# Thorplands
# Year 3
# School Closure Pack 2

27th of April - 8th of May

**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.**

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

**Please try to do a little English and maths each weekday alongside other learning activities.**

# 27th of April – 1st of May

## Spelling Activities

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

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

## Spellings

**These are the words that you are trying to learn this week:**

**1**

touch
double
country
enough
young
cousin

## This week's spellings

**A**

1. door
2. floor
3. poor
4. because
5. find

# Monday

# English (reading)

## Comprehension - Fact Retrieval

**This is a set of instructions on 'How to Make a Paper Hat'.**

**Instructions:**

1. First, start with the paper in landscape.
2. Join the top two corners together and fold in half.
3. Turn so the paper is landscape with the fold at the top.
4. Carefully, fold the top two corners into the middle until they meet and form a point at the top.
5. Working from the bottom edge, fold the top rectangular flap up as far as it will go.
6. Finally, turn over the paper and fold up the flap at the bottom edge as before.

Once you have finished your hat, you could decorate it using felt tips or coloured pencils. If need be, you could also attach a piece of elastic to help it stay in place more securely.

**Top tips:**

Pinch your fingertips together and run them across the fold so that the creases are well defined. This will also help your hat to keep its shape and structure.



## Comprehension - Fact Retrieval

### Fact retrieval questions:

- Find and fetch the information.
- Read the question - what information do you need to find?
- Skim and scan to find keywords from the question
- Copy the information exactly as it is written in the text

### Now have a go at answering the following questions

1) According to the text, when can paper hats be used?

_____

2) Find and copy two alternatives that paper hats can be used for.

_____

_____

# Comprehension - Fact Retrieval

## Now have a go at answering the following questions

3) After joining the two top corners and folding the paper in half, what is the next step you need to do?

_____

_____

4) When you have completed making your hat, what could you do next? Tick two.

decorate it ___

unfold it ___

fold it in half ___

attach elastic to secure it ___



5) True or false? You need A4 paper to make your paper hat. Tick the correct option.

True ____

False ____

6) Which item (not used for decorating) could be added to the 'Equipment' section?

_____

7) Look at the section: Top tips. 'Pinch your fingertips together and run them across the fold...'

How will this help your paper hat?

_____

_____

# English (grammar)

## Alfie Ant's Consonants and Vowels

### Year 3 Grammar: 'a' or 'an'

Alfie Ant needs your help! He doesn't know which letters are **vowels** and which letters are **consonants**. Look at the alphabet below. Shade the **consonants in red** and the **vowels in blue**.

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Well done! Now, can you sort the words below into two columns: words that start with a **vowel** sound and words that start with a **consonant** sound.

| Start with a vowel | Start with a consonant |
|---|---|
| | |

# Maths

## Addition mental strategies – look for a ten

**1** **Let's warm up with some addition grids. Write these answers as fast as you can by counting on:**

**a**

| + | 2 | 3 | 0 |
|---|---|---|---|
| 6 | | | |
| 17 | | | |
| 13 | | | |
| 12 | | | |

**b**

| + | 3 | 0 | 2 |
|---|---|---|---|
| 9 | | | |
| 16 | | | |
| 11 | | | |
| 14 | | | |

**2** **Adding more than two numbers together is easier if we look for a ten. Circle the numbers that add to 10 first, then add what is left:**

**a** (6) 3 (4) = ☐

**b** 1 5 5 = ☐

**c** 9 5 1 = ☐

**d** 7 6 3 = ☐

**e** 5 6 4 = ☐

**f** 2 1 8 = ☐

**3** **Circle the numbers that make 10. Look for sets going across and down. One set has been circled for you. How many more can you find?**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6 | 3 | 1 | 6 | 9 | 2 | 8 | 5 |
| 4 | 1 | 3 | 3 | 3 | 8 | 3 | 5 |
| 3 | 7 | 1 | 4 | 6 | 2 | 5 | 3 |
| 3 | 3 | 9 | 6 | 3 | 1 | 2 | 7 |

**4** **Look for a ten and change the order of the numbers in each addition problem to make it faster to add.**

**a** 4 + 5 + 3 + 5 + 6

_____ = ☐

**b** 9 + 3 + 7 + 1 + 5

_____ = ☐

# Foundation

Add the following labels to your map:

| | | | |
|---|---|---|---|
| England | Wales | London | Edinburgh |
| Scotland | Northern Ireland | Cardiff | Belfast |

# Colouring the UK Flags

# Tuesday

# English (reading)

## Comprehension - Word Meaning

**This is a set of instructions on 'How to Make a Paper Hat'.**

**Instructions:**

1. First, start with the paper in landscape.
2. Join the top two corners together and fold in half.
3. Turn so the paper is landscape with the fold at the top.
4. Carefully, fold the top two corners into the middle until they meet and form a point at the top.
5. Working from the bottom edge, fold the top rectangular flap up as far as it will go.
6. Finally, turn over the paper and fold up the flap at the bottom edge as before.

Once you have finished your hat, you could decorate it using felt tips or coloured pencils. If need be, you could also attach a piece of elastic to help it stay in place more securely.

**Top tips:**

Pinch your fingertips together and run them across the fold so that the creases are well defined. This will also help your hat to keep its shape and structure.

# Comprehension - Word Meaning

## Word Meaning Questions

- Read the word aloud
- Read the word in the context of the sentence
- Can you work out the word class?
- Could you replace the word with a synonym?
- What is the root word?
- Check in a dictionary

## Now have a go at answering the following questions

1) In the section 'How to Make a Paper Hat', which word tells us that paper hats are not hard to make?

_____

2) Choose the word in this sentence that tells you the way round the paper needs to be. 'Turn so the paper is landscape with the fold at the top'.



_____

3. What does the word decorate mean in this sentence? 'Once you have finished your hat, you could decorate it using felt tips or coloured pencils'. Tick the correct answer.

Wallpaper it _____

Hang it up on the wall _____

Make it look more attractive by adding something extra to it _____

4. In the 'Instructions' section, find and copy the word which is a synonym for centre.

_____

5) If need be, you could also attach a piece of elastic to help it stay in place more securely'. Which word in this sentence could be replaced by 'firmly'?

_____

6) Underline the two words in this sentence that tell us the lines are clear to see.

'Pinch your fingertips together and run them across the fold so that the creases are well defined'.

# English (grammar)

## Ant Antics

### Year 3 Grammar: 'a' or 'an'

Alfie Ant has a challenge for you. Look at the pictures below. You must insert either 'a' or 'an' in each space so that the sentences make sense! Be careful as some are very tricky.

**Example:**

It's _____ apple.

It's _____ juicy apple.

It's _____ owl.

It's ____ wise owl.

It's _____ bed.

It's _____ old bed.

It's _____ octopus.

It's _____ big octopus.

It's _____ pencil.

It's ____ purple pencil.

It's _____ onion.

It's ____ huge onion.

It's _____ door.

It's _____ open door.

It's _____ monster.

It's _____ blue monster.

It's _____ elephant.

It's ____ angry elephant.

# Maths

## Addition mental strategies – look for patterns

Number patterns are useful. You can build on basic addition facts.

**1 Add 10 each time:**

| | | | | |
|---|---|---|---|---|
| a | 10 | | | |
| b | 15 | | | |
| c | 7 | | | |

**2 Add 100 each time:**

| | | | | |
|---|---|---|---|---|
| a | 10 | | | |
| b | 15 | | | |
| c | 7 | | | |

**3 Use patterns to complete this addition table:**

| | | | |
|---|---|---|---|
| a | 3 + 5 = | 30 + 50 = | 300 + 500 = |
| b | 6 + 2 = | 60 + 20 = | 600 + 200 = |
| c | 4 + 1 = | 40 + 10 = | 400 + 100 = |
| d | 7 + 3 = | 70 + 30 = | 700 + 300 = |

**4 Complete this addition trail:**

# Foundation

## Roman Numeral Colour By Numbers

**Key**

2 - yellow

3 - brown

5 - purple

4 - pink

1 - grey

# The Romans

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| t | r | t | c | o | l | o | s | s | e | u | m |
| e | p | b | o | l | u | c | l | o | t | t | j |
| m | a | o | s | g | j | h | u | s | m | c | w |
| p | n | s | i | l | a | a | s | o | o | u | s |
| l | t | u | m | h | l | r | q | l | s | d | u |
| e | h | x | c | l | i | i | q | d | a | e | t |
| e | e | c | i | e | w | o | i | i | i | u | s |
| a | o | v | l | c | x | t | a | e | c | q | u |
| t | n | d | c | a | e | s | a | r | o | a | g |
| r | o | m | a | n | r | b | a | t | h | i | u |
| e | t | g | l | a | d | i | a | t | o | r | a |

| | | | |
|---|---|---|---|
| Roman | gladiator | mosaic | |
| temple | Caesar | pantheon | villa |
| aqueduct | toga | Augustus | chariot |
| bath | Colosseum | soldier | |

# Wednesday

# English (reading)

## Example Instructions

### How to Set up Your Co-bot 20 House Care Assistant

**Introduction:**

Do you wish that your bedroom would magically tidy itself? Are you sick and tired of your parents nagging you to put your toys away? If so, the Co-bot 20 is the answer to all of your problems! The friendly and helpful Co-bot 20 is the perfect house care assistant for you and your family. This magnificent machine has the ability to listen, speak, see and understand its owner. With its state of the art robotics and high specification cameras this robot is one of a kind! The scientist Professor McCobot has designed this incredible invention to take care of all your chores and household tasks. Simply follow the instructions so you are ready to set up your assistant safely and securely.

8

**Equipment needed:**

Co-bot 20

Charging station

Numbered golden tokens (1-5)

**How to Get Started:**

1. First, make sure your robot is fully charged. To do this, plug the Co-bot 20 into the charging station for at least two hours. The bright, green light will begin to flash when your robot is fully charged.

2. Next, use your voice to activate the robot. Make sure you speak clearly and politely to the robot and introduce yourself and your family.

3. Then, identify which task you would like your Co-bot to do first. E.g. Please wash the dishes until they are sparkly clean.

4. Now wait patiently for your Co-bot to complete the task given. Your Co-bot will happily talk to you whilst completing its chores or it can complete them in silence.

5. Afterwards, rate your Co-bot from 1-5 and insert the numbered tokens into the slot at the top of its back. 5 means you are very satisfied with the outcome. If you are not happy with the outcome, then please explain why to your Co-bot so it can complete the task again.

6. Finally, re-charge your Co-bot using the charging station until it is needed again.

Design your own robot on another sheet of paper.

Read the example instructions (on the other page) and the information below to help you.

## Title: How to set up your Co-bot 20 _____ Assistant

**Introduction**

Hook your reader in - use rhetorical questions.

- What can your robot help with?

Description of the robot.

- What does the robot do?
- What special features does it have?

**List of Equipment**

Write a list of equipment you will need.

**Numbered Instructions**

- Number each instruction
- All instructions needs to be in chronological order
- Start each instruction with an adverb (followed by a comma)
- Include imperative verbs to tell your reader what to do
- Be clear and precise with each instruction

**Ideas for your Co-bot**

- Vet/animal carer
- Waste collector
- Food deliverer
- Postal worker
- Homework helper
- Gardener

# English (grammar)

## Homophones Practice:
### They're, There and Their

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over _____ on the shelf.
5. _____ bus was running late.
6. The cold wind made _____ teeth chatter.
7. Could they be in _____?
8. Blue Smarties are the best, _____ my favourites.
9. Ava and Lucas put _____ hands up at the same time.
10. Are you sure _____ not real?
11. The new teacher got _____ books in a muddle.
12. I went _____ last summer too!
13. Is _____ a doctor anywhere near?

# Maths

## Addition mental strategies – doubles and near doubles

Doubles facts are the same number added together.

3 + 3 = 6 is the same as saying double 3 is 6.

**1** **Write a doubles fact to match each picture:**

**a** Double the fingers:

If I double ☐ I will get ☐

**b** Double the pencils:

If I double ☐ I will get ☐

**c** Double the spots:

If I double ☐ I will get ☐

**d** Double the lace holes:

If I double ☐ I will get ☐

**2** **Use these addition frames to double each of these numbers as quickly as you can:**

5 7 9 2 12 8

☐ + ☐ = ☐ ☐ + ☐ = ☐ ☐ + ☐ = ☐

☐ + ☐ = ☐ ☐ + ☐ = ☐ ☐ + ☐ = ☐

**3** **Complete the grid below so that the question in the top row matches the answer in the bottom row. The first one has been done for you.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 + 2 | | 3 + 3 | 4 + 4 | | | 7 + 7 | 8 + 8 | |
| = 4 | = 10 | | | = 2 | = 12 | | | = 18 |

Once you know your basic double facts, you can use them to double bigger numbers e.g. 12 + 12 = 20 + 4 = 24

**4** **Double these:**

**a** 10 → ☐ **b** 12 → ☐ **c** 16 → ☐ **d** 14 → ☐

# Addition mental strategies – doubles and near doubles

Near doubles strategy is when you double a number and adjust.

See: 5 + 6
Think: double 5 + 1 = 11

See: 7 + 6
Think: double 7 – 1 = 13

**5** **Complete the near double strategy for these. The first one has been done for you.**

**a** 2 + 3 = double 2 + 1 = [ 5 ]

**b** 4 + 5 = double 4 + 1 = [ ]

**c** 6 + 7 = double 6 + 1 = [ ]

**d** 3 + 4 = double 3 + 1 = [ ]

**e** 8 + 9 = double 8 + 1 = [ ]

**f** 7 + 8 = double 7 + 1 = [ ]

**6** **Complete the near double strategy for these. This time you are calculating a near double that is 1 less.**

**a** 8 + 7 = double 8 – 1 = [ ]

**b** 6 + 5 = double 6 – 1 = [ ]

**c** 5 + 4 = double 5 – 1 = [ ]

**d** 12 + 11 = double 12 – 1 = [ ]

**e** 15 + 14 = double 15 – 1 = [ ]

**f** 16 + 15 = double 16 – 1 = [ ]

**7** **Complete these near double tables based on the double fact in the top row:**

**a**

| |
|---|
| 12 + 12 = *24* |
| 12 + 13 = |
| 12 + 11 = |
| 12 + 14 = |

**b**

| |
|---|
| 15 + 15 = *30* |
| 15 + 14 = |
| 15 + 16 = |
| 15 + 18 = |

**c**

| |
|---|
| 16 + 16 = *32* |
| 16 + 19 = |
| 16 + 12 = |
| 16 + 17 = |

**8** **Who said what? Write the initials after each statement:**

| 7 | 10 | 15 | 9 |
|---|---|---|---|
| Sweet Seven (SS) | Terrific Ten (TT) | Famous Fifteen (FF) | Nifty Nine (NN) |

**a** 'Double me and – 4 you get 10.' [ ]

**b** 'Double me and + 2 you get 22.' [ ]

**c** 'Double me and – 1 you get 17.' [ ]

**d** 'Double me and – 3 you get 27.' [ ]

# Foundation

## Skeleton Worksheet

Name the bones in the body using the words at the bottom of the page.

finger bones ribs calf bone elbow bone skull shin bone upper arm bone backbone
thigh bone forearm bone hip

# Human Skeleton

## Amazing Fact

One-quarter of your bones are in your feet!

## Challenge

Learn about the different bones in the human skeleton by completing the crossword clues.

**Across**

6. Our skeleton allows us to do this. (4)
7. The skeleton is made up of many of these. (5)
9. Which important organ does the skull protect? (5)
10. Medical name for the shoulder blade. (7)
11. The small bones that form the backbone. (8)

**Down**

1. The common name of the joint between the upper and lower arm. (5)
2. A type of of joint. (5)
3. These are attached to bones and allow bones to move by getting shorter and longer. (7)
4. The name for where bones meet. (5)
5. Bones which protect the heart and lungs. (4)
8. Medical name for the knee bone. (7)

You could also try to find out:

- how many bones you have altogether;
- how the number of bones changes as you get older;
- which human bone is most often broken;
- how the skeletons of other mammals compare to human skeletons.

# Thursday

# English (reading)

## Captain Blackbeard

Pirates often capture the imagination. None have been as popular as Captain Blackbeard. He was just as famous when he was alive. Many peopled feared him. He has been made even more famous through films and books. But was he as terrifying as we are led to believe?

**RETRIEVAL FOCUS**

1. What was Blackbeard's real name?
2. When was Blackbeard put in charge of his first ship?
3. Who did Blackbeard join in 1716?
4. What did Blackbeard's flag look like?
5. Why might we not know how successful Blackbeard was?

Blackbeard's real name was Edward Teach. He was born in 1680 and died in 1718. He wasn't a pirate for most of his life. He was probably a privateer for most of his life. A privateer owned their own ship. They would be paid by governments to fight for them in wars. It is most likely he became a pirate once the war was over.

Another feared pirate at the time was Captain Benjamin Hornigold. Blackbeard joined Hornigold's pirate crew in 1716. He was immediately put in charge of his own ship. Hornigold retired from piracy in 1717. It was then that Blackbeard became captain of his own crew.

There are a few descriptions of Blackbeard's appearance from the time. He had a long black beard. He sometimes decorated it with colourful ribbons. He was tall with broad shoulders. People who saw him said that he wore knee-length boots and dark clothing.

Blackbeard definitely knew how to scare people. He would tie candles and fuses from

canons into his beard and set them on fire. This would create lots of smoke for him to walk through. One person who saw him said that he couldn't imagine anything scarier. None of Blackbeard's ships had a Jolly Roger flag. Blackbeard's flags had a horned skeleton stabbing a heart with a spear. Much scarier!

Blackbeard was definitely a dangerous man. Pirates often used fake names so we may never know just how successful he really was. Aye aye captain! (Pirates never actually said this!)

## VIPERS QUESTIONS

**I** Why do you think Blackbeard tied ribbons in his beard?

**V** Which word tells you that people were scared of Blackbeard?

**V** Find a word that tells you Hornigold gave up being a pirate.

**I** Why would people have been scared seeing Blackbeard walk through smoke?

**S** What happened after Hornigold retired?

# English (grammar)

**Section 1**

Mr Whoops has made TWO clumsy spelling mistakes in his sentence. Can you underline them and correct them?

During my literacy lesson, I wrote a sentance that ended with a qwestion mark.

_____ _____

**Section 2**

Can you add two adjectives to this sentence?

The _____ swimmer glided through the water.

**Section 3**

Underline all the verbs in this sentence:

Rebecca sat down on the chair and folded her arms.

**Section 4**

Tick the sentence that is a command.

Have you been at school today?

I won an award at the gymnastics competition.

Get to bed straight away.

**Section 5**

Can you think of a compound noun to match each definition?

An event that happens once a year to celebrate when you were born:

_____

A witch might ride on one of these:

_____

**Section 6**

Choose a vowel. Write the name of an animal beginning with your chosen letter.

_____

_____

_____

# Maths

## Addition mental strategies – bridge to ten

Bridge to ten is when we make the first number up to 10 and then add what is left.

Let's start by using ten frames:

8 + 4 = 10 + 2 = 12

**1** **Look carefully at the first set of ten frames. Bridge to ten on the second set and complete the addition.**

**a**

8 + 6 = 10 + ☐ = ☐

**b**

7 + 4 = 10 + ☐ = ☐

**c**

9 + 5 = 10 + ☐ = ☐

**d**

9 + 8 = 10 + ☐ = ☐

# Light and Shadow Worksheet

Look at the position of the sun in each picture and draw the shadow of the tree.

Foundation

# Light, Reflection and Shadows Crossword

Use your knowledge of light, reflection and shadows to complete this crossword.

Across

3. _____ objects let light travel through them.
6. The Moon is not a light source. It _____ light from the Sun.
7. When an object blocks light, a _____ is formed.
8. Sunglasses _____ your eyes from sunlight.
9. People need _____to see.
10. The Sun, a light bulb and a television screen are all _____ of light.
11. _____ materials reflect light well.

Down

1. You should never look _____ at the Sun.
2. Objects that block light are _____.
4. When an object moves closer to a source of light, its shadow gets _____.
5. Light travels in a _____ line.
6. A mirror appears to _____ an image.

Use these words to help you:

opaque, bigger, directly, shadow, reflects, light, sources, straight, protect, transparent, reverse, smooth

# Friday
# English (reading)

**Activity 1**

**Read *Please Mrs Butler* by Allan Ahlberg.**

**Top tip!**

If you struggle with any words, try the following **reading strategies**.

- Sound the word out. Can you split the word up and then try to say it?
- Think about whether it looks like another word that you know.
- Miss the word out and read ahead. Then go back and 'guess' what the word may have been.

***Please Mrs Butler***

*Please Mrs Butler*
*This boy Derek Drew*
*Keeps copying my work, Miss.*
*What shall I do?*

*Go and sit in the hall, dear.*
*Go and sit in the sink.*
*Take your books on the roof, my lamb.*
*Do whatever you think.*

*Please Mrs Butler*
*This boy Derek Drew*
*Keeps taking my rubber, Miss.*
*What shall I do?*

*Keep it in your hand, dear.*
*Hide it up your vest.*
*Swallow it if you like, my love.*
*Do what you think best.*

*Please Mrs Butler*
*This boy Derek Drew*
*Keeps calling me rude names, Miss.*
*What shall I do?*

*Lock yourself in the cupboard, dear.*
*Run away to sea.*
*Do whatever you can, my flower.*
*But don't ask me!*

**Answer the questions below**

Don't just guess the answer - you must show where you found it.

**Top tip!**

Each question will follow the order of the poem so start at the top.

**1.** What is the name of the teacher?

**2.** What is the first thing Derek Drew does wrong?

**3.** Where does the teacher say the narrator should take their books?

**4.** What three things does the teacher say the narrator should do with the rubber?

**5.** What is the final complaint the narrator has about Derek Drew?

**6.** What does the teacher call the narrator in the last verse?

# English (writing)

**Story time - Plan and then write a story**

Look carefully at your picture. Using the steps below, plan your descriptive writing.

1. **Looking at your picture, jot down some simple words to describe what you see, hear or smell if you were in the scene.**

   _____

   _____

   _____

   _____

   _____

2. **What will happen at the start of your story_____**
   **What will be the problem that needs to be solved_____**
   **Who is your main character going to meet_____**
   **How will your story end? _____**

3. **Use your notes to create a piece of descriptive writing in your homework book or on some paper. Remember to use full sentences, including correct punctuation, and try to use a mixture of simple and complex sentences.**

# Maths

## Addition mental strategies – bridge to ten

We can also use number lines to bridge to the next ten and then add what is left.

22 + 16 = 38

**2** **Practise bridging to ten with each addition set. The first one has been done for you.**

**Set 1:**

**a** 8 + 6 → 10 + 4 = 14

**b** 7 + 5 → ☐ + ☐ = ☐

**c** 6 + 7 → ☐ + ☐ = ☐

**Set 2:**

**a** 16 + 5 → ☐ + ☐ = ☐

**b** 17 + 6 → ☐ + ☐ = ☐

**c** 19 + 6 → ☐ + ☐ = ☐

**3** **Use the number lines to bridge to ten. Fill in the missing numbers each time. To help you get started, the first number line has 2 numbers filled in.**

**a** 47 + 8 = ☐

**b** 56 + 9 = ☐

**c** 73 + 15 = ☐

# Addition mental strategies – bridge to ten

*Continued from page 6.*

**3** **Use the number lines to bridge to ten. Fill in the missing numbers each time.**

**d** 44 + 12 = ☐

**e** 84 + 11 = ☐

**f** 132 + 15 = ☐

**4** **Write a problem that matches this number line.**

☐ + ☐ = ☐

**5** **Complete these addition tables by bridging to the next ten in your head.**

**a**

| Add 12 | |
|---|---|
| 49 | |
| 56 | |
| 138 | |

**b**

| Add 17 | |
|---|---|
| 36 | |
| 17 | |
| 158 | |

**c**

| Add 13 | |
|---|---|
| 77 | |
| 48 | |
| 159 | |

# Y3/4 Spellings Words Search

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| l | w | d | i | f | f | i | c | u | l | t | t |
| i | n | t | e | r | e | s | t | a | s | t | v |
| u | n | k | y | b | t | c | r | h | n | v | e |
| n | p | b | b | q | z | u | t | e | s | l | k |
| p | s | l | k | z | t | r | c | k | c | k | p |
| f | r | n | a | a | a | e | v | r | v | t | e |
| s | i | e | n | e | r | q | i | k | n | z | r |
| t | o | v | s | h | d | c | x | e | i | h | h |
| u | x | f | m | s | h | y | c | y | s | e | a |
| x | s | d | i | y | u | e | q | j | w | a | p |
| m | f | p | u | l | r | r | f | f | l | r | s |
| z | b | i | c | y | c | l | e | t | h | t | g |

circle
earth
bicycle
heart
interest

perhaps
pressure
natural
difficult
recent

# Colour by Multiplication

| | |
|---|---|
| 12 | pink |
| 18 | light pink |
| 24 | turquoise |
| 30 | white |
| 36 | green |
| 42 | light yellow |
| 48 | orange |
| 54 | brown |
| 66 | red |

# 4th – 8th of May

## Spelling Activities

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

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

## List 1

**Homophones & near homophones**

berry

bury

brake

break

meet

meat

ball

bawl

fair

fare

## List A

**Words with the long /eɪ / sound spelt with ey**

hey

they

obey

grey

prey

# Monday

# English (reading)

## Hansel and Gretel

Once upon a time, there was a boy named Hansel and a girl named Gretel. They were both very naughty. They never did what their parents told them.

One day, their family ran out of food. Their mother took them into the forest to hunt for mushrooms. When they were far away from home, she turned and ran away. She knew that there wasn't enough food for the children at home, but there might be in the forest.

The two children were annoyed by their mother. Hansel thought he knew the way home, but Gretel wasn't sure. They tried their best but they were soon lost.

Just before the sun set, they stumbled upon a rather unusual house. The walls were made of chocolate and delicious sweets. The roof was made of icing and toffee. They were very hungry by this point and so they both ran straight to the house. It all tasted delicious and soon they were full of sugar.

Suddenly, they heard a cackling laugh from the doorway. "Two more children for my pot!" It was a horrible old woman. "There are even more sweets inside," she said.

Hansel had always been greedier than Gretel, and he sped into the house. Gretel followed him slowly. She didn't like the look of the woman. By the time she was in the cottage, Hansel was already trapped in a cage. He was hanging above a boiling pot of

### RETRIEVAL FOCUS

1. What did the children never do?
2. What did they go looking for in the forest?
3. What were the walls of the house made of?
4. What did the old woman promise them was inside the house?
5. What did Gretel say they had seen in the woods?

water. The old woman was planning to eat him!

Gretel had a plan. She told the old woman that they had seen a dragon in the woods, and he might burn down the cottage. The old woman looked worried and fled outside. Quickly, Gretel reached up and released Hansel from his cage.

There was an oven on the other side of the cottage, facing the door. The oven was very hot and now Hansel had an idea. He opened the oven wide and they both hid behind the cottage door.

A few minutes later, the old lady burst into the cottage. Hansel and Gretel jumped out from behind the door and pushed her into the open oven. They slammed the door shut and quickly fled into the forest.

After a while, they found their way home. They told their mother and father about the gingerbread cottage and they never went hungry again.

## VIPERS QUESTIONS

| | |
|---|---|
| I | Why did Gretel enter the house slowly? |
| V | Which word tells you that Hansel always wanted more food? |
| V | Which word tells you that the woman came back into the house quickly? |
| S | What did Hansel do for the first part of his plan? |
| P | What do you think the family did so that they never went hungry again? |

# English (grammar)

**Section 1**

Put the apostrophe in the correct place in this sentence:

Pips bowl was full of his favourite dog food.

**Section 2**

Oops! Mr Whoops has accidentally replaced some of the words within this sentence with his favourite toys! Can you suggest a sensible word to replace each one?

Happily, George celebrated **yo-yo** he had scored the winning goal and his friends **skateboard** him.

_____

_____

_____

**Section 3**

Draw lines to join-up the root words with the correct prefixes:

| | |
|---|---|
| un | heard |
| mis | appear |
| dis | friendly |

**Section 6**

Can you unjumble this Y3 spelling word?

nomaw _____

**Section 4**

Can you think of an adjective and adverb beginning with...

| | adjective | adverb |
|---|---|---|
| the letter b | | |
| the letter n | | |

**Section 5**

Can you rewrite this text message so it is written in Standard English?

You done well!

_____

_____

_____

# Maths

## Whole numbers – ordering numbers

When we place numbers in order, we need to look carefully at the position and the value of each digit. Are these numbers in the right order?

345, 354, 453, 534

We are now going to practise working with numbers up to 1000.

**1** **Here is a section of a hundred chart. Complete the missing numbers:**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 221 | 222 | 223 | | 225 | 226 | 227 | 228 | 229 | 230 |
| 231 | 232 | | 234 | 235 | 236 | | 238 | | 240 |
| 241 | | 243 | 244 | 245 | 246 | | 248 | 249 | 250 |
| 251 | 252 | 253 | 254 | | 256 | 257 | 258 | 259 | 260 |
| | 262 | | 264 | 265 | 266 | 267 | 268 | 269 | 270 |

**2** **Imagine this chart continued into the 300s. Complete the missing numbers from these parts:**

**a**

| | | |
|---|---|---|
| | 362 | |

**b**

| | | |
|---|---|---|
| | 378 | |

**c**

| |
|---|
| |
| 351 |
| |

**d**

| | | |
|---|---|---|
| | | |
| | 332 | |
| | | |

**e**

| | | | | |
|---|---|---|---|---|
| | | | | |
| | 311 | | | |
| | | | | |

**3** **Create these numbers:**

# Whole numbers – ordering numbers

**4** **Think about the position of the numbers on the number lines.**

**a** Draw a line to connect the number in the box to where it sits on the number line:

465 | 472 | 479 | 484

**b** Write the numbers in the blank boxes:

**5** **Label the weight of each tin using a number from the box:**

**a**

220 g

420 g

110 g

**b**

140 g

825 g

400 g

# Foundation

## Volcanoes Labelling Activity

Look at this diagram of the inside of a volcano. Label the diagram with the missing words from the bottom of the sheet.

| | | | |
|---|---|---|---|
| main vent | lava flow | conduit | magma reservoir |
| ash cloud | crater | layers of ash and solidified lava | |

# Volcanoes

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| c | o | r | e | i | b | p | v | d | e | o | r | j | e |
| c | v | i | o | a | m | a | b | s | g | l | i | e | k |
| r | a | n | a | s | a | c | t | i | v | e | d | r | f |
| u | s | g | v | t | n | z | p | l | e | c | t | u | a |
| s | o | o | l | o | t | u | e | l | a | v | a | p | m |
| t | g | f | a | u | l | t | i | u | f | e | s | t | a |
| l | x | f | o | f | e | i | j | e | u | n | c | i | g |
| u | u | i | l | r | l | u | o | x | g | t | o | o | m |
| d | o | r | m | a | n | t | q | t | o | d | n | n | a |
| a | m | e | c | f | y | a | n | i | e | h | d | o | i |
| e | y | e | a | u | h | q | u | n | t | v | u | n | e |
| w | v | o | l | c | a | n | o | c | a | n | i | t | a |
| o | p | i | m | v | i | o | b | t | w | l | t | m | k |
| c | r | a | t | e | r | h | a | o | c | a | s | h | o |

volcano
fault
mantle
ring of fire
active

crust
core
sill
lava
dormant

extinct
vent
conduit
eruption
magma

crater
ash

# Tuesday

# English (reading)

## Homes Around The World

Everybody needs somewhere to live. People live in lots of different types of houses all around the world. They have all been designed to keep the owner safe and comfortable in different conditions. Let's take a look at some of them.

### Bricks

Lots of houses in Europe and North America are built with bricks. These are very strong and keep the inside of the house nice and warm. These are the houses that we are most used to seeing.

### Underground

It gets very hot and uncomfortable in Australia. The people who live in a few small towns have an ingenious solution. They have dug their houses underground. These are much cooler and more comfortable.

### Caves

The people of some North African countries also need protection from the heat. Some of them have built amazing hideaways in natural caves. Many of these were dug thousands of years ago and are still being used today. Some have even been turned into hotels!

### RETRIEVAL FOCUS

1. Where are houses built from bricks?
2. Where does it get very hot and uncomfortable?
3. Where do some people live in caves?
4. What type of snow is used for igloos?
5. What is in front of a traditional Hanok house?

## Stilt Houses

It rains a lot in Southeast Asia. It rains so much that some communities build their houses on wooden stilts. This keeps them dry when the land floods. How clever is that? They also have steeply sloped roofs to allow the rainwater to wash away easily. What do you think would happen if they had flat roofs?

## Igloos

Lots of people think that Inuit people live in Igloos. In fact, they mostly live in regular houses. They do use igloos when they go on hunting trips though. These are made of compacted snow and ice which help to make them very snug places even when it is freezing cold outside.

## Hanok

Hanok houses are traditional Korean houses built out of wood. They are colourfully decorated. Traditionally, they were built with a mountain behind them and a stream at the front. They are easily identified by their curved roofs. The wooden floors are sometimes heated in the winter with smoke from a fire.

This is just a small selection of the different types of houses around the world. Can you think of any more?

## VIPERS QUESTIONS

**I** Why does building a home underground help to keep it cool?

**V** In the Hanok section, which word means that the houses are painted?

**V** In the Igloos section, what does the word “snug” tell you about them?

**S** Why do different houses have different designs?

**P** Why do you think Inuit people don’t live in igloos all of the time?

# English (grammar)

## Is It a Noun or Is It a Verb?

Some words can be used as both as nouns and verbs, which can get very confusing! Try and remember this little trick to help you use these particular words in different ways within your sentences.

The word **'point'** can be both a noun and verb.

To use **'point'** as a **noun**, put a **determiner** like **'a'**, **'an'** or **'the'** before it,

e.g. Henry sharpened his pencil to **a point**. (noun)

To use **'point'** as a **verb**, put the word **'to'** before it,

e.g. The little girl started **to point** out of the coach window. (verb)

1. Read these sentences. Is the underlined word being used as a noun or a verb?

   a) The group stood at the front of the class to <u>present</u> their debate speech. _____

   Rubbing her eyes in disbelief, Nisha ran over to the <u>present</u> underneath the Christmas tree. _____

   b) Dad was extremely pleased with the <u>progress</u> Billy had made in Year 6. _____

   Victoria was trying to <u>progress</u> into the 100m backstroke final. _____

   c) Holly was starting to <u>suspect</u> that her little brother had stolen the last chocolate biscuit. _____

   After a long chase, the police officer finally caught up with the <u>suspect</u>. _____

2. Now, look at these sentences. Is the underlined word being used as a verb or a noun? Remember to look at the word before it to give you a clue.

   a) The recycling club members were able to <u>help</u> the school caretaker by collecting all of the rubbish from the playground. _____

   b) Mr Foster put a <u>cover</u> over his antique sports car in his garage. _____

   c) During the literacy lesson, the children had to <u>film</u> their presentations. _____

3. Now, it's your turn. Use these words in two different sentences: one where the word is used as a noun and one where it is used as a verb.

   a) Write a sentence using the word 'display' as a **verb**.

   _____

   _____

# Maths

## Whole numbers – create and compare numbers

When we compare numbers we use these symbols:

This symbol means is less than.

This symbol means is greater (more) than.

24 is less than 45

We can use the symbol < to show less than.

24 < 45

54 is more than 27

We can use the symbol > to show more than.

54 > 27

**1** **Use the correct < or > symbol to connect these numbers:**

**a** 26 ☐ 41 **b** 94 ☐ 89 **c** 104 ☐ 106 **d** 962 ☐ 991

**e** 397 ☐ 372 **f** 722 ☐ 728 **g** 442 ☐ 440 **h** 87 ☐ 266

**2** **Mitch wrote these number sentences. Are they correct? Tick or cross them.**

**a** 614 > 687 **b** 61 < 90 **c** 703 > 54

**d** 532 < 888 **e** 889 > 999 **f** 206 < 260

**3** **Use these numbers to write some number sentences following the directions. Use the symbols < or >:**

314 250 720 567 412

**a** Write three *greater than* number sentences:

☐ ☐ ☐

**b** Write three *less than* number sentences:

☐ ☐ ☐

**4** **Use these digits to create the following numbers:**

**a** A 3-digit number with a 5 in the tens place. ☐

**b** A 3-digit number that has an even number in the ones place. ☐

**c** As many numbers as possible that fall between 500 and 800.

_____

**d** The smallest 3-digit number. ☐

**e** The largest 3-digit number. ☐

**f** As many numbers as you can where the thousands digit is smaller than the hundreds digit and the hundreds digit is greater than the ones digit.

_____

**5** **Fill in the empty boxes with the correct numbers:**

**a** 406 > ☐

**b** 973 < ☐

**c** ☐ < 973 but > than 106

**d** 973 < ☐ by 20

**e** ☐ > 106 by 300

**f** ☐ > 106 < 973

# Foundation

# Make Your Own Altamira Cave

# Wednesday

# English (reading)

Read this short extract from 'Daisy and the Trouble with Life' and then try the activity below.

*I don't know why it's called "grounded" anyway. If you ask me, if someone says you're grounded, then it should mean you have to stay on the ground. No hopping and jumping, flying or parachuting. That's what grounded should mean: staying on the ground. Whether it's inside ground or out- side ground, it shouldn't make any difference. As long as you're on the ground you should be OK. Both my trainers were on the ground in the hallway this morning when Gabby called for me. Gabby is my secret sister. We're in a secret club – in fact it's so secret, only me and her are in it. Every Saturday we take it in turns to be club leader and think of things to do. Last week it was my turn to choose, so we dug a mud trap in my back garden. Then we magicked Tiptoes, the cat from next door, into a lion and tried to get him to fall into our trap. But he wouldn't. He just stayed on Mrs Pike's wall and refused to come down. That's the trouble with cats. They only ever want to do cat things, not lion things.*

*In the end we had to bang him down with a spade. Gabby hit the wall with the spade handle and I kicked the wall with my trainers. Tiptoes jumped down then all right. He jumped down off the wall on the very first bang. Only not into my garden, into Mrs Pike's. He never comes into our garden any more. In fact I didn't see him on the wall for five days after that. Gabby says he must have seen us making the mud trap, and it would have been better if we'd magicked him into a hippopotamus. Hippopotamuses love mud.*

*Gabby's definitely right, so that's what we were going to try today. A better spell and a bigger trap. Except we can't now, because I'm not allowed out to play. Thanks to Mum.*

*Excuse me a minute. I need to go somewhere again!*

**See if you can answer these questions**

1. Look at the beginning of the extract. What does Daisy thinks being grounded means?
2. Where were Daisy's trainers?
3. According to the text, who is Gabby?
4. What did they dig last Saturday?
5. What is the cat called?
6. Did the cat do what Daisy wanted it to?
7. Which animal does Gabby think they should have magicked the cat into?
8. What two things are Gabby and Daisy going to try next?

## Predicting what might happen

**Where do you think Daisy is actually going?**

Use the start of the sentences below and see if you can come up with some ideas of where she might be going. Remember, she is grounded.

- **She might be _ _ _ _ _ _**
- **She could be _ _ _ _ _ _**
- **Maybe she is _ _ _ _ _ _**
- **What if she is _ _ _ _ _ _**

# English (grammar)

## Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose a **coordinating conjunction** from the box to complete these sentences.

| and | but | or | so |
|---|---|---|---|

1. I went to bed very late _____ I am tired today.
2. I listened to the weather forecast _____ put an umbrella in my bag.
3. I enjoy playing hockey _____ it's not my favourite sport.
4. We could go to the park _____ to the cinema.

Choose a **subordinating conjunction** from the box to complete these sentences.

| although | because | so that | even if | whenever |
|---|---|---|---|---|

1. My dad has fixed my bike _____ I can take it to the park.
2. My brother is grumpy _____ he has got to do his homework.
3. I will always support my local team, _____ they always lose!
4. He goes abroad on holiday, _____ he doesn't like flying.

Choose a pair of **correlative conjunctions** from the box to complete these sentences.

| whether/or | either/or | both/and | not only/but |
|---|---|---|---|

1. I'm not sure _____ I'm going to the match _____ not.
2. My mum is _____ a brilliant doctor, _____ she is a great runner too.
3. The weather is forecast to be _____ hot _____ humid.
4. We are having _____ pasta _____ curry for dinner.

# Maths

## Whole numbers – writing numbers to 100 as words

**1** **Draw lines to match the numbers to the words:**

| | |
|---|---|
| twelve | 56 |
| thirty-two | 23 |
| sixty | 21 |
| eighty-four | 91 |
| sixteen | 47 |
| twenty-three | 60 |
| ninety-one | 12 |
| twenty-one | 16 |
| fifty-six | 32 |
| forty-seven | 84 |

**2** **Write the following numbers as words:**

**a** 13 _____

**b** 77 _____

**c** 31 _____

**d** 29 _____

**e** 48 _____

**f** 92 _____

# Maths

## Counting – counting in 100s

Counting in 100s is similar to counting in 10s. Can you see the pattern and fill in the missing numbers?

10 20 30 40 50 60 70 80 90 100

100 [ ] 300 400 [ ] [ ] 700 800 [ ] 1000

**1** **Pea seeds come in packets of 100. Write how many seeds you would have in total if you had the following number of packets:**

**a** [ ] seeds

**b** [ ] seeds

**c** [ ] seeds

**2** **Guess the secret number.**

**a** You say me when you count in 100s. I am less than 700 and more than 500. I am [ ]

**b** You say me when you count in 100s. I am 300 more than 200. I am [ ]

**c** You say me when you count in 100s. I am the 5th number you say if you count back from 800. I am [ ]

Foundation

# Pushing and Pulling Forces

Pushes and pulls are forces. You can make something start or stop moving when you push or pull it.

**Activity**

Below are some pictures of children using pushing and pulling forces. Write down *push* or *pull* in the force box. Does the force cause something to start or stop moving? In the second box write *start* or *stop*.

1. force:

2. force:

3. force:

4. force:

When you kick a football, what type of force do you use? Can you describe other sports or activities that involve pushing or pulling?

5. force:

# Forces in Action

Draw arrows on the pictures below to show the forces acting in them.

# Thursday
# English (reading)

## Ambush

"Be careful. We don't want them to see any movement in the trees." Robin Hood's voice was hushed but fierce. I'd been serving him faithfully now for nearly a year, and it upset me that he didn't trust me yet. This was my first night hunting with him, and I didn't want to let him down.

I didn't reply. Instead, I squeezed myself up into a smaller ball on the thick bough of the tree. I tried my hardest to stay quiet but I felt a sneeze building up at the back of my nose. It was hard, but I managed to snuffle it out with my thick, woollen sleeve. I heard my master sigh under his breath.

"Have we had any word from John yet?" I asked after a long silence. Again he sighed.

"Have you seen that big giant of a man come running down the road?" he asked with strained patience. I shook my head.

The night passed slowly. I didn't dare to speak again after that. I was worried it would provoke him further. My fine cloak had been a gift from Robin when I'd swore allegiance to his men. Its thick fibres were certainly keeping the chill air from my bones.

Unable to help myself, I asked, "Have you had luck on this road before?"

"Several times," he answered with a nod. "The main road to London passes by not far from here. There are a lot of dangerous men on that road, so the wealthy travellers normally use these more sheltered roads."

"And that's where we attack them?" I asked with what I thought was enthusiasm.

"We don't attack if we can help it. Little John will give them the option of paying to pass. If they refuse, then we have no choice."

Once more, I was silent. Whilst training in the heart of Sherwood Forest, I'd assumed I'd get to use all of my skills tonight. True, I wasn't very good with a bow, but my swordsmanship was one of the best in my group.

As if out of nowhere, I heard the low rumble of a cart on the track. A piercing whistle came from directly below my branch. I looked down and saw the broad back of Little John. How had somebody of his size managed to sneak so close to me?

“One day, take a minute to watch him move,” Robin Hood said as if he’d read my mind.

I didn’t have time now to watch him, he was striding out into the middle of the road just in time for the cart to pull up.

“What the devil are you doing?” the driver was clearly in no mood to surrender to our demands.

“This is a toll path.” Little John’s voice was calm. It didn’t need to be big or loud, his size did that for him.

“Over my dead body!” The driver banged on the roof of the carriage, and several armed guards stepped out.

“That can be arranged,” said Robin as he dropped from the tree and drew his sword. “Take them as a prisoner if you can. They’re worth more that way!”

## VOCABULARY FOCUS

1. What word or phrase tells you that Robin Hood’s voice was quiet?
2. Find one word in the text which means “in a loyal way”.
3. What does the phrase “I didn’t dare” say about the author?
4. What does the phrase “strained patience” tell you about Robin?
5. Write a definition for “piercing”. You may use a dictionary if you are stuck.

## VIPERS QUESTIONS

**I** Why did Robin sigh under his breath?

**R** What type of traveller are they expecting to use the road?

**S** What happened immediately after the driver refused to pay?

**E** In the paragraph that starts “The night passed…”, what effect does the use of short sentences have?

**R** Where had the author trained?

# English (grammar)

**Section 1**

Can you think of the words that end in 'el' to answer these clues? Use a dictionary if you need to.

DOWN: Small woodland creatures that can be grey or red.

ACROSS: To go to a different place.

**Section 3**

Write a suitable conjunction in this sentence:

a) I might buy a mansion _____ I ever win the lottery.

**Section 5**

Can you turn these words into plurals?

church - _____

fly - _____

**Section 2**

Can you place the correct speech punctuation in Luke's reply?

I've done a picture of a farmyard replied Luke

**Section 4**

Can you spot the TWO spelling mistakes on Mr Whoops' to-do list? Can you help him to spell them correctly?

TO-DO:

Book Mum's suprise birthday party. Visit the shopping center

_____

_____

**Section 6**

Can you think of an adjective, adverb and a proper noun beginning with...

| | adjective | adverb | proper noun |
|---|---|---|---|
| the letter p? | | | |
| the letter n? | | | |

# Maths

## Whole numbers – odd and even numbers

Even numbers can be divided equally into 2 groups.

Odd numbers cannot.

**1** **Colour the even number squares orange and the odd number squares green:**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 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 |

**2** **Complete these statements:**

**a** Even numbers have a ____, ____, ____, ____ or ____ in the ones place.

**b** Odd numbers have a ____, ____, ____, ____ or ____ in the ones place.

**3** **Place any even numbers in the boxes and add:**

**a**

+

_____

**b**

+

_____

**4** **Place any odd numbers in the boxes and add:**

**a**

+

_____

**b**

+

_____

**5** **Place even numbers in the top row of boxes and odd numbers in the bottom rows of boxes and add:**

**a**

+

_____

**b**

+

_____

**c**

+

_____

# Whole numbers – odd and even numbers

**6** **Circle one answer in each sum:**

**a** Even + even = odd / even

**b** Even + odd = odd / even

**c** Odd + odd = odd / even

**d** What did you discover about adding odd and even numbers?

_____

_____

_____

**7** **Colour a path from start to finish. You must move through one hexagon to a touching hexagon and they must add to an even number.**

**8** **This game was played by children in ancient times.**

You don't need any equipment, just your hands!

Each player declares if they will be either 'odds' or 'evens'.

After the count of 3, at the same time, each player opens one hand and holds out 1 or more fingers.

If the total number of fingers is equal to an odd number, the player who is odds wins.

If the total number of fingers is an even number than the player who is even wins.

# Healthy Eating 3 Times Tables and Division Facts Mosaic

Solve the calculations to reveal the hidden picture. Each answer has a special colour.

**Red:** 1 to 6 | **Blue:** 7 to 12 | **Brown:** 13 to 21 | **Green**: 22 to 32 | **White:** 33 to 36

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 36 ÷ 3 | 4 × 3 | 24 ÷ 3 | 3 × 3 | 5 × 3 | 27 ÷ 3 | 21 ÷ 3 | 8 × 3 | 4 × 3 |
| 30 ÷ 3 | 27 ÷ 3 | 4 × 3 | 24 ÷ 3 | 7 × 3 | 4 × 3 | 10 × 3 | 9 × 3 | 8 × 3 |
| 27 ÷ 3 | 3 × 3 | 15 ÷ 3 | 1 × 3 | 6 × 3 | 3 × 8 | 9 × 3 | 8 × 3 | 4 × 3 |
| 4 × 3 | 12 ÷ 3 | 12 × 3 | 18 ÷ 3 | 7 × 3 | 8 × 3 | 3 × 9 | 2 × 3 | 36 ÷ 3 |
| 1 × 3 | 11 × 3 | 18 ÷ 3 | 15 ÷ 3 | 3 ÷ 3 | 9 ÷ 3 | 1 × 3 | 12 ÷ 3 | 9 ÷ 3 |
| 15 ÷ 3 | 12 × 3 | 15 ÷ 3 | 2 × 3 | 12 ÷ 3 | 3 ÷ 3 | 15 ÷ 3 | 18 ÷ 3 | 3 ÷ 3 |
| 1 × 3 | 18 ÷ 3 | 9 ÷ 3 | 1 × 3 | 15 ÷ 3 | 18 ÷ 3 | 3 ÷ 3 | 6 ÷ 3 | 1 × 3 |
| 4 × 3 | 6 ÷ 3 | 1 × 3 | 18 ÷ 3 | 1 × 3 | 2 × 3 | 15 ÷ 3 | 1 × 3 | 3 × 3 |
| 36 ÷ 3 | 3 × 3 | 9 ÷ 3 | 2 × 3 | 18 ÷ 3 | 12 ÷ 3 | 3 ÷ 3 | 36 ÷ 3 | 30 ÷ 3 |
| 27 ÷ 3 | 30 ÷ 3 | 4 × 3 | 6 ÷ 3 | 15 ÷ 3 | 2 × 3 | 24 ÷ 3 | 21 ÷ 3 | 33 ÷ 3 |

**Challenge:** Use inverse operations to write the related calculations for these number facts. Explain how you calculated the inverse.

18 ÷ 3 = 6 27 ÷ 3 = 9 4 × 3 = 12

# Art skills – try and copy the images

# Friday

# English (reading)

## Little Red Riding Hood

"Your old granny isn't well," Little Red Riding Hood's mother told her. "Take this basket of food and make sure she is feeling better."

Little Red Riding Hood was a good girl who did as she was told. She didn't know that at the same time, a big bad wolf was wandering in the forest. He was very hungry and very grumpy.

As luck would have it, the girl bumped into the wolf halfway along the forest path. "Hello, little girl," he said with a grin. "Where are you heading today?"

"I am off to take this basket of food to my granny. She is feeling a bit under the weather."

"What a good girl you are," the wolf said. Red didn't notice him licking his lips. "Where does your granny live?"

"In the small cottage next to the stream. She's very alone out there," said Little Red Riding Hood.

They said goodbye and were soon on their way. Unfortunately, the wolf knew a shortcut, and he arrived long before the small girl. He slipped into Granny's cottage through an open window. Once inside, he swallowed her up whole, put on her nightdress, and hid in her bed.

### VOCABULARY FOCUS

1. Find a word that tells you that the wolf was moving around in the forest.
2. What does Little Red Riding Hood say that tells you that the granny wasn't feeling well?
3. Which word tells you how the wolf moved into the cottage?
4. Which word means that Little Red Riding Hood didn't trust the wolf?
5. What does the word "outrage" mean?

When Little Red Riding hood knocked on the door a while later, the wolf told her to come in.

“Why granny, what big eyes you have today,” she said curiously.

“All the better for seeing you with,” replied the wolf.

“And what a furry chin,” Little Red Riding Hood was suspicious.

“Erm… that’s part of my illness,” the wolf replied quickly.

“And I’m sure your teeth aren’t usually that sharp! You’re that horrible wolf from the forest!” She ran from the cottage. Not far away was a woodcutter who heard her cries for help. He sprinted over to the cottage and she explained what had happened.

“That’s an outrage!” he cried and burst into the cottage with his axe. Five minutes later he emerged again with Little Red Riding Hood’s granny behind him. Considering she’d just been eaten, she seemed a lot better than before. Although it was a long time before she slept with the window open again.

## VIPERS QUESTIONS

**R** Where did Little Red Riding Hood bump into the wolf?

**R** What was next to the cottage?

**I** Why was it unfortunate that the wolf knew a shortcut?

**I** Why did Little Red Riding Hood speak curiously to the wolf?

**S** What happened when the woodcutter went into the cottage?

# English (writing)

**Story time - Plan and then write a story**

Look carefully at your picture. Using the steps below, plan your descriptive writing.

1. **Looking at your picture, jot down some simple words to describe what you see, hear or smell if you were in the scene.**

   _____

   _____

   _____

   _____

   _____

2. **What will happen at the start of your story_____**
   **What will be the problem that needs to be solved_____**
   **Who is your main character going to meet_____**
   **How will your story end? _____**

3. **Use your notes to create a piece of descriptive writing in your homework book or on some paper. Remember to use full sentences, including correct punctuation, and try to use a mixture of simple and complex sentences.**

# Maths

## Whole numbers – reading and writing numbers to 999

We read and write numbers in the order that we say them.

| Hundreds | Tens | Ones |
|---|---|---|
| 7 | 1 | 5 |

seven hundred and fifteen

**1 Match the numbers with the words.**

**a** 848 — nine hundred and ninety-three

**b** 327 — eight hundred and forty-eight

**c** 901 — three hundred and twenty-seven

**d** 993 — nine hundred and one

**2 Create a table of 3-digit numbers by rolling a die 3 times. For example if you rolled a 4 then a 5 then a 2 you would write it in the table like this:**

| Hundreds | Tens | Ones |
|---|---|---|
| 4 | 5 | 2 |
| | | |
| | | |
| | | |

**a** What was the largest number that you made? ☐

**b** What was the smallest number that you made? ☐

**c** Write each of these numbers in words:

_____

_____

_____

**3 Figure out the number from the clues:**

**a** There is a 6 in the hundreds column, a 2 in the tens column and a 1 in the ones column. ☐

**b** There is an 8 in the tens column, a 3 in the hundreds column and a zero in the ones column. ☐

# Whole numbers – reading and writing numbers to 999

**4** **Are the following statements true or false (T or F)?**

| Statement | True/False |
|---|---|
| **a** six hundred and twenty-one = 621 | |
| **b** five hundred and two = 520 | |
| **c** eight hundred and fifty-two pounds = £852 | |
| **d** two hundred and three pounds = £230 | |
| **e** nine hundred and ninety-nine = 991 | |
| **f** one hundred and five = 105 | |

**5** **Complete this crossword by writing the digits:**

**Across**

**1** Four thousand, six hundred and eighty-two
**3** Number before 926
**5** Seven hundred and thirty-two
**6** Three thousand, one hundred and forty-four
**8** Add 6 to 600
**9** Nine hundred and forty-three
**12** 1 less than 530
**14** Thirteen
**15** Six thousand, four hundred and sixty-three
**17** 7 less than 700
**18** Five hundred and twenty-four

**Down**

**1** Four thousand, eight hundred and thirty-six
**2** 1 less than 8,650
**3** Nine hundred and thirty-six
**4** 2,200 plus 9
**7** Four thousand, four hundred and fifty-six
**10** Three thousand, two hundred and forty-five
**11** 1 less than six hundred and forty
**13** Nine hundred and sixty-two
**16** Thirty-four

# Emoji Code Breaking

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 2 | 7 | 3 | 4 | 9 | 6 | 8 | 0 | 1 |

+ = 97

1. + =
2. − =
3. − =
4. + =
5. + =
6. − =
7. + =
8. − =
9. + =
10. − =