



Year 3 Home Learning Pack

week commencing 08/02/2021



Hello Year 3! It's the last week before half-term and this week there's something a little bit different included in our week - A Family Challenge Day!

We will be continuing with fractions in maths this week - a tricky topic, but one you'll become experts at over the next few weeks; in English, we are writing a recount; in topic, we finish with an art project; in science, there is a Kahoot quiz for you to complete to see what you have learned about magnets this term; in our RE we are finishing our topic by answering the question "**What is The Trinity?**" We also have music, French, handwriting, reading comprehension and PE available for you too. In addition, Tuesday 9th February is Safer Internet Day, so all our computing activities are based around this theme.

Just print out any pages you need from this booklet if you are able. If you don't have a printer, don't worry, just copy any questions onto paper and write the answers alongside.

- English - we have included a variety of spelling, grammar, reading and writing activities for you.
- Maths - fractions. We have provided learning at year 3 and year 2 levels so children can access at the appropriate level.
- Remember to send in a photo of your reading record or a note via your portfolio to show you have read at least 4x a week. You will earn a certificate (perhaps a badge too if you hit a reading milestone - Bronze, Silver or Gold) and raffle ticket for entry into the book prize draw. An extra raffle ticket too if you send in a video of you reading.

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.

Keep posting all 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 the last pages of Anna Hibiscus.

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

Tuesday Join Miss Ryan on Zoom for 'Virtual Book Club' at 10am to discuss your favourite books and talk about what you have been reading.

Wednesday - Reading comprehension.

Answer the questions within the pack about Anna Hibiscus.

Thursday

What do you think Anna will get up to next?

Draw the cover of the next book.

What might it be called?

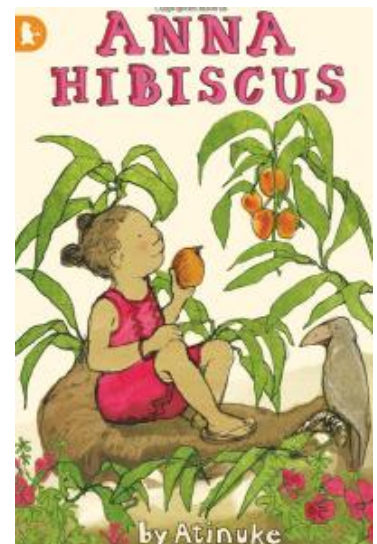
Who will be in the story?

Good luck with your designing!

Friday - Write a book review

Today I would like you to write a book review for Anna Hibiscus.

Use the template provided.





English

Whole Class Reading



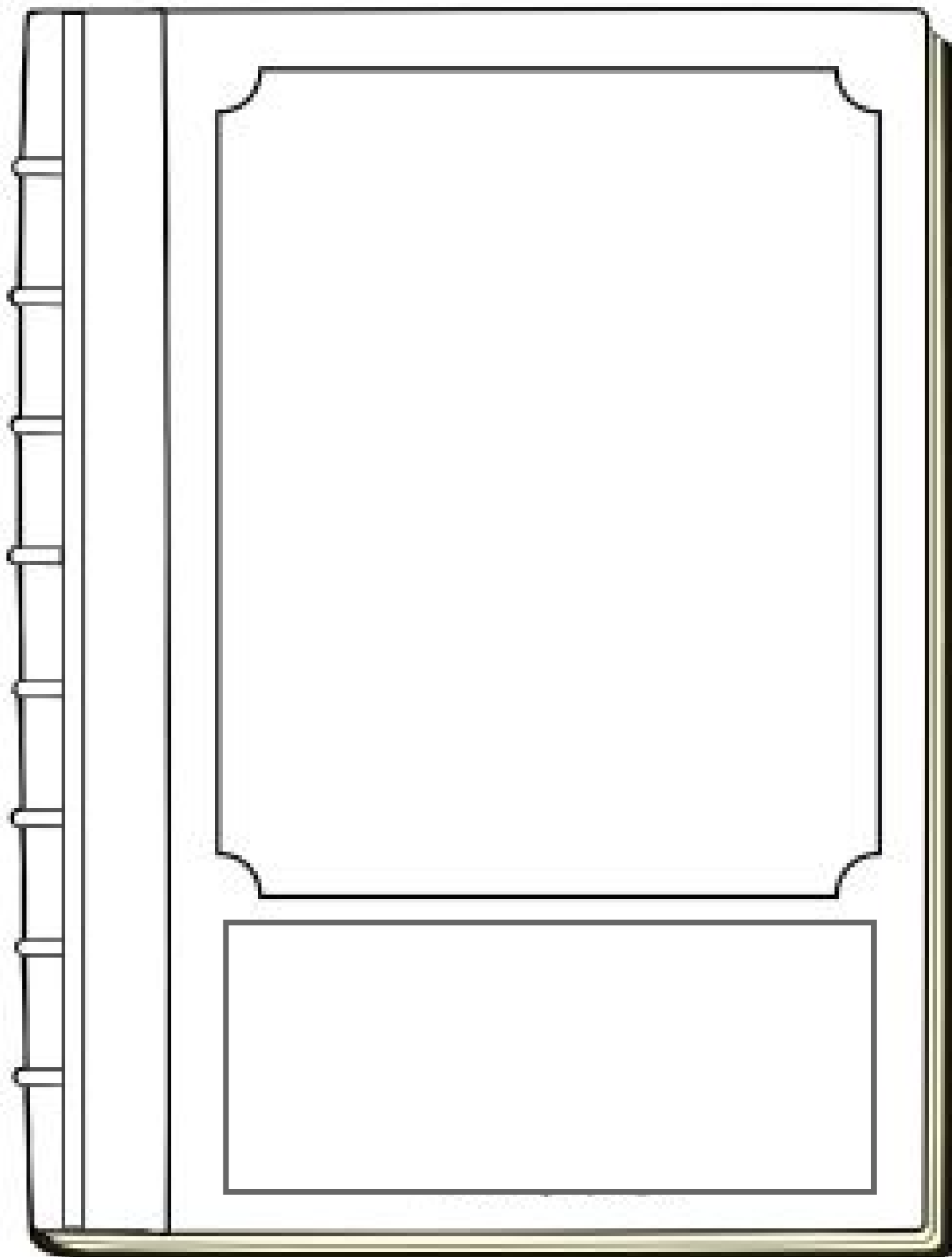
Anna Hibiscus Comprehension

1. Who does Anna Hibiscus live with in Africa?
2. What are the names of Anna's twin brothers?
3. Where did Anna's mother grow up?
4. Who comes to stay with Anna and her family?
5. What things were grandfather and grandmother worried Auntie Comfort would have forgotten while she has been away?
6. Fill in the blank: Anna's family do things the _____ way.
7. Who is in charge of the cooking and the shopping?
8. Where did Anna go to sell her oranges?
9. What did Anna give to the boy who was hungry?
10. What did Anna Hibiscus want to see more than anything?



English

Whole Class Reading - Book cover



Book Review

Title: _____

Author: _____

Publisher: _____



Storyline: _____

What I liked best: _____

What I didn't like: _____

Illustrations ✓ box

Too few
Just right
Too many


Interesting

Boring

Comment: _____

Word difficulty ✓ box

Too easy
Just right
Too hard

Name of reviewer: _____

Date started: _____

Date finished: _____

Favourite character

Picture of favourite character

Recommendation ✓ box

Highly recommended

Reasonable

Not recommended



English

Anna Hibiscus pp 102-105



Dear Granny Canada,
Thank you for inviting me.
I want to see you and Canada and
the bears and go on the aeroplane.
But I wish I could see snow too.
I really really really love snow.
Love from Anna Hibiscus

Anna put the letter in the envelope
and stuck it down.

"I no know address!" she wailed.

"I know it," Uncle Bizi Sunday said.

"Your mama told me one time."

Uncle Bizi Sunday had never been to
school. He could not read; he could not
write. But he could remember everything
he was told. Even if he only heard it
one time.

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Anna Hibiscus waited
while Uncle Bizi Sunday
took the letter to the
post office. Had she
spelt the address
right? Anna Hibiscus



crossed her fingers. She
waited a long, long
time while the
letter was sitting in
the post office until
an aeroplane flew
it all the way across
Africa, and over
the ocean to
where her



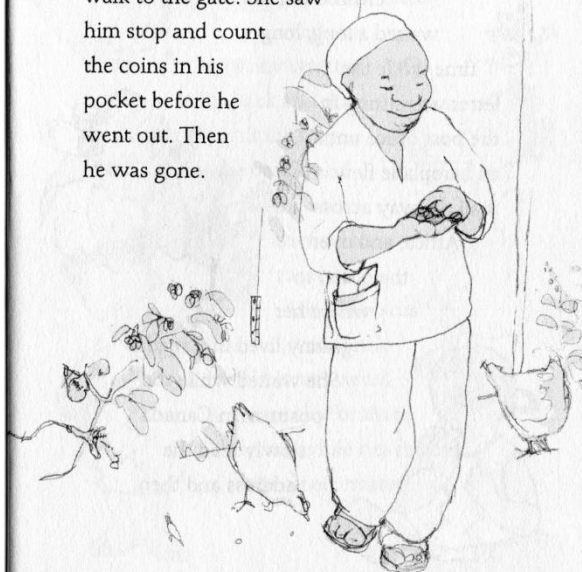
granny lived in Canada.

She waited while the
postman in Canada
slowly read the
address and then



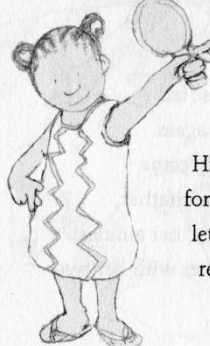
He said the address carefully and Anna
copied it down. The letter was ready! Uncle
Bizi Sunday readied himself. He took off
his apron and put on his shirt. He put the
letter in his pocket.

Anna Hibiscus watched him
walk to the gate. She saw
him stop and count
the coins in his
pocket before he
went out. Then
he was gone.



delivered the letter
to her granny. She
waited while her
granny opened
the letter, read
it and smiled.
She waited

while her
granny wrote a
letter back and that
new letter flew all the way
across the ocean, and
all the way
across Africa
to where
Anna Hibiscus



lived. Anna
Hibiscus waited
for weeks for that
letter, while her fingers
remained crossed.



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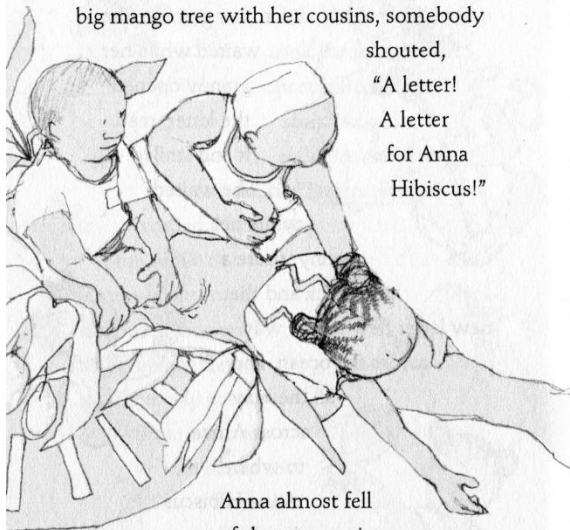
English

Anna Hibiscus pp 106-109



Then one day, as Anna was sitting in the big mango tree with her cousins, somebody

shouted,
"A letter!
A letter
for Anna
Hibiscus!"



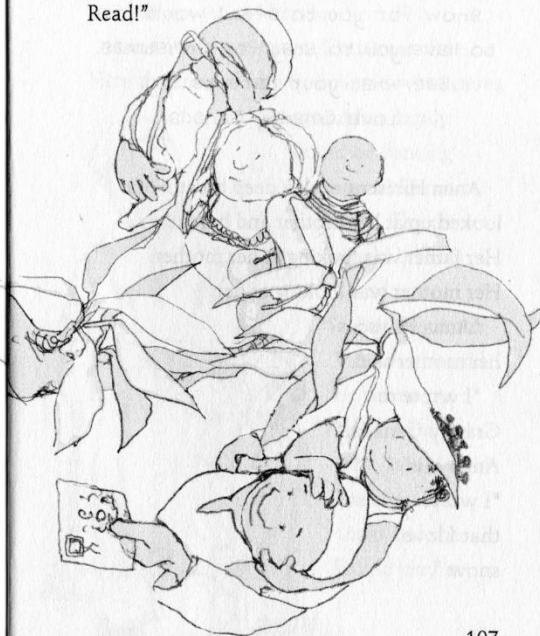
Anna almost fell
out of the tree, again.

Everybody in Anna's family came running. Her father, her grandfather, her grandmother, her uncles, her aunties; all of her cousins; her mother with her two

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baby brothers; but first and fastest was Uncle Bizi Sunday.

"A letter from Canada!" Chocolate shouted, looking at the stamp. "Read, Anna! Read!"



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Dear Anna Hibiscus,
Why don't you come and visit
me at Christmas time instead?

Then there will be plenty of
snow for you to see. I would love
to have you to stay for Christmas.

See what your parents say.

Love Granny Canada

Anna Hibiscus took a deep breath. She looked up at her mother and her father. Her father was looking at her mother. Her mother was looking at her.

"Anna Hibiscus?"
her mother said.

"I wrote to
Granny Canada,"
Anna said.

"I wrote
that I love
snow."



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Her mother opened her mouth, but before she could speak: "Initiative!" said Grandfather. "Can she go?"

"Of course," her father said. "Of course you can go, Anna Hibiscus."

Anna could not move. Christmas time. Here the trees would be covered with leaves and lights and her family would be dancing

to music beneath them. The days would be long and warm.

But she, Anna Hibiscus, would be where the trees were bare. The days would be short and cold and she would play in ...



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English

Anna Hibiscus pp 110-112



"SNOW!" shouted Anna.

Everybody cheered and clapped and laughed. Chocolate and Angel sang. Uncle Bizzi Sunday danced Anna Hibiscus around and around. Hip-hip ...

HOORAY!



"Snow, you are wonderful!
Anna will see and tell you so!
Snow, you are so cold-o!
Anna will feel and say you so!
Snow, you are so sweet-o!
Anna will taste and tell us so!
SNOW!"



Atinuke was born in Nigeria and spent her childhood in both Africa and the UK. She works as a traditional oral storyteller in schools and theatres all over the world. Atinuke is the author of two children's book series, Anna Hibiscus and The No. 1 Car Spotter. Atinuke lives on a mountain overlooking the sea in West Wales with her two sons.

She supports the charity
SOS Children's Villages.

Lauren Tobia lives in Southville, Bristol. She shares her tiny house with her husband and their two yappy Jack Russell terriers. When Lauren is not drawing, she can be found drinking tea on her allotment.





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

Recap words - most commonly misspelt so far this year.

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

- ☐ fifteen
- ☐ little
- ☐ April
- ☐ many
- ☐ Thursday
- ☐ purple
- ☐ once
- ☐ Saturday
- ☐ July
- ☐ people
- ☐ August
- ☐ saw
- ☐ twelve
- ☐ don't

Further challenge - Year 3/4 Spellings

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









- ☐ imagine
- ☐ increase
- ☐ important
- ☐ interest
- ☐ island
- ☐ knowledge
- ☐ learn
- ☐ length
- ☐ library
- ☐ material



English Spelling Menu



Here are some different ideas for helping you learn your spellings. Find some that work for you.

1. ABC Order  Write all of your spelling words in alphabetical (ABC) order.	2. Word Parts Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u> ing cater <u>pill</u> ar	3. Other Handed Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	4. Vowel Spotlight Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)
5. Use Technology Type out your spelling words on the computer. Try to use at least 4 different fonts. 	6. Pyramid Words s sp spe spel spell spelli spellin spelling (or make them boat shaped, star, smiley face, etc.)	7. "Ransom" Words "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words. 	8. Rainbow Words Write your spelling words with coloured pencils. Make each letter a different colour. 
9. Scrambled Words Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta	10. Silly Sentences Write 3 or more sentences that use all your spelling words. 	11. Prefixes and Suffixes Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u> portant happ <u>iness</u>	12. Word Search Create your own word search with your spellings. Show the answers to your puzzle in a different colour. 
13. Flashcards Make and practice with flashcards. Put the word on one side and definition (meaning) on the other. 	14. Picture & a Story Draw a picture defining each word. Write a sentence about your picture using the word.	15. Words without Vowels Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question	16. Train Words Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u> <u>back</u> <u>stop</u>
17. Write a Story, Poem or Song with Words Write a story using all your spelling words. Underline the words you used.	18. Bubble Letters Write your spelling words out in bubble writing. 	19. Words Within Words Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat	20. Picture words Draw a picture and hide your spelling words in the picture.



English Spelling Menu



Here are some different ideas for helping you learn your spellings. Find some that work for you.

21. Question/Answers

Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.



22. Riddles

Write a riddle for each of your words. Don't forget to answer them.

e.g. I am grey. I have a trunk and big ears.
Answer: elephant.



23. Crossword Puzzle

Make a crossword puzzle with your spelling. Show the answers to your puzzle.



24. Rhyming Words

Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme.
e.g. men and again

25. Homophones

Can you find any homophones which go with your spelling words? What do they mean?
e.g. wear and where, to, too and two
their, there and they're

26. Writing Race

Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.



27. Code Words

Come up with a code for each letter of the alphabet and then write each word in code.
e.g. a = □ b = ◆ c = ▲

28 Word Classes

Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.

29. Synonyms



Find at least 2 synonyms for each of your spelling words.

30. Antonyms

Find an antonym (opposite) for each of your spelling words.



31. Joker

Write jokes containing each of your spelling words.



32. Backwards Words

Write your spelling words forwards and then backwards. Remember to write neatly!

SDRAWKAS

33. X Words

Write 2 words with one letter in common so that they cross over each other.
e.g. b
r
cheese
a
d

34. Acrostic Poem

Write an acrostic poem for your spelling words. See if you can stick to a theme when writing.
e.g. sun

Sun shines brightly
Up in the sky
Nice and warm on my face

35. Scrabble

In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?





English Writing



You need to watch the lesson input videos to find out what your recount is going to be about.

Monday - Story map your recount

Miss Ryan will talk you through this in an input video. We will begin planning your recounts by story mapping them. Think about each thing you do within your day and create a picture for each event.

Tuesday - plan your recount

Use the planning template to write your recount plan. Miss Ryan will show you an example on Class Dojo.

Include language from the word mats to support your planning. Jot down words you would like to use within your writing.

Wednesday - Innovation 1

Today you will begin to write your recount.

Using your plan today you will write the title and your opening paragraph.

Think about who, what, where and when?



Thursday - Innovation 2

Today you will continue writing your recount. Today the focus is on your main paragraphs. Focusing on writing in chronological order.

Again, Miss Ryan will talk you through this via an input video on Class Dojo.

Friday - Innovation 3

Writing the final paragraph of your recount. Miss Ryan will talk you through this via an input video on Class Dojo.

Then read over your work checking for any mistakes!

RECOUNTS TOOLKIT

Audience
Someone who is interested in what has occurred.

Structure
Paragraphs that are organised in chronological order.

Purpose
To let the reader know what has happened in an interesting and informative way.

Language features:

- Past tense
- Written in first or third person
- Time connectives

Examples of recounts:

- Newspaper articles
- Magazine articles
- Autobiographies
- Information about historical events
- What happened on a school trip

Recount Writing Mat



When

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
At the weekend
Last week
Last Month



Where

Home
Park
Shops
Cinema
Restaurant
Seaside



Who

Mum
Dad
Brother
Sister
Friend



What

Played
Watched
Ate
Danced
Shopped
Went to read



I am writing in the...
1st person

I

me

we

I dropped my ice cream on the floor!

PAST
TENSE



IT ALREADY
HAPPENED!!



Firstly

Next

Then

After that

Later

Finally

Name: _____

My Recount Plan.

When?	Who?	What?	Where?

First...	Then...
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Next...	Finally...
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

WOW Words



Handwriting



Watch the videos online via *ClassDojo* and practise writing the letters using the lines below.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top red, middle blue, bottom red) for writing practice.



Handwriting



Watch the videos online via *ClassDojo* and practise writing the letters using the lines below.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top red, middle blue, bottom red) for letter formation.



Reading Comprehension Easiest



Garden Birds

Why do Birds Matter?

- They help plant life by scattering seeds. This means that seeds get to travel to different places and grow in other places.
- They control insect growth. Many birds eat insects. Without birds eating them, there would be a dangerously high number of insects.
- Birds, like magpies and crows, eat dead animals. This gets rid of the rotting animals which could cause diseases.



Numbers of Common Garden Birds

There has been a big drop in the number of starlings. The reason could be that farming has made it more difficult for them to find their favourite food – the crane fly larvae.

The number of house sparrows has also dropped. This could be because of cats, or air pollution due to more cars being used. Fortunately, last year, there was an increase in house sparrows reported through an RSPB survey.

There has also been an increase in less well-known birds, like fieldfares. One reason for seeing more fieldfares in gardens seems to be the cold weather that has made them leave the countryside and look for food in gardens.



RSPB

The Royal Society for the Protection of Birds - a charity that protects British birds.

Migration

Some birds migrate from the UK during the winter months and return when the weather becomes warmer.

- Swifts and swallows migrate to Africa.
- They can fly 200 miles every day.
- Many die from starvation, exhaustion and storms.



At the beginning of 2016, there were more sightings of long-tailed tits and goldcrests. A warmer winter meant more of these tiny birds survived.



Reading Comprehension Easiest



Garden Birds

Resident British Birds



Robins:

- have a bright red breast;
- are very aggressive and will defend their territory;
- sing all year round;
- can be seen in British gardens all year round.

Magpies:

- have a loud, chattering cackle;
- can be easily seen with their black and white feathers;
- are important insect controllers;
- hunt for leftover food and dead animals.





Reading Comprehension Easiest Questions



1. Why is it a good thing that birds help scatter seeds?

2. What would happen if birds did not eat insects?

3. Name one bird that eats dead animals.

4. What is a starling's favourite food?

5. Give one reason why there are fewer house sparrows around.

6. What do the RSPB do?

7. Why are fieldfares having to leave the countryside?

8. Why are there more long-tailed tits and goldcrest birds around?

9. How far can migrating birds fly on one day?

10. Which word has been used that means robins can get angry with other birds?

11. Write two facts about magpies.



Reading Comprehension Harder



Garden Birds

Why do Birds Matter?

Birds are just there to look pretty and sound nice, right? Wrong! Birds are vital for the environment.



Birds encourage varied plant life through seed dispersal. They disperse seeds within their droppings, by catching them on their feathers and by dropping them from their beaks while flying. This means seeds get to travel to different places and grow elsewhere.



Birds control insect growth. Many birds, such as dunnocks, blue tits and blackbirds, eat insects. Without these insect-eating birds, there could be a dangerous number of insects on the planet.

Many birds, like crows and magpies, help rid the world of disease through eating dead animals. Without these birds eating the carcasses of other animals, diseases could more easily be spread.

Decreasing Numbers of Common Garden Birds

The starling, once common, has seen a steady decline in numbers. The loss of starlings has been linked to farming; it is thought that heavily farmed land makes it more difficult for birds to find their favourite food, the crane-fly larvae.

House sparrow numbers have also decreased in the last few years, particularly in urban environments. The reason is not fully known, but could be due to cats or air pollution from more vehicles being used. Fortunately, last year, there was an increase in house sparrows reported through an RSPB nationwide survey.



Urban Environment
Cities and towns.



RSPB
The Royal Society for the Protection of Birds - a charity that protects British birds.

The Rise of Less Common Garden Birds

There has been an increase in some birds that are not often seen in gardens, such as fieldfares. Fieldfares are large, colourful thrushes that stand very upright and move forward with little hops. One reason for this increase seems to be freezing



Reading Comprehension Harder



Garden Birds

winters forcing fieldfares to leave the countryside and look for food in gardens.

At the beginning of 2016, there was an increase in the sightings of long-tailed tits and goldcrests. A warmer winter meant that more of these tiny birds survived.

Migration

Some birds migrate from the UK during the winter months and return when the weather becomes warmer.



- Swifts and swallows migrate to Africa.
- They can fly up to 200 miles every day.
- Many die from starvation, exhaustion and storms.



Resident British Birds



Robins:

- have a bright red breast;
- are very aggressive and will defend their territory;
- sing all year round;
- can be seen in British gardens all year round.

Magpies:

- have a loud, chattering cackle;
- can be easily seen with their black and white feathers;
- are important insect controllers;
- hunt for leftover food and dead animals.





Reading Comprehension Harder Questions



1. How do birds help with seed dispersal?

2. Why are insect-eating birds important?

3. What is the benefit of birds eating the carcasses of dead animals?

4. Explain what problems have occurred due to heavily farmed land.

5. Why are there fewer house sparrows? Give one reason.

6. Describe how fieldfares move.

7. Name one bird whose numbers have increased. Explain why this has happened.

8. Why do some birds migrate, and where do they go?

9. Why might storms be a danger to migrating birds?

10. Are Robins always cute and friendly?

11. Name one good thing that magpies do.



Reading Comprehension Hardest



Garden Birds

Why do Birds Matter?

Birds are just there to look pretty and sound nice, right? Wrong! Birds are vital for the ecological harmony of the environment.



Birds contribute to the diversity of plant life through pollination and seed dispersal. They disperse seeds within their droppings, by catching them on their feathers and by dropping them from their beaks while flying. This means seeds get to travel to different places and grow elsewhere.



Birds control insect outbreaks and create important nesting areas for other species. Many birds, such as dunnocks, blue tits and blackbirds, eat insects. Without these insect-eating birds, we could be overrun with minibeasts. Also, their nests provide suitable habitats for insects, particularly the nests of sparrows, jackdaws and pigeons.

Many birds, such as carrion crows and magpies, help rid the world of disease through scavenger 'clean-up' services. Without these birds eating the carcasses of other animals' kills, diseases could be more easily spread.

The Decline of Common Garden Birds

In the UK, there are a wide variety of garden birds. The most common species are the sparrow and starling. However, starlings, famous for their winter 'murmurations' (where hundreds of birds swoop together in the sky), have seen a steady decline in numbers. The loss of starlings has been linked to the lack of traditional, established farming pastures. Experts believe that intensively farmed land makes it more difficult for them to find their favourite food – crane fly larvae.



Urban Environment
Cities and towns.



Suburban Environment
Residential areas, less densely populated than urban areas

House sparrows have experienced a rapid decline in the last few years, particularly in urban and suburban environments. The causes remain largely unknown with everything from cats to air pollution being blamed. Fortunately, last year, there was an increase in house sparrows reported through an RSPB nationwide survey.



Reading Comprehension Hardest



Garden Birds

The Rise of Less Common Garden Birds

There has been an increase in some species that are not commonly seen in back gardens, such as fieldfares and jays. Fieldfares are large, colourful thrushes that stand very upright and move forward with purposeful hops. The reason for this increase seems to be freezing winters forcing fieldfares to leave the countryside and look for food in gardens.

At the beginning of 2016, there was an increase in sightings of long-tailed tits and goldcrests. This is likely to be due to warmer winters so more of these tiny birds survive.

Migration

Some birds migrate from the UK during the winter months and return later in the year when the weather becomes warmer. Swifts and swallows migrate to Africa, covering a staggering 200 miles per day.



During their journey, they face a number of dangers including starvation, exhaustion, storms and predators.

Few predators can catch a swallow in flight, but some sparrowhawks have been known to do this. Swallows can be quite threatening to other birds and have been known to 'mob' crows and magpies.



Resident British Birds



One of the most common birds in British gardens is the robin. With its bright red breast, it is a cheerful bird to spot, especially in the winter months. Robins sing all year round. Despite looking cute, they are hugely territorial and will quickly see off intruders.

Magpies are another common sight. Their chattering cackle can be frequently heard and the flash of black and white plumage is easily recognisable. Known for being scavengers, thieves and aggressive characters, they are not well-liked. However, they are important insect controllers and clear up carcasses when necessary.





Reading Comprehension Hardest



1. Summarise what the general theme of the second paragraph is about.

2. Give two examples of how birds affect the insect population.

3. What benefit do carrion crows offer?

4. What are murmurations?

5. Why has there been a decline in the number of starlings?

6. Which word has been used that means the number of house sparrows has gone down very quickly?

7. Has there been any positive news about sparrows? If so, what?

8. Why have fieldfares been seen more frequently in gardens?

9. Choose one of the dangers that faces migrating birds, and explain why you think it could be a danger.

10. Why do swallows not have many predators?

11. Are Robins always cute and friendly?

12. Why do magpies not have a good reputation? Find one positive point about them.

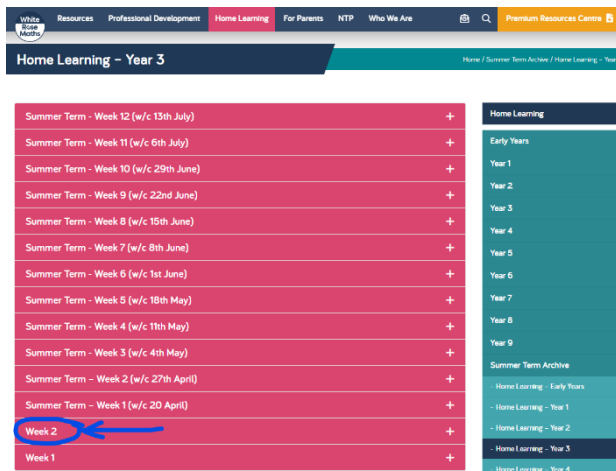


Maths



This week in maths we are continuing our topic on *fractions*.

For each step, there is a handy video to guide you through the learning, then there are question packs to practise for yourself. The questions have been included in this pack on the following pages. Remember to pause the video when asked and practise questions.



Monday - Fractions on a number line

<https://whiterosemaths.com/homelearning/summer-archive/year-3/> then scroll to the bottom of the screen and select Week 2 (see screenshot) Select the first video and use the appropriate question set which follows.

Tuesday - Fractions of a set of objects (1)

<https://whiterosemaths.com/homelearning/summer-archive/year-3/> then scroll to the bottom of the screen and select Week 2 (see screenshot) Select the second video and use the appropriate question set which follows.

Wednesday - Family Challenge Day

Thursday - Fractions of a set of objects (2)

<https://whiterosemaths.com/homelearning/summer-archive/year-3/> then scroll to the bottom of the screen and select Week 2 (see screenshot) Select the third video and use the appropriate question set which follows.

Friday - Fractions of a set of objects (3)

<https://whiterosemaths.com/homelearning/summer-archive/year-3/> then scroll to the bottom of the screen and select Week 2 (see screenshot) Select the fourth video and use the appropriate question set which follows.

You can find the answer sheets alongside each video on the website.

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
$6 + 9 = 15$	$3 + 8 = 11$	
$4 + 7 = 11$	$7 + 7 = 14$	
$5 + 6 = 11$	$6 + 9 = 15$	
$3 + 9 = 12$	$7 + 8 = 15$	$15 - 6 = 9$
$4 + 8 = 12$	$7 + 9 = 16$	$15 - 9 = 6$
$5 + 7 = 12$	$8 + 8 = 16$	
$6 + 6 = 12$	$8 + 9 = 17$	
$4 + 9 = 13$	$9 + 9 = 18$	
$5 + 8 = 13$		

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?

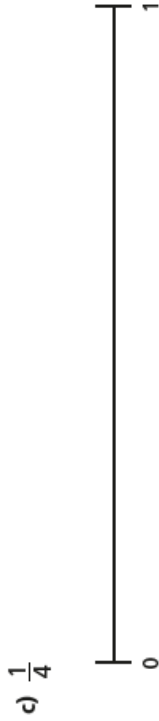
They should be able to answer these questions in any order, including missing number questions e.g. $3 \times \bigcirc = 18$ or $\bigcirc \div 3 = 11$.

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 $36 \div 12 = 3$.

Fractions on a number line

1 Draw an arrow to show the fractions on the number lines.

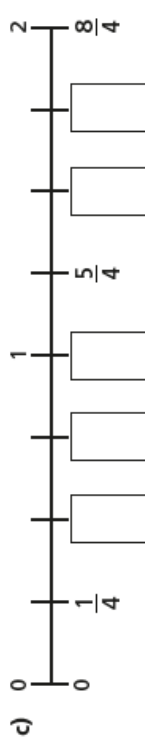
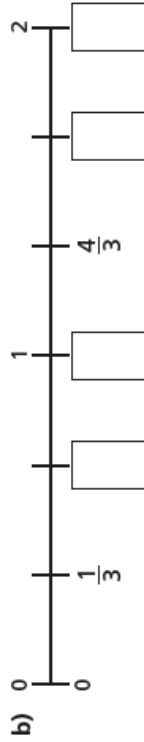


Are your answers accurate or are they estimates?

2 Write $<$, $>$ or $=$ to compare the fractions.

- a) $\frac{1}{2}$ \bigcirc $\frac{1}{4}$
 b) $\frac{1}{4}$ \bigcirc $\frac{1}{3}$
 c) $\frac{1}{3}$ \bigcirc $\frac{1}{2}$

3 Write the missing fractions on the number lines.



d) Write three fractions that are equivalent to one whole.

Use the number lines to help you.

What do you notice?

Talk about it with a partner.

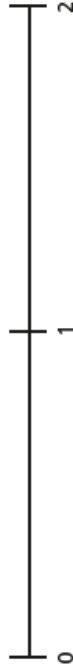


- 4 Draw an arrow to estimate where each fraction belongs on the number line.

a) $\frac{3}{4}$



b) $1 \text{ and } \frac{2}{3}$



5

Write each fraction under the correct heading.

$\frac{2}{3}$

$\frac{4}{4}$

$\frac{5}{3}$

$\frac{1}{8}$

$\frac{3}{3}$

$\frac{3}{4}$

$\frac{7}{4}$

$\frac{8}{8}$

$\frac{7}{8}$

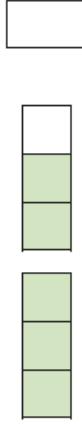
Less than one whole	Equal to one whole	More than one whole

6

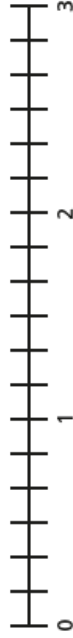
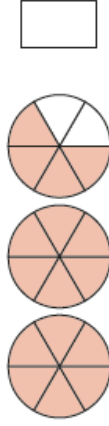
What fraction is shown in each diagram?

Draw an arrow to show the fraction on the number line.

a)



b)



7

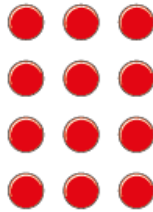
One eighth is greater than one quarter.

Do you agree with Teddy? _____
Use the number line to show why.







Fractions of a set of objects (1)

1 Here are some counters.



- a) Circle $\frac{1}{4}$ of the counters.
- b) How many counters did you circle?
- c) What is $\frac{1}{4}$ of 12?

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

- a) $\frac{1}{2}$ of 8 = 4 
- b) $\frac{1}{2}$ of 16 = 
- c) $\frac{1}{4}$ of 8 = 
- d) $\frac{1}{4}$ of 16 = 

3


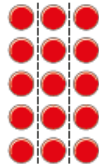
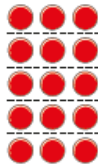
To find a half I need to divide by 2



Do you agree with Dexter? _____
Talk about it with a partner.

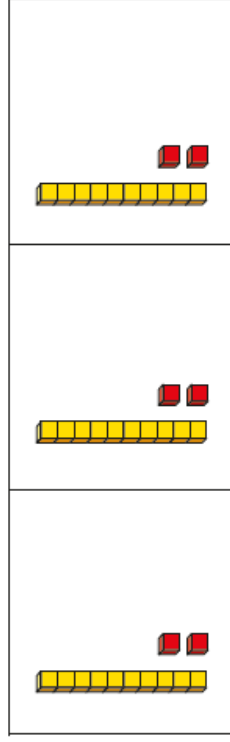
4

Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter		$\frac{1}{4}$ of 8 = 2	
			
			



- 5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

- a) $\frac{1}{3}$ of 63 = c) $\frac{1}{4}$ of 92 =
- b) $\frac{1}{4}$ of 48 =

- 6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36



Use Nijah's method to complete the calculations.

- a) $\frac{1}{3}$ of 96 = c) $\frac{1}{4}$ of 52 =
- b) $\frac{1}{5}$ of 60 =

- 7 Which amount is greater? Tick your answer.

☐ $\frac{1}{3}$ of £75 or ☐ $\frac{1}{5}$ of £75

Show your workings.

- 8 Complete the number sentences.

- a) $\frac{1}{2}$ of = 30 c) $\frac{1}{5}$ of = 50
- b) $\frac{1}{4}$ of = 20

- 9 Rosie, Amir and Alex each find a fraction of 24 using counters.

- a) Order the children from least counters to most counters.

least counters most counters

- b) What fraction of the counters does Alex have?

- c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

Fractions of a set of objects (2)

- 1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 =

b) $\frac{3}{4}$ of 8 =

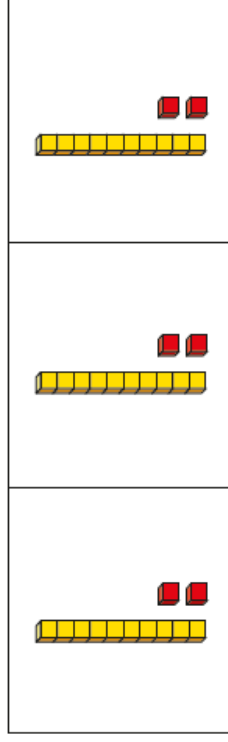
c) $\frac{2}{5}$ of 20 =

- 2 Match the questions and answers.

$\frac{2}{3}$ of 9 = ?	9
$\frac{3}{5}$ of 15 = ?	6
$\frac{5}{6}$ of 12 = ?	15
$\frac{3}{4}$ of 20 = ?	10
3 What is $\frac{6}{6}$ of 18?	

How do you know?

- 4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36



Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 =

b) $\frac{3}{4}$ of 48 =

c) $\frac{3}{4}$ of 92 =

- 5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36



Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 =

b) $\frac{3}{5}$ of 60 =

c) $\frac{3}{4}$ of 52 =

6 Complete the number sentences.

a) $\frac{2}{3}$ of = 30

b) $\frac{3}{4}$ of = 30

c) $\frac{5}{6}$ of = 30

7

To find $\frac{3}{4}$ of 12,
you divide by 4 and then
multiply the answer by 3



Tommy

To find $\frac{3}{4}$ of 12,
you divide by 3 and then
multiply the answer by 4



Dexter

Who is correct? _____

How do you know? Show your working.



8 Dora, Whitney and Ron each find a fraction of 24 using counters.



I have $\frac{5}{6}$ of 24

Dora



I have $\frac{2}{3}$ of 24

Whitney



I have 18 counters.

Ron

a) Who has the most counters? Show your workings.

b) How many more counters does Dora have than Whitney?

9

Write fractions to make the statements correct.

of 36 < 18

of 36 = 18

of 36 > 18

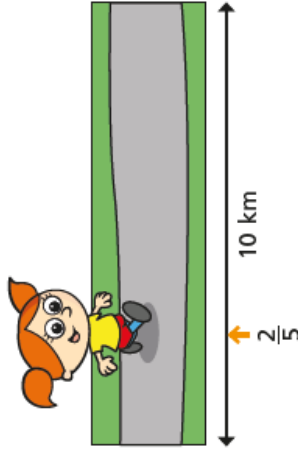
How many different answers can you find for each?
Compare with a partner.



Fractions of a set of objects (3)

- 1 In a class of 32 children, three eighths are girls.
How many children are boys?

- 2 Alex is taking part in a 10 km race.



She has run two fifths of the race.

What distance does she have left to run?

 km

- 3 Filip has £3 and 20p.



He spends half of his money.

How much does he have left?

£ and p

- 4 Teddy opens a bag of cherries and puts $\frac{1}{2}$ on a plate.



How many cherries were there in the whole bag?

- 5 Ron has £4 and 50p.

He decides to share the money equally between himself and his two sisters.



How much money will each child get?

£ and p

- 6 A bag of potatoes weighs 500 g.



Annie's dad uses one quarter of the potatoes to make a shepherd's pie.

What is the mass of the potatoes left in the bag?

 g

7

Dexter spends one third of his money.
He has these coins left.

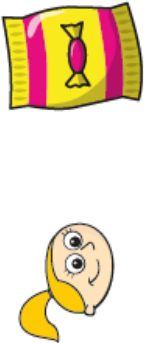


How much did Dexter spend?

£ and p

8

Eva has a bag of 20 sweets.



She eats $\frac{1}{4}$ of the sweets.

She gives $\frac{1}{5}$ of the sweets that are left to Dora and 2 sweets to her mum.

How many sweets does Eva have left?

9

Whitney has a box of raisins.

She eats $\frac{1}{4}$ of the raisins and gives 3 to her brother.

She has 9 raisins left.

How many raisins were in the box at the start?

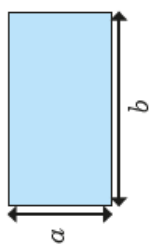
10

Here is a rectangle.

The perimeter of the rectangle

is less than 30 cm.

Side a is one half of the length of side b .



a) Complete the table to show the different possible integer lengths of side a and side b .

Length of side a	Length of side b	Perimeter
1 cm	2 cm	6 cm

b) What are the longest possible integer lengths of side a and b ?

side a _____

side b _____

c)



Talk to a partner about why Dexter is wrong.



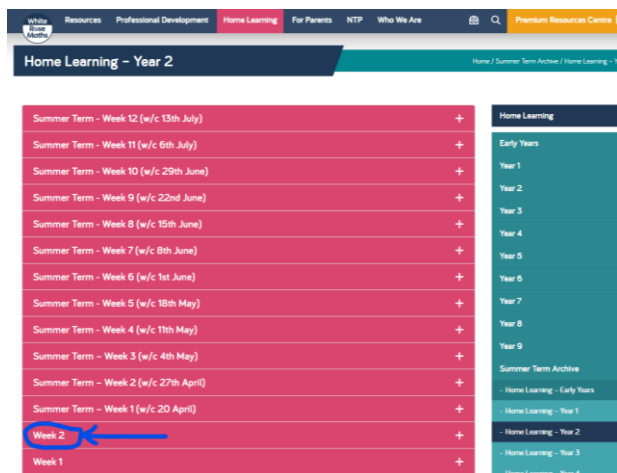
Maths



This week in maths we are continuing our topic on ***fractions***.

If you feel your child is struggling with the year 3 fractions, please follow the year 2 curriculum below which covers the missed learning from last year.

For each step, there is a handy video to guide you through the learning, then there are question packs to practise for yourself. The questions are on the following pages.



Monday - Recognise a third

<https://whiterosemaths.com/homelearning/summer-archive/year-2/> then scroll to the bottom of the screen and select Week 2 (see screenshot) Select the first video and use the appropriate question set which follows.

Tuesday - Find a third

<https://whiterosemaths.com/homelearning/summer-archive/year-2/> then scroll to the bottom of the screen and select Week 2 (see screenshot) Select the second video and use the appropriate question set which follows.

Wednesday - Family Challenge Day

Thursday - Unit fractions

<https://whiterosemaths.com/homelearning/summer-archive/year-2/> then scroll to the bottom of the screen and select Week 2 (see screenshot) Select the third video and use the appropriate question set which follows.

Friday - Non-unit fractions

<https://whiterosemaths.com/homelearning/summer-archive/year-2/> then scroll to the bottom of the screen and select Week 2 (see screenshot) Select the fourth video and use the appropriate question set which follows.

You can find the answer sheets alongside each video on the website.

Recognise a third

1 Use the words to complete the sentences.

$\frac{1}{3}$

three

third



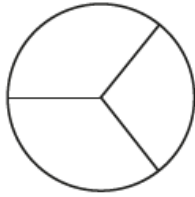
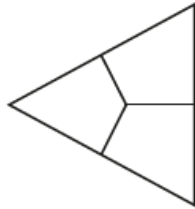
The spinner is split into _____ parts.

Each part is worth a _____.



This can be written as

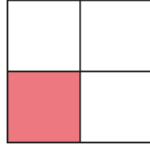
2 Colour $\frac{1}{3}$ of each shape.



3 Do the shapes have $\frac{1}{3}$ shaded?

Tick your answer.

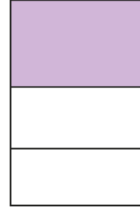
a)



Yes ☐

No ☐

b)



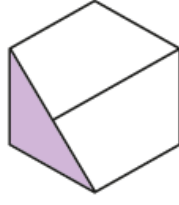
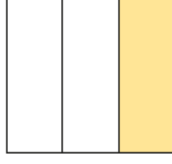
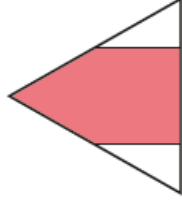
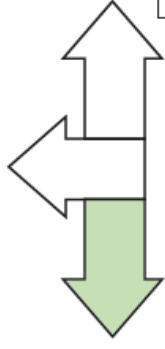
Yes ☐

No ☐

How did you work this out? Talk to a partner.

4

Tick the shapes that have $\frac{1}{3}$ shaded.


☐

☐

☐

☐


- 5 Ron cuts up some fruit.



banana



apple



melon

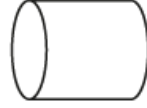


- a) Has the banana been cut into thirds?
How do you know?

- b) Which fruit has been cut into thirds?

- c) Which fruit has been cut into halves?

- 6 Draw lines to split the cylinder into thirds.



7



$\frac{1}{3}$ is greater than $\frac{1}{2}$
because 3 is
greater than 2

Is Alex correct? _____

Draw a picture to show your answer.



- 8 Only $\frac{1}{3}$ of each shape has been drawn.

Draw the whole shape in the box.

a) 



b) 



Find a third

- 1 3 children are sharing a bar of chocolate.

The chocolate is split into 6 equal parts.



- a) Draw lines to share the chocolate equally.

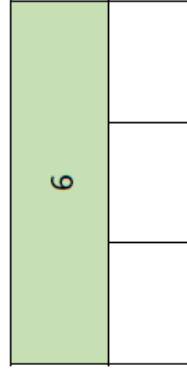
- b) Complete the sentences.

The whole chocolate bar is split into equal parts.

Each child gets parts each.

$$\frac{1}{3} \text{ of } 6 = \boxed{}$$

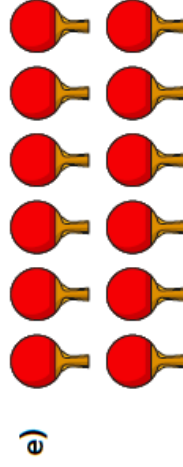
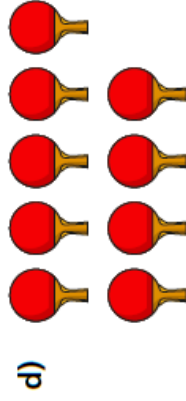
- c) Complete the bar model and number sentence.



$$\frac{1}{3} \text{ of } 6 = \boxed{}$$



- 2 Circle $\frac{1}{3}$ of each group of items.



- 3 Circle $\frac{1}{3}$ of each group of items.

Complete the number sentences.

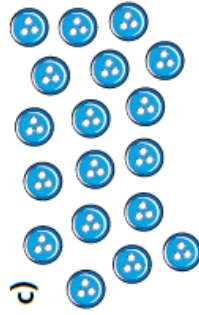


$$\frac{1}{3} \text{ of } 15 =$$



of

=

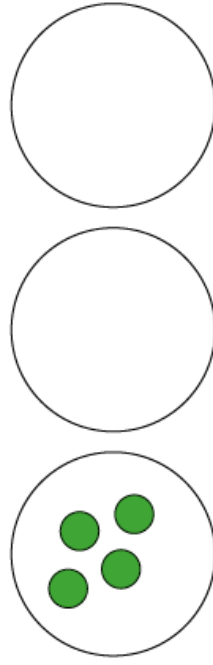


of

=

- 4 One third of a number is 4

What is the number?



The number is

5



Teddy

I have $\frac{1}{3}$ of £9



Mo

I have $\frac{1}{2}$ of £8

Who has more money? _____

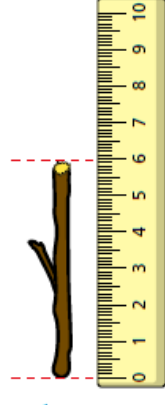
How do you know?

6

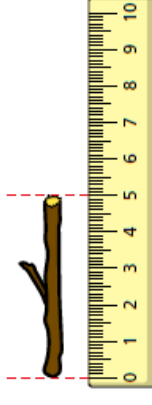
Whitney snaps two sticks into thirds.

Here is $\frac{1}{3}$ of each stick.

Stick A



Stick B



- a) How long was stick A before Whitney snapped it?

cm

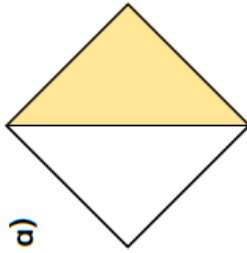
- b) How long was stick B before Whitney snapped it?

cm



Unit fractions

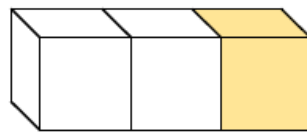
1 Complete the sentences for each shape.



There are equal parts.

There is part shaded.

is shaded.



There are equal parts.

There is part shaded.

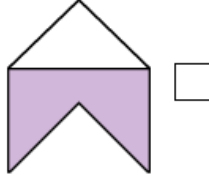
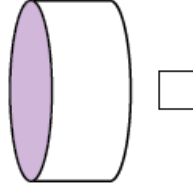
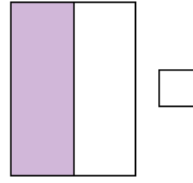
is shaded.

2 There are equal parts.

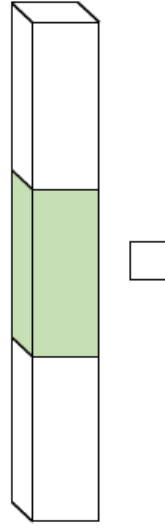
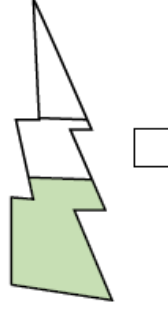
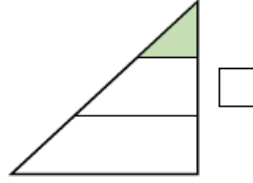
There is part circled.

is circled.

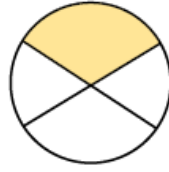
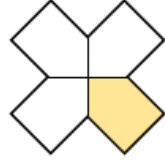
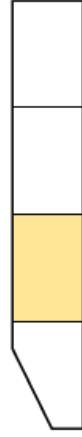
3 Tick the shape that has $\frac{1}{2}$ shaded.



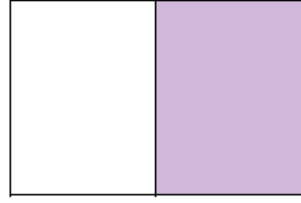
4 Tick the shape that has $\frac{1}{3}$ shaded.

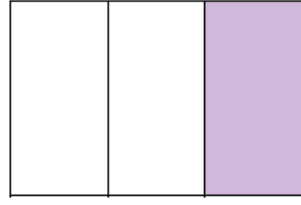


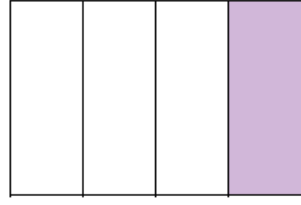
- 5 Tick the shapes that have $\frac{1}{4}$ shaded.


☐

☐

☐

- 6 What fraction of each shape is shaded?







What is the same about the fractions?

What is different about them?

- 7 Here are some fractions.

$$\frac{1}{2}$$

$$\frac{2}{3}$$

$$\frac{3}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{3}$$

Tick all the unit fractions.

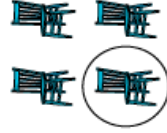
Compare answers with a partner.

Can you think of any more unit fractions?

- 8 Match the objects to the unit fractions.



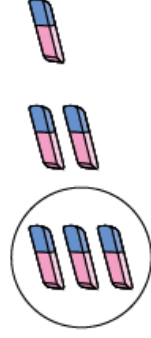
$$\frac{1}{2}$$



$$\frac{1}{3}$$



$$\frac{1}{4}$$

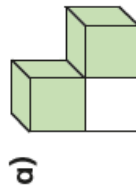


$$\frac{1}{5}$$



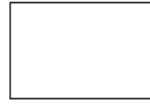
Non-unit fractions

1 Complete the sentences.

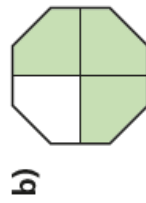


There are 3 equal parts.

There are 2 parts shaded.

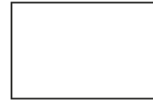
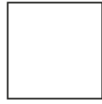


is shaded.

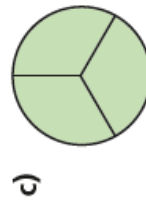


There are equal parts.

There are parts shaded.

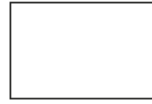


is shaded.



There are equal parts.

There are parts shaded.



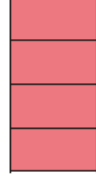
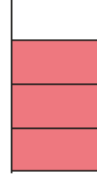
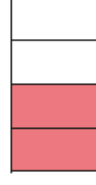
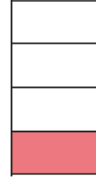
is shaded.

2 What fraction of each shape is shaded?

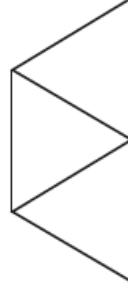
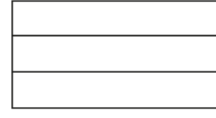
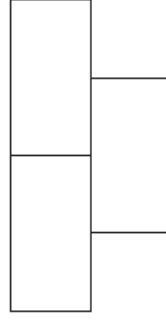
a)



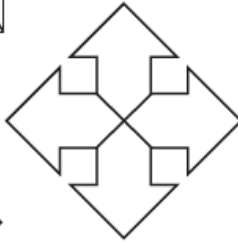
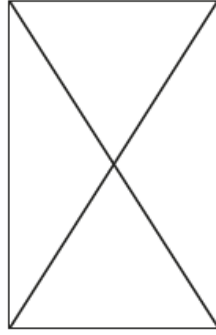
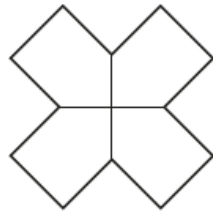
b)



3 Colour $\frac{2}{3}$ of each shape.

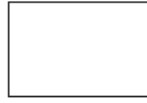


- 4 Colour $\frac{3}{4}$ of each shape.



- 5 A shape has 3 equal parts.

- a) What fraction is shaded if there are 2 parts shaded?



is shaded.

- b) What fraction is shaded if there are 3 parts shaded?



is shaded.



- 6 Write the fractions in the table.

$$\frac{1}{3}$$

$$\frac{3}{4}$$

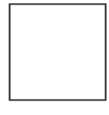
$$\frac{1}{2}$$

$$\frac{1}{4}$$

$$\frac{2}{3}$$

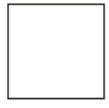
Unit fractions	Non-unit fractions

- 7 Fill in the boxes to give a unit fraction and a non-unit fraction.



unit fraction

5



non-unit fraction

5

Work with a partner.

Find other examples of unit fractions and non-unit fractions.

Write five examples of each.

unit fractions: _____

non-unit fractions: _____





Topic - Africa



Sadly, this is the final week of our Africa topic. We have been learning lots of different things about this amazing continent:

- ☐ Africa has many different biomes - desert, mountains, savannah, rainforest to name a few.
- ☐ We learned about animals that can survive in the desert.
- ☐ We made huts like the ones we saw in the videos about Uganda.
- ☐ We created our own National Park in Kenya.
- ☐ We learned about the lives of children in Africa and compared them to our own.

To finish, we would like you to create an African sunset landscape.



You can do this in whatever way you like. When we are at school, we create a background using sunset shades of orange, yellow and red paints. We cut out silhouettes of animals from black paper and stick them on to the background when it has dried.

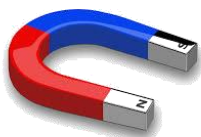
Let's get creative! If you don't have paints, how else could you create a beautiful scene? We look forward to seeing your creations.



Science - Forces and Magnets



We have come to the end of our topic about forces and magnets this term, so this week there is no new learning for you.



Instead, there will be a Kahoot quiz for you to take.

This will be published on ClassDojo next week with a link and game code for you to take part.

Happy quizzing! 😊

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: Alan the Camel? <https://youtu.be/QuL3lhsU1Bs>

Perhaps Supermovers is more your style -

<https://www.bbc.co.uk/teach/supermovers/just-for-fun-collection/z7tymfr>

How about some singing and dancing - try Go Noodle

<https://family.gonoodle.com/activities/banana-banana-meatball>

<https://family.gonoodle.com/activities/clap-it-out>

<https://www.youtube.com/watch?v=ONC1clB774c>

Try out our African Dance moves for this term - can you follow the dance routine?

<https://www.youtube.com/watch?v=Ewqq-3xJFdI>

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 - Sending messages of thanks to the NHS

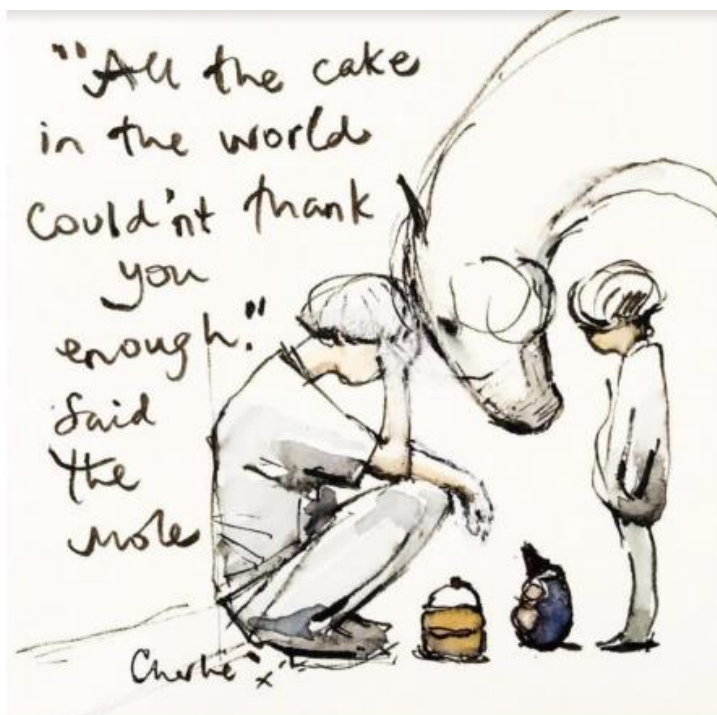


Have a look at these drawing by Charlie Macksey.

How do they make you feel?

Jot thoughts, feelings and ideas around the pictures.

Then we would like you to write a letter to the staff at the hospital that are working extra hard through the pandemic. This could be a letter to all staff, nurses, doctors, the cleaning staff, the scientists, etc. (so many people, it's hard to list them all).



'Thank you NHS and every front line worker.'

Charlie Macksey, March 2020



PSHE -



"What's the best thing you've learned about storms?"
"That they end" said the horse.

"What do you want to be when you grow up?"



"Kind," said the boy



"I'm so small" said
the mole.



"Yes," said
the boy
"but you
make a huge
difference."

One day



One day we will be able to hug each other again and pop round for a cup of tea. We will look back with grief and pain but also what brought us back together and reminded us what really matters. One day we will be free, but different, kinder and better.'

Charlie Macksey, March 27th 2020






RE - Incarnation

What is the Trinity?

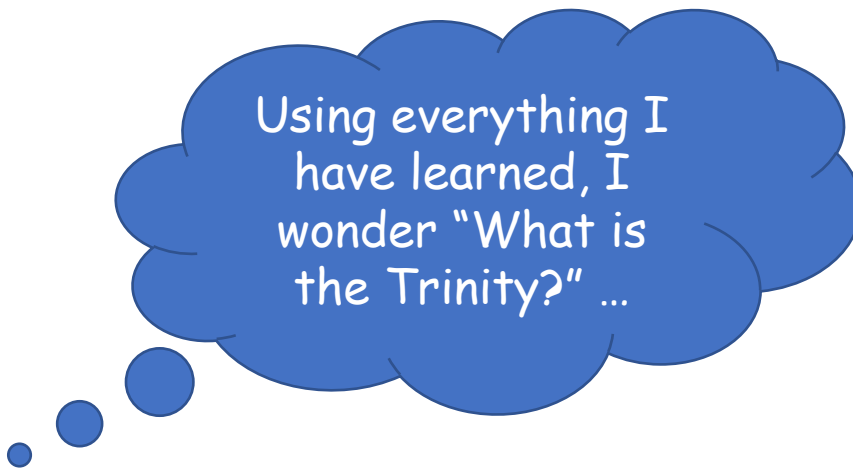


For our final task this term, we would like you to complete a piece of writing to describe The Trinity in your own words. 

- ✓ You can use words taken from the Bible to describe the **Father, Son and Holy Spirit**.
- ✓ Perhaps the Kenning poems inspire you and help you understand more about how God can be 3-in-1.
- ✓ Maybe it's the art work which has really meant something to you and made the Trinity clearer in your mind.

Whatever has inspired you this term, use it to help you answer the question:
What is the Trinity?

You can include some small pictures with your writing to bring it to life if you wish.





French – Let's Count



For our final week in our let's count topic, we are going to play some games!

Firstly, watch this video about the game *La Marelle*. It's similar to hopscotch. <https://www.bbc.co.uk/bitesize/clips/zrdg9j6>

For this game you will need to know the following words:

- Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix (numbers to ten)
 - à moi (my turn)
 - à toi (your turn)
 - manqué (missed)
 - j'ai gagné (I won)
-
- ❑ The words in the clip at the start and finish of the game mean:
 - terre - ground
 - ciel - sky / heaven

Skipping

Use a skipping rope and count up to 12 (in French of course!) and then back down as you skip.

Cache-cache

Play hide and seek! The seeker should count slower to 12 whilst the hiders hide. When the seeker reaches twelve they call out:

Prêt ou pas, j'arrive - ready or not, here I come

When they find someone, say - *Je t'ai trouvé!* - found you!



Computing - Safer Internet Day



This Tuesday 9th February, is Safer Internet Day where the children learn how to stay safe online.

This year's theme is *An internet we trust*



An internet we **trust**

Exploring reliability in the online world

Assembly

Watch the assembly Mr Houghton has recorded which will be posted on ClassDojo on Tuesday 9th February.

Family Online Safety Plan

One activity we would encourage all families to do on Safer Internet Day is to create a family online safety plan - You will find a copy on the following page. Sit down together, adults and children, and discuss how you are going to use technology in your house. Write down your key thoughts by following the questions and then all sign up to it. Should anyone break it you can refer to the agreement which should reduce arguments when the family member remembers they signed up to the rules.

Activities

1. You may enjoy watching today's (Tuesday 9th February @ 11am) **Safer Internet Day BBC Live Lesson** - the activity sheets you need for this are on the following pages. The link to the live lesson page is here: <https://www.bbc.co.uk/teach/live-lessons/safer-internet-day-live-lesson/zdh2wnb> You can also find it on CBBC at 11am.
2. **Be an Internet Detective.** Print out the Detective card on the following pages or design your own version. Work with an adult to become a detective to see how many of the activities you can complete together. When you carry out an online action on the sheet, colour it in.
3. Colour the **Let's create #AnInternetWeTrust** poster on the following pages and send it in to your class teacher on Dojo. We will create a display at school with all your pictures. Inside the magnifying glass, the idea is to fill it with ideas as to how to make the internet a safer, more trustworthy place. You could include... (example poster on the following pages)
 - Questions to ask when you are looking at information online, e.g. Who wrote this? Why was it written?
 - Illustrations of what a better, more trustworthy internet could look like. Or images of online clues that may make something seem less reliable or trustworthy.
 - Pledges of what they will do to help create a more trustworthy internet, such as, "I will only share things I have checked are true" or "I will support my friends if fake news upsets them."
 - Or any other way you like to support making the internet safer.



The _____ family online safety plan

Look around your home. Search for all the devices which connect to the internet and record here:

We have

devices which connect to the internet in our home.

It's time to talk

How do we use the internet as a family? (e.g for entertainment, for research...)

How can we keep our family safe and happy online?

What can we use our devices for?

What can't we use our devices for?

Where will we keep our devices?

When can we use our devices?

What should we do if something worries, upsets or confuses us online?

Our next steps

Adults' next steps:

Young people's next steps:

Date:

Signed by:

This plan has been shared with:
(grandparents, aunts, uncles, childminder etc.)

This activity sheet is designed to be used alongside the Safer Internet Day Live Lesson, available on 9th February 2021 on BBC Teach and CBBC.

Can you think of all the things you use the internet for? Tick off the activities below, chat about it to the person next to you or write down your own.



Chatting to friends and family



Looking up information about things you like



Learning new things or revising for school




Watching videos or programmes




Playing games

What else do you use the internet for?

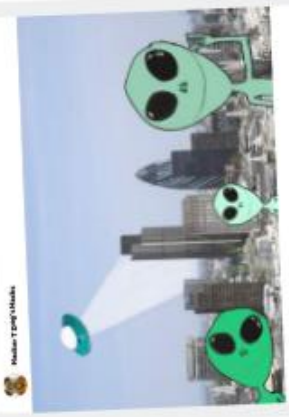
Why do you think Hacker might have posted this content?
Think about it and write your ideas in the boxes.



Why do you think Hacker posted this?



Why do you think Hacker posted this?



Why do you think Hacker posted this?



Detective

Name _____

Find a fact you didn't know before
(Remember to make sure it's reliable!)

Think about how being online is making you feel and tell someone you trust

Check 3 sources to see if something is reliable/true

Find an article or video online where a person is giving their opinion

Share something useful online to friends/family

Use a search engine and spot the sponsored results

Laugh out loud at something online

Find an image which has been edited

Spend some time researching a topic you're interested in with an adult you trust

Example poster





Let's create
#AnInternetWeTrust



#SaferInternetDay

saferinternetday.org.uk

#AnInternetWeTrust



Reading Comprehension Answers - Easiest



1. Why is it a good thing that birds help scatter seeds?
It is a good thing that birds help scatter seeds because it means plants can grow in different places.
2. What would happen if birds did not eat insects?
If birds did not eat insects there would be a dangerously high number of insects around.
3. Name one bird that eats dead animals.
One bird that eats dead animals is the magpie/ carrion crow.
4. What is a starling's favourite food?
A starling's favourite food is crane fly larvae.
5. Give one reason why there are fewer house sparrows around.
There are fewer house sparrows around because of cats/ air pollution due to more cars being used.
6. What do the RSPB do?
The RSPB is a charity that protects birds in the UK.
7. Why are fieldfares having to leave the countryside?
Fieldfares have to leave the countryside because of the cold weather and they need to look for food in gardens.
8. Why are there more long-tailed tits and goldcrest birds around?
There are more long-tailed tits and goldcrest birds around because they survived the warmer winter.
9. How far can migrating birds fly on one day?
Migrating birds can fly up to 200 miles every day.
10. Which word has been used that means robins can get angry with other birds?
The word which means robins can get angry with other birds is 'aggressive'.
11. Write two facts about magpies.
Any two of the following:
loud, chattering cackle;
easily seen with their black and white feathers;
hunt for leftover food and dead animals;
important insect controllers.



Reading Comprehension Answers - Harder



1. How do birds help with seed dispersal?
Birds disperse seeds within their droppings, by catching them on their feathers and by dropping them from their beaks while flying.
2. Why are insect-eating birds important?
Without them there would be a dangerous number of insects on the planet.
3. What is the benefit of birds eating the carcasses of dead animals?
A benefit of birds eating the carcasses is that they stop diseases spreading.
4. Explain what problems have occurred due to heavily farmed land.
The problems that have occurred due to heavily farmed land is that the number of starlings have declined because they cannot find their favourite food, the crane fly larvae.
5. Why are there fewer house sparrows? Give one reason.
One reason there are fewer house sparrows could be due to cats or air pollution from more vehicles being used.
6. Describe how fieldfares move.
Fieldfares move forward with little hops.
7. Name one bird whose numbers have increased. Explain why this has happened.
One bird that has been seen more is the long-tailed tit/ goldcrest because the winters have been warmer and this meant they survived the winter.
8. Why do some birds migrate, and where do they go?
Some birds migrate to escape the winter months/ cold weather. Some of them go to Africa.
9. Why might storms be a danger to migrating birds?
Possible answers: the storm knocks them off course/ they might get lost/ they are killed by the weather/ might get blown into a building or wall/ get tired flying against the storm.
10. Are Robins always cute and friendly?
Robins look cute and friendly but are actually very aggressive and will defend their territory against intruders.
11. Name one good thing that magpies do.
They control the number of insects/ eat the carcasses of dead animals.



Reading Comprehension Answers - Hardest



1. Summarise what the general theme of the second paragraph is about.
The second paragraph is about how plants disperse their seeds.
2. Give two examples of how birds affect the insect population.
Birds control insect outbreaks and create important nesting areas for other species. Many birds, such as dunnocks, blue tits and blackbirds, eat insects. Without these insect-eating birds, we could be overrun with minibeasts. Also, their nests provide suitable habitats for insects, particularly the nests of sparrows, jackdaws and pigeons.
3. What benefit do carrion crows offer?
Carrion crows help rid the world of disease through scavenger 'clean-up' services. Without these birds eating the carcasses of other animals' kills, diseases could be more easily spread.
4. What are murmurations?
Murmurations are where hundreds of birds swoop together in the sky.
5. Why has there been a decline in the number of starlings?
The loss of starlings has been linked to the lack of traditional, established farming pastures. Experts believe that intensively farmed land makes it more difficult for them to find their favourite food, crane-fly larvae.
6. Which word has been used that means the number of house sparrows has gone down very quickly?
The word which has been used that means the number of house sparrows has gone down quickly, is 'rapid'.
7. Has there been any positive news about sparrows? If so, what?
The positive news is that last year, there was an increase in house sparrows reported through an RSPB nationwide survey.
8. Why have fieldfares been seen more frequently in gardens?
Fieldfares have been seen more frequently in gardens because the freezing winters have forced them to leave the countryside and search for food in gardens.
9. Choose one of the dangers that faces migrating birds, and explain why you think it could be a danger.
Suggested answers:
Starvation – the birds have to fly hundreds of miles and there may not be the type of food they eat available in other places or on their journey.



Reading Comprehension Answers - Hardest



Exhaustion – the birds have to fly a long way and there might not be anywhere for them to rest; the journey is so long from the UK to Africa.

Storms – storms would throw the birds off course; they could get lost; they could get blown into buildings/ trees and killed.

Predators – Few predators can catch a swallow in flight, but some sparrowhawks have been known to do this.

10. Why do swallows not have many predators?

Swallows do not have many predators because they fly so quickly.

11. Are Robins always cute and friendly?

Robins look cute and friendly but are actually very aggressive and will defend their territory against intruders.

12. Why do magpies not have a good reputation? Find one positive point about them.

Magpies do not have a good reputation because they are scavengers, thieves and often aggressive. One positive point about them is that they control the number of insects/ eat the carcasses of dead animals.