



# Thorplands Year 3 School Closure Pack

**To help support your children while the school is closed, we have put together some work to complete, either on your own paper or in the homework book. Please use this pack alongside other home activities – reading and Mathematics (especially for times table practice which is in the multiply and divide section).**

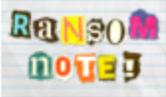
**If you would like to do some research, have a look at the history of Pompeii.**

**Please try to do some English, some maths and some other learning activity each day.**



## Spelling Activities

Choose one of these activities for your spelling words each day!

<p><b>Easy as ABC...</b></p> <p>Write all your words in alphabetical (ABC) order.</p> 	<p><b>Part of a whole...</b></p> <p>Write your words into different syllables using different colours!</p> <p>Running Festival Brown</p>	<p><b>On the other hand..</b></p> <p>Use the hand you <b>don't usually write with</b> to practise your spellings!</p> 	<p><b>In the spotlight...</b></p> <p>Write the consonants in one colour, vowels in the other. (Vowels: a, e, i, o, u)</p> 
<p><b>Like an Egyptian...</b></p> <p>Write your word in a p py pyr pyra pyram pyrami pyramid</p>	<p><b>Your money or...</b></p> <p>"Write" words using a newspaper or magazine to cut them out..like a ransom note!</p> 	<p><b>Come rain or shine...</b></p> <p>Write each letter of the word in a different colour to create a <b>rainbow!</b></p> 	<p><b>Let's be silly...</b></p> <p>Write a sentence which uses <b>all</b> of your words in it!</p> 
<p><b>Tell me a story...</b></p> <p>Draw a small picture showing your word, then write a sentence about it!</p> 	<p><b>Blowing bubbles...</b></p> <p>Write all your words in <b>bubble</b> writing!</p> 	<p><b>20 Questions...</b></p> <p>Use half your spellings to write a question...then use the other half to answer them!</p> 	<p><b>Rhyme Time...</b></p> <p>Write three words which rhyme with each spelling word.</p> 
<p><b>Bond, James Bond...</b></p> <p>Create a code. Write your words in the code. Can someone else crack them?</p> <p>e.g. a = □ b = ◆ c = ▲</p>	<p><b>Synonym/Antonym</b></p> <p>Synonym - means the same Antonym - the opposite Write one of each for each of your words!</p> 	<p><b>That's backwards...</b></p> <p>Write your spelling words backwards!</p> 	<p><b>You're a joker...</b></p> <p>Write each word into a joke! Test them out on someone nearby...</p> 

### Week 1

#### Homophones & Near Homophones

grate  
great  
grown  
groan  
plain  
plane  
peace  
piece  
rain  
reign

Or this list:

come  
some  
one  
once  
ask

### Week 2

#### Homophones & Near Homophones

scent  
sent  
vain  
vein  
rode  
road  
steel  
steal  
waist  
waste

Or this list:

school  
put  
are  
were  
was

### Week 3

#### Creating adverbs using the suffix **-ly** (root word ends in 'ic' or 'al')

basically  
frantically  
dramatically  
magically  
tragically  
comically  
actually  
accidentally  
occasionally  
eventually

Or this list:

mind  
floor  
because  
kind  
behind

### Week 4

#### Words with short **/i/** sound spelt with 'y'

myth  
gym  
Egypt  
pyramid  
mystery  
hymn  
system  
symbol  
lyric  
typical

Or this list:

hour  
move  
prove  
half  
money



## Reading Activities

Choose one of these activities to go alongside your reading book each day!

<p><b>In a nutshell...</b></p> <p>Write a ten word summary of the pages (or book!) you have just read.</p> 	<p><b>Dear diary...</b></p> <p>In first person as the main character, write a diary entry about the main event.</p> 	<p><b>Sam-I-Am...</b></p> <p>How are you similar to the character in the book? How are you different? Create a table.</p> 	<p><b>Word Detective...</b></p> <p>Find 10 words that you are unsure of the meaning and, using the sentence, find the definition.</p> 
<p><b>Incredible Illustration...</b></p> <p>Choose the favourite page you've read today and create an illustration for it.</p> 	<p><b>Perfect Prediction...</b></p> <p>If you're starting a new book, before you begin write <b>three</b> predictions you can make from the front cover!</p> 	<p><b>Front Cover</b></p> <p>When you finish the book can you create a front cover? Remember - don't give the story away!</p> 	<p><b>Act it out...</b></p> <p>Act out a scene from the book - can someone guess what's happening?</p> 
<p><b>I say...</b></p> <p>Draw a speech bubble - what was a character thinking during the events of the page?</p> 	<p><b>Vocabulary Ninja...</b></p> <p>Find 5 words which add <b>atmosphere</b> to the book. Use them in your own sentence.</p> 	<p><b>20 Questions...</b></p> <p>Write down 10 questions you'd want to ask the characters from the book.</p> 	<p><b>Decisions, decisions...</b></p> <p>Choose a decision the character has made and write reasons 'for' and 'against'.</p> 
<p><b>Hear Hear...</b></p> <p>Tell someone the favourite part of your book and why.</p> 	<p><b>Time to...</b></p> <p>Create a timeline for your book with 5 main events on.</p> 	<p><b>In the news...</b></p> <p>Write a newspaper report of an event from your book.</p> 	<p><b>Valiant values...</b></p> <p>How did a character show our school values?</p> 

# Writing activity – keeping a diary of your time at home.

What is happening and how are you feeling?

## Diary Writing Checklist

Tick the box if you think you have included these features of a diary:

<input type="checkbox"/>	Describe the places where the events happened.
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<input type="checkbox"/>	Is written in the past tense.
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<input type="checkbox"/>	Talks about the most important events.
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<input type="checkbox"/>	Uses some personal pronouns: I, we, my, me.
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<input type="checkbox"/>	Talks about feelings.
--------------------------	-----------------------

<input type="checkbox"/>	Uses time conjunctions (e.g. before, next, after) to show when things happened.
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## William Shakespeare



One of the most well-known English writers is William Shakespeare. He lived in the 16th and 17th Century and many of his plays are still performed today.

William Shakespeare was born at his home in Stratford Upon Avon. We do not know his exact birth date but it is usually said to be 23rd April 1564 because we know that he was baptised on 26th April 1564. He was the third child of John Shakespeare and Mary Arden. His father was a leather merchant and his mother's family owned land nearby. We do not know exactly where or if he went to school but it is likely that he went to the King's New School in Stratford to learn reading, writing and the classics.

On 28th November 1582, William married Anne Hathaway. William was just 18 years old at the time. They had a daughter and later they had twins. After this, little is known about the next seven years of Shakespeare's life. These are called the 'lost years'.

By 1592, William Shakespeare was living in London and working as an actor and playwright. By 1597, 15 of his 37 plays had been published.

Many people believe that William died on his birthday, 23rd April 1616 but we don't know this for certain.



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## William Shakespeare Questions



1. Where and when was William Shakespeare born?
2. Who were his parents and what did they do for a living?
3. What is known about his schooling?
4. What have been called the lost years? What do you think that Shakespeare might have been doing in this time?
5. What did Shakespeare do in London?
6. What mysteries surround the life of Shakespeare? What do you think about these uncertainties?

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**What else do you know about Shakespeare? What plays did he write?**

**Find out more information and make a fact sheet or a presentation about him to share with your class.**

1.....



2.....

3.....

4.....

5.....

6.....

# The Chocolate Factory



“How lucky are we?” asked Tom as he and Leah entered the chocolate factory. “I know!” replied Leah. “I can’t wait to get to the tasting part!”

Tom and Leah had won a prize in their school fair raffle, which was to visit the local chocolate factory. After putting on hairnets, to keep the chocolate hygienic, they were shown how the chocolate starts as cacao beans. The beans were roasted in ovens to bring out the flavour and the colour. Then the beans were processed to remove the shell and make the cocoa powder and the cocoa butter.

Leah and Tom watched in amazement as these were mixed together with the sugar, vanilla and milk. The melted chocolate was then put into moulds, to solidify into bars and chocolates. Then the tasting began. “Hmm, delicious!” said Leah happily. “Definitely worth the wait!”



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## The Chocolate Factory Questions



1. How did Leah and Tom feel as they entered the chocolate factory? How do you know?
2. Why were they visiting the factory?
3. Find the word ‘*hygienic*’ in the text. What does this mean and why is it important to making chocolate?
4. What is the first stage in the chocolate process?
5. What else is added to the mixture?
6. Which scientific process is mentioned in the text?

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1.....

2.....

3.....

4.....

5.....

6.....



**Draw your ideal chocolate and label with ingredients**

# The Burning of the Rice Fields

Once there was an old man who lived high up on a mountain far away in Japan. All around his little house the ground was flat and the soil was good. Here were the rice fields belonging to all the people who lived in the village at the foot of the mountain. Beyond the village was the blue sea, so close that there was no room for anything but houses.

The old man lived with his grandson, Yone. The child loved the rice fields and he often helped his grandfather to watch over them because he knew that all the good food for the villagers came from there.

One day, the grandfather was standing on his own looking down at the village and the people going about their business. He was thinking how beautiful the scene was when something caught his eye far out to sea. It was as though a huge cloud was rising and as if the sea itself was lifting into the sky. The old man put his hands to his eyes and looked again as hard as he could. Then he turned and ran to the house shouting, "Grandson, grandson! Come quickly! Bring a burning stick from the fireplace!"

Yone could not imagine why his Grandfather wanted the fire, but he always did as he was told without question, so he quickly and carefully got the burning wood.

The old man grabbed the fiery wand and ran to the rice fields. Yone ran after him and was horrified to see his grandfather setting light to the dry rice in the fields. He thrust the torch in again and again as the stalks turned red, orange and yellow.

"Grandfather! What are you doing?" screamed Yone, thinking his grandfather must have lost his mind.

Very soon, the field was completely ablaze; the fire spread quickly and black smoke began to creep up the mountain side. It rose thick and dark and in no time the people in the village below saw it and knew that their precious rice fields were on fire. As quickly as their legs could carry them, they ran. Not one person stayed behind.

When they came closer, and could see that they were too late to save any of it, they cried and wailed, "Who could have done this? How could it happen?"

"I did it," said the old man.

"It's true," sobbed his grandson, "My grandfather started the fire."

The villagers gathered angrily around the old man, "Why?" they screamed, "Why?"

He turned and pointed to the sea. "Look."

They all turned to look. There, where the sea had been so beautiful, still and calm, a gigantic wall of water as tall as the sky was rolling in. The people were so aghast at the terrifying sight they could not even scream.

The wall of water fell on the village and destroyed every house and building. The sound was awful. Wave after wave battered and covered the place where the village had been until it was all under the sea.

Disastrous as this was, every last person was safe.

When they realised what the old man had done, they thanked him and honoured him for his quick thinking which had saved them all from the tidal wave.

**Answer the following questions:**

1. Where is this story set?
2. Why did Yone not ask his Grandfather why he wanted a burning stick?
3. What was the danger coming from the sea?
4. Does the story have a message? What do you think it is?
5. The Burning of the Rice Fields is a re-telling of a traditional tale. Name 3 other traditional tales.

1.....

2.....

3.....

4.....

5.....



## Write a scintillating story!

**His torso was covered in debris as he tried to...**

**I'm an old man marooned on a desert island where my powers are useless...**

**Once upon a time in the land of 'Never Forget' lived...**

**The water thundered through my ears as I tumbled through the waves...**

**Trudging through the desert sands I had an illusion...**

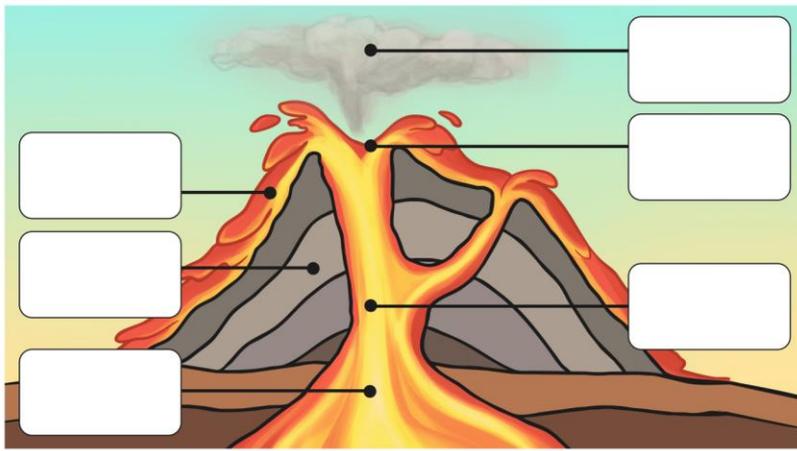
**It was a lovely moonlit night...**

Choose any one of the story starters above and let your imagination run wild! Take time to think about your ideas – you might want to jot down a plan or talk it through with someone.

# Geography

We have been learning about Pompeii in history and volcanos in geography. Can you draw and label your own volcano.

## A Cross Section of a Volcano



layers of  
lava and ash

magma  
chamber

vent

conduit

eruption cloud

lava

If you have access to the components, why not try and make your own volcano! Remember to take a picture of any eruptions.

# Make Your Own Volcano

## Science Activity

### You will need:

1. Washing up liquid
2. Vinegar
3. Plastic cup
4. Bicarbonate of soda
5. Red food colouring



You could build a paper mache volcano and put the cup inside it for extra effect!

### Method:

1. Fill your cup just over half full with water, add 3 teaspoons of bicarbonate of soda and give it a good stir until most of the bicarbonate of soda dissolves.
2. Add two drops of red food colouring and a good squirt of washing up liquid into the cup and once again give it a stir.
3. Make sure your volcano is in the kitchen or outside (or somewhere you don't mind making a mess).
4. Quickly pour in just under a quarter of a cup of vinegar and enjoy your very own volcanic eruption!

### The science behind it:

You just made a chemical reaction! By mixing the acid (vinegar) and the alkali (bicarbonate of soda), bubbles of carbon dioxide ( $\text{CO}_2$ ) were released like in a pyroclastic flow. A pyroclastic flow moves very fast and is extremely dangerous, whilst lava flows move slowly and aren't much of a threat.

# History

## Artefacts

We can learn a lot about the past by looking at artefacts. Historians look closely at artefacts and ask and answer questions to try and discover what it tells us about the past.

Become a Historian and look at these artefacts. Answer the questions and see what you discover about the past.



What do you think it is and why?

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Who might have used it? Why do you think this?

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What do you think this is and why?



What do you think these artefacts are and why?



Who might have used them? Why do you think this?



The Mona Lisa (La Joconde) is a very famous painting by the Italian artist Leonardo da Vinci. It is thought to have been painted between 1503 and 1506.

It has been on display at the Louvre Museum in Paris since 1797.

The Mona Lisa is one of the most valuable paintings in the world. It holds the Guinness World Record for the highest insurance valuation in history!

## Challenge

On another piece of paper can you draw or paint a picture in the style of the Mona Lisa.

# Maths

Let's get familiar with the 100 square!

Try practising some of these activities every day.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## 100 square games and activities

- Pick a number to start from and count in 1's, 2's, 5's and 10's.
- Make it fun and count in funny voices – can you count like a robot or with a very high voice?
- Cover up several numbers on the 100 square. Can you work out which numbers are missing?
- Find all the numbers whose digits add up to 15. Then pick another total.
- Pick two numbers. Find the difference. Find the total.



## Counting in 4s, 8s, 50s and 100s

Complete the following sequences:

a) \_\_\_ 8 12 16 20 \_\_\_

f) \_\_\_ 64 56 \_\_\_ 40 32

b) 64 56 \_\_\_ 40 \_\_\_ 24

g) 350 400 \_\_\_ 500 \_\_\_ 600

c) \_\_\_ 100 150 200 \_\_\_ 300

h) 1100 \_\_\_ \_\_\_ 800 700 600

d) 900 \_\_\_ \_\_\_ 600 500 400

i) \_\_\_ \_\_\_ 84 80 76 72

e) 56 \_\_\_ 64 68 \_\_\_ 76

j) 80 88 \_\_\_ \_\_\_ 112 120

Continue the following sequences:

k) 4 8 12 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

l) 8 16 24 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

m) 50 100 150 \_\_\_\_\_

n) 100 200 300 \_\_\_\_\_

o) 80 84 88 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

p) 1250 1200 1150 \_\_\_\_\_

q) 144 136 128 \_\_\_\_\_

r) 1500 1400 1300 \_\_\_\_\_

s) 124 120 116 \_\_\_\_\_



### Challenge

Explain the relationship between counting in 4s and 8s and compare this to the relationship between counting in 50s and 100s.

## 10 More and 10 Less Worksheet

Adding or subtracting 10 can be done by representing or imagining a number as hundreds, tens and units and simply adding or removing one of the tens e.g.

$56 - 10 = 46$	$56$	$56 + 10 = 66$

Sometimes you will make a new hundred or need to break a hundred down into tens to be able to do this. e.g.

<p>94</p>	<p>94 + 10</p>	<p>94 + 10 = 104</p> <p>10 lots of 10 = 100 so a new 100 is made.</p>
<p>102</p>	<p>102 - 10</p> <p>We need to work with 10s so we break the hundred down into 10 lots of 10.</p>	<p>102 - 10 = 92</p> <p>Then we can take one away.</p>

1. Try these. Draw the hundreds, tens and units if you wish.

- 43 - 10 =
- 27 + 10 =
- 59 - 10 =
- 38 + 10 =
- 97 + 10 =
- 107 - 10 =
- 153 + 10 =
- 195 + 10 =

## Representing Numbers Using Base 10

243		699	
562		840	
785		709	
391		112	
669		590	
402		519	
513		101	



## Writing Numbers in Words

Write the following numbers in words:

243	Two hundred and forty-three
562	
785	
391	
669	
402	
513	
699	
840	
709	
112	
590	
519	
101	

# Table at the Double

Find the 2x table by doubling each number. Find the 4x table by doubling the 2x table. Find the 8 times table by doubling the 4x table. Can you complete the whole sheet?

Number	x2	x4	x8
2	4	8	16
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
15			
20			
50			
100			

# Mental Multiplication

Try using these mental calculation strategies to see how many of these calculations you can perform mentally.

**x4**

Double the number and then double it again.

**e.g.**  $13 \times 4 = 52$   
( $13 \times 2 = 26$ ,  
 $26 \times 2 = 52$ )

**x5**

Multiply the number by 10 and then half it.

**e.g.**  $14 \times 5 = 70$   
( $14 \times 10 = 140$ , divided by  
 $2 = 70$ )

**x8**

Double the number, double it again and then double it a third time.

**e.g.**  $13 \times 8 = 104$   
( $13 \times 2 = 26$ ,  $26 \times 2 = 52$ ,  
 $52 \times 2 = 104$ )

**x9**

Multiply the number by 10 and then subtract the number.

**e.g.**  $15 \times 9 = 135$  ( $15 \times 10 = 150$ ,  
 $150 - 15 = 135$ )

**x11**

Multiply the number by 10 and then add the number.

**e.g.**  $7 \times 11 = 77$  ( $7 \times 10 = 70$ ,  
 $70 + 7 = 77$ )

**x15**

Multiply the number by 10 and then add half of the total.

**e.g.**  $12 \times 15 = 180$   
( $12 \times 10 = 120$ ,  $120$  divided  
by  $2 = 60$ ,  $60 + 120 = 180$ )

1.  $14 \times 4 =$

12.  $3 \times 15 =$

2.  $13 \times 5 =$

13.  $15 \times 4 =$

3.  $6 \times 8 =$

14.  $20 \times 5 =$

4.  $8 \times 9 =$

15.  $5 \times 8 =$

5.  $9 \times 11 =$

16.  $12 \times 9 =$

6.  $6 \times 15 =$

17.  $13 \times 11 =$

7.  $15 \times 4 =$

18.  $8 \times 15 =$

8.  $9 \times 5 =$

19.  $4 \times 8 =$

9.  $12 \times 8 =$

20.  $9 \times 15 =$

10.  $13 \times 9 =$

21.  $11 \times 15 =$

11.  $10 \times 11 =$

22.  $14 \times 8 =$

## Solving Number Problems Using Number Representation

4. There are 97 guinea pigs in the zoo enclosure.

10 babies are born.  
How many are there altogether?



Hundreds	Tens	Units	Answer

5. Billy is playing a video game. He has scored 872 points.

He misses a jump and loses 100 points.

How many does he have now?



Hundreds	Tens	Units	Answer

6. Freya collects 103 conkers.

She gives 10 of them to a friend. How many does she have left?



Hundreds	Tens	Units	Answer

7. There are 372 children in the school.

When a nearby school closes, 110 more children join. How many pupils are there now?



Hundreds	Tens	Units	Answer

8. A shark has 295 teeth.

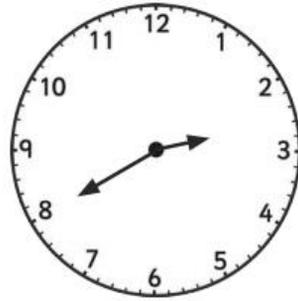
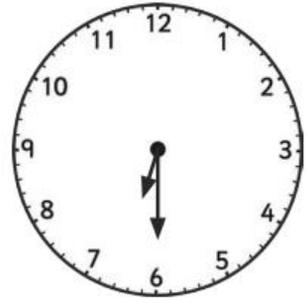
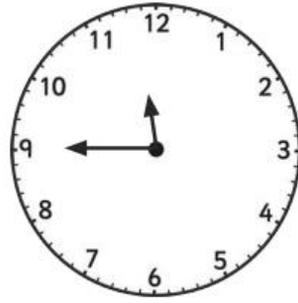
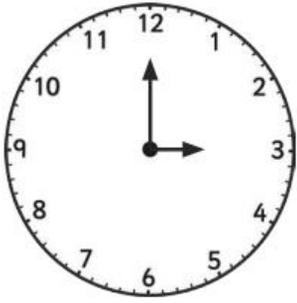
It loses 110. How many does it have left?



Hundreds	Tens	Units	Answer

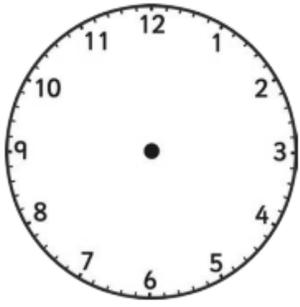
# Tell the Time: Writing the Time

Write the time shown on each clock.

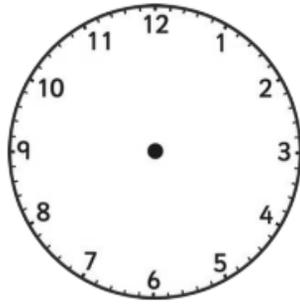




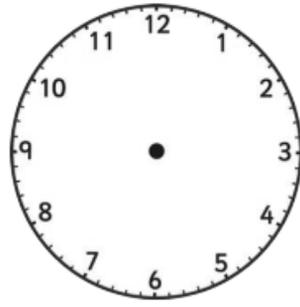




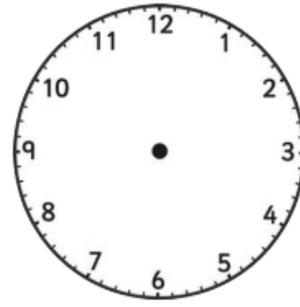
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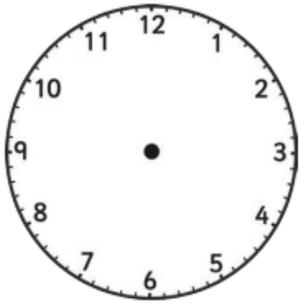
9:03



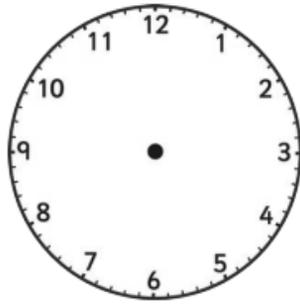
11:59



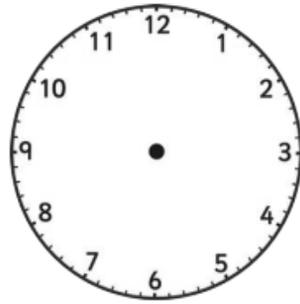
12:21



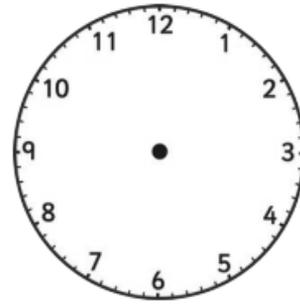
7:37



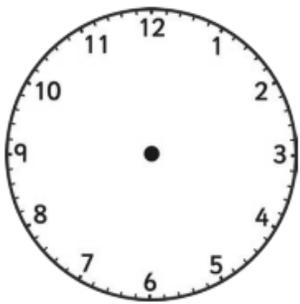
10:52



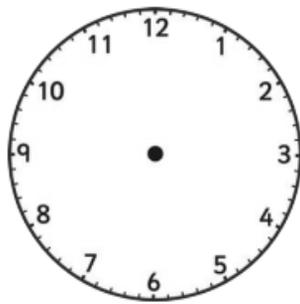
1:19



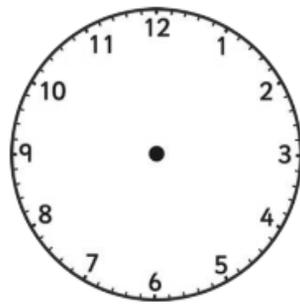
12:32



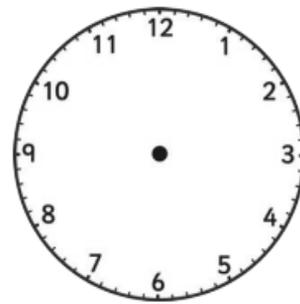
4:16



3:02



5:49



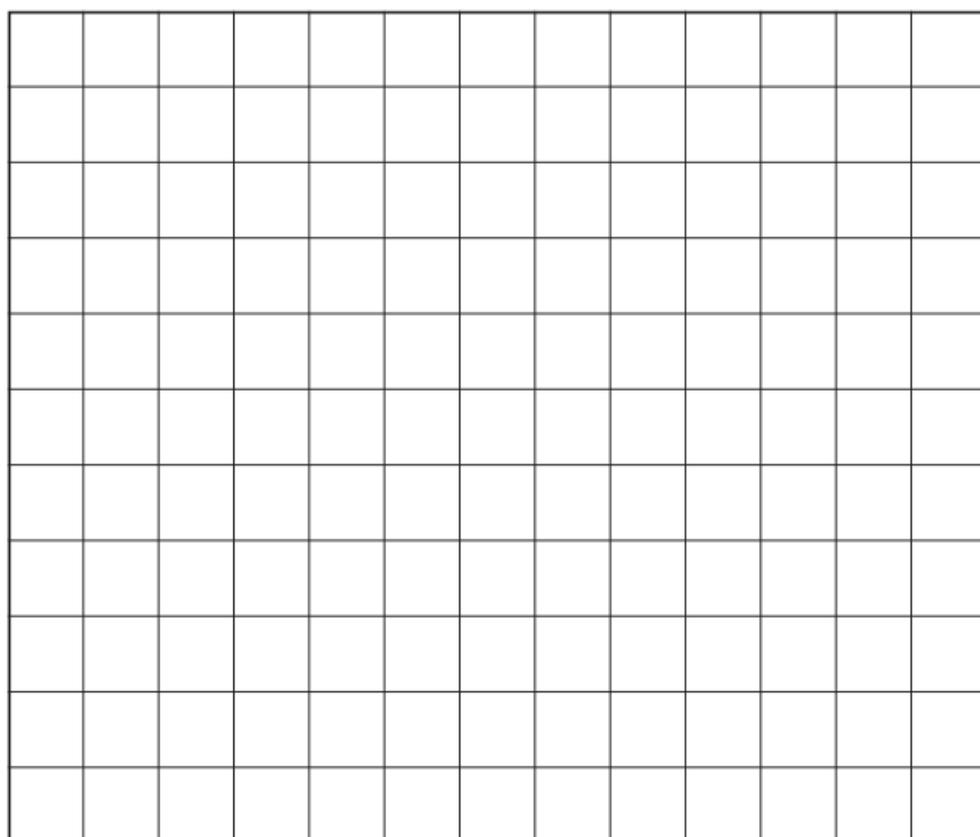
2:24

# Video Game Design

You have been asked to design a brand new online game suitable for boys and girls aged 7 – 11. The game should have a retro theme like the video games of the 1980's and 1990's.



Your first task is to design the Protagonist of your game. As the game will follow a retro theme the hero should be designed in pixels.



**Pixels are the tiny dots of coloured light that make up images when displayed on a screen, like a computer monitor.**



# Maths Extension Tasks

Have a go at our Dip & Pick problems...

1. 272 people attend a school brass band competition. There are 223 children and 16 teachers, the rest are parents. How many parents are there?
2. 286 children enter the brass band competition. There are 27 teachers who accompany them and 19 parents. How many people visit the museum altogether?
3. 272 people attend a school brass band competition. There are 223 children and 16 teachers, the rest are parents. One third of the parents are dads. How many dads are there?

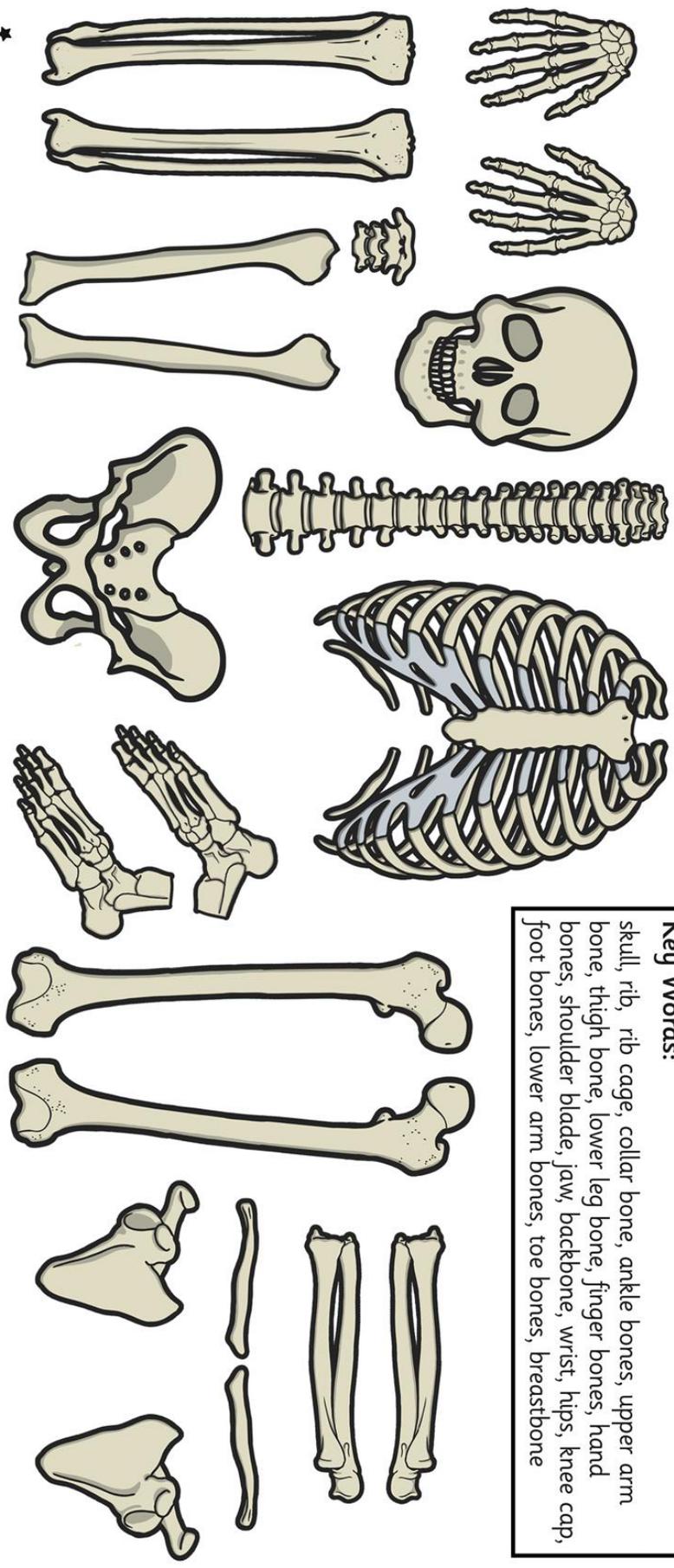


1. Adult tickets on the front row at a pop concert cost £45.75. On the second to the tenth rows tickets cost £30.50. At the back they cost £15.25. Sita buys one adult ticket in each section. How much will it cost her?
2. Sita spends £137.25 on 3 tickets. How much did each ticket cost? Where in the concert hall would the seats be found?
3. Adam spends £91.50 on tickets for the Pop concert. What combination of tickets could he buy? Find all the possibilities.



**Science** – human skeleton. Cut out and stick together your own diagram of a skeleton. Use the key words to label the bones.

Cut out and create your own skeleton!



**Key Words:**

skull, rib, rib cage, collar bone, ankle bones, upper arm bone, thigh bone, lower leg bone, finger bones, hand bones, shoulder blade, jaw, backbone, wrist, hips, knee cap, foot bones, lower arm bones, toe bones, breastbone