

Year 3 Home Learning with Oak Academy

week commencing 15/06/2020

Welcome to your next *Oak National Academy* learning pack. It has been lovely to see the range of learning you are all doing, from the Oak National Academy, to BBC bite size, the workbooks and other inspiring ideas. Please find below links to each subject and the activities we would like you to complete. Remember, everything we provide here is to give you ideas.

English and Maths

Follow this link <https://www.thenational.academy/online-classroom/year-3#schedule>, scroll down to Week 7 (8th June) and follow the days in order, one English and one Maths per day.

English - Story

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1- Reading Comprehension - Summary	Lesson 2 Reading Comprehension - Word Meaning	Lesson 3 Identifying the features of a text	Lesson 4 SPaG Focus - Subordinate Clauses	Lesson 5 To write a letter

Maths - Shape

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 Multiply and divide by 10 and 100	Lesson 2 To multiply and divide by 1000	Lesson 3 To read a scale	Lesson 4 To read mass on a scale	Lesson 5 To compare mass

Foundation subjects

You will find creative, humanities, science and RE via this link (scroll to find suggested lessons):

<https://www.thenational.academy/online-classroom/year-3/foundation#subjects>

Monday	Tuesday	Wednesday	Thursday	Friday
RE Where do Christians worship?	Spanish To be able to describe the weather Or Computing <i>See below</i>	PE - go for a walk, ride your bike or... Follow a Joe Wicks PE lesson https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ Go Noodle - Can't Stop the Feeling https://youtu.be/KhfkYzUwYFk Pop Si Ko https://www.youtube.com/watch?v=Pwn4beja1QE BBC Super Movers https://www.bbc.co.uk/teach/supermovers/just-for-fun-collection/z7tymfr	Science What is sound?	Creative To clap to the pulse of a song in 3 and 4 time Or PSHE Prime Ministers Questions. Very topical at this time

Reading Read a book from home or find one to read on Oxford Owl - see our How to... guide on the year 3 class pages <https://www.st-nicholas-newromney.kent.sch.uk/category/year-3/>

Computing Continue to create games using Hour of Code - this week it is an activity in the playlab <https://studio.code.org/s/artist/stage/1/puzzle/1> or keep going with Scratch <https://scratch.mit.edu/projects/editor/?tutorial=getStarted>

Maths Don't forget Times Tables Rock Stars <https://ttrockstars.com/> and PiXL Times Tables (from your app store)

Don't forget that you can also use the White Rose website for maths either as an alternative to the Oak Academy or alongside it. <https://whiterosemaths.com/homelearning/year-3/>

Please continue to upload pictures of your learning to ClassDojo to share with us as we really enjoy looking through everything you have been doing.

Take care of yourselves and stay safe.

Mrs Hall, Mr Houghton and Mrs Gunn





Year 3 Alternative Home Learning

week commencing 15/06/2020



Many of you have expressed difficulty in accessing the Oak Academy or have internet issues, so we have put together a few activities that do not appear in the Learning Pack.

- English - once again we have included a variety of spelling, grammar, reading and writing activities for you. We are picking up the reading where we left off with Fantastic Mr Fox.
- Maths - we are going to start the topic of *money*.
- We have included some science and topic which would have kept us in line with our learning were we back in school, but for other subjects please see the Learning Pack for the Oak Academy.

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.

If you have been using Class Dojo to upload work please continue to do so, however if you are having difficulties, the class email addresses below are also available to use - just remember to write something about your work so we can add it to your portfolio.

chestnut@st-nicholas-newromney.kent.sch.uk

rowan@st-nicholas-newromney.kent.sch.uk

Take care of yourselves and stay safe.

Mrs Hall, Mr Houghton and Mrs Gunn

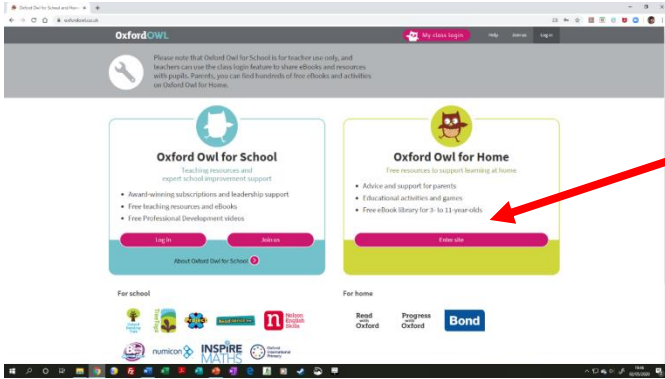




Reading Oxford Owl for Home



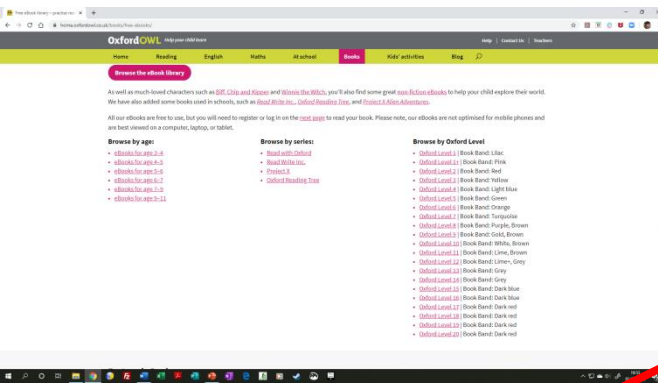
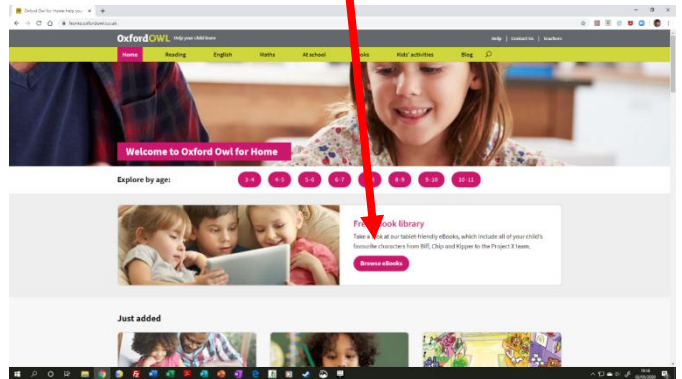
Parents and carers can access a large library of **free** eBooks for use by children at home via Oxford Owls. See details below for how to sign up.



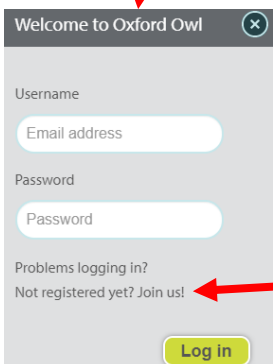
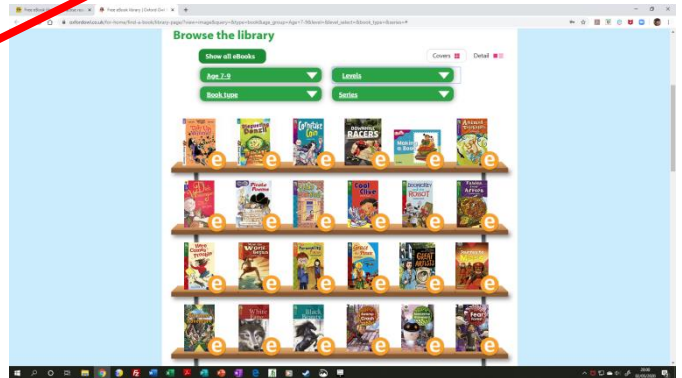
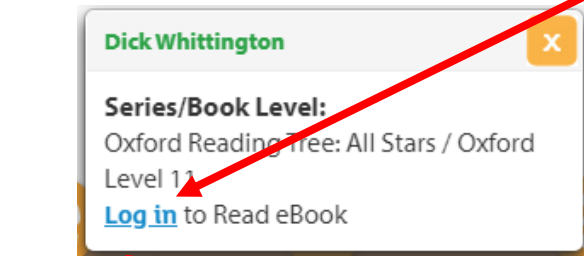
Visit www.oxfordowl.co.uk and click **Enter Site** in **Oxford Owl for Home**.

Next, click **Browse eBooks** under **Free eBook Library**.

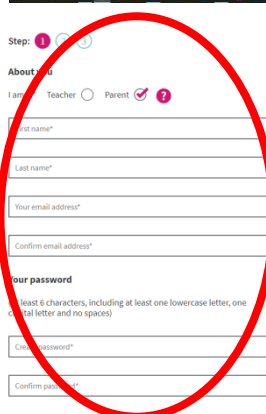
On the next page you can browse by age group, series, or reading scheme colours. Select an option.



When you click on a book in the bookshelf, it will bring up a log in option - click this.



When you click on a book on the shelf, it will bring up a log in option - click this. At the bottom, select **Not registered yet? Join us!**



Register for an account, click on the activation email and next time you select a book, log in and read!



English - Reading

Fantastic Mr Fox



Monday

Read chapter 5 of Fantastic Mr Fox on the following pages. Create your story board of the story so far. Examples are on the page following chapter 5.

Tuesday

Read chapter 5 again. Once again the Fox family have to dig for their lives. Draw and label a picture of a place where you think the Fox family might like to live. Think about the things they might need like food and shelter. Where would they get these from?

Wednesday

Write the beginning paragraph to chapter 6. How do you think the chapter will start? Will the foxes get caught and have to escape from the farmers, or will they dig their way out again?

Thursday

Add a new character into the story. Draw a picture of the character (is it a man or an animal?) and write about who they are and why they are there. Have they come to help the farmers? Are they a policeman who has come to tell the farmers off, or are they there to help the Foxes?

Friday

There are two different types of comprehension - one easier, one harder. Choose the one you want to do, or have a go at both. They follow on from chapter 5.



English - Reading

Fantastic Mr Fox Chapter 5



Chapter 5 - The Terrible Tractors

As the sun rose the next morning, Boggis and Bunce and Bean were still digging. They had dug a hole so deep you could have put a house into it. But they had not yet come to the end of the foxes' tunnel. They were all very tired and cross.

'Dang and blast!' said Boggis. 'Whose rotten idea was this?'

'Bean's idea,' said Bunce.

Boggis and Bunce both stared at Bean. Bean took another swig of cider, then put the flask back into his pocket without offering it to the others. 'Listen,' he said angrily, 'I want that fox! I'm going to get that fox! I'm not giving in till I've strung him up over my front porch, dead as a dumpling!'

'We can't get him by digging, that's for sure,' said the fat Boggis. 'I've had enough of digging.'

Bunce, the little pot-bellied dwarf, looked up at Bean and said, 'Have you got any more stupid ideas, then?'

'What?' said Bean. 'I can't hear you.' Bean never took a bath. He never even washed. As a result, his earholes were clogged with all kinds of muck and wax and bits of chewing-gum and dead flies and stuff like that. This made him deaf. 'Speak louder,' he said to Bunce, and Bunce shouted back, 'Got any more stupid ideas?'

Bean rubbed the back of his neck with a dirty finger. He had a boil coming there and it itched. 'What we need on this job,' he said, 'is machines . . . mechanical shovels. We'll have him out in five minutes with mechanical shovels.'

This was a pretty good idea and the other two had to admit it.

'All right then,' Bean said, taking charge. 'Boggis, you stay here and see the fox doesn't escape. Bunce and I will go and fetch our machinery. If he tries to get out, shoot him quick.'
The long, thin Bean walked away. The tiny Bunce trotted after him. The fat Boggis stayed where he was with his gun pointing at the fox-hole.



English - Reading

Fantastic Mr Fox Chapter 5 continued



Soon, two enormous caterpillar tractors with mechanical shovels on their front ends came clanking into the wood. Bean was driving one. Bunce the other. The machines were both black. They were murderous, brutal-looking monsters.

'Here we go, then!' shouted Bean.

'Death to the fox!' shouted Bunce.

The machines went to work, biting huge mouthfuls of soil out of the hill. The big tree under which Mr Fox had dug his hole in the first place was toppled like a matchstick. On all sides, rocks were sent flying and trees were falling and the noise was deafening.

Down in the tunnel the foxes crouched, listening to the terrible clanging and banging overhead. 'What's happening, Dad?' cried the Small Foxes. 'What are they doing?'

Mr Fox didn't know what was happening or what they were doing.

'It's an earthquake!' cried Mrs Fox.

'Look!' said one of the Small Foxes. 'Our tunnel's got shorter! I can see daylight!'

They all looked round, and yes, the mouth of the tunnel was only a few feet away from them now, and in the circle of daylight beyond they could see the two huge black tractors almost on top of them.

'Tractors!' shouted Mr Fox. 'And mechanical shovels! Dig for your lives! Dig, dig, dig!'

English - Reading

Comic Strip story board examples





All About Saint George's Day

Saint George is the patron saint of England.
On the 23rd April we celebrate Saint George and his bravery.

The Story of Saint George and the Dragon

Once upon a time there lived a knight called George.
He saw a village.
The villagers were very unhappy because of a dragon.
Every day the dragon wanted a beautiful maiden.
The maidens for the dragon were picked by lottery.
That day the king's daughter was chosen.
George decided to slay the dragon and save the princess.
George went to the lake where the dragon lived.
The dragon came out of the water with a roar!
George wasn't scared.
He fought the dragon and killed it.
The princess was saved and the villagers were very happy!

Saint George Facts

Saint George was a Roman soldier and he was born in Turkey.
He was known for his bravery.

How Is Saint George's Day Celebrated?

Saint George's Cross is the flag of England and part of the Union Flag.
We see it flown on Saint George's Day.





English

Reading Comprehension (Easier)



Questions About Saint George's Day

Answer the following questions in full sentences.

1. When is Saint George's Day?

2. What did Saint George fight in the story?

3. What did the dragon want every day?

4. How were the maidens picked?

5. Where was Saint George born?

6. What is Saint George's cross?



All About Saint George's Day

Saint George is the patron saint of England. In 1222, the English Council of Oxford made 23rd April Saint George's Day. On 23rd April, we celebrate Saint George and his bravery as it is England's national day.

The Story of Saint George and the Dragon

Once upon a time there lived a knight called George. During his many travels, he came across a village. The villagers were very unhappy because of a dragon that lived in a nearby lake. Every day the dragon demanded that they sacrifice a beautiful maiden. The maidens were chosen by lottery. That day the king's daughter was chosen. George decided to slay the dragon and save the princess. George went to the lake where the dragon lived. The dragon rose out of the water with a mighty roar! George wasn't scared. He fought the dragon with all his strength until it was defeated. The princess was saved and the villagers were overjoyed!

Saint George Facts

The story we tell of Saint George and the Dragon is like a fairy tale and dragons are not real. We don't know much about the real Saint George apart from that he was a Roman soldier and he was born in Turkey. He lived during the 3rd century AD. Saint George was a Christian. He was known for his bravery and he protested against Rome's persecution of Christians. He was imprisoned and tortured, but stayed true to his faith. He lived in Palestine at the end of the Roman era, so he wouldn't have worn armour, as we often see him pictured in. He was later killed in Palestine too.

How Is Saint George's Day Celebrated?

Saint George's Cross is the flag of England and part of the Union Flag. We often see it flown on Saint George's Day and on many other occasions like sporting events and celebrations. As Saint George is also the Patron Saint of Scouting, on the Sunday closest to April 23rd, the Scouts and the Guides go on parade to their nearest church. Many people also wear a red rose in their button-hole. This is the national flower for the national day.





Questions About Saint George's Day

Answer the following questions in full sentences.

1. Who is the patron Saint of England?

2. When is Saint George's Day?

3. What did the dragon demand every day?

4. How were the maidens chosen?

5. Is the story of Saint George and the Dragon real?

6. Where was Saint George born?

7. What was Saint George known for?

8. How do the Scouts and Guides celebrate?

English Spelling Easier



Silent 'w'



	Monday	Tuesday	Wednesday	Thursday	Friday
Look, say, cover	Write, check	Write, check	Write, check	Write, check	Test
write					
written					
wrote					
wrong					
wrap					
wrist					
wreck					
wrestle					
wriggle					
wren					

English Spelling Harder



Suffixes - ly



	Monday	Tuesday	Wednesday	Thursday	Friday
Look, say, cover	Write, check	Write, check	Write, check	Write, check	Test
happily					
angrily					
lazily					
easily					
busily					
greedily					
messily					
wearily					
cheekily					
clumsily					



English

Punctuation and Grammar



1. Which option is punctuated correctly?

Tick **one**

My dad enjoys cricket he plays every weekend.

1

My dad enjoys cricket He plays every weekend.

2

My dad enjoys cricket. He plays every weekend.

3

My dad enjoys cricket. he plays every weekend.

4

1 mark

CHALLENGE: Rewrite the two sentences as one sentence using a conjunction.

2. Match the **prefixes** to the root words to create four new words.

1) super

a) pilot

2) auto

b) match

3) re

c) climax

4) anti

d) sonic

CHALLENGE: Can you create other new words with the prefixes above?

1 m



English

Punctuation and Grammar



3. Change the following question to a **statement**.

Do not use any additional words.

Punctuate your answer correctly.

Had they already eaten?

CHALLENGE: Name another two sentence types.



English Punctuation and Grammar Quiz



1 Add a or an to complete the sentences.

I would like _____ unicorn, please.

2 Add a or an to complete the sentences.

I have got a bike and _____ helmet.

3 Add a or an to complete the sentences.

It is such _____ shame!

4 Add a or an to complete the sentences.

It was _____ exciting moment.

5 Add a or an to complete the sentences.

Can I have _____ extra go?

6 Add a or an to complete the sentences.

There's _____ huge elephant!



English



This week, we are going to work on settings, characters and writing a story using a picture as a base.





Use the picture of the door on the previous page and your imagination.

Monday

What do you think is behind the door? Describe what you can see.

- Is it a field surrounded by small houses?
- Is it a town? Modern or old? Large buildings or small?
- Is it a magical place?
- Is it an alien world in space?
- Use your senses to describe what you can see, hear, touch and smell

Tuesday

Add a character into your setting.

- What do they look like?
- Are they good or bad
- What do they do?

Wednesday

Move your character to another setting.

- What does your new setting look like? Describe it.
- Why has your character gone to a new setting? Explain it.
- Does your character have a problem to solve?
- Perhaps your character is an explorer.

Thursday

Create a draft (first go) of a story using the characters and settings you have used so far.

Friday

Read your first go through. Improve it. Now create your best copy. Make a booklet or comic.

Create a great story for others to read!!



Maths



This week we are looking at 'Money'

Money

Visit the WR website: <https://whiterosemaths.com/homelearning/year-3/>

Begin at 'Summer Term - Week 3 (w/c 4th May)

where we will use Lessons 1-4 converting, adding and subtracting money followed by multiplying and dividing by 3- see overview below for details.

On these pages you will find all the video clips you need. Please work through one video and relevant questions each day and importantly, complete them in the correct order. The questions and answers are included in this pack.

Overview of week 3

Overview of Summer Term Week 1 (w/c 4th May)

Lesson 1 - Converting pounds and pence.

Lesson 2 - Adding money

Lesson 3 - Subtracting money

Lesson 4 - Multiply and divide by 3

If you are finding the year 3 work a little challenging, please check out the topics in the year 2 folders <https://whiterosemaths.com/homelearning/year-2/>

Times Tables Rock Stars

Please log in and play games for about 20 minutes per day. This will 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://ttrockstars.com/>



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

What out for challenges from the teachers!

Watch this space for details of any future battles.

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 App Store or Play Store.

You can also go onto Prodigy maths.

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

Money

I a) Circle £1



b) Circle £1



c) Circle £1



d) Circle £10



Money

c) $111\text{p} = \text{£} \square$ and $\square \text{p}$

d) $405\text{p} = \text{£} \square$ and $\square \text{p}$

5 Annie has some coins.



a) How much money does Annie have? $\text{£} \square$ and $\square \text{p}$

b) What is 10p more? $\text{£} \square$ and $\square \text{p}$

What is 10p less? $\text{£} \square$ and $\square \text{p}$

c) What is 100p more? $\text{£} \square$ and $\square \text{p}$

What is 100p less? $\text{£} \square$ and $\square \text{p}$

6 What amount is represented in each box?



$\text{£} \square$ and $\square \text{p}$



$\text{£} \square$ and $\square \text{p}$



$\text{£} \square$ and $\square \text{p}$

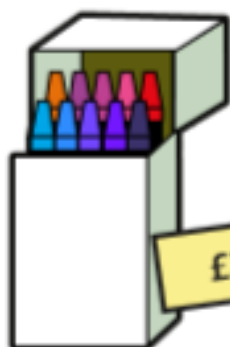
Money

2 How many 1p coins do you need to make £1?

3 Write the price of each item in pence.



£1 and 24p

 p

£2 and 24p

 p

£6 and 45p

 p

4 Write each amount in pounds and pence.

a) $274p = \text{£} \square \text{ and } \square p$ b) $592p = \text{£} \square \text{ and } \square p$

$374p = \text{£} \square \text{ and } \square p$ $591p = \text{£} \square \text{ and } \square p$

$474p = \text{£} \square \text{ and } \square p$ $590p = \text{£} \square \text{ and } \square p$

Money

- 7 Eva empties out her money box.



How much money was in her money box? £ and p

How did you count the coins? Compare with a partner.

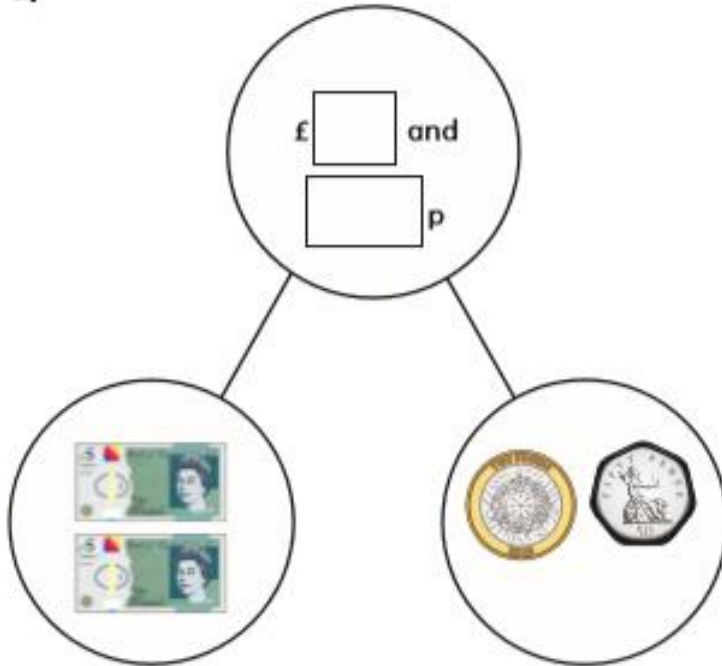
- 8 a) What is the fewest number of coins you can use to represent 315p?

- b) Use 6 coins to make an amount that is more than £3, but less than £4. Draw your answer.

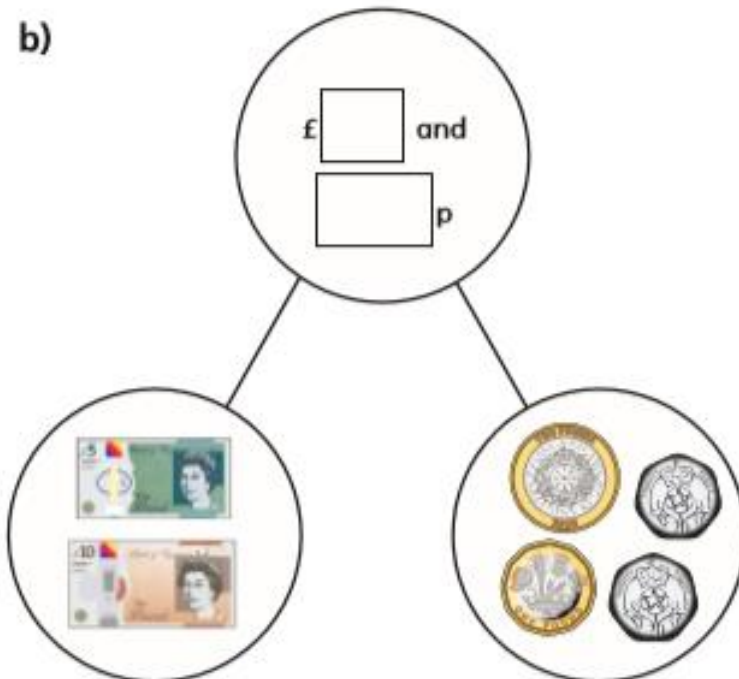
Adding Money

I Complete the part-whole models.

a)



b)



Adding Money

- 2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

$$£ \square + £ \square = £ \square$$

$$\square \text{ p} + \square \text{ p} = \square \text{ p}$$

Dora spends £ and p.

- 3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £ and p

b) £3 and 30p + £5 and 30p = £ and p

c) £3 and 50p + £5 and 50p = £ and p

d) £4 and 50p + £5 and 50p = £ and p

What do you notice?

Adding Money


4 Brett has £6 and 55p.

Aisha has £2 and 55p.

How much money do they have altogether?

£ and p

5 Annie and Alex are having pizza for lunch.

Tomato pizza	£5 and 40p	
Vegetable pizza	£7 and 75p	
Potato wedges	£1 and 79p	
Cheese bites	£2 and 83p	

a) Annie orders a tomato pizza and cheese bites.

How much does it cost?

b) Alex has £10

She wants to buy potato wedges and a vegetable pizza.

Does she have enough money? _____

Explain your answer.

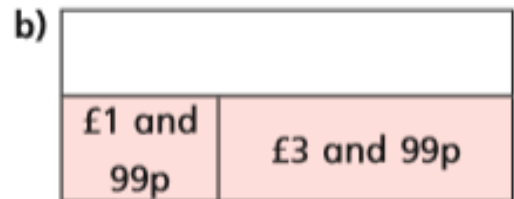
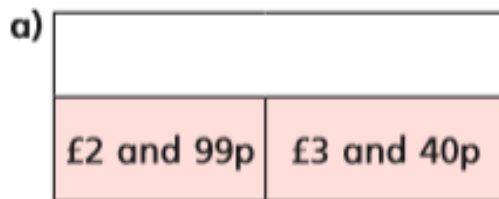
Adding Money

- 6 Mo buys a cap for £6 and 50p.
He also buys a key ring.
He spends £10 in total.
How much does the key ring cost?



£ and p

- 7 Complete the bar models.



- 8 Eva has £6 to spend.

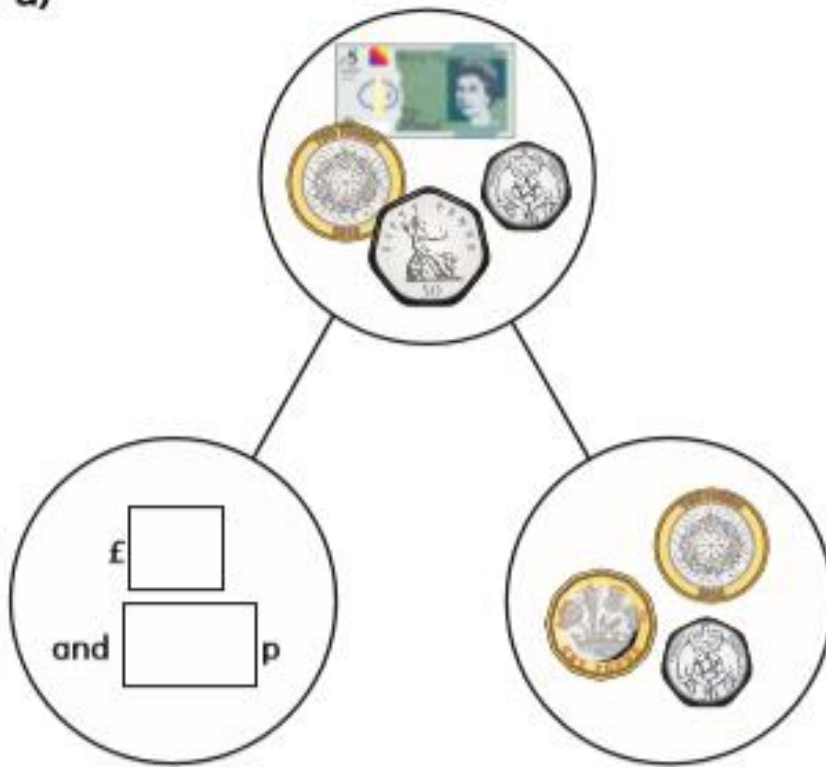


What can Eva buy?

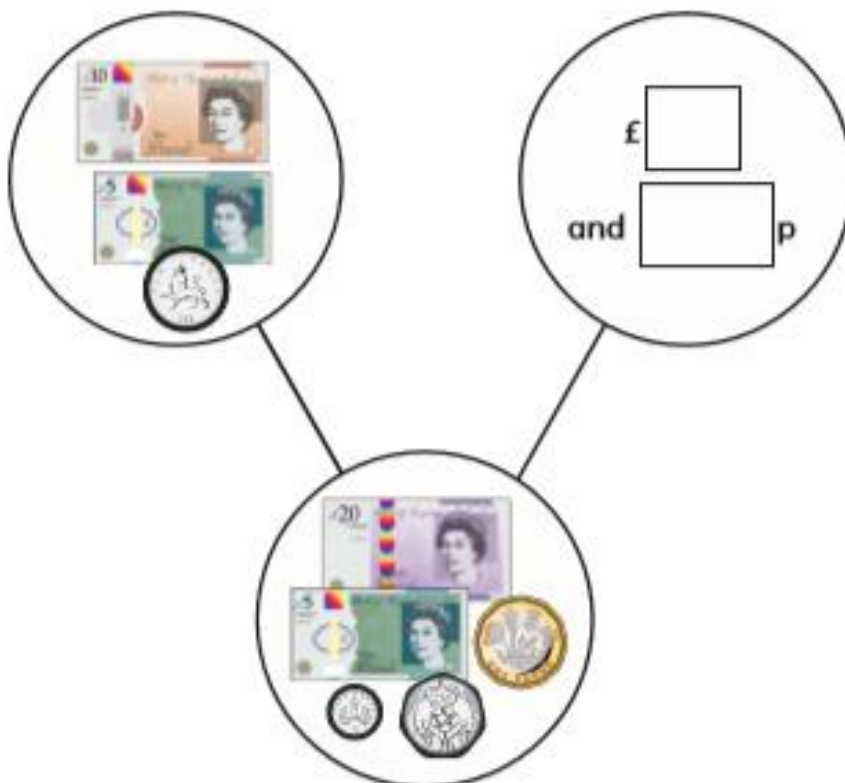
Subtracting Money

I Complete the part-whole models.

a)



b)



Subtracting Money

2 Tommy has £5 and 75p in his pocket.



He puts £2 and 50p in his money box.

How much is left in his pocket?

£ and p

3 Whitney has £4 and 80p.

She buys this pair of socks.

How much money does Whitney have left?



Subtracting Money

4 Complete the statements.

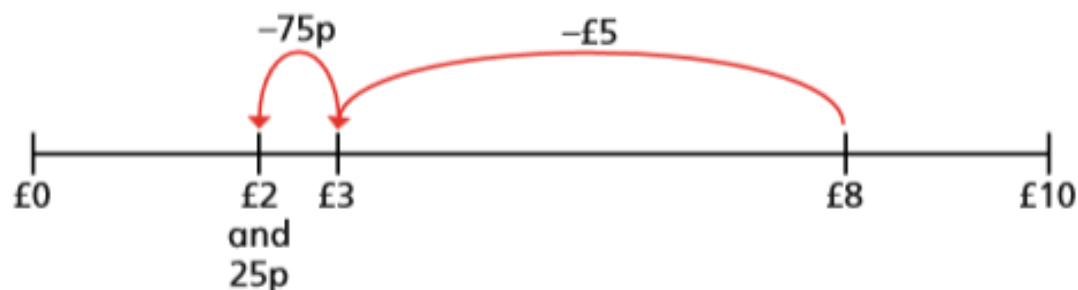
a) £8 and 65p – £5 and 25p = £ and p

b) £8 and 65p – £5 and 65p = £ and p

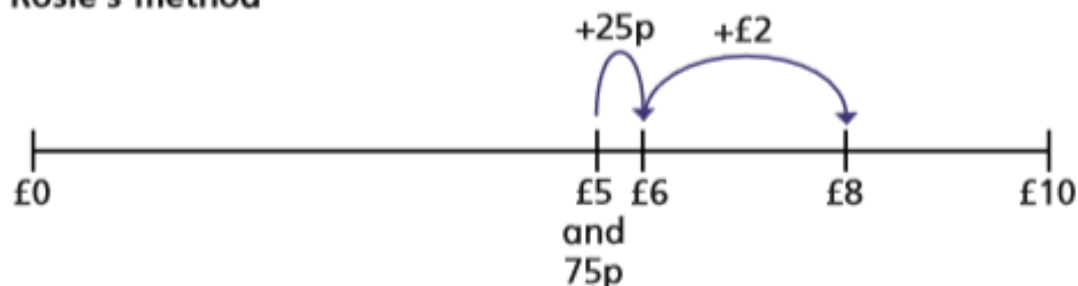
c) £8 and 65p – £8 and 30p = £ and p

5 Amir and Rosie use a number line to subtract £5 and 75p from £8

Amir's method



Rosie's method



Amir and Rosie both get £2 and 25p as their answer.

a) Explain each of these methods to a partner.

b) Whose method do you prefer? _____

Explain why.

Subtracting Money

6

Complete the number sentences.

a) £3 and 50p – £1 and 20p = £ and p

b) £3 – £1 and 50p = £ and p

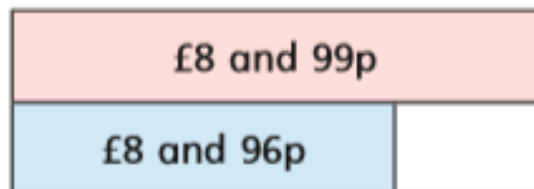
c) £6 and 15p – £2 and 85p = £ and p

d) £8 and 7p – £3 and 54p = £ and p

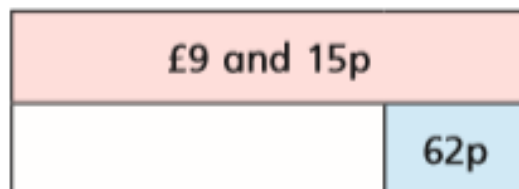
7

Complete the bar models.

a)



b)



The 3 Times Tables

1 Complete the multiplications.

a)



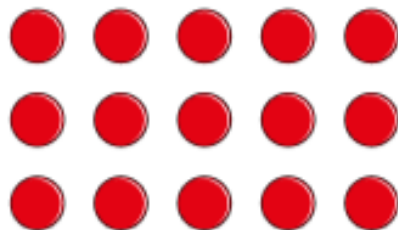
$$\square \times \square = \square$$

b)



$$\square \times \square = \square$$

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

The 3 Times Tables

3 Complete the number sentences.

a) $6 \times 3 = \square$

d) $\square \div 3 = 5$

b) $3 \times \square = 27$

e) $12 \times 3 = \square$

c) $\square \div 11 = 3$

f) $\square \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = \square$

b) $6 = 3 \times \square$

$4 \times 3 = \square$

$12 = 3 \times \square$

$8 \times 3 = \square$

$18 = 3 \times \square$

What patterns do you notice?

5 Write $<$, $>$ or $=$ to compare the statements.

a) $33 \div 11 \bigcirc 3$

d) $6 \times 3 \bigcirc 6 \div 3$

b) $27 \bigcirc 30 \div 3$

e) $3 \times 6 \bigcirc 18 \div 3$

c) $9 \div 3 \bigcirc 3 \times 6$

f) $0 \times 3 \bigcirc 3 \div 3$

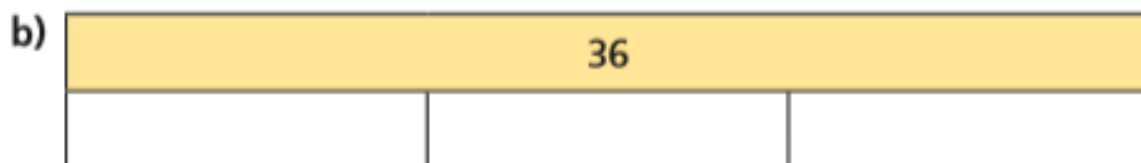
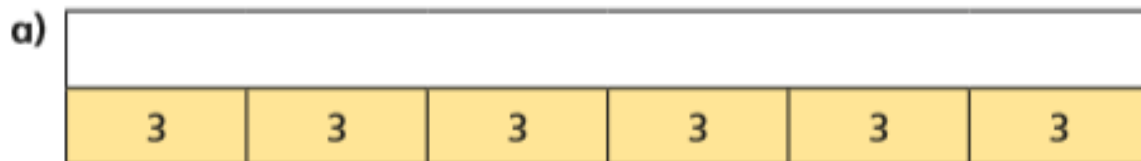
The 3 Times Tables

6 Colour all the numbers in the 3 times-table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?

7 Work out the missing values in each bar model.



8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? _____

The 3 Times Tables

9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

	odd	even
$1 \times 3 = 3$	<input type="checkbox"/>	<input type="checkbox"/>
$2 \times 3 = \square$	<input type="checkbox"/>	<input type="checkbox"/>
$3 \times 3 = \square$	<input type="checkbox"/>	<input type="checkbox"/>
$\square \times 3 = 12$	<input type="checkbox"/>	<input type="checkbox"/>

b) What would the next multiplication be?

$$\square \times 3 = \square$$

c) What do you notice about the products?

d) Will the product of 11×3 be odd or even? _____

10 Use the fact that $12 \times 3 = 36$ to work out the calculations.

$$13 \times 3 = \square$$

$$3 \times 15 = \square$$

$$14 \times 3 = \square$$

$$24 \times 3 = \square$$

How did you work this out?

Times Tables Challenges

1a. Use the clues to work out the number.

My number is in the 3 times table.

It is more than 10 and less than 20.

If I count in 5s I will say my number.



1b. Use the clues to work out the number.

My number is in the 3 times table.

It is more than 20 and less than 36.

If I count in 10s I will say my number.



2a. Clare has started to draw a pattern.

Draw the next 3 shapes in her pattern.



The 9th shape in my pattern will be a square.

Is she correct?
Explain your answer.



2b. Harees has started to draw a pattern.

Draw the next 3 shapes in his pattern.

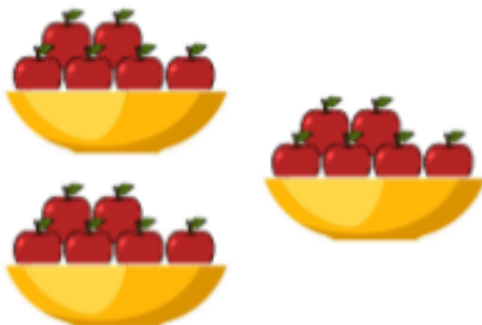


The 7th shape in my pattern will be a circle.

Is he correct?
Explain your answer.



3a. There are 6 apples in a bowl. How many apples would there be in 3 bowls?



Write the number sentence to show how you worked this out.



3b. There are 8 petals on a flower. How many petals would there be on 3 flowers?



Write the number sentence to show how you worked this out.



Times Tables Challenges

4a. Use the clues to work out the number.

My number can be divided into 3 equal groups.

It is less than 30 but more than 20.

The sum of its digits is 6.



PS

4b. Use the clues to work out the number.

My number is a multiple of 3.

It is less than 15.

It is a 2-digit number.



PS

5a. Blake has drawn a pattern.



The 11th shape in my pattern will be a triangle.

Is he correct?
Explain your answer.



R

5b. Alina has drawn a pattern.



Every 4th shape will be a square.

Is she correct?
Explain your answer.



R

6a. There are 11 peaches in a bowl. How many peaches would there be in 3 bowls?



6b. There are 12 eggs in a carton. How many eggs would there be in 3 cartons?



Times Tables Challenges

7a. Use the clues to work out the number.

When I divide my number by 3,
I get an odd number.

The sum of its digits is more than five.

My number is a multiple of 5
and is less than 30.



PS

7b. Use the clues to work out the number.

My number is an even multiple of three
and is less than forty.

The tens digit is smaller
than the ones digit.

My ones digit is the same as 2×3 .



PS

8a. Judy is planning a pattern. She writes down what shapes she will use.

circle, circle, square, circle, circle, square



The sixth shape in my
pattern is a square, so
the 10th and 15th shapes
will also be squares.

Is she correct?
Explain your answer.



R

8b. Trent is planning a pattern. He writes down what shapes he will use.

star, star, triangle, star, star, triangle



If I count in fives I will
know which shapes will
be triangles.

Is he correct?
Explain your answer.



R

9a. There are 9 tools in a toolbox. How many tools would there be in 3 toolboxes?



9b. There are 7 books on a shelf. How many books would there be on 3 shelves?



Science - Light

Can I prove that dark is the absence of light?

What can you see in the dark?



What could improve what you can see?

1. Find a shoe box or one similar, with a lid.



2. Poke a spy hole in one end and get someone to place an object in the box without you seeing.
3. Look through the hole. Can you see the object? Why?
4. Now poke a couple of holes in the top of the lid. Look through the spy hole. What can you see now? What if you shone a torch through the lid holes?
5. Now poke lots of holes in the lid. Use the torch to shine light through the holes. Look through the spy hole. Can you see the object yet?

Draw and label a picture to show what you have learnt about dark being the absence of light.

HANDS ON HISTORY THE ROMANS

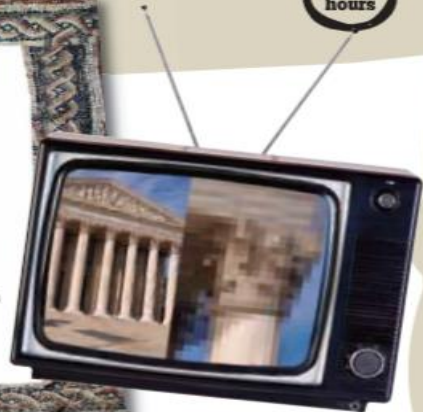
Make a marvellous mosaic



2
hours

**Those clever Romans were ahead
of their time in so many ways.**

These days we make our pictures on TV, computers and in print using lots of coloured dots or pixels to build up the image. The Romans had their own version using coloured stone tiles (a bit like tiny versions of the tiles you might find in your bathroom or kitchen) to create colourful mosaics on floors and walls.



Here is a Roman mosaic from a distance and close up.



Bignor Roman Villa, Sussex

Making your own mosaic is a great family activity with lots of different jobs. Share out the preparation so that one family member doesn't have to cut up all the small pieces of card!

You will need:

- Piece of stiff paper or card
- Ruler
- Scissors
- Pencil
- Glue
- Coloured 'tiles' (made from card or paper)
- Cups to hold your tiles
- A bit of patience!



bbc.co.uk/history

BBC
HANDS ON
HISTORY
THE ROMANS

1. Make the base

Start by deciding how big you want your finished mosaic to be. A4 size works well to start with but you can go bigger if you want.

Use a piece of card or thick paper – the thicker the better, as the glue may make your base soggy.

Use a ruler and pencil to divide the page into a grid of 1cm squares. Romans wouldn't have made a grid, but this is really useful for first-time mosaic makers. On an A4 sheet you will get 21 squares along the short edge and 30 along the long edge creating a grid of 630 squares. So you'll need 630 tiles for your finished mosaic – plus a few spares.

Six hundred and thirty squares may seem like a lot, but on an ordinary-sized Roman mosaic (around 6m x 8m) there might be half a million tiles in total, and bigger mosaics would have had many more.

2. Create your design

A simple, clear design works best for mosaics. You can take a Roman theme – below are a few ideas to get you started. Alternatively, a geometric pattern using shapes and lines can be very effective. You could even make a mosaic of your name.



Create your design

Use some plain paper to sketch out some designs first. Once you are happy with your design, draw it onto your gridded base. Use the grid as a guide for the width and length of different parts of your design where you can, this will make things easier later when you come to add your tiles.

Which colours?

Now decide which colours you are going to use. It's best to choose around four to six colours, as it can get a bit tricky with more.

Roman floor tiles were made from cut stone, not painted, as paint would have worn off. So the tiles would have been the natural colours found in rocks.

Mark out the different coloured squares on your grid ready for when you add the tiles later, using the following letters to represent each colour:

B – blue

G – green

R – red

Y – yellow

BR – brown

BL – black



BBC

**HANDS ON
HISTORY**

3. Make the mosaic tiles

You can make your tiles in a variety of ways:

- Use paint, pens or coloured pencils to colour plain card before you cut it into tiles.
- Use coloured card from craft shops, or from old files or other stationery.
- Collect packaging boxes and cut the colours you need from the card.

Whatever you choose to use, make sure that it's thick enough not to soak up all the glue.

Once you have your coloured card, use your ruler to draw another 1cm x 1cm grid to create tiles to match the size of the squares on your base grid. Use your scissors to cut out the tiles carefully. You don't have to be too precise with the edges – a slightly rough look is more authentic.

Collect each set of coloured tiles in different pots ready to make your mosaic.



Roman fact

The Roman name for mosaic tiles is tesserae.

Top tips

If you have a computer, you can print out a 1cm x 1cm grid onto your paper by drawing out a grid in Word or similar computer software. For younger children you can buy ready-to-use paper squares from craft shops.

If you don't fancy making the fiddly tiles at all, you can create the look of a mosaic by completing sections one and two of this activity and then use paints, pens or coloured pencils to draw 'tiles' straight onto the grid!

BBC

**HANDS ON
HISTORY**
THE ROMANS

4. Make your marvellous mosaic

Use a glue stick to assemble your mosaic. Apply glue to a small area of the base sheet and then press on a few tiles at a time before moving on to the next section. Make sure you cover any pencil lines that are visible with your tiles.

Cut your tiles to fit curves and any awkward spaces – just like the Romans did!

If you are left with a lot of white space around your main design, you can either leave it white (you may want to use a rubber to erase the pencil lines that are left) or choose another colour to fill all the gaps with tiles.

And that's it. Leave your masterpiece of Roman design to dry before displaying it on your wall – or use it in your Roman Villa model. You'll find the Roman Villa building instructions on the Hands on History website.





English

Punctuation and Grammar

Quiz Answers



1. A
2. A
3. A
4. An
5. An
6. A