

Dear children

We are approaching the sixth week of lockdown and did you know that we are all living history! Never before in anyone's life has anything like this happened before. I hope that you have now all got a daily routine and enjoying the online exercises with Jo Wicks, making fabulous creations and of course practicing your handwriting, reading daily, talking about what you have read and finding fun ways to practice your tables. Over a late lunch I have been watching 'Countdown' especially enjoying the number challenge and I thought you might like to have a go at Mrs Evan's version.

It was a sad in the way we had to say goodbye to each other on the 20th March, but by staying at home is definitely the best way to beat this deadly coronavirus. It was also disappointing for Miss Peevor by being poorly (not with Coronavirus) for the last week making it an abrupt end.

If we were in school our new topic would be The Stone Age and our text 'Stig of the Dump' and the activities below reflect this. I hope you enjoy working through this third learning pack and keep up the good work. Remember learning can be done in all sorts of ways - and most of all make it fun, interesting and memorable.

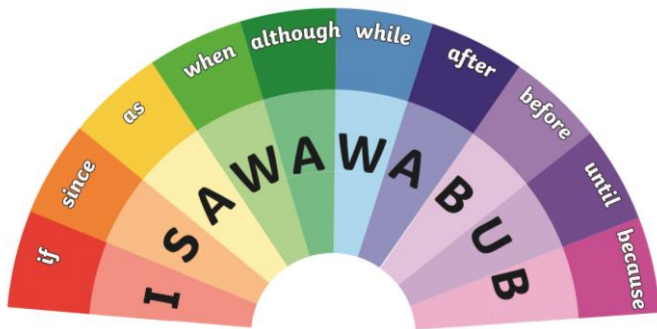
Thinking of you all fondly

Mrs Evans

Writing

Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



Challenge 1 Using the poster for subordinating conjunctions book like this and include each one in a sentence linked to Stig of the Dump Chapter 1 and 2. (See text link from the guided reading section)

Subordinating conjunction - since
Barney was not fond of shopping
when he stayed with his
Grandmother **since** he much
preferred being with his best friend

Do this for each of the words.

Green group Use since, after, until and because in sentences

Character description

Checklist

Did you

Describe the character's appearance?

Describe the character's background/past?

Describe how the character speaks?

Describe how the character moves?

Describe the character's feelings, thoughts and actions?

Describe the character's personality?

Include figurative language (similes and metaphors) to enhance description

Challenge 2. Using some of the conjunctions from above to write a character description of Barney .

Did I...

describe the character's appearance?



describe the character's background/past?

describe how the character speaks?



describe how the character moves?

describe the character's actions, thoughts and feelings?

describe the character's personality?



include figurative language to enhance my description?
e.g. His heart swelled with a sea of tears, her whining voice sounded like the screech of an untuned violin...

Child Friend Teacher

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Use this planning template.

Year3

Writing checklist C



CAPITAL letters

... ? ! ,

Inverted commas "speech"

Subordinating conjunction When

If before after while that because

Coordinating conjunction FANBOYS and but or

Subordinating clauses

Prepositions Before after during because of

Vocabulary for effect

Paragraphing group ideas

Heading Subheading

Present perfect He has gone/I went

Character Profile

My character looks like...

My character's actions are...

My character's personality is...

My character changes because...

Then write your four paragraphs using your ideas from the planning sheet above.

Repeat this for character description for Stig using evidence from Chapter 1 and 2.

Similes

Challenge 3



as big as...



as clean as...



as easy as...



as boring as...



as cold as...

as hot as...

as fresh as...

as hard as...



as soft as...



as dry as...

as hungry as...



as nice as...



as clear as...

as long as...

as slow as...

as fast as...



as straight as...

as tall as...

as small as...

as sweet as...



as white as...

as black as...

as blue as...



as silent as...

as loud as...

eat like a...

race like a...



swim like a...

work like a...

behave like a...

sleep like a...



cry like a...



smell like a...



Complete 10 of the similes from the word mat

Inventing New Similes

Have a look at these well-known similes and think up some new up-to-date versions...

1. As happy as a pig in mud.

New version: As happy as...

2. As fresh as a daisy.

New version: As fresh as...

3. As busy as a bee.

New version: As busy as...

4. As cool as a cucumber.

New version: As cool as...

5. As clean as a whistle.

New version: As clean as...

6. As flat as a pancake.

New version: As flat as...

7. As quick as a wink.

New version: As quick as...

8. As snug as a bug in a rug.

New version: As snug as...

Adjectives

filthy drab
gleaming unusual
valuable antique
ancient

Challenge 4 the chapter 1 'The ground gives way.' Think of another adventurous character who might have fallen into the pit with you. Describe using a good range of adjectives and similes what they saw at the bottom of the chalk pit. Draw and then describe this new character: how they felt, what they saw, heard, tasted and smelt. Focus on using subordinate conjunction from ISAWAWABUB.

Rhyming words

pipe type

jar car

bike trike

stone groan

fire wire

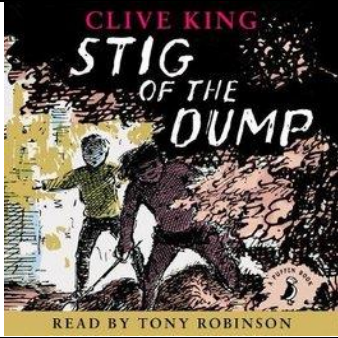
Challenge 5 Look at the rhyming words on the left.

Write a poem where every two lines end with a rhyming word. Try to use the given rhyming words from the list on the right as well as some of your own to write a song about the chalk pit

Here is an example of how you might start.

Stig of the Dump, Stig of the Dump,
The gentle Stone Age man was quite a lump
He used to catch dripping water with a pipe,
And wondered if it was the correct type.
For a window he had a jar
But oh no there was no glass in the car!
On a hump there was a child's bike
Pled on top of that was a three wheeler trike.

Green group: Use the above example to start you off. Complete by using the rhyming words jar, car bike and trike.



Challenge 6. Imagine you have the opportunity to meet Stig Think of some questions you could ask him about the chalk pit Write 10 questions.

Green group: Write three questions.

Here are some examples to get you started:

Why did you choose to come to live here?

How do feel about living in the Stoneage?

Remember to start with a capital letter and put a question mark at the end.



Challenge 7. Instruction Time. You know a set of instructions needs:

-equipment list/subheadings

-imperative (bossy) verbs cut mix trace etc

-temporal conjunctions (first, next, second, lastly,)

-adverbs , carefully slowly

-keep it impersonal (next, melt the milk chocolate in a bowl of warm water)

Write a clear set of instructions for someone who is about build a den in a chalk pit dump. Think about how to move big rocks, how you get water to your cave and how you make it comfortable and cosy Remember to use your Y3 punctuation! For any specific words ensure you have included a glossary.

Good Instructions

A good set of instructions needs:

1. Title
2. List of Equipment or ingredients
3. Clear, short sentences
4. Numbered steps
5. Sometimes pictures or diagrams with each step.



Challenge 8 Continue with this

SPELL IT. I have included the Year 3/4spelling list, first check you can read all the words. Then use the look, cover, write and check method to spell them. Choose a few of the tricky words each day to turn into a sentence. Underline the spelling in each word.

New Curriculum Spelling List Years 3 and 4

twinkl www.twinkl.co.uk

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Challenge 9

Correct the spelling mistakes.

They could be typed into this margin or written on a piece of paper or in your homework books

Year 3 and 4 Correct the Spelling Mistake (2)

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. Put a full stop at the end of a centents.
2. Jim managed to complet the game.
3. My favrit pie is apple and raspberry.
4. My gran is a very speshul person.
5. Perrhapps there was no one in when I knocked at the door.
6. The match will continyou in an hour.
7. Pete said he has had enuff now.
8. I got the anzer right!

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. The dog had been very norty.
2. In a minit, the film will start.
3. The dentist asked me a queshtun while he looked at my teeth.
4. The wimin were sitting at the bus stop chatting.
5. I was out of bref after running up that hill.
6. The nurse delivered an inporttent message.
7. The fairy godmother made the golden coach disapier in a puff of smoke.
8. I don't supoze there are any more cakes left?

Challenge 10

Guided reading

Stig of the Dump by Clive King

Read Chapter 1 and 2 from Stig of the dump. There is a hyperlink to you tube where the text is read out aloud.

Answer the attached questions and then check your answers from the attached sheets.

<https://www.bing.com/videos/search?q=stig+of+the+dump+chapter+1+you+tube&docid=608021610489708868&mid=36C0336ADAA2553E3ADB36C0336ADAA2553E3ADB&view=detail&FORM=VIRE> – link to chapter 1

Question for guided reading Chapter 1

STIG OF THE DUMP

Guided Reading Questions and Activities

Chapter 1: The Ground Gives Way

<p>Day 1 (AF2)</p> <ol style="list-style-type: none"> 1. What had people warned Barney about the chalk pit? 2. What did Barney think he saw when he looked down into the pit? 3. What was Barney pleased to have put in his pocket? 4. What did the writing on the water can say? 5. How does Barney describe Stig to Lou and Grandmother? <p>Challenge: Draw a diagram of Stig's plumbing system.</p>	<p>Day 2 (AF3)</p> <ol style="list-style-type: none"> 1. Why do you think Barney went to the pit? 2. Why might the creeper be called Olc Beard? 3. Why might Stig have hidden Barney under the rubbish? 4. Why did Barney say 'I wish I lived here'? 5. Why would Barney put Stig's flint under his pillow? <p>Challenge: Make a list of how you think Barney's and Stig's lives are different.</p>
<p>Day 3 (AF4/5)</p> <ol style="list-style-type: none"> 1. Why might the book open with 'If you went too near the edge of the chalk pit the ground would give way'? 2. When Lou says 'Poor old Barney!' why does Clive King say that she laughed? 3. What technique did Clive King use when he wrote, "stones and bones, fossils and bottles, skins and tins...?" <p>Challenge: Write 3 more rhyming pairs to describe what you might find in Stig's den.</p>	<p>Day 4 (AF6/7)</p> <ol style="list-style-type: none"> 1. Do you think we are supposed to feel sorry for Stig? Why? 2. What type of character do you think Stig will turn out to be? 3. What do you think the author thinks about rubbish dumps? 4. Does this story have a message about taking risks? <p>Challenge: Describe a time when you made a friend in an unexpected place. You could also describe a time when you found yourself in an unexpected place.</p>



...



Answers

Day 1 (AF2)

1. What had people warned Barney about the chalk pit?
2. What did Barney think he saw when he looked down into the pit
3. What was Barney pleased to have put in his pocket?
4. What did the writing on the water can say?
5. How does Barney describe Stig to Lou and Grandmother?

Challenge: Draw a diagram of Stig's plumbing system.

1. People had warned Barney that the chalk pit was dangerous because the ground would give way if you stood on it.
2. Barney thought he saw a ship's wheel, an aeroplane tail and a bicycle.
3. Barney was glad he had a pocket-knife in his pocket.
4. The writing on the water can said weedkiller. (In the text this is all one word).
5. Barney described Stig as 'a sort of boy.'

Challenge: The plumbing system should be made up of a bicycle mud-guard, a vacuum cleaner tube and a can.

Day 2 (AF3)

1. Why do you think Barney went to the chalk pit?
2. Why might the creeper be called Old Man's Beard?
3. Why might Stig have hidden Barney's knife under the rubbish?
4. Why did Barney say 'I wish I lived here'?
5. Why would Barney put Stig's flint under his pillow?

Challenge: Make a list of how you think Barney and Stig's lives are different.

1. Barney went to the pit because he was bored and had nothing else to do. He wanted adventure.
2. It may be called Old Man's Beard because it hangs down and looks like the beard of an old man.
3. Stig may have hidden Barney's knife in the rubbish because he wanted to keep it to sharpen flint with.
4. Barney wished he could live in Stig's den because he was excited by all of the objects around him. Barney may have envied Stig his independence and freedom.
5. Barney would have put Stig's flint under his pillow as a reminder of his meeting with him. It shows friendship and respect from Barney to Stig. Barney may have wanted a physical reminder of his meeting with Stig, especially since his Granny and Lou did not believe in their meeting.

Challenge: The plumbing system should be made up of a bicycle mud-guard, a vacuum cleaner tube and a can.

Barney	Stig
Lives in a house.	Lives in a chalk pit.
Drinks clean water.	Drinks water filtered into a weedkiller can.
Has a family.	Lives alone.
Talks fluent English.	Dose not talk fluent English.

Day 3 (AF4/5)

1. Why might the book open with 'If you went too near the edge of the chalk pit the ground would give way'?
2. When Lou says 'Poor old Barney!' why does Clive King say that she laughed?
3. What technique did Clive King use when he wrote, 'stones and bones, fossils and bottles, skins and tins...'?

Challenge: Write 3 more rhyming pairs to describe what you might find in Stig's den.

1. The book may open this way to grab the reader's attention and to suggest danger and excitement.
2. Clive King had Lou laugh to show that she found Barney's accident amusing and was not angry with him.
3. Clive King uses rhyming pairs as a technique in this section.

Challenge: Any rhyming pairs will do, i.e. rat and mat, beds and heads. Challenge students to make rhyming pairs of things that could be found in a dump.

Day 4 (AF6/7)

1. Do you think we are supposed to feel sorry for Stig? Why?
2. What type of character do you think Stig will turn out to be?
3. What do you think the author thinks about rubbish dumps?
4. Does this story have a message about taking risks?

Challenge: Describe a time when you made a friend in an unexpected place. You could also describe a time when you found yourself in an unexpected place.

1. Students may say yes because he obviously lives in a dump and is alone, or no because Barney sees Stig as living an exciting life. Barney's final thoughts in the chapter support the feeling sorry for Stig idea best.
2. Stig could turn out to be a good character because he has helped Barney already and showed his good heart. He may turn out to be a tragic character who goes through a bad time or he may be a monster that lives in a dump. His interactions with Barney would suggest the good character view.
3. The author thinks dumps may be a dangerous place, but also mysterious and exciting. They are full of interesting items and possibly people.

Challenge: Students should think about strange places they have been – aim to get them thinking about situations where they may have been alone and a bit uncomfortable.

Chapter 2 Digging with Stig

<https://www.bing.com/videos/search?q=you+tube++text+Stig+of+the+dump+chapter+2&docid=607999495693666394&mid=D99854E1ECF4FC73848CD99854E1ECF4FC73848C&view=detail&FORM=VIRE> link to chapter 2 part 1

https://www.youtube.com/watch?v=7fNSrSFENbc&feature=emb_rel_pause link to chapter 2 part 2

<https://www.bing.com/videos/search?q=stig+of+the+dump+chapter+1+you+tube&docid=608021610489708868&mid=36C0336ADAA2553E3ADB36C0336ADAA2553E3ADB&view=detail&FORM=VIRE> link to chapter 2 part 3

DATE _____ NAME _____

STIG OF THE DUMP

Guided Reading Questions and Activities

Chapter 2: Digging With Stig

Day 1 (AF2)

1. Why didn't Barney want to go into town?
2. Why was Barney doubting that Stig was real?
3. What gifts does Barney give to Stig on his first visit?
4. Why did Barney need to go home?

Challenge: What quotes does Barney remember his Grandfather saying?

Day 2 (AF3)

1. How do you think Barney felt when he couldn't see the hole that he had made the day before?
2. Why might Barney have expected Stig to take the apple in his teeth?
3. What does Stig's attitude towards nettle stings tell you about him as a person?
4. Why would Stig not want people to know he was in the den?

Challenge: Do you think Barney liked Stig's den as much as the first time he visited?

Day 3 (AF4/5)

1. What simile is used to describe the flint that Barney and Stig found in the chalk?
2. What simile is used to describe the tree that leant over the pit?
3. How should, "Really, Barney!" be read?
4. What type of question is, "You couldn't hammer glass flat, could you?"

Challenge: Stig doesn't speak in this chapter. How does Clive King help us to understand what Stig is thinking?

Day 4 (AF6/7)

1. Do people still bottle tomatoes and store apples like it says in the story?
2. Do you think playing a trick on Stig was the right thing to do?
3. Do you agree that the chimney was Barney's invention?
4. How does Stig's present for Barney link to what Barney said about flint at the beginning of the chapter?

Challenge: Can you think of any other stories where the main character meets a character from another world?



Day 2 (AF3)

1. How do you think Barney felt when he couldn't see the hole that he had made the day before?
2. Why might Barney have expected Stig to take the apple in his teeth?
3. What does Stig's attitude towards nettle stings tell you about him as a person?
4. Why would Stig not want people to know he was in the den?

Challenge: Do you think Barney liked Stig's den as much as the first time he visited?

1. When he could not see the hole, Barney felt worried that he had imagined Stig. He may have felt stupid and silly.
2. Barney may have expected Stig to take the apple in his teeth because he thought he was savage or uncivilised, like an animal.
3. Stig's attitude to nettle stings shows us that he is tough and so used to them that he doesn't care.
4. Stig would not want people to know he's in his den because he is afraid of being found and forced to leave.

Challenge: Barney was put off by the smoke and lack of windows. This tells us that when Barney looked at Stig's den in a practical way, it was not so appealing.

Day 3 (AF4/5)

1. What simile is used to describe the flint that Barney and Stig found in the chalk?
2. What simile is used to describe the tree that leant over the pit?
3. How should, "Really, Barney!" be read?
4. What type of question is, "You couldn't hammer glass flat, could you?"

Challenge: Stig doesn't speak in this chapter. How does Clive King help us to understand what Stig is thinking?

1. The simile used for the flint was 'like a fossil monster'.
2. The simile used for the tree was 'camel-neck'.
3. "Really, Barney!" should be read as an exclamation.
4. "You couldn't hammer glass flat, could you?" is a rhetorical question.

Challenge: Clive King helps us understand what Stig is thinking by showing us his actions and describing Barney's thoughts and reactions to them.

Day 4 (AF6/7)

1. Do people still bottle tomatoes and store apples like it says in the story?
2. Do you think playing a trick on Stig was the right thing to do?
3. Do you agree that the chimney was Barney's invention?
4. How does Stig's present for Barney link to what Barney said about flint at the beginning of the chapter?

Challenge: Can you think of any other stories where the main character meets a character from another world?

1. Most modern people will buy their apples and tomatoes from a shop and will not bottle and jar them themselves.
2. Playing a trick on Stig was a bit unkind as at first it upset Stig. Barney did not know Stig well enough at this point to understand the reaction Stig would have to the trick.
3. The chimney was Barney's idea as Stig did not know what a chimney was.

Challenge: Other stories where the main character meets a character from another world include Harry Potter, the Chronicles of Narnia, E.T etc.

Challenge 1. Making 40

How many different ways can you make 40? Challenge yourself. You can not use more than 6 numbers per calculation.

Score per calculation		
1 point	Only addition /subtraction	$29+11=40$ $48-8=40$
2 points	Multiplication /division	$8 \times 5=40$ $80 \div 2=40$
		$4 \times 5 \times 4 \div 2 =40$
		$80 \div 2 -10 = 30$



I hope you are enjoying your tables and beginning to recall them quickly.

Challenge 2 TIME YOURSELF! How quickly can you write down each of your times tables . start with your trickiest-this is a great opportunity for you to practice this.

By the end of Yr 3 you should know your:

X10, x5, x2, x4, x8, x3, x6

There is a pattern in some multiplication tables because if you know your 10's you can halve them to find your 5's

If you know your x2 tables you can double the answers to find your x 4 and then double again to find your x8

Finally, if you know your x3 tables you can double your answers to find you x 6

The purple mash website is very useful to help you practice this.

Use hit the button and see if you can improve your score each time.

<https://www.topmarks.co.uk/maths-games/hit-the-button> - I hope you are able to use this website because it is a lot of fun to use.

Pounds and pence

Challenge 3

Year 3

Money

Name _____

1 Eva has these notes and coins.



How much money does she have?

£ _____ and _____ p

☐ 1 mark

2 Circle 4 pounds and 65 pence.



☐ 1 mark

3 Max empties his money box.



He spends £1 and 72 pence on a present.

Circle the coins he could have used.

☐ 1 mark

How much money does he have left?

£ _____ and _____ p

☐ 1 mark

4 Tick the sets of coins that add up to £1


☐

☐

☐

☐ 1 mark

7 Complete.

fl and 36p =		pence
--------------	--	-------

£ and p = 512 pence

$$f_8 = \square_p$$

3 marks

3 marks

8 Teddy buys a sandwich for £3 and 55p.
How much change does he get from £10?

f and p 1 mark

1 mark

9 Mo buys a kettle and a toaster.
The kettle costs twice as much as the toaster.
The total cost is £63
How much does the kettle cost?

£ _____

☐ 2 marks

2 marks

Circle how confident you feel with money.

Not
confident

2

3

4

5

Very
confident

Answers 1. $£5 + £2 + £2 + 50p + 20p + 50p = £10.20$ 2. $£2 + £1 + £1 + 50p + 10p + 5p = £4.65$ 3. Coins used £1 50p 10p 2p Amount left £1.57 4. Tick, tick cross 5. £1.19 6. A. £2.99 b. £3.15 change c. £1.99 7. £1 and 36p £5 and 12p 800p 8. £6 and 45p 9. $63 \div 3 = 21$ so kettle costs £42 and toaster £21

Rosie has 5 silver coins in her purse.

She can make 40p with three coins.

She can also make 75p with three coins.

How much money does Rosie have in her purse?

Amir has 5 different coins in his wallet.



What is the greatest amount of money he could have in his wallet?

What is the least amount of money?

Convert pounds to pence

Mathematical Talk

How many pennies are there in £1?

How can this fact help us to convert between pounds and pence?

How could you convert 600p into pounds?

How could you convert 620p into pounds?

Write the amounts in pounds and pence.



Write each amount in pounds and pence.

165p

234p

199p

112p

516p

Reasoning and problem solving

Answers

Rosie has 5 silver coins in her purse.

She can make 40p with three coins.

She can also make 75p with three coins.

How much money does Rosie have in her purse?

Rosie has 95 pence in her purse. She has one 20p coin, one 50p coin, two 10p coins and one 5p coin.

Amir has 5 different coins in his wallet.



What is the greatest amount of money he could have in his wallet?

What is the least amount of money?

Greatest: £3 and 80p

Least: 38p

100p in £1.00

If you know there 100p in £1.00 then you can divide 600p by one hundred to get £6.00

The same for 620 p = £6 and 20p or £6.20

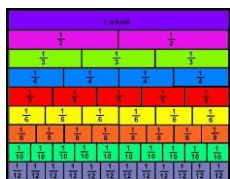
£2 + 50p + 2p + 10p + 10p + 20p + £1 = £4 and 2p or £4.02

20p + 20p + 5p + 5p + 5p + 5p + 10p + 10p + 1p + 1p + 20p = £1 and 2p or £1.02

£1 and 65p or £1.65 £2 and 34 p or £2.34 £1 and 99p or £1.99 £1 and 12p or £1.12

£5 and 16p or £5.16

Challenge 4



<https://whiterosemaths.com/homelearning/year-3/>

Look at the white rose learning website. There is maths work set out for you to work through with videos to talk you through it. So far there is week 1 which covers equivalent fractions, compare fractions and order them.

Week 2 covers fractions on a number line, fraction of a set of objects.

There are problem solving activities too, which suggest you try them with cutting out the paper shapes so you can discover how things work yourself.

There are answers too.

Have fun with your home school learning. Remember fractions are fantantistic fun.

If you are need a little reminder, go to the year 2 part about fractions.

Challenge 5

Months and years

Mathematical Talk

When is your birthday? What other significant dates are there during the year? Are they the same every year?

Which month comes before _____?

Which month comes after _____?

Which month changes when there is a leap year? Are there any other months that change length? Is this year a leap year? When will the next one be? When was the last one?

Look at the 2020 calendar below

Sort out the months into groups, by the number of days in each month and give a reason why you know that 2020 is a leap year. How would a 2021 calendar look?

Why are some days written with red or blue numbers?

Write down any special dates there are to you this year.

<https://www.bing.com/videos/search?q=words+for+the+song+about+the+months+of+the+year&adlt=strict%2cstrict&view=detail&mid=4000B5970767771C837B4000B5970767771C837B&&FORM=use> use this link to learn the months of the year.

Use this link to learn about how many days there are in each month.

<https://www.bing.com/videos/search?q=words+for+the+song+about+how+many+days+in+each+month+of+the+year&adlt=strict&view=detail&mid=FD4523BF33156D3BA334FD4523BF33156D3BA334&&FORM=VRD&ru=%2Fvideos%2Fsearch%3Fq%3Dwords%2520for%2520the%2520song%2520about%2520how%2520many%2520days%2520in%2520each%2520month%2520of%2520the%2520year%26qs%3Dn%26form%3DQBVDMMH%26sp%3D-1%26pq%3Dwords%2520for%2520the%2520song%2520about%2520how%2520many%2520days%2520in%2520each%2520month%2520o%26sc%3D0-54%26sk%3D%26cvid%3D36A6397AAE4A4315B48DC2275790EA2B>

Make a poster to help you learn the number of days in each month.

2020

	S	M	T	W	T	F	S
January	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	4 11 18 25
February	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29
March	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28
April	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24	4 11 18 25
May	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	2 9 16 23 30
June	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24	11 18 25	12 19 26	6 13 20 27

	S	M	T	W	T	F	S
July	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	4 11 18 25
August	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29
September	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24	11 18 25	5 12 19 26
October	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	3 10 17 24 31
November	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28
December	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25	5 12 19 26

Use the numbers to fill in the gaps in the sentences.

There are _____ days in a year.
There are _____ months in a year.
There are _____ days in a leap year.
There are _____ days in a week.
Leap years happen every _____ years.

7 365
4
366 12

Put these dates in order from earliest to latest in a year.

3rd March 2nd March January 31st 1st December

Earliest Latest

Months and Years

Reasoning and Problem Solving

4 children describe their birthdays.



My birthday is the first day of the second month.

Mo

I was born on the 15th of June.



Teddy



I was born on the last day of the year!

Eva

I was born two days before Mo.



Dora

Can you work out their birthdays and order them from earliest to latest in the year?

Whitney asks Rosie and Jack a question.

Some months have 31 days, some months have 30 days. How many months have 28 days?



Only February has 28 days.

Rosie

Every month has 28 days.



Jack

Who do you agree with? Explain your thinking.

Answers

Months and Years

Reasoning and Problem Solving

4 children describe their birthdays.



My birthday is the first day of the second month.

Mo

I was born on the 15th of June.



Teddy



I was born on the last day of the year!

Eva

I was born two days before Mo.



Dora

Can you work out their birthdays and order them from earliest to latest in the year?

Dora - 30th Jan
Mo - 1st Feb
Teddy - 15th June
Eva - 31st Dec

Whitney asks Rosie and Jack a question.

Some months have 31 days, some months have 30 days. How many months have 28 days?



Only February has 28 days.

Rosie

Every month has 28 days.



Jack

Who do you agree with? Explain your thinking.

They are correct for different reasons. Rosie is correct because only February has exactly 28 days, but Jack is correct because every month has at least 28 days.

Challenge 6 Countdown

250

25 7 3 3 8 1

Can you use some of these numbers to make 250. You have to add 2 numbers and then multiply.

Blue

80

25 7 3 3 8 1

Can you use some of these numbers to make 80. You have to add 2 numbers and then multiply. Green

262

25 7 3 3 8 1

Can you use some of these numbers to make 262. You have to add 2 numbers, multiply and then add on. Pink

757

25 7 3 3 8 1

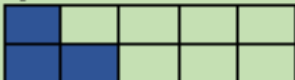
Can you use some of these numbers to make 757. You have to add 2 numbers, multiply, multiply again, add and then subtract. (This uses all the digits) Pink

Challenge 7

How many of these mental maths questions can you do in 30 mins?


Tip: Put a tick by the ones you know you can do quickly, a question mark by the ones you can do with some thought or written calculation and a x by the ones you think are really difficult for you.



Win it bin it save it for later!			Number 2
1) Circle the lowest value 30 40 50 60 70	2) $173 - 50 =$	3) Write the number that totals 3 tens 6 ones 5 tens 4 ones 7 tens 0 ones	$433 + \underline{\quad} = 733$
5) What is half of 14?	6) $348 + 500 =$	7) Put a circle around the highest value. three hundred and three forty eight thirteen	8) What is $38 + 23$?
9)  Circle the fraction that is shaded. $\frac{3}{8}$ $\frac{3}{20}$ $\frac{3}{100}$ $\frac{3}{10}$	10) $\frac{2}{10} + \frac{5}{10} = \underline{\quad}$	11) Fill in the boxes to complete the number pattern. 8 16 <u> </u> 32 <u> </u> 48 56 <u> </u>	12) Circle the number with the smallest value. <div>96</div> <div>907</div> <div>One thousand</div> <div>Nine hundred and sixty-seven</div>
13) Subtract 70 from 150	14) $32 \div 4 =$	15) $\begin{array}{r} 432 \\ + 248 \\ \hline \end{array}$	16) Is this statement true? There are exactly 5 hundreds in 564
17) What is the sum of 7, 3 and 9?	18) Divide 24 by 3.	19) $524 + 672 =$	20) Circle the numbers that have exactly 4 tens 53 349 47 34
21) $57 - 27$	22) $45 \div 5$	23) $56 - 10$ is <u> </u>	24) Add 100 to 470
25) 238 add 10 is	26) $\begin{array}{r} 741 \\ - 386 \\ \hline \end{array}$	27) Tick 2 sums that equal 100 $83 + 9$ $31 + 69$ $47 + 53$ $66 + 35$	28) $112 \div 8$
29) 3×36	30) $439 - 234 =$	31) How many times does 4 divide into 38? What is the remainder?	32) $4 \times 73 =$

Answers

How well did you
do in 30 mins?

Win it bin it save it for later! Answers		Number 2	
1) Circle the lowest value 30 40 50 60 70	2) $173 - 50 = 123$	3) Write the number that totals 3 tens 6 ones 36 5 tens 4 ones 54 7 tens 0 ones 70	$433 + 300 = 733$
5) What is half of 14?	6) $348 + 500 =$	7) Put a circle around the highest value. three hundred and three forty eight thirteen	8) What is $38 + 23$?
9)  Circle the fraction that is shaded. $\frac{3}{8}$ $\frac{3}{20}$ $\frac{3}{100}$ $\frac{3}{10}$	10) $\frac{2}{10} + \frac{5}{10} = \frac{7}{10}$	11) Fill in the boxes to complete the number pattern. 8 16 24 32 40 48 56 64	12) Circle the number with the smallest value. <div>96</div> <div>907</div> <div>One thousand</div> <div>Nine hundred and sixty-seven</div>
13) Subtract 70 from 150 80	14) $32 \div 4 = 8$	15) $\begin{array}{r} 432 \\ + 248 \\ \hline 184 \end{array}$	16) Is this statement true? There are exactly 5 hundreds in 564 True because the 5 is in the hundreds column .
17) What is the sum of 7, 3 and 9? 19	18) Divide 24 by 3. 8	19) $524 + 672 =$ 1196	20) Circle the numbers that have exactly 4 tens 53 349 47 34
21) $57 - 27 = 30$	22) $45 \div 5 = 9$	23) $56 - 10$ is 46	24) Add 100 to 470 570
25) 238 add 10 is 248	26) $\begin{array}{r} 741 \\ - 386 \\ \hline 355 \end{array}$	27) Tick 2 sums that equal 100 $83 + 9$ $31 + 69$ $47 + 53$ $66 + 35$	28) $112 \div 8 = 14$
29) $3 \times 36 = 108$	30) $439 - 234 = 205$	31) How many times does 4 divide into 38? 9 What is the remainder? 2	32) $4 \times 73 = 292$



Art:

Create a pencil drawing, painting or collage linked to our new topic 'The Stoneage.'
How do you think our text 'Stig of the Dump' is linked to our new topic.



Music

I love this song. It has been taken from our music curriculum. We will be looking at this a bit more as the weeks go on.

MUSIC - use this link on you tube <https://www.youtube.com/watch?v=zNpZD6a-fCw>

Bringing Us Together

Step 1 – One-page Lesson Plan

1. Listen and Appraise (start to recognise the style indicators of Disco music)

• **Listen and Appraise - Bringing Us Together by Joanna Mangona and Pete Readman:** Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.

Listen carefully. Perhaps close your eyes. You could move with the pulse. Use your imagination as you enjoy the music.

"You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened".

Play the music/song. Move to the music or sit down to listen with closed eyes. Make notes, draw, write down

any words that spring to your mind. Create you own listening map - a visual representation of what they hear.

Appraise

• **Does this song tell a story?**

Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?

• **What can you hear?**

Drums, percussion, keyboards, synthesizer, bass, electric guitar, female lead and backing vocals.

• **What is the style of this music?**

This song is in a Disco style. The style indicators of

Disco music are:

- *A strong drum and bass line (drums playing on the pulse and cymbals on the off-beats. The bassline, energetic and leaps around)*
- *Quite a fast tempo with a steady dance groove*
- *Energetic electric guitar lines*
- *Lovely string and/or orchestral arrangements as part of the song*
- *Beautiful male/female vocals - soul sounding*
- *The lyrics are often about love and dancing*
- *Disco first appeared in the 1970s in New York*
- *Disco has its musical roots in Funk and Soul*



IN THE NEWS. Collect data about how many people have died each day for a week and dra a graph to represent this.

Answer questions such as:

On which day was the highest number of deaths? Do you think there is a reason for that?

Which day had the lowest number of deaths?

What is the difference between the highest and lowest number of deaths?



GEOGRAPHY

Find out where in the locality there might be some recycling centres in Shropshire and then Great Britain.

Make a poster to show these.

Stig lived in a chalk pit. Think of some areas in your locality where an imaginary 'Stoneage' friend of yours could live.



RE

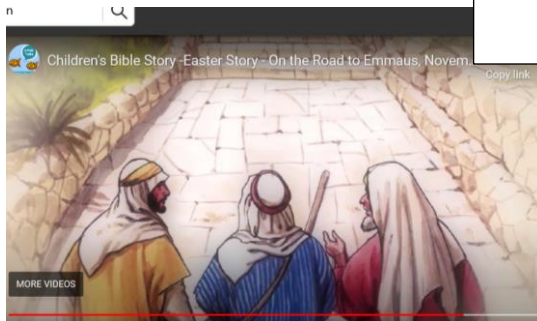
Jesus is risen

Know that Jesus appeared to some of his disciples on the road to Emmaus

Think about what we can learn from this experience.

<https://www.bing.com/videos/search?q=jesus+is+risen+the+road+to+emmaus+childrens+version&docid=608051095405529366&mid=9E4E91F0AC293581F1709E4E91F0AC293581F170&view=detail&FORM=VIREhttps://www.bing.com/videos/search?q=jesus+is+risen+the+road+to+emmaus+childrens+version&docid=608051095405529366&mid=9E4E91F0AC293581F1709E4E91F0AC293581F170&view=detail&FORM=VIRE> link to this story

1. What questions do you think the disciples may have asked Jesus?
2. What answers do you think Jesus may have gave them?
3. Imagine you were one of the two friends that met Jesus. Write down what you might have told the others when you returned to Jerusalem.
4. What is the important lesson that Jesus wants us to learn from his appearance to the two disciples?



Design and Technology



Our new text this term is Stig of the dump by Clive King



Design a shelter where you could live from the materials you might find in a dump. You can make this life size so that you can fit in it or a model.

Draw a plan of your shelter before you begin.

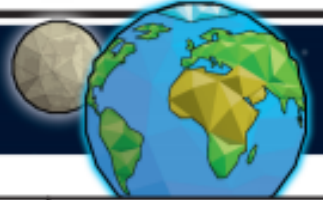
Which materials will you need?

What do you think the most difficult part will be?

What is the first task you need to carry out?

	<p>Did you stick to your original plan?</p> <p>What tweaks or changes did you need to make?</p> <p>What improvements would you make next time?</p>
	<p>PE Continue with the below. Make a diary of what you have achieved each day. make sure you are staying fit and healthy, if you cant go out you can still exercise, try these: practice step exercises use the bottom and next step up and walk up and down then as many times as you can in 5 minutes, do this many times a day.</p> <p>Use 2 cans or beans or soup and practice some crunches to keep your arm muscles strong.</p> <p>Put on your favourite song and dance around the house.</p> <p>Help out with the house work, you can burn lots of calories off this way!</p> <p>Follow Joe Wicks each day at 9am .</p>
	<p>https://www.stem.org.uk/resources/elibrary/resource/32188/teeth-springs-rocks-and-other-topics - link to introducing rocks</p> <p>Use short clip starting at 4:14 it shows three different types of rock and match them to their use.</p> <p>Comparing and group rocks based on their physical properties.</p> <p>Key vocabulary : rock, sandstone, limestone, chalk, granite, slate, marble,</p> <p>Find out what you can about the above rocks.</p>

4.3 ROCK BINGO



WATER	MELT	PRESSURE	HEAT
FOSSIL	ROCK	FOSSIL	LAYERS
MUD	SOIL	LAYERS	SOIL
WATER	MELT	WATER	MUD
FOSSIL	ROCK	LAYERS	ROCK
COOLED	SOIL	HEAT	SOIL
WATER	MUD	MUD	COOLED
FOSSIL	ROCK	FOSSIL	HEAT
MELT	HEAT	LAYERS	SOIL
WATER	COOLED	PRESSURE	HEAT
COOLED	HEAT	FOSSIL	COOLED
LAYERS	SOIL	MELT	SOIL
PRESSURE	MUD	WATER	COOLED
EARTH	ROCK	FOSSIL	ROCK
LAYERS	SOIL	MELT	SOIL

Play this Rock bingo with your family.