Year 3 - Home Learning Pack 3

Hello Year 3! I hope you are well and have enjoyed the previous learning packs. I have seen some excellent pieces of work from you and am looking forward to seeing your work over the next two weeks too. I hope you enjoy this learning pack, it has lots of learning tasks relating to our curriculum for this half term. Remember that you can adapt any of the activities to suit you. By completing a few tasks from different subjects each day, you will be building your knowledge and keeping your skills sharp. Remember to read and practice your times tables as well as the divisions that go with them, every day. We miss you lots but remember, you're doing a great job!

English	**Task 1** – Tense - Past and Present

Sort the verbs below into past and present tense. You could use a table like the one shown below.

run	catch	sing	feel	told
tell	buy	ate	bought	ran
eat	speak	discover	felt	brought
sang	bring	caught	spoke	discovered

Past Tense	Present Tense
ran	run

Task 2 – Imperative Verbs

Imperative verbs are sometimes known as **bossy** verbs.
They are verbs which **tell you what to do.**
They are often seen at the beginning of a sentence and create a **command.**

For example
Eat your lunch.
Tidy the cloakroom.
Write today's date.
Walk home after school.

Add an imperative verb to each of these commands so that they make sense.

1. _____ a line with a ruler.
2. _____ the ingredients together properly.
3. _____ to the instructions.
4. _____ your hand up to ask a question.
5. _____ your homework by Friday.
6. _____ to bring your home reading record to school.

Task 3 – Features of a newspaper

Find and label the features of a newspaper in the example below.

Number each feature you that you find using the checklist below to guide you.
1. The name of the newspaper
2. A headline
3. An introduction paragraph which gives a bit more information about what the report is about using the 5 Ws (what, where, when, who, why)
4. Pictures with captions
5. Facts about the event
6. Third person – they / he / she
7. Past tense verbs
8. Direct speech
9. A conclusion paragraph to explain what might happen

GREENVILLE DAILY STAR

Sunday 29th January 2017

UFO SIGHTING IN GREENVILLE VILLAGE!

A strange incident is reported to have happened on Friday evening in Greenville village. A local woman spotted unusual lights in the sky while she was out walking her dog. Greenville police officers also discovered a very mysterious circular shape burnt into the grass and unexplained metal remains on a nearby school field once the sun had risen the following morning. Local detectives are continuing with their investigations.

The whole incident started at around 6:35pm on Friday 27th January when Samantha Harris was walking her dog around the outside fences of Greenville Primary School field. The witness is certain that she saw blinding lights in the night sky and heard an ear-piercing noise coming

The mysterious metal objects and the circular shape burnt into the grass found on Greenville Primary School field.

from behind the clouds. The lights were on a fast-moving flying object that Mrs Harris says then hovered just above the grass. "The mysterious object flew so low that I had to jump into a ditch to avoid being hit. My poor dog was petrified," said the now terrified lady. Mrs Harris sped home, told her husband and then phoned the police straight away.

Another witness has also now come forward. Mr Jafari, a Year 3 teacher at Greenville Primary, also recounted some odd events to the police. The hard-working teacher had stayed behind marking books on Friday evening when he says the sky suddenly became much darker as if a storm was approaching. Then, he heard the loud, clunking sound of falling metal before being blinded by an intense light from outside the classroom window. Mr Jafari described the sight.
"The lights were like shiny disco glitterballs and it felt like they put me into a trance," he explained.The whole terrifying experience has left him feeling dazed and very confused.

The police found more worrying evidence on Saturday morning as they searched the school grounds. Some curious metal objects were found inside a vast, circular shape that had been scorched into the grass on the field. Samples were taken

from the objects as they were covered in an unfamiliar slimy, green liquid. Officers also spent many hours questioning people from the nearby houses. "We're now investigating numerous sightings of peculiar lights and sounds in the sky on Friday night," stated Detective Inspector Grayson.

Many local people are now feeling frightened about leaving their homes after dark but the police have been trying to comfort them. "There is no need for the people of Greenville to panic. Everyone should remain as calm as possible because there is probably a very simple explanation for the whole thing," said Detective Inspector Grayson confidently.

The whole village is now on high alert and any other bright lights or bizarre loud noises should be reported by phone to Greenville Police Station immediately on (01634) 001000.

Task 4 – Direct quotes

Imagine that you were being interviewed by a reporter because you found the Skara Brae site on the Orkney Islands. What would you say to the questions below that the reporter asked? Write your response using direct speech - you will need to use inverted commas for this.

Example - Did you know what it was that you had discovered?
"I had absolutely no idea what it was to begin with, as the first thing I saw just looked like large stacked rocks. I had no idea what I had found until I saw that the rocks formed a round shape and there was more than one."

Did you expect to find a settlement from the stone age when you were out on your walk?

How does it feel to have been the one to have discovered such an important historical site?

What are your hopes for the future of the site?

You will be able to use these quotes in your newspaper report for Task 7.

Task 5 – Write captions
Captions are used to explain what a picture or photograph shows. Write a caption for each of the pictures shown below. One has been done for you.

Archaeologists carefully dug, brushed and searched through every part of the site.	_____ _____ _____	_____ _____ _____

You will be able to use these captions and pictures in your newspaper report for Task 7.

Task 6 - Plan a newspaper report. Using your research about Skara Brae from Pack 2, plan a newspaper report about the discovery of the Stone Age Settlement.

If you are unsure of what can be found at Skara Brae, find out more by clicking the link below.
https://www.natgeokids.com/uk/discover/history/general-history/skara-brae/
Use the planning template below to help sequence your ideas and to ensure that you have included all of the different features of a newspaper report.

Planning a Newspaper Report

Name of newspaper: _____ Price: _____ Date: _____

Story headline: _____

Introduction

Who was involved?	First, _____
What happened?	Next, _____
	Then, _____
Where did the event take place?	
When did it happen?	

Interviews

Who will you interview? How are they involved in the events?	
What did they have to say?	

Final paragraph

What are the characters doing now?	
What might happen in the future?	

– Write a newspaper report about the discovery of Skara Brae.
You can use the template provided to write your report or write your title and headline on lined paper, then draw a line down the middle to make the columns.

Newspaper Writing Word Mat

who	carefully
where	gently
if	quickly
that	slowly
so	
because	
while	

statement	surprised	shocked	was
were	happened	pleased	angry
witness	interview	reporter	found
saw	heard		felt
last week	last night	last year	yesterday
tomorrow	morning	afternoon	evening
Monday	Tuesday	Wednesday	
Thursday	Friday		

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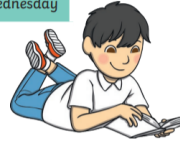
Verbs

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Movement
bounce, stroll
carry, stumble
collapse, tap
crawl, throw
dance, trudge
dash, turn
drive, walk
hit, wander
hop, wave
hurry, wind
jump, zoom
leap
pull
push
roll
rotate
run
shake
skip
sneak
spin
split

Voice
giggle
hum
laugh
rap
scream
shout
sigh
sing
sob
talk
whisper
yawn

Objects
bend
break
burn
control
fold
melt
mend
mould
open
repair
smash
snap
stretch
throw
twist

Emotion
admire
bawl
blubber
cry
despair
frown
grin
laugh
love
sigh
smile
smirk
tremble
weep
wince
worry

Senses
caress
eat
feel
hear
lick
listen
observe
smell
sniff
taste
touch

Thought
comprehend
conceive
contemplate
daydream
dream
evaluate
lament
meditate
ponder
reflect
speculate
think
visualise
wonder

More useful verbs...

change	collect	design	focus	find
identify	locate	plan	prevent	report
suggest	search	select	terminate	visit

Adverbs

How?		When?	How often?	Where?	How much?
angrily	hungrily	afterwards	always	above	almost
anxiously	inquisitively	again	annually	around	completely
cautiously	irritably	before	constantly	away	entirely
cheerfully	joyously	beforehand	daily	below	little
courageously	loudly	early	hourly	down	much
crossly	madly	lately	monthly	downstairs	rather
cruelly	merrily	never	never	everywhere	totally
defiantly	nervously	now	occasionally	here	very
doubtfully	quickly	often	often	inside	
elegantly	sadly	punctually	once	outside	**More useful adverbs**
enthusiastically	safely	recently	regularly	there	
foolishly	shyly	soon	repeatedly	up	additionally
frantically	solemnly	then	sometimes	upstairs	fittingly
gently	weakly	today	usually	wherever	insufficiently
gladly	well	tomorrow	yearly		appropriately
gracefully	wildly	yesterday			hence
happily					suitably
					consequently
					however
					therefore

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You can use words from this word mat to help you with your newspaper report.

These are action / doing words which you can use to help you to improve your word choices.

These are adverbs which you can use to help you to vary your sentences and add further detail.

An Adventure Story

Think of your favourite story. What made it great? What made you enjoy it? Were the characters interesting? Did they go on an adventure? Stories often tell of an adventure. Your task is to plan and write an adventure story all of your own.

Write Your Own Adventure Story

Character
Name - Does it match their job?
Description: Use exciting vocabulary to describe your character.
Personality: Can you show their personality through their actions?

Dilemma
Create an emergency or disaster so you can include lots of action! How do your characters act? What is happening?

Conjunctions & Adverbials
Use these conjunctions and adverbials at the start and in the middle of your sentences.
however, while, although, also, besides, after, as well as, even though, then, eventually, despite, next, finally, at last.

Build-Up
Action building up to the problem. Getting to know the characters.

Resolution
Beginning to solve the problem. Has your character changed during the story or learnt anything new?

Opening
Describe the setting and main characters.

Closing
The problem has been solved! How do your characters feel?

Openers
Open your sentences with different words.
Conjunctions:
After a while, After, Before, If, When
Adjectives:
The enormous giant... The magical fairy
Adverbs:
Loudly, quickly, gently

Words
Use exciting and adventurous words.
Adjectives:
brave, excited, fantastic
Adverbs:
happily, safely, wildly
Powerful Verbs:
bounced, trod, hopped

Task 8 – Plan your characters
What will their names be? What will they look like? What kind of personality do you think they will have?
Draw and label the characters you will include in your story.

Task 9 – Plan where your story will take place – Setting
You could use the pictures below to help you think of where your story will take place.

Task 10 – Plan and write your adventure story.

You can use the planning template below to help you to organise your ideas. You can then build on the notes you make in your plan to write your story.

Beginning What happens at the beginning? Who are the main characters? Where is it set? How are the characters feeling?	
Build up What happens next? How does the story hint at a problem? How are the characters feeling?	
Problem What is the problem within the story? How are the characters feeling?	
Resolution How is this problem resolved/ sorted out? How are the characters feeling?	
Ending How does the story end? Does it end happily? Is there a twist to the plot? How are the characters feeling?	

The word/ideas bank above can be used to help you use different sentence starters and word types. I look forward to reading your stories.

Maths	**Task 1** – Practise your times tables Practice counting forwards and backwards in 2s, 5s, 10s, 3s and 6s daily. 2x tables – 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24 5x tables – 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60 10x tables – 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120 3x tables – 0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36 6x tables – 0, 6, 12, 18, 24, 30, 36, 42, 48, 52, 60, 66, 72
	Task 2 - Three Times Tables Practise

3x tables

Fill in the missing numbers on the 100square.

1	2		4	5		7	8		10
11		13	14		16	17		19	20
	22	23		25	26		28	29	
31	32		34	35		37	38		40
41		43	44		46	47		49	50
	52	53		55	56		58	59	
61	62		64	65		67	68		70
71		73	74		76	77		79	80
	82	83		85	86		88	89	
91	92		94	95		97	98		100

Use your first 10 numbers to help you write out the 3 times table.

3 x 1 = ___   3 x 2 = ___   3 x 3 = ___   3 x 4 = ___   3 x 5 = ___

3 x 6 = ___   3 x 7 = ___   3 x 8 = ___   3 x 9 = ___   3 x 10 = ___
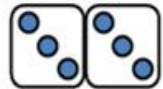
Click the link below to access BBC Supermovers 3 times table

https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-3-times-table/z6sw382

3x tables

Change these groups of 3s into 3 times table multiplication facts.

= __ x __ = 6

= __ x __ = __

= __ x __ = __

= __ x __ = __

= __ x __ = __

= __ x __ = __

= __ x __ = __

= __ x __ = __

= __ x __ = __

6x tables

Fill in the missing numbers on the 100square.

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

Use your first 10 numbers to help you write out the 6 times table.

6 x 1 = ___   6 x 2 = ___   6 x 3 = ___   6 x 4 = ___   6 x 5 = ___

6 x 6 = ___   6 x 7 = ___   6 x 8 = ___   6 x 9 = ___   6 x 10 = ___

Click the link below to access BBC Supermovers 6 times table

https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-6-times-table-with-fred-the-red/zrq3xyc

6x tables

Help Newton to find his way out of the maze by shading the path counting in 6s up to 60.

IN	6	11	30	36	42
	12	18	24	43	48
	16	25	26	58	54
	22	31	29	57	60	OUT
	28	34	39	43	44

Count by 6s up to 60

6 → __ → __ → __ → __ → __ → __ → __ → __ → __

Match the multiplication fact to the correct repeated addition facts.

6 x 5

6 x 4

6 x 2

6 x 3

6 x 7

6 x 6

6 + 6 + 6 + 6 + 6 + 6 + 6

6 + 6

6 + 6 + 6 + 6 + 6

6 + 6 + 6 + 6 + 6 + 6

6 + 6 + 6 + 6

6 + 6 + 6

- Fractions are fantastic when it comes to sharing with your friends because it helps you share equally. Fractions have a numerator and a denominator.

Numerator and Denominator

Numerator
How many equal parts do you have?

$\dfrac{3}{4}$

Denominator
How many equal parts is the whole divided into?

$\dfrac{1}{3}$ $\dfrac{2}{5}$ $\dfrac{5}{8}$

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$$\dfrac{1}{10}$$

Nico the numerator,
He sits on top,
And tells us how many parts there are!

Lurking below,
The total she shows,
Is Domino denominator!

To find any fraction you must find out what the whole is (this might be a shape or an amount of objects) and then divide into equal parts. The denominator (the number at the bottom) tells you how many parts the whole is split into. The numerator (the number at the top) tells you how many equal parts (of the shape or the amount) you have.

Finding Half (½)

To find half of a shape, cut it into two equal pieces. Each of these pieces is half of the shape.
To find half of an amount, divide the amount between 2.

Finding a Quarter (¼)

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

To find a quarter of a shape, cut it into four equal pieces. Each of these pieces is quarter of the shape.
To find a quarter of an amount, divide the whole amount between 4.

Finding Three Quarters (¾)

$\frac{1}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{1}{4}$

To find three quarters of a shape, first divide it into four equal sections. Each of these pieces is quarter of the shape. Three of these sections will make the fraction 'three quarters'.

Finding One Third (⅓)

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

To find one third of a shape, cut it into three equal pieces. Each of these pieces is one third of the shape.
To find one third of an amount, divide the whole amount between 3.

Task 4 – Fractions - Halves and quarters recap

1 Complete the sentences.

The whole cake is split into [ ] equal parts.

Each part is worth a _____ .

This can be written as [ ]

2 Tick the diagrams that have one half shaded.

[ ] [ ] [ ] [ ]

3 Is $\frac{1}{2}$ of each shape shaded? How do you know?

a) [ ]   b) [ ]

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

a)   c)   e)

b)   d)   f)
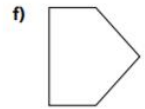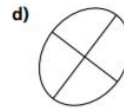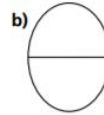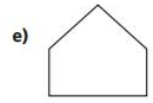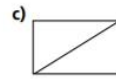
5 Colour $\frac{1}{2}$ of each square.

Show four different ways.

[ ] [ ]

[ ] [ ]

Find $\frac{1}{2}$ of each number.

Use the arrays to help you.
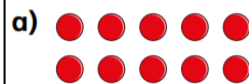
a) $\frac{1}{2}$ of 10 = [ ]
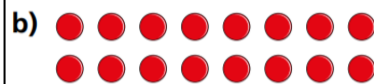
b) $\frac{1}{2}$ of 16 = [ ]
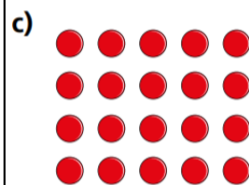
c) $\frac{1}{2}$ of 20 = [ ]

Ron has run 20 m.

Start   Finish

Rosie has run half that distance.
a) Draw an arrow on the running track to show where Rosie is.

a) How far has Rosie run? [ ] m

1 Use the words to complete the sentences.

quarter   equal

The shape has been split into

4 _____ parts.

One of the 4 equal parts is called

a _____.

This can be written as $\frac{1}{4}$

2 Colour $\frac{1}{4}$ of each shape.

Does it matter which quarter you colour?

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

☐   ☐   ☐

☐   ☐   ☐

Talk about your answers with a partner.

4 This shape has $\frac{1}{4}$ shaded

Do you agree with Whitney? _____

– Fractions – Halves and Quarters Problem Solving

Can you split each of the shapes below in half so that the two parts are exactly the same?
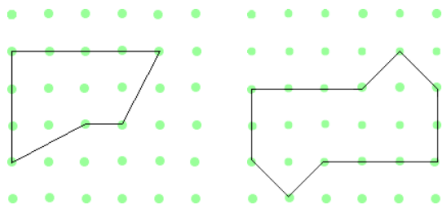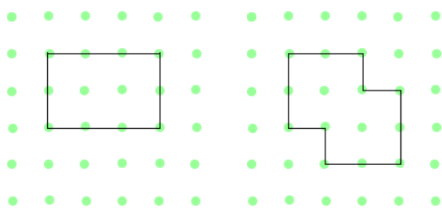
These images show squares split in half:

Try solving this problem using squared paper so that you can see how many squares each part takes up. This way you'll be able to see if each part is equal.
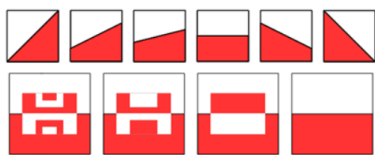
How might you check that each was correct?
Can you think of more ways to split a square into two halves?

Here is a picnic that Petros and Michael are going to share equally.

What will each person have?
E.g. There are 4 muffins so each person will have 2 muffins.

Task 6 – Two Quarter Equivalence

Here are two bar models.

a) Colour $\frac{2}{4}$ of the bar model.

b) Colour $\frac{1}{2}$ of the bar model.

What do you notice? Talk to a partner.

) Circle the shapes that have the same fraction shaded.

Write the 2 equivalent fractions shown.

[   ] = [   ]
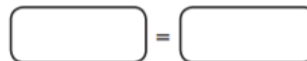
Task 7 – Three Quarters
To find three quarters of a number first you need to divide the whole amount by 4 and then multiply your answer by 3.
You could do this by sharing objects between four as shown to the right.
20 spots have been shared between the four parts of the square.
One quarter of 20 is 5 - as shown by the part shaded green.
Three quarters is 15 – This is 3 x 5. You can see this by looking at the 3 parts (three quarters) that are shaded blue.
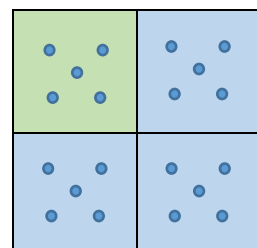
Find three quarters of these amounts. The first one has been done for you.
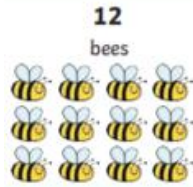
8 sweets

One quarter of **8** is **2**.

Three quarters is three lots of [2].

Three quarters of [8] is [6].

$\frac{1}{4}$ of 8 = 2

3 × [2] = [6]

$\frac{3}{4}$ of [8] = [6]

---

12 bees

One quarter of **12** is **3**.

Three quarters is three lots of [ ].

Three quarters of [ ] is [ ].

$\frac{1}{4}$ of 12 = 3

3 × [ ] = [ ]

$\frac{3}{4}$ of [ ] = [ ]

---

4 dogs

Three quarters is three lots of [ ].

Three quarters of [ ] is [ ].

3 × [ ] = [ ]

$\frac{3}{4}$ of [ ] = [ ]

---

20 stars

Three quarters is three lots of [ ].

Three quarters of [ ] is [ ].

3 × [ ] = [ ]

$\frac{3}{4}$ of [ ] = [ ]

---

16 flowers

Three quarters is three lots of [ ].

Three quarters of [ ] is [ ].

3 × [ ] = [ ]
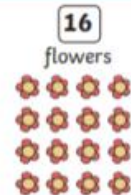
$\frac{3}{4}$ of [ ] = [ ]

Task 8 - To find one third of a number you need to divide the **whole** amount by 3.

You could do this by sharing objects between three parts of the circle as shown to the right.
9 spots have been shared between the three equal parts of the circle.
One quarter of 9 is 3 - as shown by the green spots.
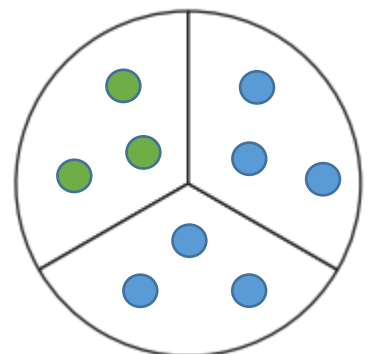
Find one third of these amounts. Use counters or buttons to help, or draw circles around the pictures to find the answer. The first one has been done for you.

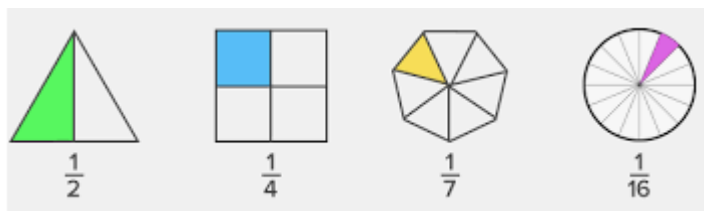| 9 | sweets | one third of 9 is 3 | $\frac{1}{3}$ of 9 is 3 |
	kites	one third of ☐ is ☐	$\frac{1}{3}$ of ☐ is ☐
	cats	one third of ☐ is ☐	$\frac{1}{3}$ of ☐ is ☐
	flowers	one third of ☐ is ☐	$\frac{1}{3}$ of ☐ is ☐
	trees	one third of ☐ is ☐	$\frac{1}{3}$ of ☐ is ☐

– unit and non-unit fractions
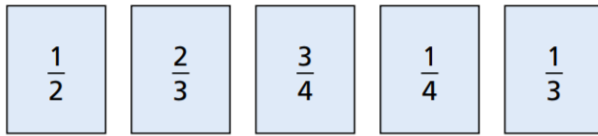
A **unit fraction** is any fraction with 1 as its numerator (top number), and a whole number for the denominator (bottom number). For example...

$$\frac{1}{2} \qquad \frac{1}{4} \qquad \frac{1}{7} \qquad \frac{1}{16}$$

A **non-unit fraction** is a fraction where the numerator (the top number) is greater than 1. The denominator (the bottom number) can be any whole number. For example...

$$\frac{4}{6} \qquad \frac{2}{7} \qquad \frac{4}{2}$$

Here are some fractions.

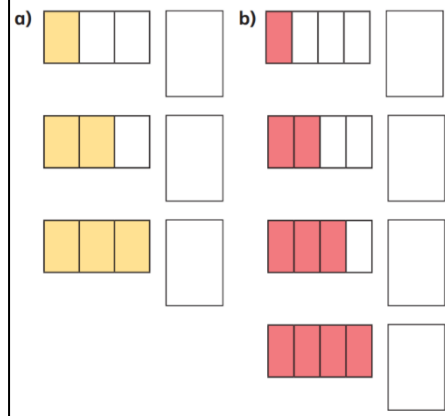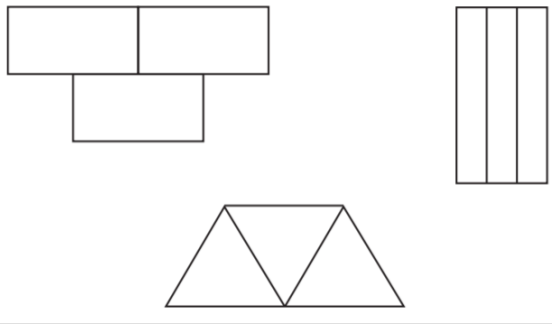| $\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{4}$	$\frac{1}{3}$

Tick all the unit fractions.

Compare answers with a partner.

Can you think of any more unit fractions?

What fraction of each shape is shaded?
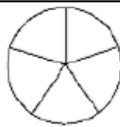
a)

b)

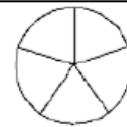Colour $\frac{2}{3}$ of each shape.

Write the fractions in the table.

$\frac{1}{3}$	$\frac{3}{4}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{2}{3}$
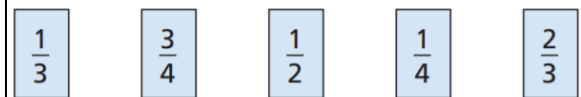
Unit fractions	Non-unit fractions

Shade $\frac{1}{5}$ of the circle.

Shade $\frac{3}{5}$ of the circle

Circle $\frac{1}{5}$ of the beanbags.

Circle $\frac{3}{5}$ of the beanbags.

What's the same and what's different about $\frac{1}{5}$ and $\frac{3}{5}$?

Complete the sentences.

A unit fraction always has a numerator of _____
A non-unit fraction has a numerator that is _____ than _____
An example of a unit fraction is _____
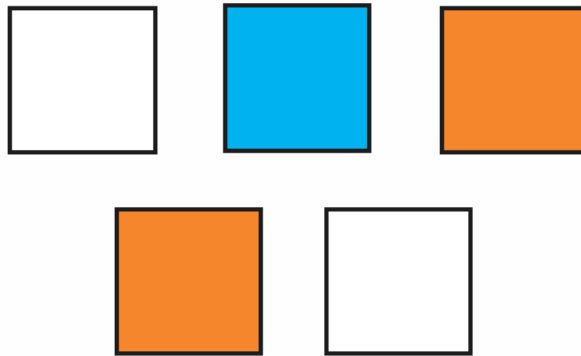An example of a non-unit fraction is _____

Can you draw a unit fraction and a non-unit fraction with the same denominator?

Task 10 – Adding fractions with the same denominator

Fractions can be added and subtracted. It is much easier to do when the denominators are both the same number.
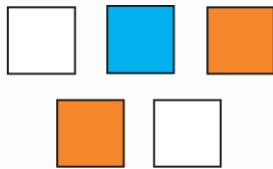
Adding Fractions

As a fraction, how many of the boxes are coloured?

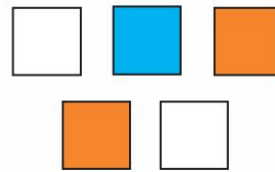First of all we need to know the denominator.
Secondly, we need to find the fractions of the coloured boxes.
Lastly, we add these two fractions together.

As a fraction, how many of the boxes are blue?

$\frac{1}{5}$ of the boxes are blue.

As a fraction, how many of the boxes are orange?

$\frac{1}{5}$ of the boxes are blue. $\frac{2}{5}$ of the boxes are orange.

We now have our 2 fractions to add!

To find the amount of coloured boxes, we add both of these fractions together.

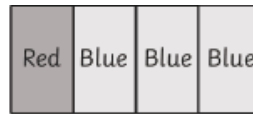$$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$$

The denominators are both the same number so we leave them as they are, they don't get added together (this is very important).

We simply add the two numerators together!

a) $\frac{1}{4} + \frac{3}{4} = \frac{4}{4}$

Red   Blue

| Red | Blue | Blue | Blue |

b) $\frac{1}{4} + \frac{2}{4} = \frac{}{4}$

Red   Blue

c) $\frac{2}{5} + \frac{1}{5} = \frac{}{5}$

Red   Blue

d) $\frac{1}{3} + \frac{2}{3} = \frac{}{3}$

Red   Blue

1) $\frac{3}{7} + \frac{2}{7} =$

2) $\frac{2}{5} + \frac{2}{5} =$

3) $\frac{1}{5} + \frac{3}{5} =$

4) $\frac{2}{6} + \frac{3}{6} =$

5) $\frac{4}{8} + \frac{2}{8} =$

6) $\frac{4}{7} + \frac{3}{7} =$

7) $\frac{6}{9} + \frac{2}{9} =$

8) $\frac{5}{8} + \frac{2}{8} =$

9) $\frac{7}{10} + \frac{2}{10} =$

10) $\frac{5}{12} + \frac{6}{12} =$

11) $\frac{4}{11} + \frac{5}{11} =$

12) $\frac{5}{15} + \frac{8}{15} =$

Skara Brae

Orkney and the Neoliths

Skara Brae is a Neolithic village site on Orkney. Orkney is the name given to a collection of islands, 10 miles off the coast of north-east Scotland.

Orkney is made up of over 70 islands but only 20 of them are occupied! The largest of these islands, where Skara Brae is located, is known as Mainland. Skara Brae is a UNESCO World Heritage Site: that means it is thought to be of great importance in history.

The Neolithic period was known as the 'New Stone Age' because it came along at the very end of the Stone Age. The Neolithic Era began in around 15,200BC in some Middle Eastern countries and between 4500BC and 2000BC in other parts of the world.

It was a time where people lived very simple lives. The Neoliths were the first ever humans to use farming to support themselves: they grew crops and kept animals. as metal tools had not been created yet!

Discovering Skara Brae

In 1850, Orkney was battered by an unusually fierce storm. The strong winds and the high tides pulled away the grass from a large hill, leaving the lines of some stone buildings that had never been noticed before. William Watt, the local laird (landowner), was interested and organised a study of the site. In spite of the remains of four ancient houses being discovered, in 1868, work at Skara Brae stopped.

The settlement was left alone until 1925, when another storm damaged some of the buildings that had been found. A sea-wall was built to preserve these remains, but while it was being built, even more ancient buildings were uncovered.

Neolithic Houses

At Skara Brae, we can see the remains of eight Neolithic houses, linked together by low, covered passages. For over 4000 years, the settlement was covered over with sand. The sand protected the houses from the weather so that the buildings and their contents have been incredibly well preserved.

The walls of the buildings are still standing, and passageways are still roofed with the stone slabs they were built with. Each house shares roughly the same design. There was a large square room, with a firepit in the middle. There was a bed on each side of the room and there was a shelved cupboard on the wall opposite the doorway.

Many artefacts (old objects) were found at Skara Brae, such as mace heads, axe heads and other weapon heads, figurines, jewellery and paintings. Skara Brae even had its own logo! These finds have been useful for archaeologists to learn about the Neolith people.

There was also evidence that the Neoliths burned dried seaweed to provide warmth. Fish bones and shells were found in Skara Brae's midden (a tip or dump for rubbish), which showed that the Neoliths supplemented their diet with seafood.

What Can We See There?
The village is in a well-preserved condition, so many people choose to visit it. You can walk around the houses and view the original features that people built thousands of years ago. You can even see early forms of the toilet! There is now a visitor centre where you can see some of the objects found during the excavations. You can visit a replica (model) house so that you can get a better idea of what Neolithic life was like.

The Future of Skara Brae
The very thing that allowed people to discover Skara Brae is the same thing that is a risk to it. The settlement is threatened by the sand and sea. It is much closer to the sea now than it was originally, as the sea has washed the land away. Steps are being taken to preserve the site and hopefully it will last thousands more years.

1. What is the Neolithic period known as?

   _____

2. Complete the table to show which event happened in each year.

Year	Event
1850	
1868	
1925	

3. Find and copy a phrase that shows you that the Skara Brae site is important.

   _____

4. What evidence is there in the text that the Neoliths lived 'simple lives'?

   _____

   _____

5. Why didn't Neoliths use metal tools?

   _____

   _____

6. Find and copy the word that means 'old objects'.

   _____

7. Why might people think that Skara Brae is so special?

   _____

   _____

   _____

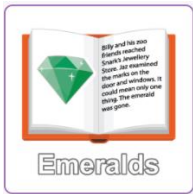8. What threatens Skara Brae today?

   _____

   _____

9. Do you think it is important to keep places like Skara Brae safe?

Task 3 – Purple Mash reading activities.

- Log in to Purple Mash

- Click on Serial Mash

Serial Mash
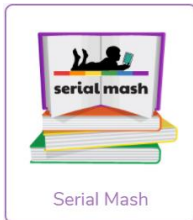
- Click on Emeralds

Emeralds

- Select a story of your choice.

- Complete the tasks that go with each chapter.
Try to complete a chapter and the tasks that go with it each day.

If you are finding the Emeralds stories too challenging to read then select a story from Diamonds instead. There are lots of super stories to choose from.

Diamonds