



Year 3 Home Learning Pack

week commencing 18/01/2021



It's week 3 already! Welcome to our next home learning pack. As usual, it is packed with learning activities for you to try at home.

We will be continuing our English learning about our class text, **Mufaro's Beautiful Daughters**; in maths we will be continuing with addition and subtraction and working with 3-digit numbers; In topic, we are comparing our house with an African village home and building our own African hut; in science, we will be carrying on our experiments with magnets; our RE this week will be looking at ***How is the Trinity described in the Bible and by Christians?*** There is also some music, computing, French, PSHE and PE available for you this week too.

You can print out various pages from this booklet if you are able (we wouldn't recommend printing everything, just pages you need to write on). If you don't have a printer, don't worry, just copy the relevant questions onto paper 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 working on our addition and subtraction. We have provided learning at two different levels (year 3 and year 2)

Mr Houghton and Miss Cox will continue to work at school with the keyworker children along with Mrs Vidler, and Miss Ryan and Mrs Gunn will be looking after you online via ClassDojo.

Please keep yourselves safe and well and we look forward to seeing all your amazing learning. Keep posting your learning to your ClassDojo portfolios - We're all really enjoying looking at everything you are doing.

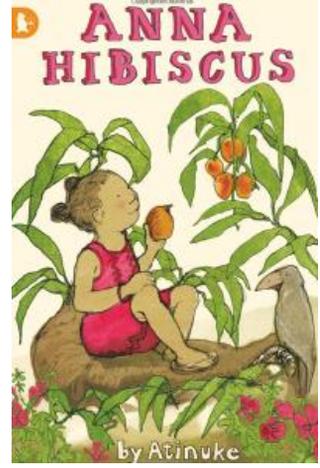
Mr Houghton, Miss Ryan, Miss Cox and Mrs Gunn





English

Whole Class Reading



Miss Ryan will be reading the text each day on ClassDojo to support you with this learning.

Monday Read pages 44-47

Thinking back to last week when Anna Hibiscus was on holiday.

Activity: Write a postcard to her aunties, explaining why she wanted them to join them on holiday.

Tuesday Read pages 48-51

Starter: on page 47 it says they got wood to 'feed the fire'. What does this mean?

Write any new or interesting vocabulary using the Language through Colour sheet provided.

Wednesday Read pages 52-55

Can you write down any questions you have for Anna Hibiscus? If you could ask her anything what would you like to know?

e.g. What is your favourite thing about living with all of your family?

What is it like to live somewhere so beautiful?

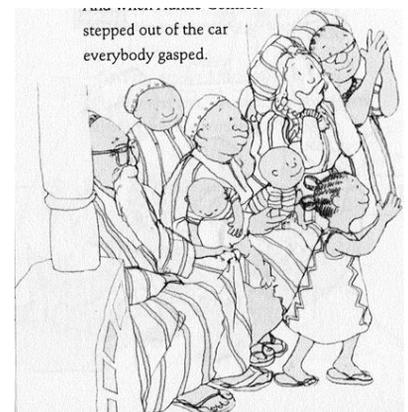
Thursday Read pages 56-59

Write any new or interesting vocabulary using the Language through Colour sheet provided.

Friday Read pages 60-63

- Why is Anna Hibiscus never lonely?
- Where are the best places to hide or to be alone?
- Do you ever like to be alone?
- Is being alone the same as being lonely?

Activity: Design a poster all about Friends - what can you do with them? Why are they important?





English

Anna Hibiscus activities



Anna's Family (Monday)

A large rectangular frame containing a horizontal line, five vertical lines, and a small square. The horizontal line is positioned in the lower half of the frame. Below it, five vertical lines are spaced evenly across the width of the frame. To the right of these vertical lines, there is a small square.

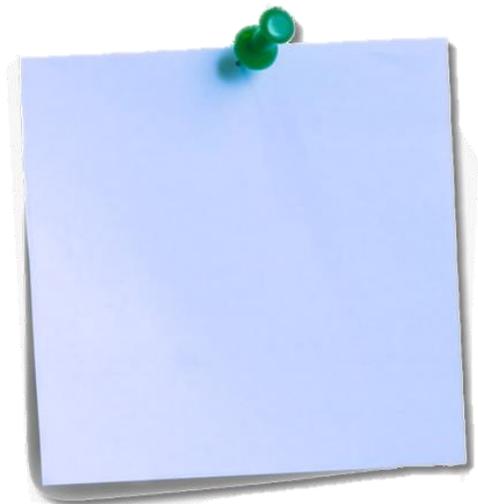
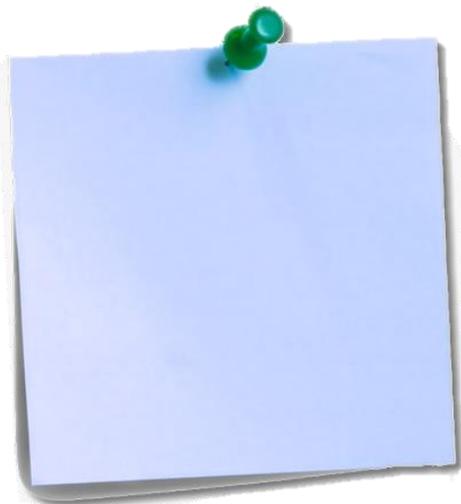
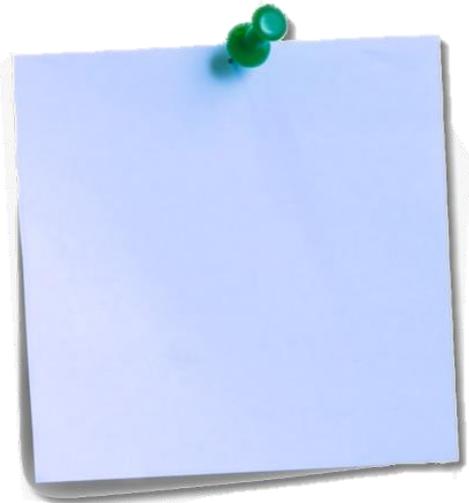
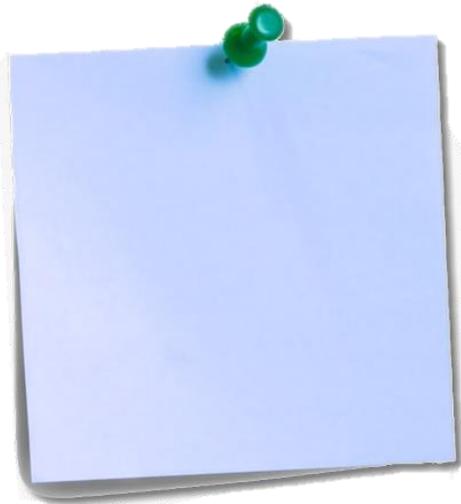
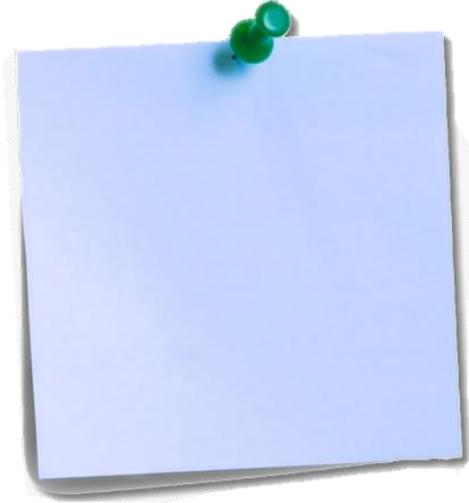


English

Anna Hibiscus activities



Anna's Family (Wednesday)





English

Anna Hibiscus pp 44-47



The next day, a letter came. A letter from Auntie Comfort!

"Praise God!" said Grandfather when he had read it. "Comfort will visit us at last!"

Tears streamed down Grandmother and Grandfather's cheeks. Aunties and uncles and cousins jumped up and down, smiling and clapping and shouting, "Comfort is coming! Auntie Comfort is coming!"

"In three weeks' time," Grandfather continued, "Comfort will return on holiday."

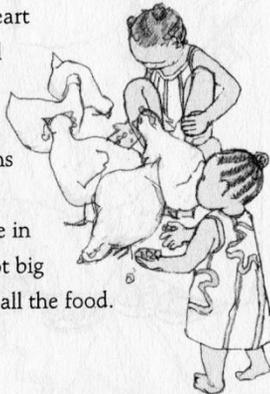


And for three weeks everybody – little, medium and big – was busy working in preparation for Auntie Comfort's visit. When she came, every day would be a party.



Benz, Wonderful and all the big boy cousins led home from market goats carefully chosen by Grandfather and the uncles. They had to keep those goats tied up and eating.

Miracle, Sweetheart and all the little girl cousins were busy every day feeding the chickens fattening in pens.



The big gas stove in the kitchen was not big enough to prepare all the food.



Anna, Chocolate, Angel and all the medium-sized cousins were kept busy collecting

wood to feed the fires.

Pots bubbled and boiled and Anna's mother and aunties stirred

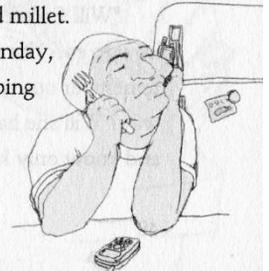


and sweated and strained.



Joy, Clarity, Common Sense and all the big girl cousins grew muscles in their arms from pounding and pounding yam and cassava and millet.

Uncle Bizi Sunday, who was in charge of shopping and cooking and eating, did not sleep – not at all.





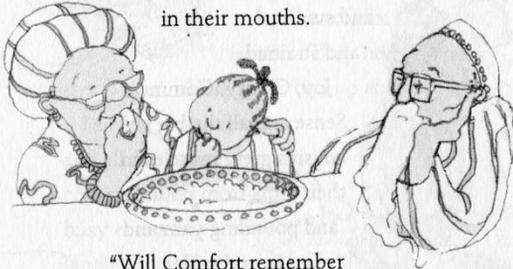
English

Anna Hibiscus pp 48-51



Soon the big fridges and freezers were stuffed full of delicious food and soft drinks, all waiting for Auntie Comfort to arrive.

But every evening when the family gathered to eat, a tear would run down Grandfather's cheek. He would look around at his wife and children and grandchildren, all rolling balls of yam neatly between their fingertips and popping them in their mouths.



"Will Comfort remember how to eat?" he would say. "Will she remember our way? The proper African way? Will she have forgotten her fingers and know only knife and fork now?"

48

In those three weeks before Auntie Comfort came, much new cloth was bought and new clothes made for the whole family. A lot of text messages were sent back and forth between the cloth market and the house. Auntie Comfort emailed her measurements and the tailor came on

his bicycle, his sewing machine strapped on the back, to help with the making of the new clothes.



Grandmother called Grandfather to inspect each fitting. Grandfather

sighed and shook his head when they held up Auntie Comfort's new clothes. "But will Comfort even know how to tie wrappa any more? The proper African way? Maybe she will only wear tight-tight jean now."

50

The aunts and uncles would look at one another and smile and shrug their shoulders. They did not know. Only Anna Hibiscus was worried that Grandfather was sad again.

One night she asked her mother, "Mama, can I send a message on your phone?"

"What are you talking about, Anna Hibiscus?" her mother said, cross and tired. "To who? Mobile phones are not for children."

Uncle Tunde heard. He saw Anna's tears. Uncle Tunde had not been cooking all afternoon and he was not so tired.

"Don't worry, Anna Hibiscus," he said. "You can use my phone."

So Anna sent a message across the Atlantic Ocean and only Uncle Tunde knew.



Angel and Chocolate and Anna Hibiscus looked at one another with eyes wide open. An auntie wearing tight-tight jeans! The boy cousins giggled. The uncles laughed. Grandmother looked worried.

Anna Hibiscus borrowed Uncle Tunde's phone again.





English

Anna Hibiscus pp 52-55



The three weeks were almost gone. Anna was excited. Whenever she could she ran off to play at being Auntie Comfort. Auntie Comfort in the office with many secretaries sending important emails and faxes around the world. All the cousins loved to play this game. On the last day they played Auntie Comfort shopping for their presents!

Grandfather came out to watch. He shook his head.

"It is the proper African way to bring gifts for everyone," he said. "Maybe Auntie Comfort will not remember."



The cousins looked at one another. Now they were *all* worried.

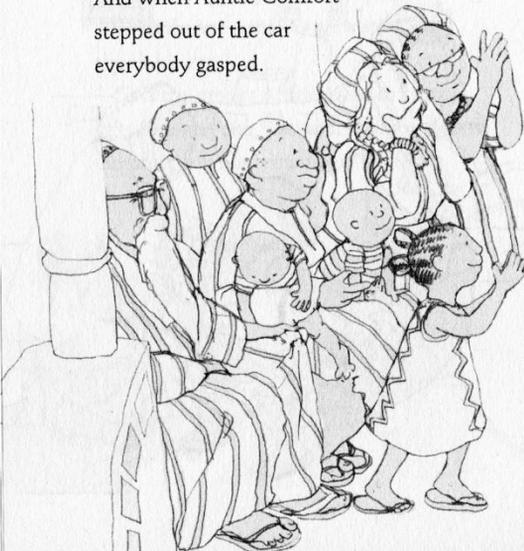
Anna Hibiscus went running to Uncle Tunde. But it was too late! Too late for Auntie Comfort to go shopping – Auntie Comfort was coming tomorrow!



The next day, Anna Hibiscus's father and Uncle Tunde drove to the airport to collect Auntie Comfort.

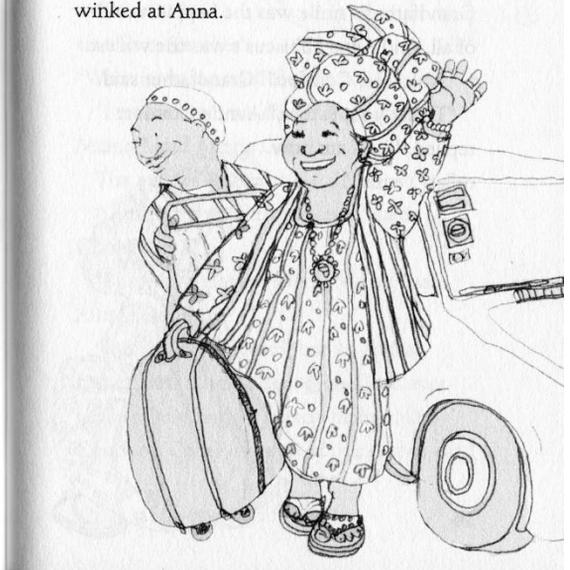
The family stood on the porch in their new clothes. They watched and waited.

When Anna's father and Uncle Tunde returned they were smiling from ear to ear. And when Auntie Comfort stepped out of the car everybody gasped.



She was wearing the biggest, longest, fullest, stiffest traditional dress that Anna and her cousins had ever seen. It was a miracle that her head tie had fitted inside the car!

Auntie Comfort looked like a queen. The Queen of Africa! Uncle Tunde winked at Anna.





English

Anna Hibiscus pp 56-59



When Auntie Comfort knelt in front of Grandmother and Grandfather, Anna Hibiscus thought she was the finest queen she had ever seen.

Anna's mother and all the aunts were crying with joy and relief. Anna's father and the uncles were laughing and smiling. Grandfather's smile was the happiest smile of all. And Anna Hibiscus's was the widest.

"Welcome, Comfort!" Grandfather said.

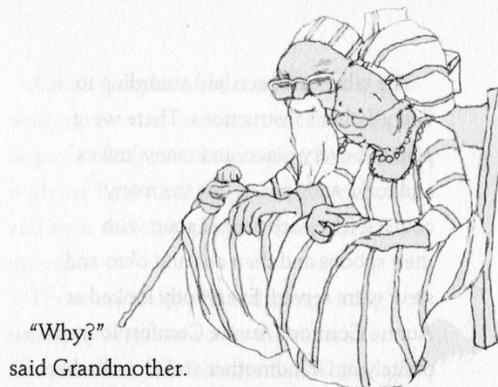
"Thank you, Father," Auntie Comfort replied. "But I am now called Yemisi."



56

The table had been laid according to Grandfather's instructions. There were plates at every place, and many knives and forks and spoons, for the many courses. They ate pepper soup with their spoons and then eba and okro and stew were served. Everybody looked at Auntie Comfort. Auntie Comfort looked politely at Grandmother and Grandfather.

Grandfather gestured to Auntie Comfort. "Begin, my daughter," he said.



"Why?"

said Grandmother.

"What is wrong with Comfort?"

"I wanted to have an African name, Mama," said Auntie Comfort.

The aunties started to laugh.

"Comfort is an African name," said Grandmother.

"But it is an English word, Mama," said Auntie Comfort.

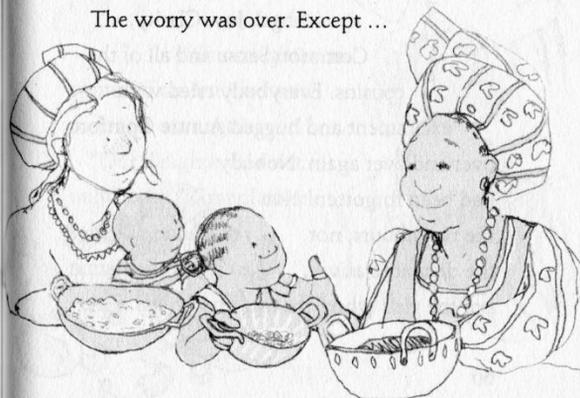
"It is an English word, but an African name," said Grandfather. "Have you ever heard of any English person being called Comfort? Come, enough of this. Let us eat."

57

Auntie Comfort motioned for the finger-washing bowl to be passed to her. Then she began. Rolling the eba into neat little balls with her fingertips, dipping it into the okro and stew and then popping it into her mouth.

The cousins clapped and clapped. Big fat happy tears ran down the cheeks of Grandmother and Grandfather. Auntie Comfort looked surprised ... and then she winked at Anna Hibiscus. Anna Hibiscus smiled her biggest smile.

The worry was over. Except ...



English

Anna Hibiscus pp 60-63



... what was inside Auntie Comfort's many big suitcases?

Presents, of course!

There were presents for

Grandmother and

Grandfather, Mother

and Father and all the

aunties and uncles, *and* there

were presents for Anna,

Double Trouble, Benz,

Wonderful, Miracle,

Sweetheart, Chocolate,

Angel, Joy, Clarity,

Common Sense and all of the

cousins. Everybody cried with

excitement and hugged Auntie Comfort

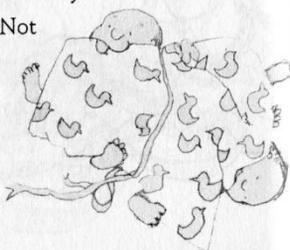
over and over again. Nobody

had been forgotten! Not

the neighbours, not

the distant relatives,

not the girls who



60

stood selling fruit and vegetables at the gate. Nobody.

Anna was delighted. Auntie

Comfort had thought of

everything and

everyone.

After that,

everybody, including

Anna Hibiscus, knew

that Auntie Comfort was

still a true and proper

African lady, both modern

and traditional.

"Our daughter has

come," Grandmother said

over and over again.

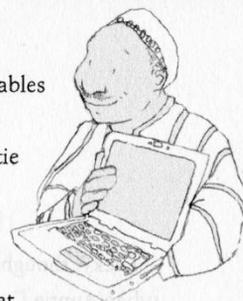
"Our daughter has not

only come," Grandfather

said, "she has also

remained one of us."

And everybody agreed.



61

Lucky, though, thought Anna Hibiscus when Auntie Comfort went splashing in the waves in a tiny-tiny bikini, lucky Grandmother and Grandfather don't come to the beach!



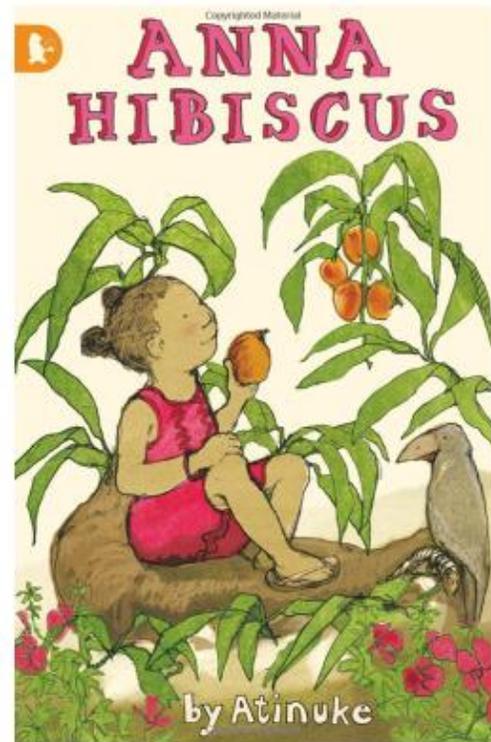


English Whole Class Reading



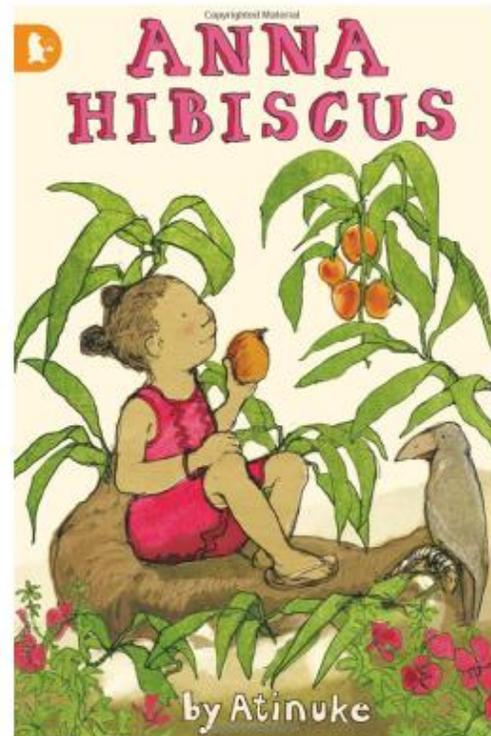
New Vocab - pages 44-51

- Streamed
- Market
- Gas stove
- Cassava
- Millet
- Pounding
- Yam
- shrug
- Atlantic Ocean
- Cloth Market
- Tailor
- Sewing machine



New Vocab - pages 52-63

- Gasp
- Porch
- Airport
- Stiffest
- Miracle
- Knelt
- Finest
- Okro
- Eba





English Whole Class Reading



Verbs
(what doing?)

Adjectives
(what like?)

Adverbs
(how?)

Adverbial phrases
(when)

Nouns
(who?)

Nouns
(what?)



English Spelling



Way in - Year 1/2 High Frequency Words

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

- twenty
- two
- us
- very
- water
- were
- what
- where
- who
- will
- with
- would
- yellow
- your

Further challenge - Year 3/4 Statutory Spellings

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

- certain
- circle
- complete
- consider
- continue
- decide
- describe
- different
- difficult
- disappear



English Writing



Miss Ryan will read pages 8-27 of the story on ClassDojo.

Then answer the following questions.

1. Why does Manyara believe that kindness is a weakness?
2. *"Only a King can choose between two such worthy daughters."*- Mufaro Why does Mufaro make this statement? Why do you think he did not want to decide which daughter went to the King and which one stayed behind?
3. Why do you think Manyara does not like Nyasha?
4. Is competition bad? Why or why not?
5. What is the moral of this story?
6. Is this story similar to any others that you have heard or read?

Tuesday

Starter

Look at the pictures in the English pack. Can you use adjectives, similes and metaphors to describe the setting of each picture? Spend time on this as we will be focusing on settings in our writing and how we describe them.

Create a story map for this journey tale (Miss Ryan will go through this on ClassDojo).

Wednesday

Now we have created a story map, let's box up our story!

Miss Ryan will go through how to do this on ClassDojo. The template the children will need is within the pack.



English Writing



Thursday

Start to plan your own story.

Who are your main characters (mc) going to be?

What African setting are you going to describe in the opening of your story?

What is the journey your characters will go on?

Journey Tale:	Generic Structure:
Opening	MC goes on a journey
Build up	Something small goes wrong
Problem	Something worse happens Something even worse happens
Resolution	The obstacles are overcome
Ending	MC gets there in the end

Friday

'Mufaro's Beautiful Daughters' is set in the Republic of Zimbabwe.

Find the page in this pack that has pictures of Zimbabwe. Also look through the pictures within the book of 'Mufaro's Beautiful Daughters'.

Short burst write

Write a letter from one of your characters explaining what it is like to live in Africa. Really focus on describing the setting.

Things to include;

- Similes
- Metaphors
- Adjectives
- New and interesting vocabulary



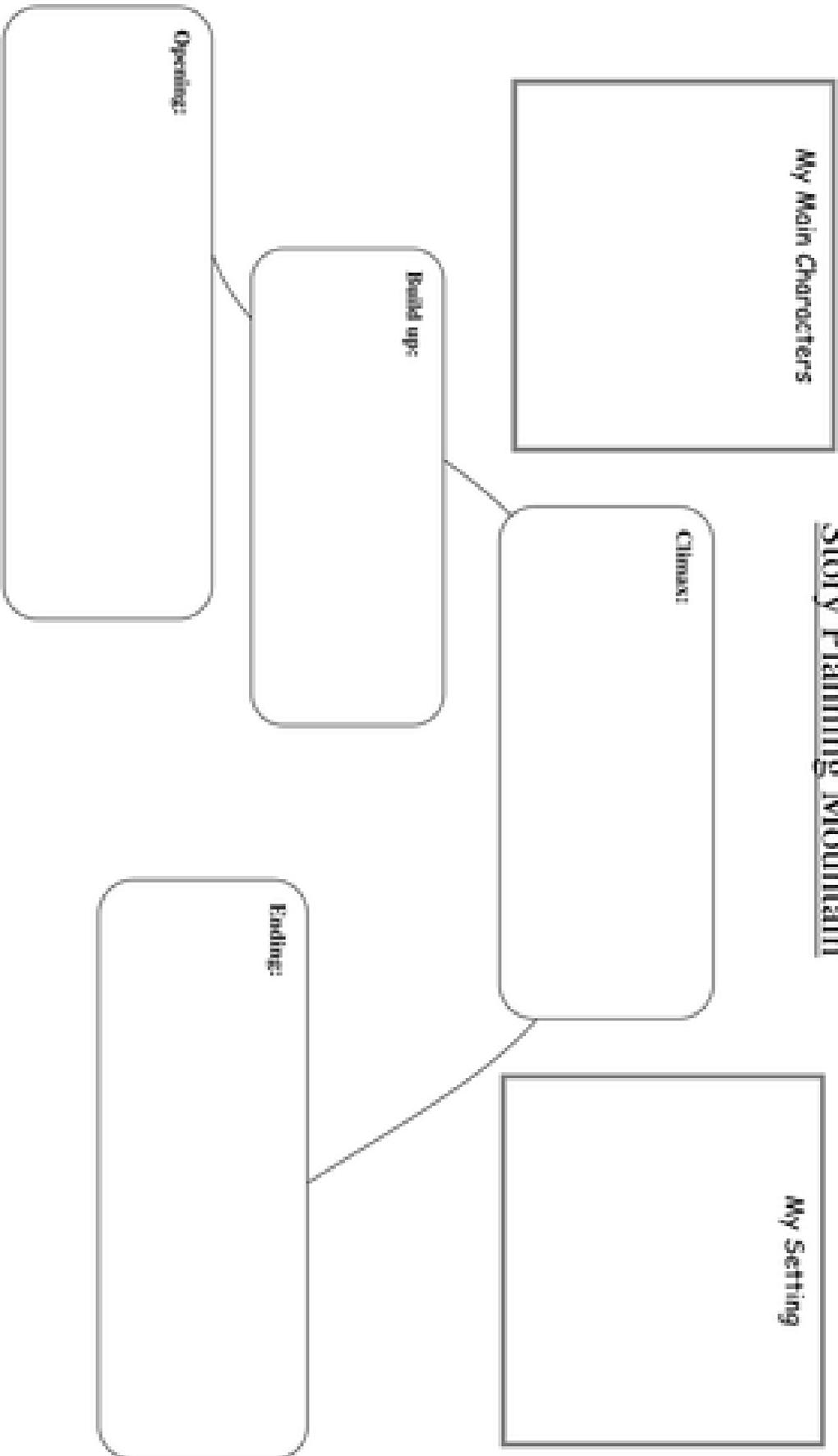
English Writing



Thursday: Planning your story

Name:

Story Planning Mountain

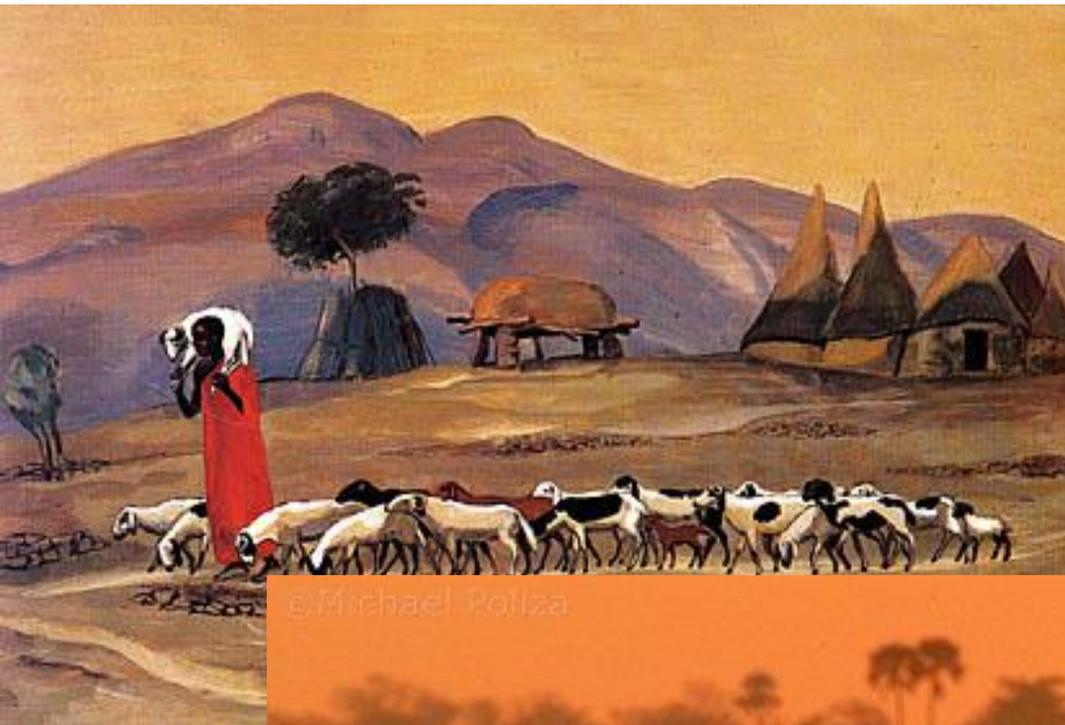


Boxing Up

Section / Prompts	Your ideas
<p>Opening What happens at the beginning? Who are the main characters, describe them? Where is it set?</p> <div data-bbox="21 341 456 497"></div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Build up What happens next? What can you see / hear / feel? How does the story hint at a problem?</p> <div data-bbox="21 756 442 911"></div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Problem What is the problem in the story? Where is the main character now? How do they feel? What is the problem? What has happened?</p> <div data-bbox="21 1149 456 1305"></div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Solution How is this problem sorted out? What does the main character do? How does the main character feel?</p> <div data-bbox="21 1481 342 1636"></div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Ending How does the story end? Does it end happily? Is there a twist to the plot? Describe the main character now.</p> <div data-bbox="21 1875 342 2030"></div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



English Writing

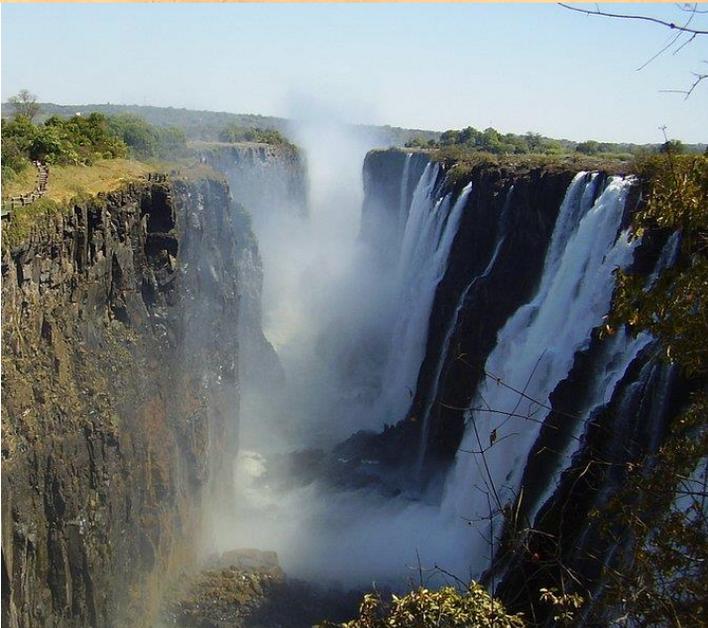


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English Writing





Mufaro's Beautiful Daughters pp8-11

Mufaro knew nothing of how Manyara treated Nyasha. Nyasha was too considerate of her father's feelings to complain, and Manyara was always careful to behave herself when Mufaro was around.

Early one morning, a messenger from the city arrived. The Great King wanted a wife. "The Most Worthy and Beautiful Daughters in the Land are invited to appear before the King, and he will choose one to become Queen!" the messenger proclaimed.

Mufaro called Manyara and Nyasha to him. "It would be a great honour to have one of you chosen," he said. "Prepare yourselves to journey to the city. I will call together all our friends to make a wedding party. We will leave tomorrow as the sun rises."

"But, my father," Manyara said sweetly, "it would be painful for either of us to leave you, even to be wife to the king. I know Nyasha would grieve to death if she were parted from you. I am strong. Send me to the city, and let poor Nyasha be happy here with you."

Mufaro beamed with pride. "The king has asked for the most worthy and the most beautiful. No, Manyara, I cannot send you alone. Only a king can choose between two such worthy daughters. Both of you must go!"



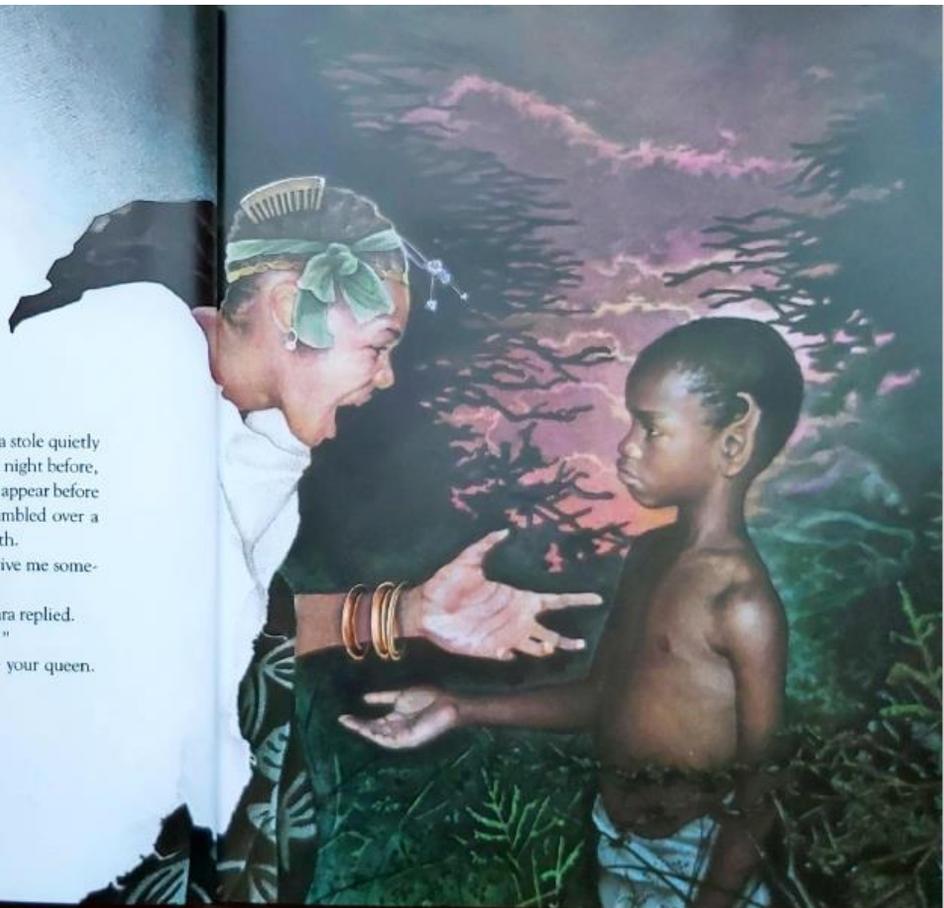
That night, when everyone was asleep, Manyara stole quietly out of the village. She had never been in the forest at night before, and she was frightened, but her greed to be the first to appear before the king drove her on. In her hurry, she almost stumbled over a small boy who suddenly appeared, standing in the path.

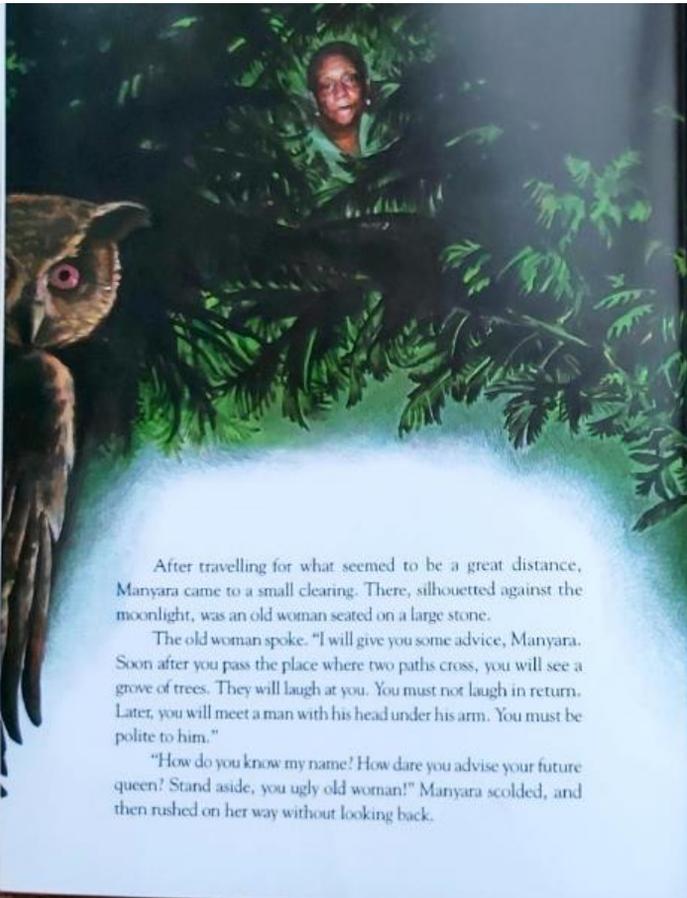
"Please," said the boy. "I am hungry. Will you give me something to eat?"

"I have brought only enough for myself," Manyara replied.

"But, please!" said the boy. "I am so very hungry."

"Out of my way, boy! Tomorrow I will become your queen. How dare you stand in my path!"

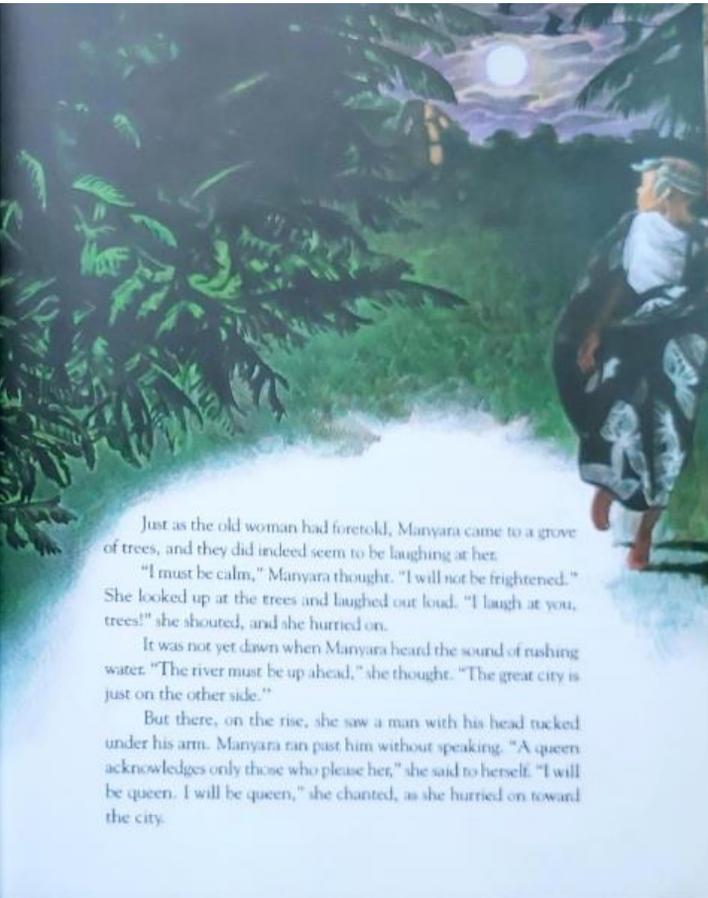




After travelling for what seemed to be a great distance, Manyara came to a small clearing. There, silhouetted against the moonlight, was an old woman seated on a large stone.

The old woman spoke. "I will give you some advice, Manyara. Soon after you pass the place where two paths cross, you will see a grove of trees. They will laugh at you. You must not laugh in return. Later, you will meet a man with his head under his arm. You must be polite to him."

"How do you know my name? How dare you advise your future queen? Stand aside, you ugly old woman!" Manyara scolded, and then rushed on her way without looking back.

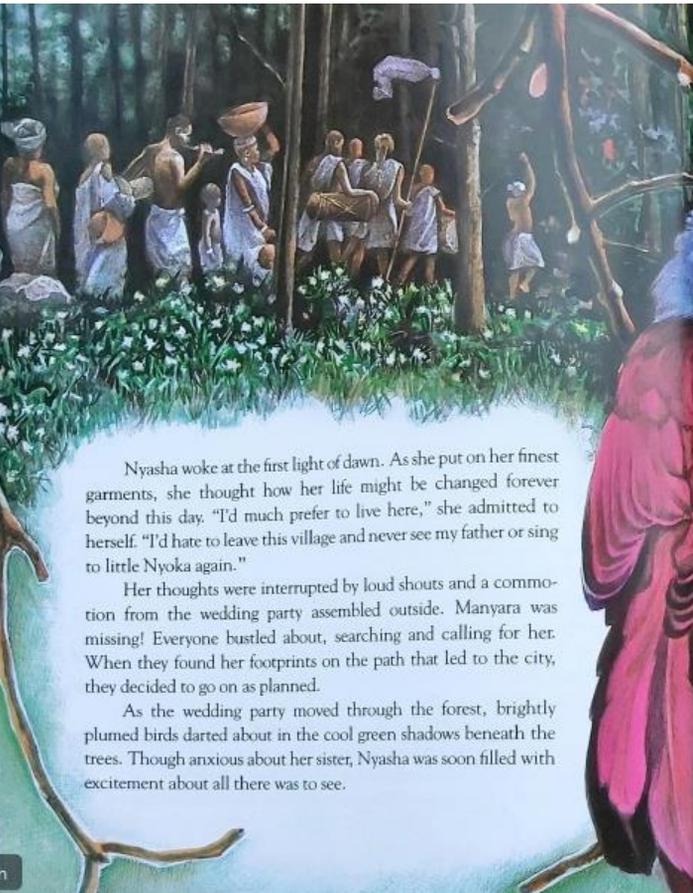


Just as the old woman had foretold, Manyara came to a grove of trees, and they did indeed seem to be laughing at her.

"I must be calm," Manyara thought. "I will not be frightened." She looked up at the trees and laughed out loud. "I laugh at you, trees!" she shouted, and she hurried on.

It was not yet dawn when Manyara heard the sound of rushing water. "The river must be up ahead," she thought. "The great city is just on the other side."

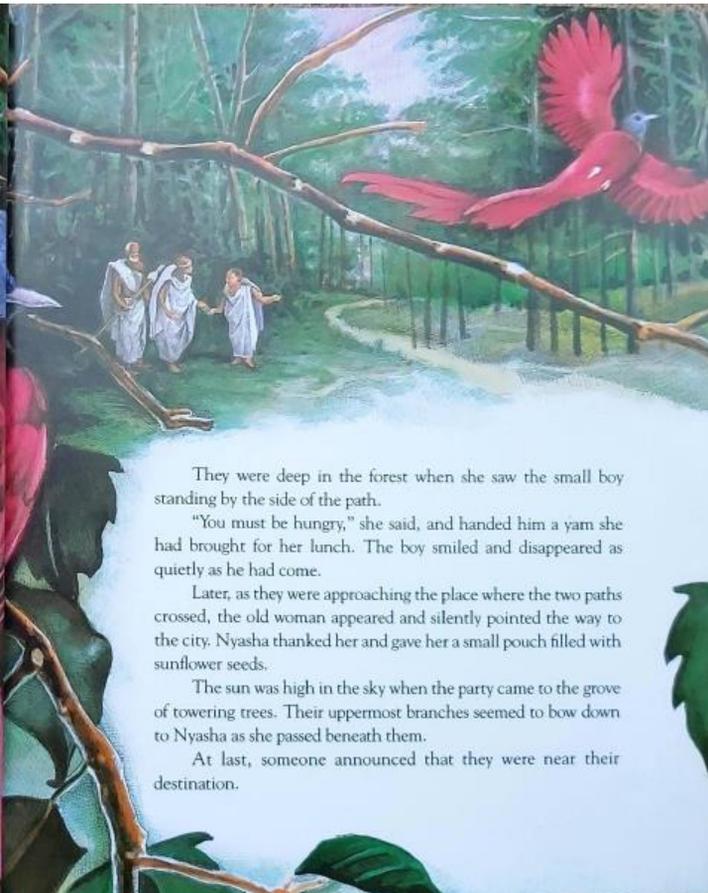
But there, on the rise, she saw a man with his head tucked under his arm. Manyara ran past him without speaking. "A queen acknowledges only those who please her," she said to herself. "I will be queen. I will be queen," she chanted, as she hurried on toward the city.



Nyasha woke at the first light of dawn. As she put on her finest garments, she thought how her life might be changed forever beyond this day. "I'd much prefer to live here," she admitted to herself. "I'd hate to leave this village and never see my father or sing to little Nyoka again."

Her thoughts were interrupted by loud shouts and a commotion from the wedding party assembled outside. Manyara was missing! Everyone bustled about, searching and calling for her. When they found her footprints on the path that led to the city, they decided to go on as planned.

As the wedding party moved through the forest, brightly plumed birds darted about in the cool green shadows beneath the trees. Though anxious about her sister, Nyasha was soon filled with excitement about all there was to see.



They were deep in the forest when she saw the small boy standing by the side of the path.

"You must be hungry," she said, and handed him a yam she had brought for her lunch. The boy smiled and disappeared as quietly as he had come.

Later, as they were approaching the place where the two paths crossed, the old woman appeared and silently pointed the way to the city. Nyasha thanked her and gave her a small pouch filled with sunflower seeds.

The sun was high in the sky when the party came to the grove of towering trees. Their uppermost branches seemed to bow down to Nyasha as she passed beneath them.

At last, someone announced that they were near their destination.



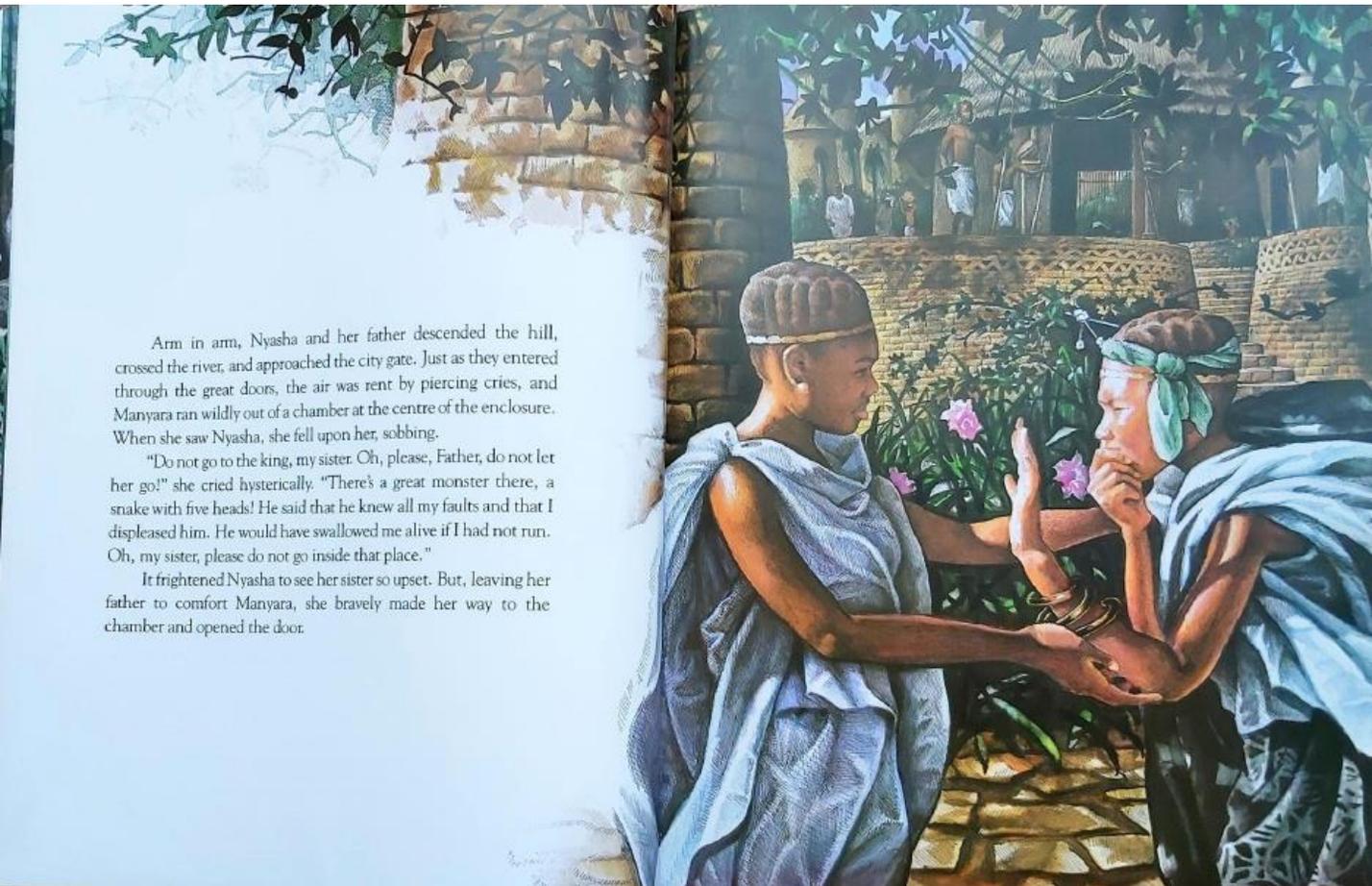
Nyasha ran ahead and topped the rise before the others could catch up with her. She stood transfixed at her first sight of the city. "Oh, my father," she called. "A great spirit must stand guard here! Just look at what lies before us. I never in all my life dreamed there could be anything so beautiful!"

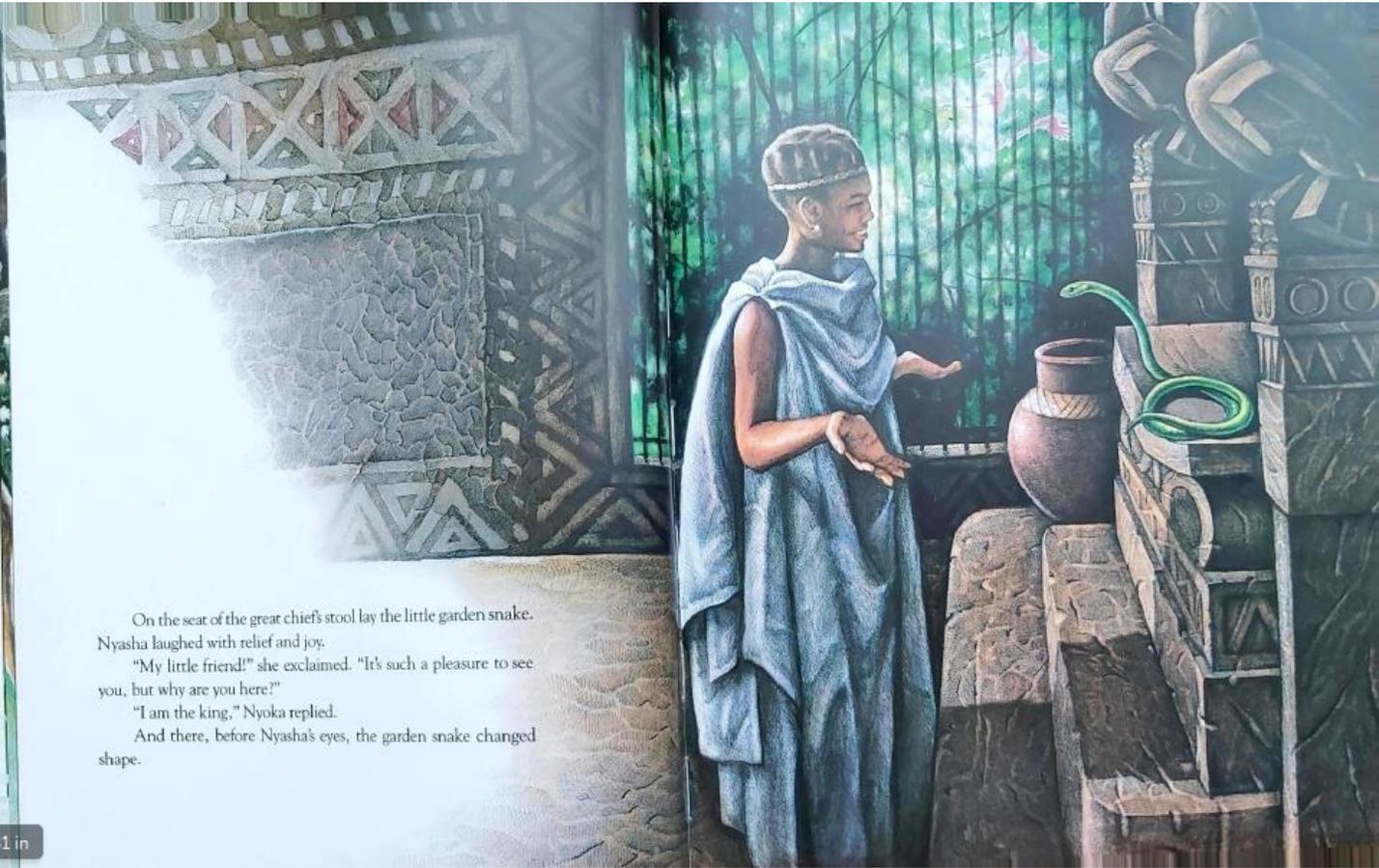


Arm in arm, Nyasha and her father descended the hill, crossed the river, and approached the city gate. Just as they entered through the great doors, the air was rent by piercing cries, and Manyara ran wildly out of a chamber at the centre of the enclosure. When she saw Nyasha, she fell upon her, sobbing.

"Do not go to the king, my sister. Oh, please, Father, do not let her go!" she cried hysterically. "There's a great monster there, a snake with five heads! He said that he knew all my faults and that I displeased him. He would have swallowed me alive if I had not run. Oh, my sister, please do not go inside that place."

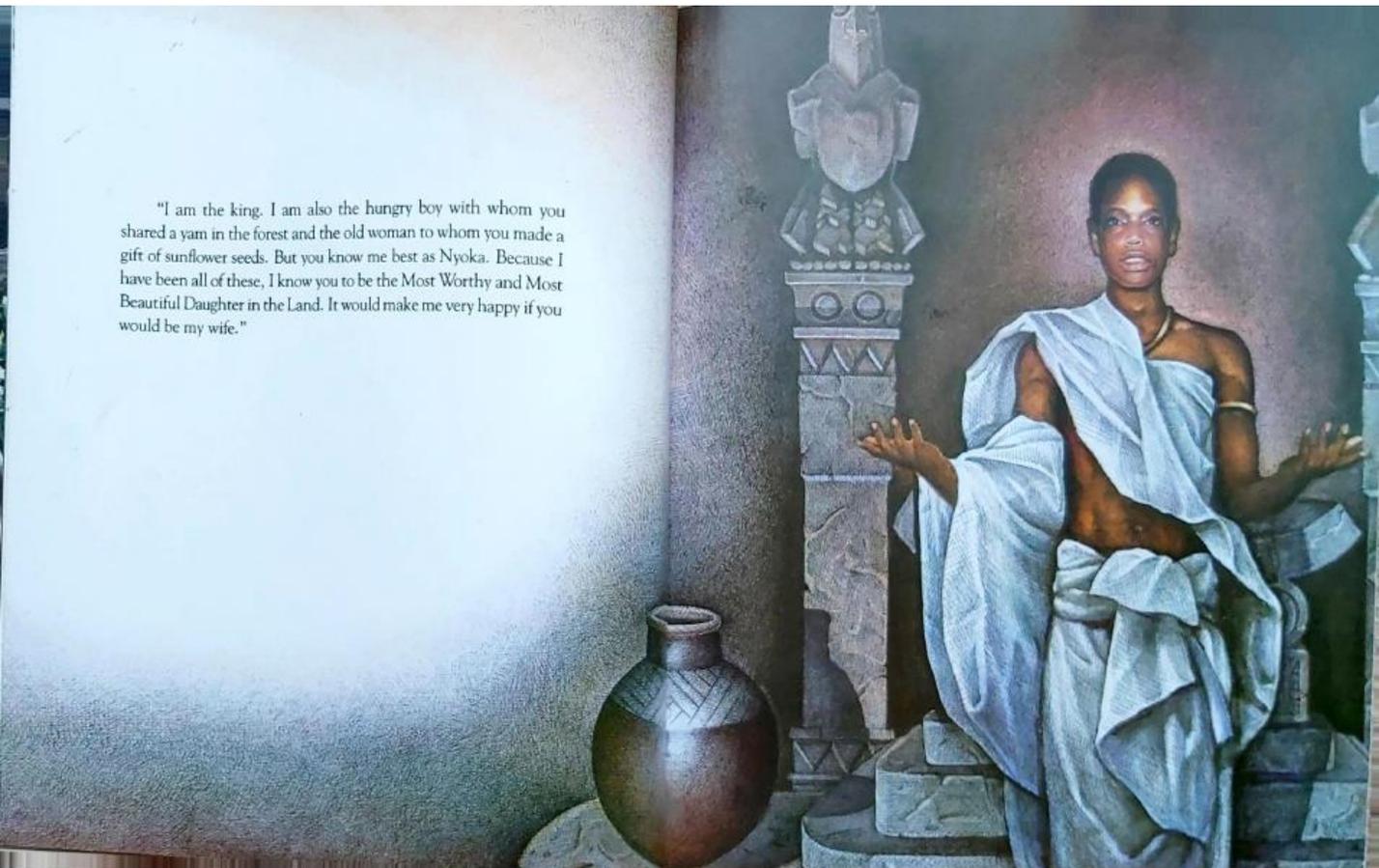
It frightened Nyasha to see her sister so upset. But, leaving her father to comfort Manyara, she bravely made her way to the chamber and opened the door.



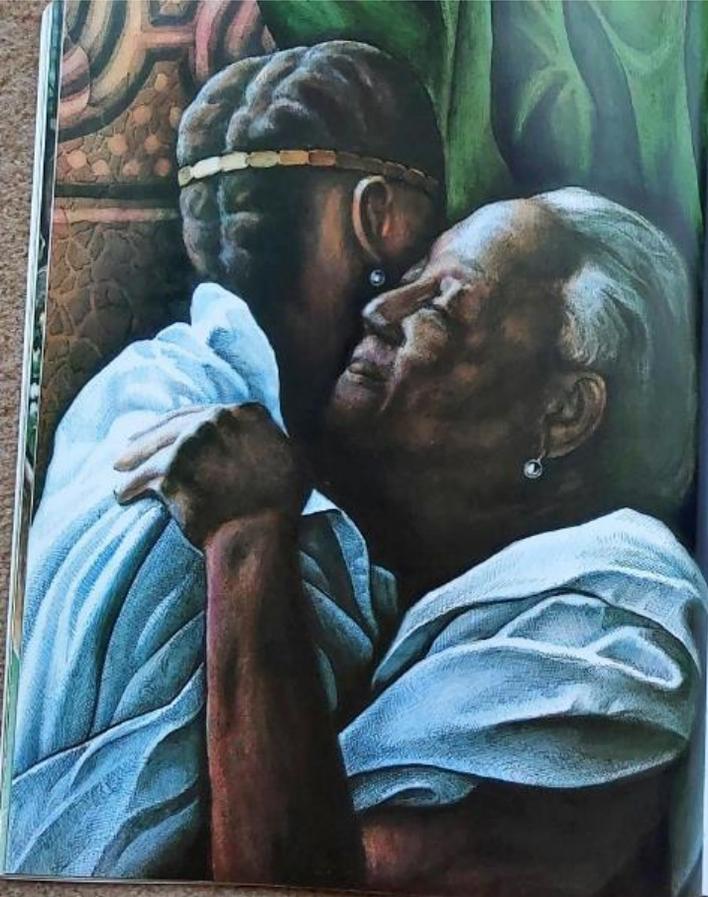


On the seat of the great chief's stool lay the little garden snake. Nyasha laughed with relief and joy. "My little friend!" she exclaimed. "It's such a pleasure to see you, but why are you here?" "I am the king," Nyoka replied. And there, before Nyasha's eyes, the garden snake changed shape.

1 in



"I am the king. I am also the hungry boy with whom you shared a yam in the forest and the old woman to whom you made a gift of sunflower seeds. But you know me best as Nyoka. Because I have been all of these, I know you to be the Most Worthy and Most Beautiful Daughter in the Land. It would make me very happy if you would be my wife."



And so it was that, a long time ago, Nyasha agreed to be married. The king's mother and sisters took Nyasha to their house, and the wedding preparations began. The best weavers in the land laid out their finest cloth for her wedding garments. Villagers from all around were invited to the celebration, and a great feast was held. Nyasha prepared the bread for the wedding feast from millet that had been brought from her village.

Mufaro proclaimed to all who would hear him that he was the happiest father in all the land, for he was blessed with two beautiful and worthy daughters—Nyasha, the queen; and Manyara, a servant in the queen's household.





Maths



During week 3, we are continuing our theme of addition and subtraction.

Once again, for each step this week there are videos the children can watch on White Rose, along with the question sets on the following pages for them to try. The videos tell you when to try the questions.

Monday

Add and subtract 2-digit & 3-digit numbers - not crossing 10 or 100

Watch the first video: <https://whiterosemaths.com/homelearning/year-3/week-7-number-addition-subtraction-2/> You'll also need question set 1 - Add and subtract 2-digit and 3-digit numbers - not crossing 10 or 100

Tuesday

Add 2-digit & 3-digit numbers - crossing 10 or 100

Watch the second video: <https://whiterosemaths.com/homelearning/year-3/week-7-number-addition-subtraction-2/> You'll need question set 2 - Add 2-digit & 3-digit numbers - crossing 10 or 100

Wednesday

Subtract a 2-digit number from a 3-digit number - crossing 10 or 100

Watch the third video: <https://whiterosemaths.com/homelearning/year-3/week-7-number-addition-subtraction-2/> You'll need question set 3 - Subtract a 2-digit number from a 3-digit number - crossing 10 or 100

Thursday

Add two 3-digit numbers - not crossing 10 or 100

Watch the fourth video: <https://whiterosemaths.com/homelearning/year-3/week-7-number-addition-subtraction-2/> You'll need question set 4 - Add two 3-digit numbers - not crossing 10 or 100

Friday

Add two 3-digit numbers - crossing 10 or 100

Watch the fifth video: <https://whiterosemaths.com/homelearning/year-3/week-7-number-addition-subtraction-2/> You'll need question set 5 - Add two 3-digit numbers - crossing 10 or 100

Maths

Keep practising your Key Instant Recall Facts

Year 3 - Term 3

I know the multiplication and division facts for the 4 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$4 \times 1 = 4$	$1 \times 4 = 4$	$4 \div 4 = 1$	$4 \div 1 = 4$
$4 \times 2 = 8$	$2 \times 4 = 8$	$8 \div 4 = 2$	$8 \div 2 = 4$
$4 \times 3 = 12$	$3 \times 4 = 12$	$12 \div 4 = 3$	$12 \div 3 = 4$
$4 \times 4 = 16$	$4 \times 4 = 16$	$16 \div 4 = 4$	$16 \div 4 = 4$
$4 \times 5 = 20$	$5 \times 4 = 20$	$20 \div 4 = 5$	$20 \div 5 = 4$
$4 \times 6 = 24$	$6 \times 4 = 24$	$24 \div 4 = 6$	$24 \div 6 = 4$
$4 \times 7 = 28$	$7 \times 4 = 28$	$28 \div 4 = 7$	$28 \div 7 = 4$
$4 \times 8 = 32$	$8 \times 4 = 32$	$32 \div 4 = 8$	$32 \div 8 = 4$
$4 \times 9 = 36$	$9 \times 4 = 36$	$36 \div 4 = 9$	$36 \div 9 = 4$
$4 \times 10 = 40$	$10 \times 4 = 40$	$40 \div 4 = 10$	$40 \div 10 = 4$
$4 \times 11 = 44$	$11 \times 4 = 44$	$44 \div 4 = 11$	$44 \div 11 = 4$
$4 \times 12 = 48$	$12 \times 4 = 48$	$48 \div 4 = 12$	$48 \div 12 = 4$

Key Vocabulary

What is 4 multiplied by 6?
What is 8 times 4?
What is 24 divided by 4?

They should be able to answer these questions in any order, including missing number questions e.g. $4 \times \bigcirc = 16$ or $\bigcirc \div 4 = 7$.

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once; perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

- ▶ What do you already know? - Your child will already know many of these facts from the 2, 3, 5 and 10 times tables.
- ▶ Double and double again - Multiplying a number by 4 is the same as doubling and doubling again. Double 6 is 12 and double 12 is 24, so $6 \times 4 = 24$.
- ▶ Buy one get three free - If your child knows one fact (e.g. $12 \times 4 = 48$), can they tell you the other three facts in the same fact family?

Year 3 - Term 1

I know number bonds for all numbers to 20.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$2 + 9 = 11$	$5 + 9 = 14$	Example of a fact family
$6 + 9 = 15$	$3 + 8 = 11$	$6 + 9 = 15$
$4 + 7 = 11$	$7 + 7 = 14$	$9 + 6 = 15$
$5 + 6 = 11$	$6 + 9 = 15$	$15 - 6 = 9$
$3 + 9 = 12$	$7 + 8 = 15$	$15 - 9 = 6$
$4 + 8 = 12$	$7 + 9 = 16$	
$5 + 7 = 12$	$8 + 8 = 16$	
$6 + 6 = 12$	$8 + 9 = 17$	
$4 + 9 = 13$	$9 + 9 = 18$	
$5 + 8 = 13$		

Key Vocabulary

What do I **add** to 5 to make 19?
What is 17 **take away** 6?
What is 13 **less than** 15?
How many more than 8 is 11?
What is the **difference** between 9 and 13?

This list includes the most challenging facts but children will need to learn all number bonds for each number to 20 (e.g. $15 + 2 = 17$). This includes related subtraction facts (e.g. $17 - 2 = 15$).

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once; perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

- ▶ Buy one get three free - If your child knows one fact (e.g. $8 + 5 = 13$), can they tell you the other three facts in the same fact family?
- ▶ Use doubles and near doubles - If you know that $6 + 6 = 12$, how can you work out $6 + 7$? What about $5 + 7$?

Year 3 - Term 2

I know the multiplication and division facts for the 3 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$3 \times 1 = 3$	$1 \times 3 = 3$	$3 \div 3 = 1$	$3 \div 1 = 3$
$3 \times 2 = 6$	$2 \times 3 = 6$	$6 \div 3 = 2$	$6 \div 2 = 3$
$3 \times 3 = 9$	$3 \times 3 = 9$	$9 \div 3 = 3$	$9 \div 3 = 3$
$3 \times 4 = 12$	$4 \times 3 = 12$	$12 \div 3 = 4$	$12 \div 4 = 3$
$3 \times 5 = 15$	$5 \times 3 = 15$	$15 \div 3 = 5$	$15 \div 5 = 3$
$3 \times 6 = 18$	$6 \times 3 = 18$	$18 \div 3 = 6$	$18 \div 6 = 3$
$3 \times 7 = 21$	$7 \times 3 = 21$	$21 \div 3 = 7$	$21 \div 7 = 3$
$3 \times 8 = 24$	$8 \times 3 = 24$	$24 \div 3 = 8$	$24 \div 8 = 3$
$3 \times 9 = 27$	$9 \times 3 = 27$	$27 \div 3 = 9$	$27 \div 9 = 3$
$3 \times 10 = 30$	$10 \times 3 = 30$	$30 \div 3 = 10$	$30 \div 10 = 3$
$3 \times 11 = 33$	$11 \times 3 = 33$	$33 \div 3 = 11$	$33 \div 11 = 3$
$3 \times 12 = 36$	$12 \times 3 = 36$	$36 \div 3 = 12$	$36 \div 12 = 3$

Key Vocabulary

What is 3 multiplied by 8?
What is 8 times 3?
What is 24 divided by 3?

They should be able to answer these questions in any order, including missing number questions e.g. $3 \times \bigcirc = 18$ or $\bigcirc \div 3 = 11$.

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once; perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

- ▶ Songs and Chants - You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.
- ▶ Buy one get three free - If your child knows one fact (e.g. $3 \times 5 = 15$), can they tell you the other three facts in the same fact family?

Warning! - When creating fact families, children sometimes get confused by the order of the numbers in the division number sentence. It is tempting to say that the biggest number goes first, but it is more helpful to say that the answer to the multiplication goes first, as this will help your child more in later years when they study fractions, decimals and algebra. E.g. $3 \times 12 = 36$. The answer to the multiplication is 36, so $36 \div 3 = 12$ and $36 \div 12 = 3$.

Add and subtract 2-digit and 3-digit numbers – not crossing 10 or 100



1 Work out the additions.

a)

Hundreds	Tens	Ones

+

H	T	O
2	5	1
+	3	2
<hr/>		

b)

H	T	O

+

H	T	O

c)

H	T	O
2	3	7
+	5	1
<hr/>		

d)

H	T	O
7	5	2
+	3	7
<hr/>		

2 Work out these subtractions.

a)

H	T	O

-

H	T	O
4	2	7
-		5
<hr/>		

b)

H	T	O

-

H	T	O
3	3	6
-		5
<hr/>		

c)

H	T	O
7	8	5
-	5	2
<hr/>		

d)

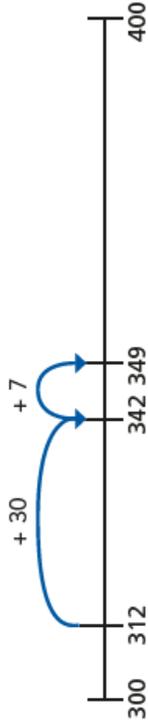
H	T	O
9	8	5
-	7	2
<hr/>		

3 Complete the additions.

a) £69 + £220 = £

b) 314 + 42 + 23 =

- 4 a) Eva uses a number line to work out $312 + 37$



What has Eva done? Talk to a partner.

- b) Use the number line to work out $425 + 63$



- c) Use the number line to work out $774 - 62$



- 5 Esther has a piece of wood 255 cm long.

She cuts it into 2 pieces.



One piece is 34 cm long.

How long is the other piece?

- 6 Filip wants to buy these two items.



He has £200

Does he have enough money? _____

How do you know? Talk to a partner.

- 7 Use the digit cards to make each calculation correct.



	H	T	O
+			
	9	9	8

	H	T	O
+			
	9	8	9

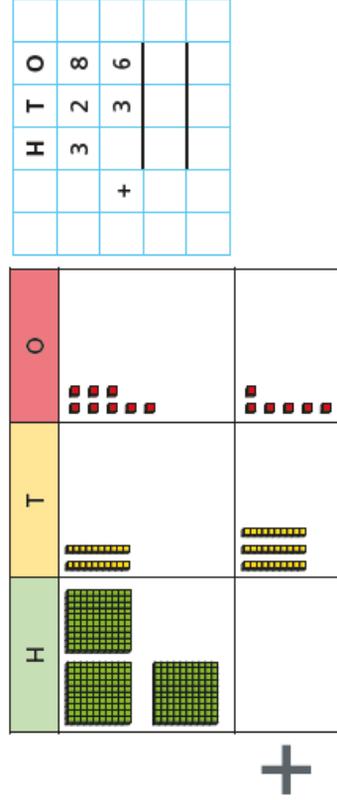
	H	T	O
-			
	1	6	1

	H	T	O
-			
	6	2	2

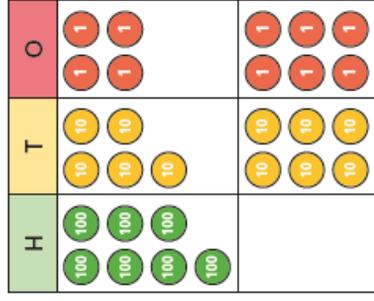


Add 2-digit and 3-digit numbers – crossing 10 or 100

1 Use the place value chart to work out $328 + 36$

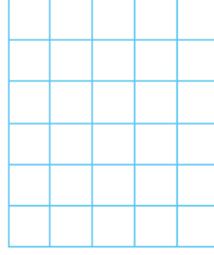
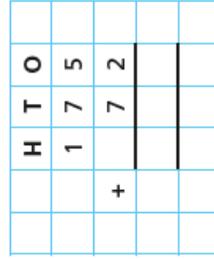


b) $754 + 66$



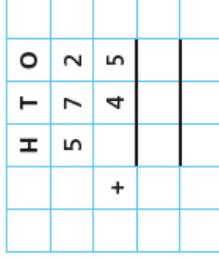
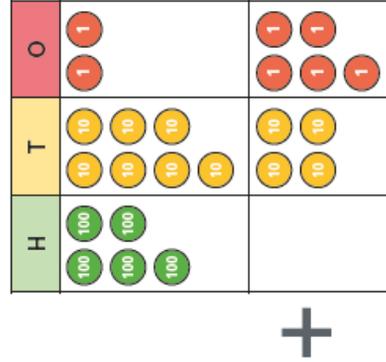
3 Work out the additions.

a) $845 + 72$

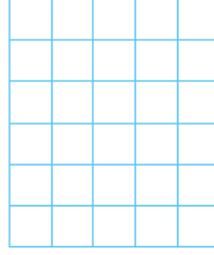
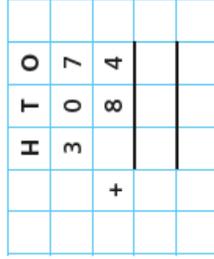


2 Work out the additions.

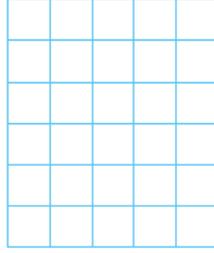
a) $572 + 45$



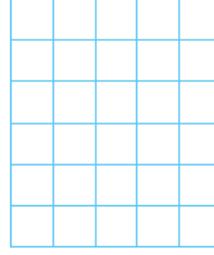
b) $436 + 85$



c) $35 \text{ kg} + 239 \text{ kg}$



f) $\text{£}739 + \text{£}68$



4 Ron works out $476 + 35$

What mistake has Ron made?

Work out the correct answer.

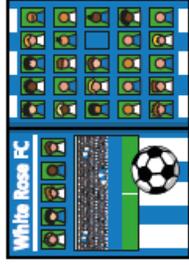
$$\begin{array}{r} 476 \\ + 35 \\ \hline 826 \end{array}$$

5 Alex collects stickers.

She has collected 286 stickers.

She only needs 69 more stickers to fill the album.

How many stickers does the album hold when full?



6 Here are some digit cards.

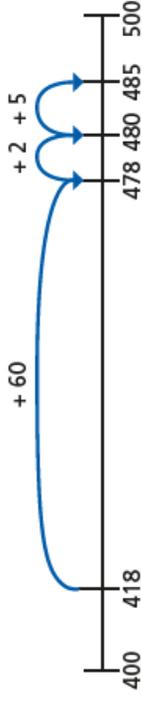


Arrange the digits to make two different additions that have just one exchange.

	H	T	O	

	H	T	O	

7 Mo uses a number line to work out an addition.



What addition has Mo worked out?

$$\boxed{} + \boxed{} = \boxed{}$$

8 Use the number lines to complete the additions.

a) $235 + 47 = \boxed{}$

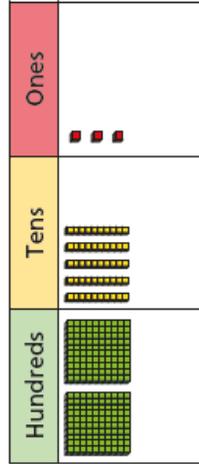


b) $235 + 87 = \boxed{}$



Subtract 2-digit numbers from 3-digit numbers – crossing 10 or 100

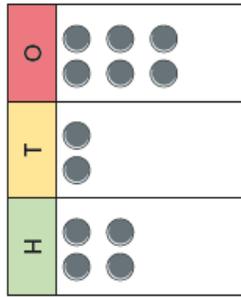
- 1 Use base 10 to make the number 253
Subtract 27 from 253



- a) Show a partner the method you used.
b) Complete the column subtraction.

	H	T	O
	2	5	3
-		2	7

- 2 Work out $426 - 82$



	H	T	O
	4	2	6
-		8	2

- 3 Work out the subtractions.

- a) $212 \text{ cm} - 42 \text{ cm}$

	H	T	O
	2	6	5
-		3	8

- b) $413 - 65$

	H	T	O
	1	7	2
-		3	9

- c) $538 - 75$



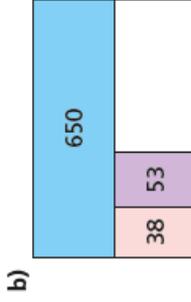
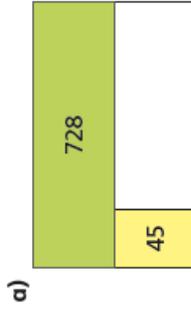
- 4 A film is shown 3 times in a day.

The table shows how many children watch each showing.

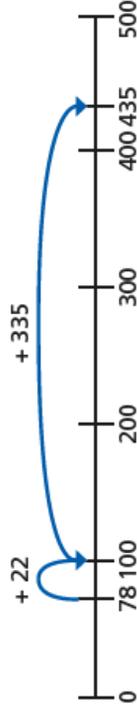
Showing time	11 am	3 pm	7 pm
Number of children	462	295	78

How many more children watch the 11 am showing than the 7 pm showing?

- 5 Find the missing values.



- 7 Whitney uses a number line to show that $435 - 78 = 357$



Explain what you think Whitney has done.

- 8 Work out the missing digits.

a)

	H	T	O
		4	5
-		2	
	7		6

b)

	H	T	O
		3	
-		7	8
		2	8

- 6 What mistakes have been made in these column subtractions?

a)

$$\begin{array}{r} 357 \\ - 29 \\ \hline 332 \end{array}$$

b)

$$\begin{array}{r} 4502 \\ - 35 \\ \hline 477 \end{array}$$

Compare methods with a partner.

- b) How can you work out $500 - 68$ in your head?

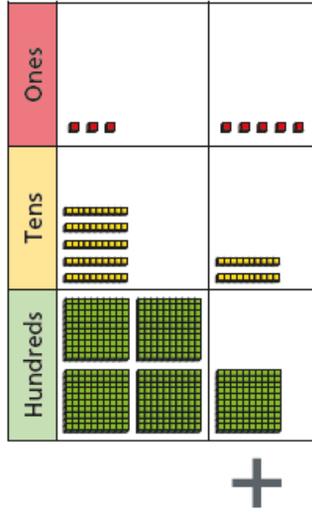
What method did you use?



Add two 3-digit numbers – not crossing 10 or 100

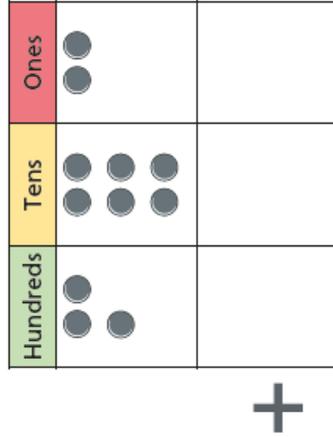
1 Complete the column addition.

Use base 10 to help you.



H	T	O
4	5	3
+	1	2

2 Kim uses counters and a place value chart to help her work out $362 + 205$



H	T	O
3	6	2
+	2	0

a) Draw counters to complete the chart.

b) Complete the column addition.

c) Which column did you add first? Talk to a partner about your method.

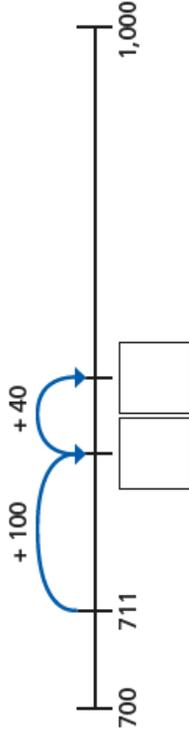
3 Mrs Morgan drives 230 km on Monday.

On Tuesday she drives 169 km.

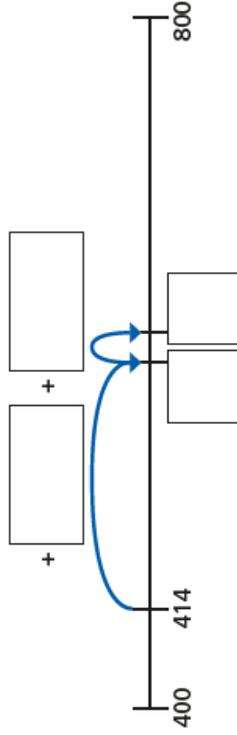
How far does she drive in total on Monday and Tuesday?

4 Complete the number line to work out the addition.

a) $711 + 140 =$



b) $414 + 203 =$



c) $502 + 384 =$

Add two 3-digit numbers – crossing 10 or 100

1 Complete the column addition.

a) $235 + 157$

Hundreds	Tens	Ones
+		

H	T	O
	2	3
	1	5
		7

+

b) $372 + 144$

Hundreds	Tens	Ones
+		

H	T	O
3	7	2
1	4	4

+

2 Tick the additions that need an exchange of ones for a ten.

	H	T	O		H	T	O
	2	3	8		4	2	7
+	1	4	1	+	2	6	8

How do you know if an addition needs to exchange 10 ones for a ten?

3 Dani uses counters to represent an addition.

H	T	O
+		

a) What addition is Dani trying to work out?

b) Work out the answer to the addition.

c) How many exchanges did you have to do?

4 Work out the additions.

a)

	H	T	O
	1	8	7
+	4	7	1

c) $718 + 108$

b)

	H	T	O
	5	1	7 m
+	2	3	4 m

d) $526 + 294$

5 a) Tick the additions with an answer that ends in zero.

$317 + 203$	<input type="checkbox"/>	$192 + 784$	<input type="checkbox"/>	$390 + 177$	<input type="checkbox"/>
$455 + 165$	<input type="checkbox"/>	$386 + 184$	<input type="checkbox"/>	$319 + 501$	<input type="checkbox"/>

b) Did you have to work out all of the additions?

c) Complete the sentences.

The answer to $175 + 212$ ends with a

The answer to $609 + 175$ ends with a

The answer to $334 + 178$ ends with a

The answer to $716 +$ ends with a 3

6 Fill in the missing digits.

a)

	H	T	O
	3		2
+	4	5	
		3	7

c)

	H	T	O
	2	7	8
+	2	5	
			0

b)

	H	T	O
	1	0	9
+		2	
	5		5

d)

	Th	H	T	O
		5	7	3
+				
	1	0	0	0

7 Dexter bakes 148 biscuits on Monday.

On Tuesday he bakes 273 more biscuits than he did on Monday.

a) How many biscuits does Dexter bake on Tuesday?

b) How many biscuits does he bake in total on Monday and Tuesday?

8 Write two addition calculations that have:

- 1 exchange
- 2 exchanges.

Compare answers with a partner.





Maths



If you feel your child is struggling with the year 3 questions on the previous pages, please follow the following lessons and question sets on addition and subtraction from the year 2 curriculum which should help boost their confidence.

Once again, for each step this week there are videos the children can watch on White Rose, along with the question sets on the following pages for them to try. The videos tell you when to try the questions.

Monday

Add two 2-digit numbers - not crossing 10

Watch the first video: <https://whiterosemaths.com/homelearning/year-2/week-8-number-addition-subtraction/> You'll also need question set 1 -

Add two 2-digit numbers (1)

Tuesday

Add two 2-digit numbers - crossing 10

Watch the second video: <https://whiterosemaths.com/homelearning/year-2/week-8-number-addition-subtraction/> You'll also need question set 2 -

Add two 2-digit numbers (2)

Wednesday

Subtract a 2-digit number from a 2-digit number - not crossing 10

Watch the third video: <https://whiterosemaths.com/homelearning/year-2/week-8-number-addition-subtraction/> You'll also need question set 3 -

Subtract 2-digit numbers (1)

Thursday

Subtract a 2-digit number from a 2-digit number - crossing 10

Watch the fourth video: <https://whiterosemaths.com/homelearning/year-2/week-8-number-addition-subtraction/> You'll also need question set 4 -

Subtract 2-digit numbers (2)

Friday

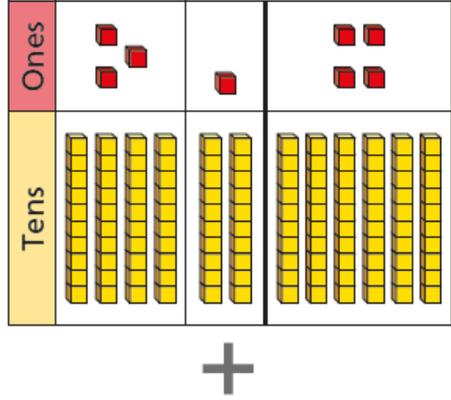
Mixed addition and subtraction activity

Watch the fifth video: <https://whiterosemaths.com/homelearning/year-2/week-8-number-addition-subtraction/>

There is no question set to go with this video, all questions are in the video

Add 2-digit numbers (1)

1 What calculation is represented?



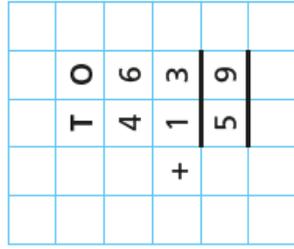
$$\square + \square = \square$$

2 Use base 10 to complete the additions.

- a) $7 + 2 = \square$ c) $17 + 32 = \square$
- b) $10 + 30 = \square$ d) $37 + 12 = \square$

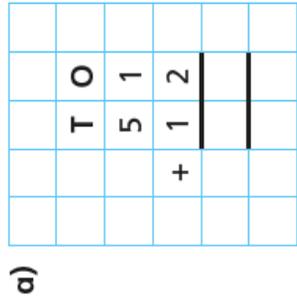
- e) $21 + 13 = \square$ h) $13 + 61 = \square$
- f) $48 + 11 = \square$ i) $11 + 22 = \square$
- g) $17 + 22 = \square$ j) $34 + 43 = \square$

3 Write the addition.



$$\square + \square = \square$$

4 Complete the additions.



c)

		T	O	
		1	7	
		+ 8	2	
		<hr/>		
		<hr/>		

d)

			T	O
			6	3
			+ 1	2
			<hr/>	
			<hr/>	

- 5 Ron has 42 marbles.



Whitney has 23 marbles.



How many marbles are there altogether?

- 6 a) Amir has 11 sweets.

Esther has 14 more sweets than Amir.

How many sweets does Esther have?

Esther has sweets.

- b) How many sweets do they have altogether?

They have sweets altogether.

- 7 Fill in the missing digits to complete the number sentence.

$$\underline{\quad}2 + \underline{\quad}3 = 65$$

Compare answers with a partner.
Are there any other answers?

- 8 Write $<$, $>$ or $=$ to compare the additions.

$$17 + 52 \quad \bigcirc \quad 15 + 54$$

$$31 + 14 \quad \bigcirc \quad 42 + 14$$

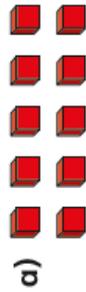
$$23 + 45 \quad \bigcirc \quad 13 + 45$$



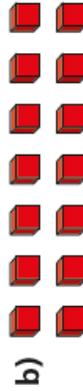
Add 2-digit numbers (2)

2

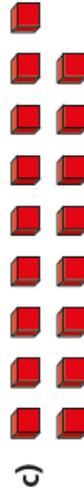
1 Count the ones and complete the sentences.



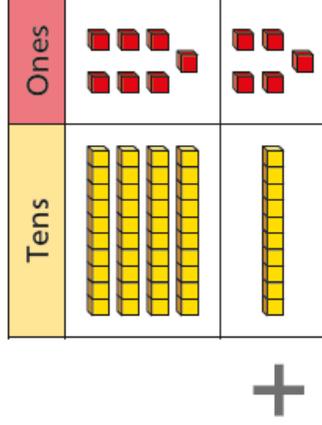
ones = ten



ones = ten and ones



ones = ten and ones



Add the ones.

ones + ones = ones

ones = ten + ones

Add the tens.

tens + tens = tens

Complete the addition.

+ =

3 Use base 10 to complete the additions.

- a) $7 + 4 = \square$ f) $37 + 14 = \square$
- b) $10 + 30 = \square$ g) $22 + 19 = \square$
- c) $17 + 34 = \square$ h) $48 + 19 = \square$
- d) $19 + 21 = \square$ i) $33 + 29 = \square$
- e) $18 + 64 = \square$ j) $39 + 47 = \square$

Can you represent these additions on a number line?

4 Write the addition.

	T	O	
	4	6	
	+	1	5
		<u>6</u>	<u>1</u>
		1	

What does the little 1 represent?

Talk to a partner.

5 Complete the additions.

a)

	T	O	
	5	7	
	+	1	5
		<u> </u>	<u> </u>

b)

	T	O	
	1	8	
	+	1	9
		<u> </u>	<u> </u>

c)

	T	O	
	1	7	
	+	7	3
		<u> </u>	<u> </u>

d)

	T	O	
	6	3	
	+	1	9
		<u> </u>	<u> </u>

6 Fill in the missing digits to complete the number sentence.

$$\underline{\quad}9 + \underline{\quad}3 = 62$$

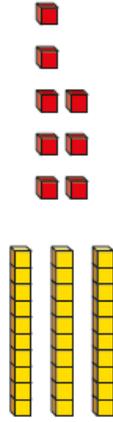
Compare answers with a partner.

How many different answers can you find?

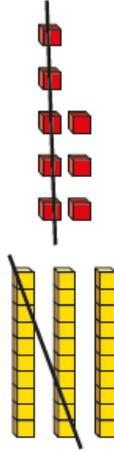


Subtract 2-digit numbers (1)

1 Complete the sentences to describe each step of the subtraction.



First the number is



Then is crossed out.



Now the number is

$$\begin{array}{r} \square \\ - \square \\ \hline \square = \square \end{array}$$

2 Draw base 10 to represent the number 35

Now cross out 12

What number is left?

$$35 - 12 = \square$$

3 Use base 10 to complete the subtractions.

$$\begin{array}{r} \square \\ \square \\ \hline \square \end{array} \quad \text{a) } 7 - 2 = \square \quad \text{e) } 48 - 11 = \square$$

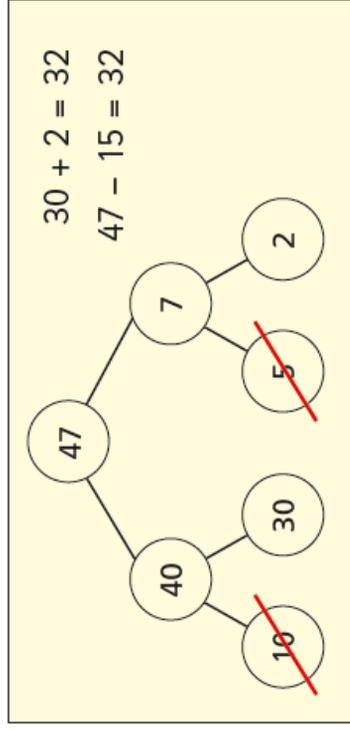
$$\begin{array}{r} \square \\ \square \\ \hline \square \end{array} \quad \text{b) } 30 - 10 = \square \quad \text{f) } 27 - 16 = \square$$

$$\begin{array}{r} \square \\ \square \\ \hline \square \end{array} \quad \text{c) } 37 - 12 = \square \quad \text{g) } 63 - 61 = \square$$

$$\begin{array}{r} \square \\ \square \\ \hline \square \end{array} \quad \text{d) } 47 - 12 = \square \quad \text{h) } 45 - 33 = \square$$



- 4 Jack is working out $47 - 15$



Talk about Jack's method with a partner.

Use Jack's method to complete the calculations.

a) $47 - 16 =$

c) $37 - 15 =$

b) $36 - 22 =$

d) $57 - 31 =$

- 5 Complete the subtractions.

a)

	T	O		
	5	2		
	-	1	1	

b)

	T	O		
	1	5		
	-	1	2	

- c)

	T	O		
	8	7		
	-	3	4	

- d)

	T	O		
	6	3		
	-	5	2	

- 6 Rosie has 25 balloons.



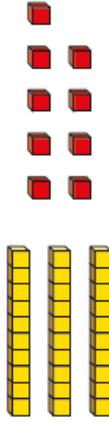
Scott has 11 fewer balloons than Rosie.

How many balloons does Scott have?

How many balloons do they have altogether?

Subtract 2-digit numbers (2)

1 a) What number is represented?

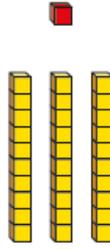


Subtract 12

What number is left?

$$\square - 12 = \square$$

b) What number is represented?



Subtract 12

What number is left?

$$\square - 12 = \square$$

What is the same about your answers?

What is different?

2 Use base 10 to complete the subtractions.

a) $23 - 6 = \square$

d) $45 - 26 = \square$

b) $33 - 7 = \square$

e) $63 - 35 = \square$

c) $33 - 17 = \square$

f) $82 - 24 = \square$

3 Tommy is working out $43 - 5$

		T	O				
		3 4	13				
		-	5				
			<u>3</u>	<u>8</u>			

Talk about Tommy's method with a partner.



4 Complete the subtractions.

a)

		T	O	
		2	3	
		-	6	
		<hr/>		
		<hr/>		

d)

		T	O	
		4	5	
		-	2	6
		<hr/>		
		<hr/>		

b)

		T	O	
		3	3	
		-	7	
		<hr/>		
		<hr/>		

e)

		T	O	
		6	3	
		-	3	5
		<hr/>		
		<hr/>		

c)

		T	O	
		3	3	
		-	1	7
		<hr/>		
		<hr/>		

f)

		T	O	
		8	2	
		-	2	4
		<hr/>		
		<hr/>		

5 Dexter has 33 bricks.



Rosie has 19 bricks.



a) How many bricks do Dexter and Rosie have altogether?

b) How many more bricks does Dexter have than Rosie?





Topic - Africa



Houses in Africa

Starter: What is a home?

Look at the questions to the right.

Answer these and have a discussion with your adults or siblings at home.

- Make some notes.

+ What is a home made of?

+ Who might live in a home?



+ How does a home make you feel?

+ What's the difference between a house and a home?

Here is a Ugandan hut -How is this different from your home.

Watch this video showing you around a rural Ugandan Village.

<https://www.youtube.com/watch?v=3QrSeuYhYrg>

Now using the sheet in the pack, can you look at an Ugandan hut and compare it to your own home.



How is this home similar/different to your home?

Similarities	Differences

Main Activity: To make your own Ugandan hut.

Follow the step by step instructions within the pack.

You will need:

- Some card (e.g. an old cereal box)
- Some roof materials (e.g. hay/straw/newspaper /cut up bits of paper)
- Pens to decorate

Step 1



Step 2



Step 3



Step 4



Step 5



Step 6



Topic - Africa



Here is a Ugandan hut - What are the similarities and differences compared to your home?



How is this home similar/different to your home?

Similarities	Differences

Topic - Africa

Making an Ugandan hut.



Step 1



Step 2



Step 3



Step 4



Step 5



Step 6





Topic - Africa



What is your home like?

In the middle square draw a picture of your home. Write **details** about your home in the black boxes.

Things to think about...

- What materials is your home made of?
- How many rooms does it have?
- What types of rooms are there?

- Does it have a garden?
- Does it have a garage?
- Is your home in a town, a village or in the countryside?
- What can you see from your home - play park, river, countryside, sea, shops, restaurant, petrol station, library, railway?



Science - Forces and Magnets



This week we are continuing to look at magnets.

To begin, watch this video: <https://youtu.be/yXCeuSiTOug>

Today's question is.. *Does a magnet need to be in contact with a metal for force of magnetism to occur?*

Now watch this BBC Bitesize video about *Magnets and their invisible force*
<https://www.bbc.co.uk/bitesize/clips/zk9rkqt>

Try this simple experiment

You will need: various thin materials (see bottom of investigation sheet on next page for ideas), a magnet (e.g. fridge magnet), a paper clip / safety pin / other small magnetic object.

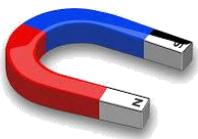
Method

1. Place the magnetic object on top of the thin material.
2. Move the magnet around underneath and touching the material. What happens to the magnetic object?
3. Move the magnet a short distance away from the thin material. Does the magnetic object still move?
4. Keep moving further away until the magnetic object no longer follows the magnet.
5. Measure the distance the magnet is away from the thin material at the greatest distance when it still moves the magnetic material
6. Take a mental picture of this process for your line drawing of the experiment.

What are the variables in this experiment?

What stayed the same?

Fill out the investigation sheet to record your findings from the experiment.



Science Investigation - Magnetism

Question: Which materials can magnets attract through?

Diagram

Keep the same:

- magnet
- paperclip

Change:

- Thin materials
- Distance from material

Prediction

I predict that

Findings

Type of Material	Paperclip attracted to magnet touching material surface - Yes (Y) or No (N)	Distance magnet still attracts paperclip (cm)

Conclusion

paper
cloth

cardboard
felt

sandpaper
foil

plastic
table mat

RE - Incarnation

How is the Trinity described in the Bible and by Christians?

Look carefully at the words in the three columns.

Each column are describing one part of the Trinity. What heading would you give each column? *Father, Son or Holy Spirit.*

Wind	Creator	Saviour
Fire	Holy	Rabbi (Teacher)
Breath	Almighty	Prince of Peace
Dove	Fortress	Shepherd
Water	Rock	Prophet
Comforter	King	(God 'in the flesh')

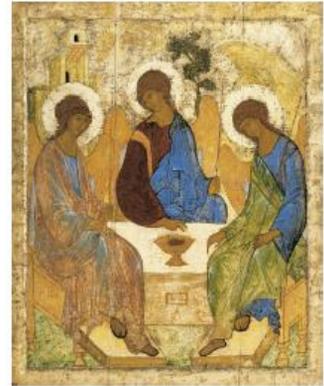
Tell me more about why you gave each column that heading.



RE - Incarnation

How is the Trinity described in the Bible and by Christians?

Here are some more images to represent the Trinity.



Annotate the images with your thoughts on the questions below:

- Can you spot any of the words / descriptions used in the columns on the previous page?
- What do you notice about these images?
- What is similar?
- What is different?

Write a response to this week's *I wonder* question thought...

I wonder how these images represent The Trinity...



Music - African Drumming



This term as part of our Africa topic, we will be looking at some African drumming techniques.

[Listen to this drumming lesson](#)

<https://www.youtube.com/watch?v=TIqc7zCTgZU>



This week we will be learning some more drumming techniques.

Watch the drumming lesson to learn some new drumming rhythms.

Patterns to learn;

- I love apple pie
- I love to play my drum
- Mash potatoes
- Hot chocolate
- Boom, boom, boom.

Record your own drumming video and upload it to your ClassDojo portfolio.



French - Let's Count

This term, we are learning how to count in French. Here are some worksheets to help you practise - they even give you a phonetic pronunciation guide to help. The sheet contains the numbers 1 to 20 - can you count that high? Hope you have fun giving it a go. Why not video yourself counting and send it in to your teacher via your ClassDojo portfolio? We'd love to see it.



Numbers to 20



Learning basic numbers is a great starting point in any language.

- Start with numbers 1 – 10. Cut out each of these number strips and place them in the correct order on the desk or table in front of you.
- Use the phonetic spelling of each word to help you with your pronunciation and read through the numbers in order several times.
- When you think you are ready, fold over the digit on each strip so that you can no longer see it and muddle up the positions of the numbers.
- Now attempt to put them back in order saying the number as you place it.
- When your list is finished, check your accuracy by unfolding the digit!

Were you right?

Number	French Word	Phonetic Pronunciation
1	un	ahn
2	deux	duhr
3	trois	twah
4	quatre	katr
5	cinq	sank
6	six	seese
7	sept	set
8	huit	wheet
9	neuf	nurf
10	dix	deese

French - Let's Count



Numbers to 20



When you are ready repeat the exercise with numbers 11-20 and finally mix up all 20 numbers and see if you can order them correctly.

Number	French Word	Phonetic Pronunciation
11	onze	onz
12	douze	dooz
13	treize	trez
14	quatorze	kah-tohrz
15	quinze	cans
16	seize	sez
17	dix-sept	deese-set
18	dix-huit	dees-wheet
19	dix-neuf	dees-nurf
20	vingt	vahn

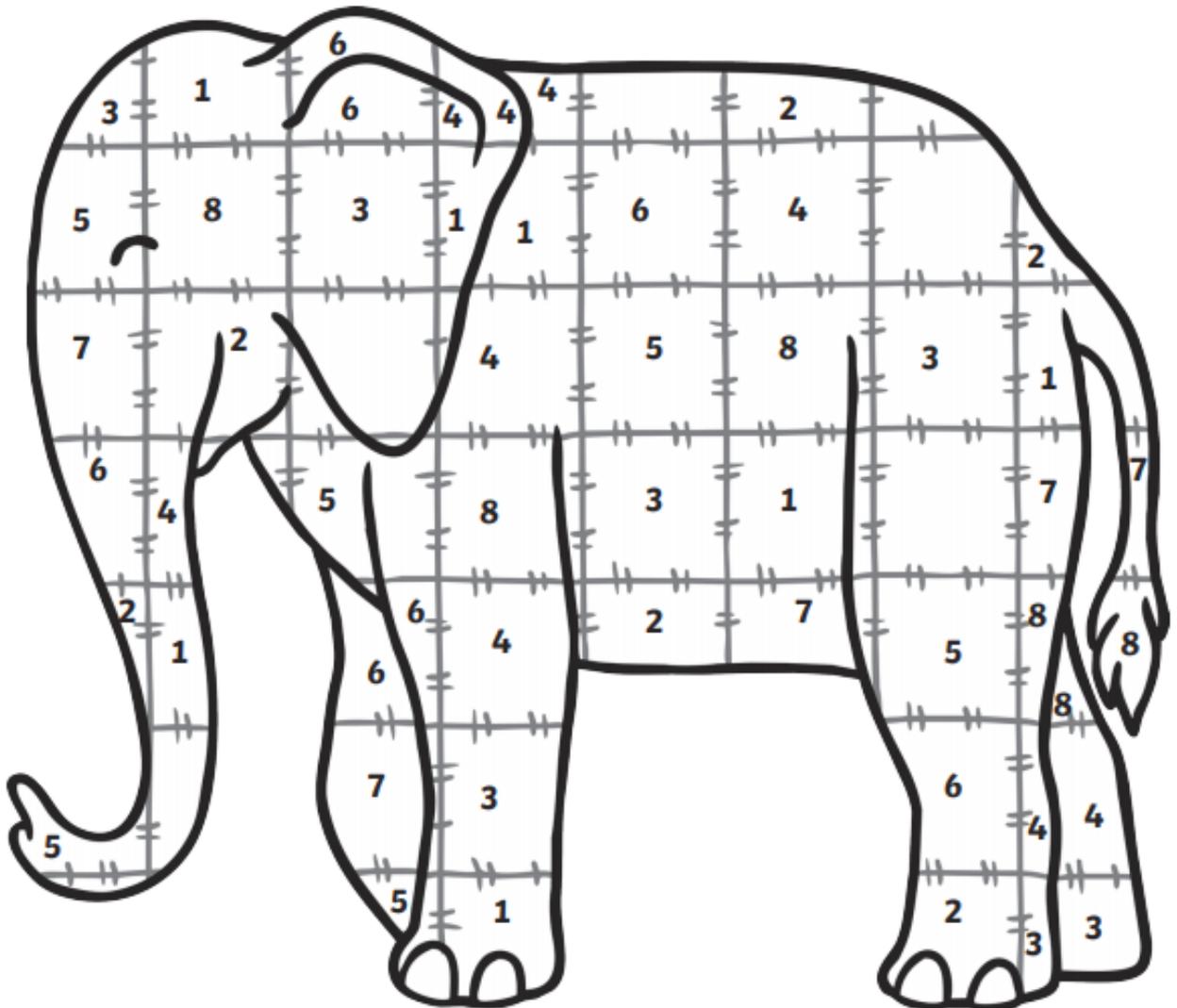
French - Let's Count

Now combine your number skills with your colour skills from last term to complete this colouring sheet - can you remember all the colours?

Coloriage Magique

1 = rouge 2 = orange 3 = jaune 4 = vert

5 = bleu 6 = violet 7 = rose 8 = noir



Computing – Research a Topic

This term we are going to be carrying out some research and recording it using word processing software.

You will be using your school log in which will be sent through to parents privately via ClassDojo messages.

NB For this activity you must use the Google Chrome web browser.

Firstly we'd like you to join your class via Google's Applied Digital Skills teaching site.

1. Go to <https://g.co/AppliedDigitalSkills>
2. Click "**Sign in**" in the top right
3. Sign in with your Google account (account info sent to parents)
4. Click "**I am a student**"
5. Click "**Join a class**" and enter the appropriate class code below.
 - Chestnut class code: **2yjy69**
 - Rowan class code: **r5mqkv**

Next, watch the lesson video to help you understand what to do. You do this by following the instructions below:

1. In Chestnut or Rowan class under My Classes, click the link: [Research and Develop a Project](#)
2. On the next page, click Start
3. The next page will present you with a video with the following heading:

RESEARCH AND DEVELOP A TOPIC > LESSON 1: TEST FOR CREDIBILITY

1. Research and Develop a Topic Introduction

We do **not** want this lesson, so scroll to the bottom, click on the last of the 6 dots, click Submit reflection result and wait for Lesson 2 to load.

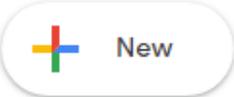
RESEARCH AND DEVELOP A TOPIC > LESSON 2: EXPLORE A TOPIC WITH RESEARCH AND COLLABORATION

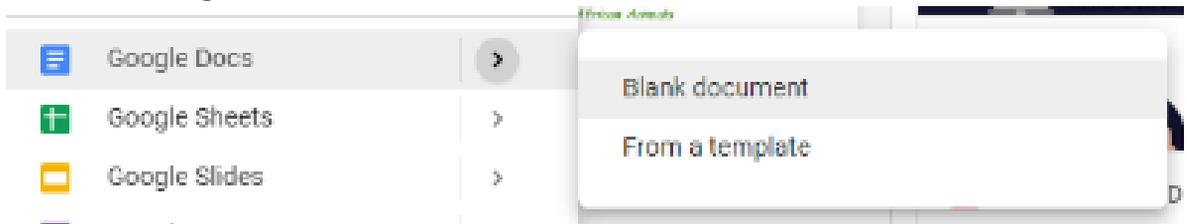
1. Choose a Research Topic 
4. Once you see the heading above, you are at the correct place.
5. Watch this video (1m 54s) and follow the instructions to create your first document. You do not need to press "Next" after the video has finished as that is all we are doing of the lesson today.

If you check the next page, I have also provided written instructions to help you create your first document.

Computing - continued

How to create your first document.

1. Open a new tab
2. Click on the 9 dots in the top right-hand corner 
3. Select (Google) Drive 
4. Select + New 
5. Select Google Docs, Blank Document



6. Click where it says "Untitled Document" at the top of the page and type "Research Notes"
7. Finally add a title to your page: *An A-Z of African Animals*
8. Your document will save automatically

This is the end of the lesson.

Sign out. When you sign in again next time, you will find your document waiting for you in "Drive".

PE @ home ideas

PE with Joe Wicks is back and is live on his YouTube page at 9am on Mondays, Wednesdays and Fridays. Go on, give it a go!

<https://www.youtube.com/c/TheBodyCoachTV/featured>

Or perhaps a Cosmic Yoga: Sonic the Hedgehog Adventure?

<https://youtu.be/QM8NjfCfOg0>

Perhaps Supermovers is more your style - try Fruity's Alien Arcade

Level One - <https://www.bbc.co.uk/teach/supermovers/just-for-fun-fruitys-alien-arcade-11/zvm9scw>

Level Two - <https://www.bbc.co.uk/teach/supermovers/just-for-fun-fruitys-alien-arcade-12/z79f7nb>

Or perhaps you could design your own exercise routine to keep you fit?

Share videos and photos of you taking part in a PE activity with us on your ClassDojo portfolio.



PSHE



PSHE- Linking to our class text 'Mufaro's Beautiful Daughters'.



Thinking about kindness:

Discuss and make a list of some ways that you can show kindness to people you live with, friends and strangers.

Are the acts of kindness the same for each group of people?

Be sure to think of small acts of kindness as well as a bigger act that may involve some time and giving up an opportunity for yourself.

Make a plan to do some of the things on your list.

After some time, come back to talk about the list again. Did you do some of the things you planned? How did you feel? How did the people you were kind to react?

Can you add some ideas to your list?

