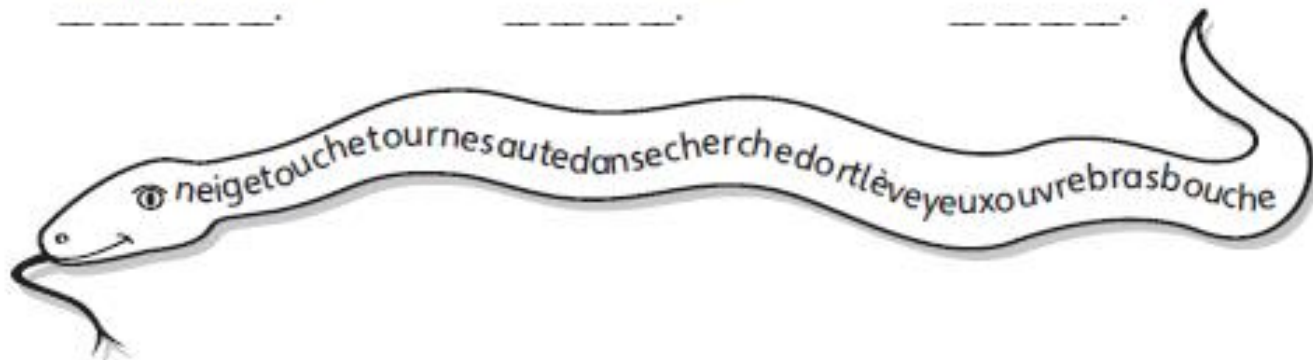
6 Pierre _____
avec Monsieur
Bonhomme de
_____.



7 Monsieur
Bonhomme de neige
_____ les
_____.



8 Monsieur
Bonhomme de neige
_____ les
_____.



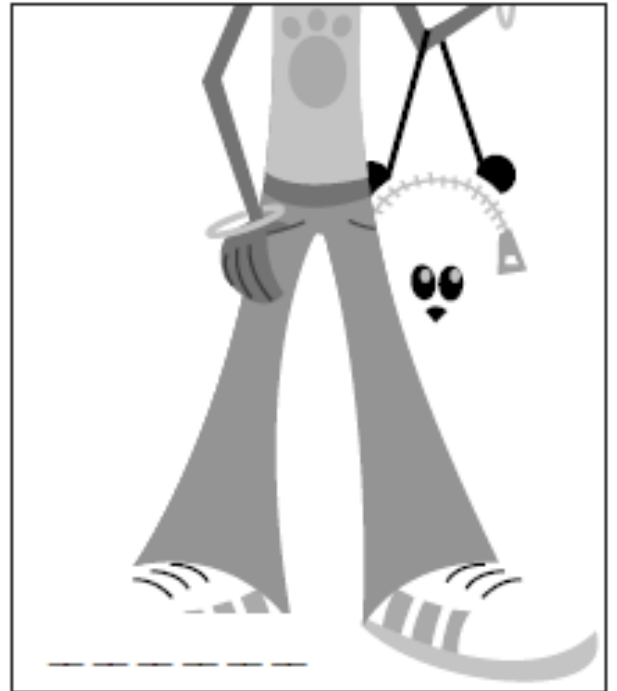


French Worksheets

Week 2



Copie les mots. Découpe et attache les parties du corps.
Copy the words. Cut out and attach the body parts.



tête

jambes

RE - Kingdom of God

Week 2



This week we are continuing learning about the Kingdom of God.

Activity 2a

Look at the images on the next page. They are all connected to the day when the number of followers of Jesus grew from 120 people to over 3,000 people.

Do you know any stories from the Bible where these items could be used to represent different parts of the story?

Activity 2b

Watch this video on YouTube and see whether you can work out what the items from activity 2a represent in the story.

<https://youtu.be/KwJJJoSGw84>



Now, create a story map to help you retell the story.

You could either cut out and stick the pictures in your book or draw your own pictures and lay them out as a story map like we have done for Lila and the Secret of Rain, Beowulf, The Dragon Stone, etc. in English. Try to include punctuation signs if you remember them.

Take a picture when you have completed this and share it to your portfolio on ClassDojo. As an extra, you can record audio messages to accompany the picture - why not tell us the story?

Finally, write a short paragraph or record a video to answer 1 or all of these questions - upload them to your portfolio.

- ❖ I wonder what different people felt during Pentecost?
- ❖ How might someone who had chosen to have Jesus as their King feel?
- ❖ What about someone who had watched it all, but not believed or been impressed by what they saw?



PSHE



Personal, Social, Health Education

We are using the Big Ideas from ClassDojo to reinforce our PSHE learning.

This week's topic is about moods and attitudes.

We're watching a video series about moods and attitudes! Watch it at <http://vid.ly//1k2j6y> and discuss these questions with your child.

1. Share a good moment and a bad mood moment from today. What feelings words can you use to help you describe them? (parents and children should both share!)
2. Why do you think your mood changed throughout the day?
3. Do you think it's possible to change your mood? Let's brainstorm some ways!

NB When you click the link, it will download a video which you then need to click to play.



English Reference Materials



Using a dictionary
to check the
meaning of words.

Use alphabetical order to find the word.
Start with the first letter of the word.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

You may need
to look for the
capital letter.

Remember, some
letters can look
different in different
fonts, like: l I, g g and
k k



English Reference Materials



Using alphabetical order
to find the word.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

When two words start with
the same letter, you order
them by the second letter,
and so on.

daisy and donkey

This means that, when you
look up a word, you find the
section with the first letter
and then work through the
words by order of the next
letter.

There is a step-by-step guide
on the next page...



English Reference Materials



Using alphabetical order
to find the word.

Your turn: How would
you find the word *cleft* in
a dictionary?

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

1. Find the section with
words beginning with c.

2. Pass through the words that
have a as the second letter, like
canoe and *carnivore*. The 2nd
letter of *cleft* is l, so start
looking towards the middle of the
section.

3. If you get to words
starting with *co*, *cr* or *cu*
then you've gone too far...



Farmers Bunce, Boggis and Bean





English



Boxing Up Ideas

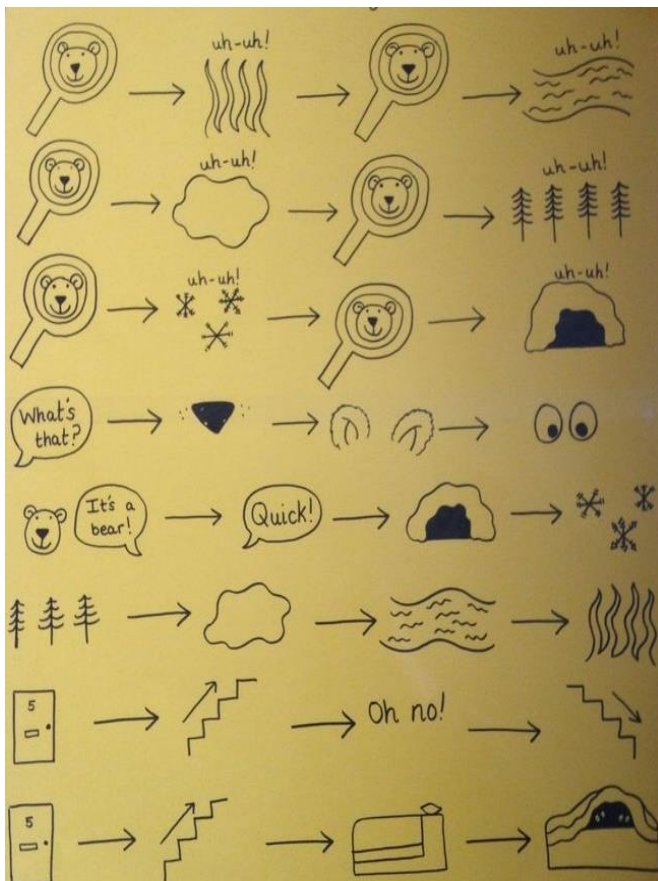
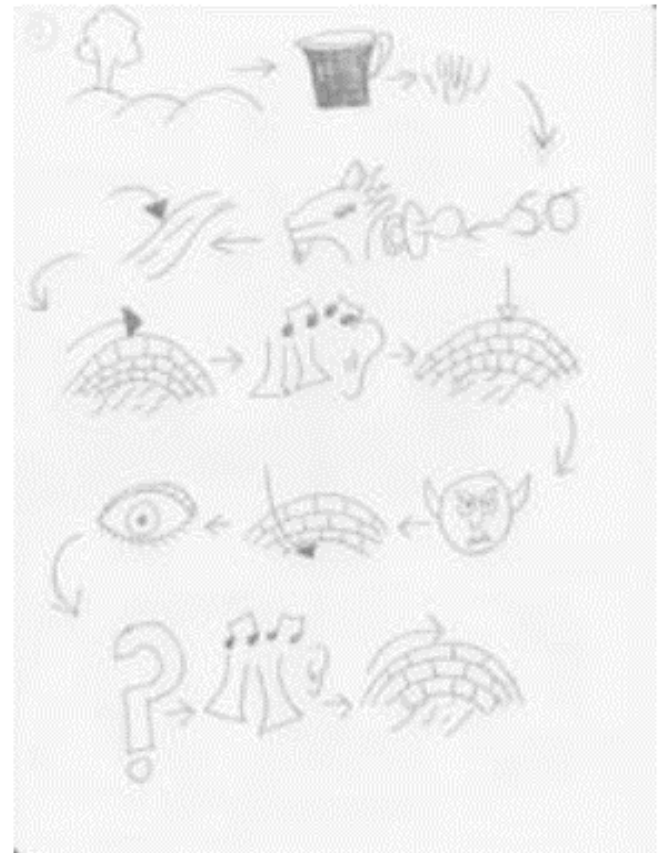
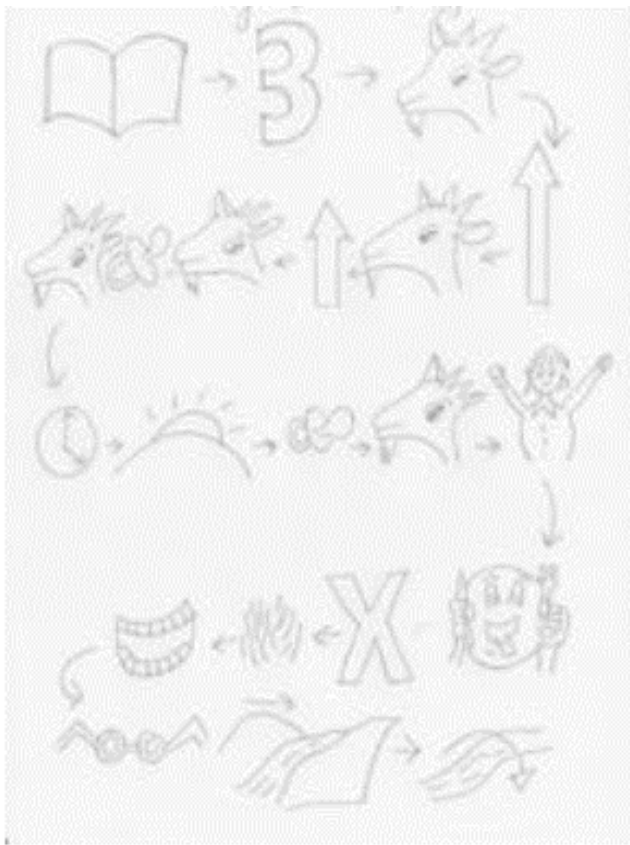
	Three Wishes	New Story
Opening	A poor fisherman goes to sea to catch fish for dinner for himself and his grumpy wife.	
Build-Up	He catches a small fish that talks and offers him three wishes to let him go.	
Problem	The fisherman wastes his wishes and ends up with sausages on his nose.	
Solution	He has to use his last wish to get everything back to the way it was.	
Ending	They realise how silly it was to argue and waste the chance to change their lives.	



English



Examples of Text Mapping of other well known stories.
Can you work out which ones?





Punctuation and Grammar Quiz Answers



Qu.	Quiz 4 Answers	Notes										
1	Tom, Sara, London	Also accept answers that are underlined.										
2	dog, park	Also accept answers that are underlined.										
3	joined joining	Answers must be spelt correctly and must not include capital letters.										
4	tired	Also accept answers that are underlined.										
5	John said, "I like to read comics."	Accept single or double inverted commas, as long as the choice is consistent.										
6	The girls watched the cartoon.	The sentence must be punctuated correctly.										
7	Can you do that?	Answers must be punctuated correctly.										
8	<table border="0"><thead><tr><th>Word</th><th>Suffix</th></tr></thead><tbody><tr><td></td><td><input type="text" value="ness"/></td></tr><tr><td><input type="text" value="entertain"/></td><td><input type="text" value="ment"/></td></tr><tr><td></td><td><input type="text" value="ness"/></td></tr><tr><td><input type="text" value="rude"/></td><td><input type="text" value="ment"/></td></tr></tbody></table>	Word	Suffix		<input type="text" value="ness"/>	<input type="text" value="entertain"/>	<input type="text" value="ment"/>		<input type="text" value="ness"/>	<input type="text" value="rude"/>	<input type="text" value="ment"/>	
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<input type="text" value="rude"/>	<input type="text" value="ment"/>											

Maths Multiplication Answers



Easiest

- 1) $10 \times 1 = 10$
- 2) $11 \times 4 = 44$
- 3) $14 \times 2 = 28$
- 4) $12 \times 4 = 48$
- 5) $13 \times 3 = 39$
- 6) $10 \times 7 = 70$
- 7) $13 \times 2 = 26$
- 8) $12 \times 3 = 36$
- 9) $11 \times 3 = 33$
- 10) $14 \times 1 = 14$

Harder

- 1) $24 \times 4 = 96$
- 2) $32 \times 3 = 96$
- 3) $49 \times 2 = 98$
- 4) $35 \times 4 = 140$
- 5) $13 \times 3 = 39$
- 6) $17 \times 5 = 85$
- 7) $28 \times 5 = 140$
- 8) $16 \times 6 = 96$
- 9) $19 \times 4 = 76$
- 10) $25 \times 5 = 125$

Middle

- 1) $12 \times 5 = 60$
- 2) $15 \times 2 = 30$
- 3) $22 \times 4 = 88$
- 4) $18 \times 3 = 54$
- 5) $11 \times 7 = 77$
- 6) $35 \times 2 = 70$
- 7) $12 \times 7 = 84$
- 8) $25 \times 4 = 100$
- 9) $50 \times 2 = 100$
- 10) $30 \times 3 = 90$

Hardest

- 1) $65 \times 5 = 385$
- 2) $80 \times 3 = 240$
- 3) $57 \times 6 = 342$
- 4) $99 \times 4 = 396$
- 5) $71 \times 8 = 568$
- 6) $75 \times 6 = 450$
- 7) $29 \times 8 = 232$
- 8) $66 \times 7 = 462$
- 9) $58 \times 7 = 406$
- 10) $52 \times 4 = 208$



Science Reference Materials

Rock Classification Sheet



<h3>Chalk</h3> <p>A bright white rock which is quite soft. It can be crushed to make small white grains or powder.</p>	<h3>Limestone</h3> <p>A light coloured rock (often pale grey or cream). It has a grainy texture and may feel crumbly.</p>
<h3>Sandstone</h3> <p>A brown or golden coloured rock with grains inside. If rubbed, sand grains may come away.</p>	<h3>Granite</h3> <p>A very hard, strong rock containing different coloured crystals.</p>
<h3>Marble</h3> <p>A hard, attractive rock that comes in many different colours. It may have lines (veins) running through it.</p>	<h3>Slate</h3> <p>A blue-grey rock that seems to be made of thin layers. It feels hard but can be easily snapped.</p>



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."