Yr 3 Learning pack 5 Maths and other curriculum areas Part 3	

Challenge 1. Making 48

How many different ways can you make 48? Challenge yourself by including a division. . You can not use more than 6 numbers per calculation.

1 point	Only addition /subtraction	30+18= 48 58-10=48
2 points	Multiplication /division	6 x8=48 96÷2=48
		6 x 4 x 2 =48
		90÷2 + 3 = 48

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

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.

3 x tables

6 x tables

Try these daily

Times Table Test - 3x Table

		Check				Check	
1.	5 x 3 =			13.	12 ÷ 3 =		
2.	3 x 7 =			14.	9 ÷ 3 =		
3.	2 x 3 =			15.	33 ÷ 3 =		
4.	11 x 3 =			16.	6 ÷ 3 =		
5.	3 x 12 =			17.	15 ÷ 3 =		
6.	1 x 3 =			18.	24 ÷ 3 =		
7.	3 x 4 =			19.	3 ÷ 3 =		
8.	3 x 10 =			20.	36 ÷ 3 =		
9.	8 x 3 =			21.	21 ÷ 3 =		
10.	3 x 0 =			22.	18 ÷ 3 =		
11.	3 x 6 =			23.	30 ÷ 3 =		
12.	3 x 9 =			24.	27 ÷ 3 =		

My score: ☐ My score last time: ☐

How I can improve:

Times Table Test - 6x Table

		Check				Check	
1.	6 x 6 =			13.	36 ÷ 6 =		
2.	6 x 7 =			14.	18 ÷ 6 =		
3.	0 x 6 =			15.	66 ÷ 6 =		
4.	11 x 6 =			16.	12 ÷ 6 =		
5.	6 x 12 =			17.	24 ÷ 6 =		
6.	1 x 6 =			18.	48 ÷ 6 =		
7.	6 x 4 =			19.	6 ÷ 6 =		
8.	6 x 10 =			20.	72 ÷ 6 =		
9.	8 x 6 =			21.	42 ÷ 6 =		
10.	3 x 6 =			22.	30 ÷ 6 =		
11.	6 x 5 =			23.	60 ÷ 6 =		
12.	6 x 9 =			24.	54 ÷ 6 =		

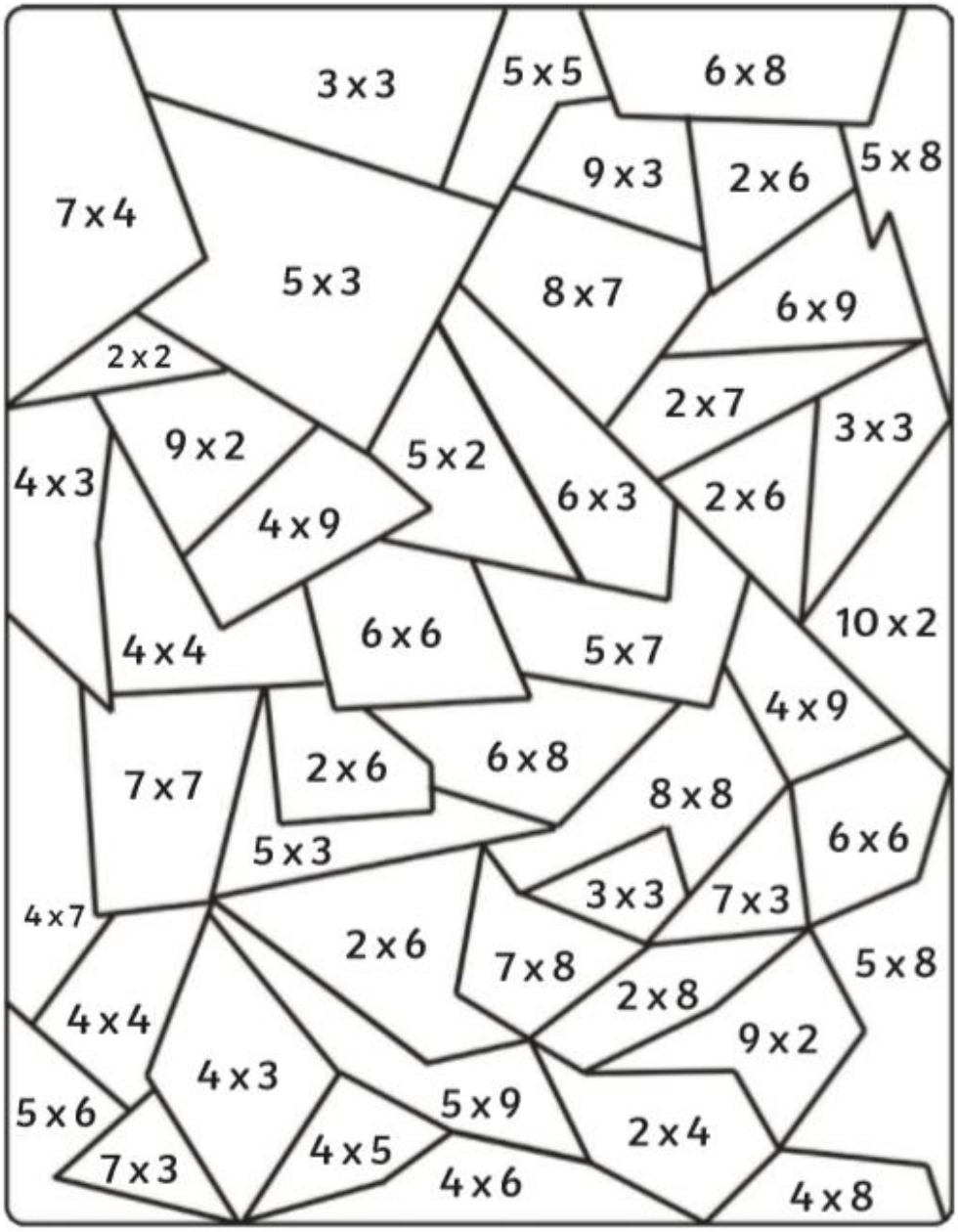
My score: ☐ My score last time: ☐

How I can improve:

Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10	11-20	21-30	31-40	41-50	51-60	61-70
light blue	purple	pink	yellow	green	orange	dark blue



Mental maths 5 second questions . The timings for these is just a guide as to how quick you can become.

Question 1

Write the smallest number you can with these 3 digits:

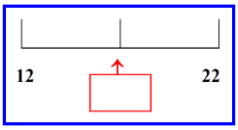
3, 6, 4

Question 2

Round 433 to the nearest 100.

Question 3

What number is shown by the arrow?



Question 4

How many vertices has a cube?

Question 5

How many less than 62 is 55?

Question 6

What are ten tens?

Question 7

Lollies are 5p each. How much will 7 cost?

Question 8

What is one tenth of 60?

Question 9

Write an odd number between 28 and 39.

Question 11

There are forty children in a classroom. How many teams of five players can be made?

Mental maths 10 second questions

Question 10

What is the remainder when 21 is divided by 5?

Question 12

Find the sum of

5, 9 and 4.

Question 13

Look at the solid shapes names below. Tick the solids which will roll.

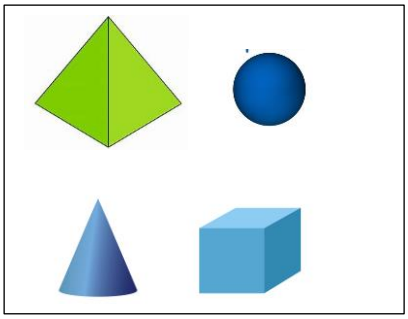
pyramid	sphere
cone	cube

Question 14

Look at the collection of stars on your sheet. What fraction is shaded?

Question 15

The side of a square is 3cm. How far is it all round the edge?



5 Second Answers

1. Write the smallest number you can with these 3 digits
3, 6, 4 **(346)**
2. Round 433 to the nearest 100 **(400)**
3. What number is shown by the arrow?

12 22 **(17, accept 16 or 18)**

4. How many vertices has a cube? **(8)**
5. How many less than 62 is 55? **(7)**
6. What are ten tens? **(100)**
7. Lollies are 5p each. How much will 7 cost? **(35p)**
8. What is one tenth of 60? **(6)**
9. Write an odd number between 28 and 39. **(29,31,33,35 or 37)**
10. What is the remainder when 21 is divided by 5? **(1)**

10 Second Answers

11. There are forty children in a classroom. How many teams of five players can be made? **(8)**
12. Find the sum of 5, 9 and 4. **(18)**
13. Look at the solid shapes names on your sheet. Tick the solids which will roll. **(cone and sphere)**
14. Look at the collection of stars on your sheet. What fraction is shaded? **(3/8)**
15. The side of a square is 3cm. How far is it all round the edge? **(12cm)**

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Draw a multiplication square of your own and shade in all the multiples of three using a light coloured crayon. Then shade in all the multiples of 6 using a different colour. What do you notice about the pattern?

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

Look at the white rose home learning pack for summer term week 5 and 6. There are video clips that cover:

Week 5

Lesson 3 Tenths

Lesson 4 Counting in tenths

Family challenge Friday 22nd

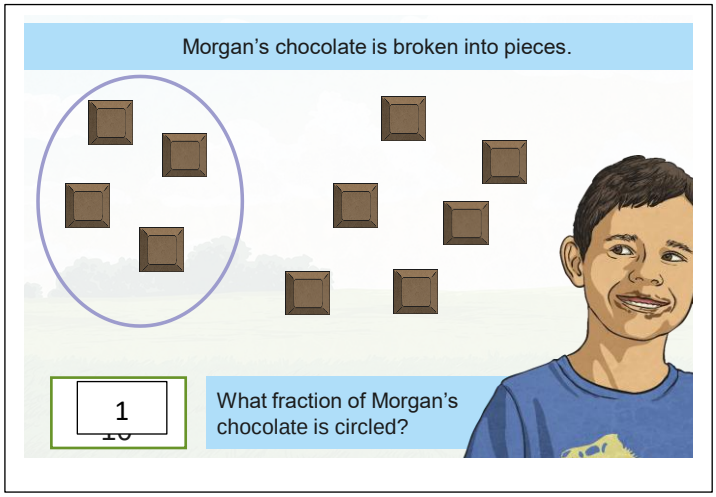
Week 6 w/c 1st June

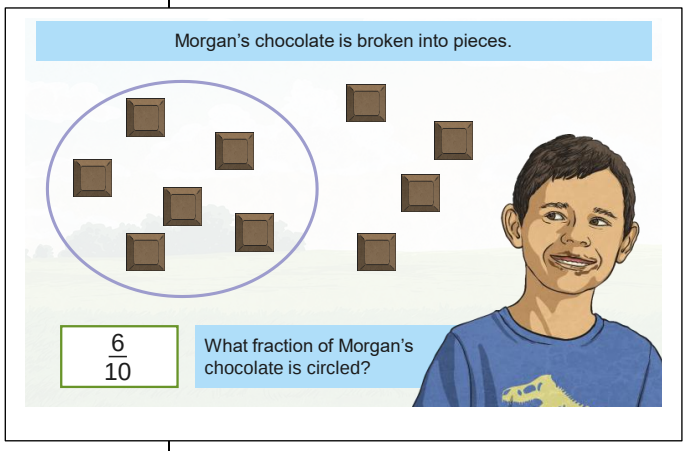
Lesson 1 tenths as decimals

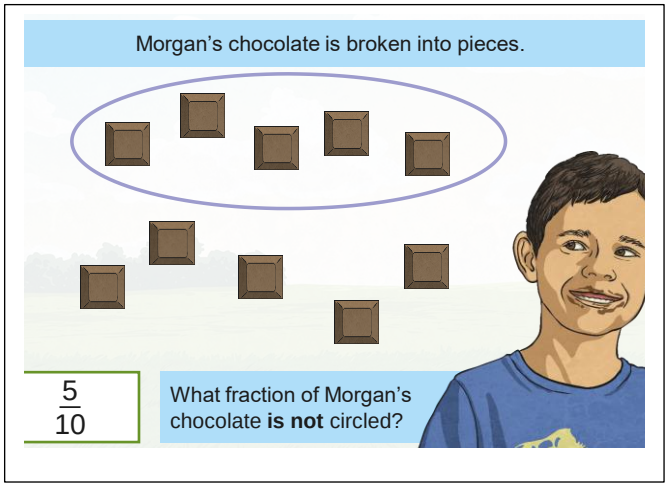
Lesson 2 Fractions on a number line

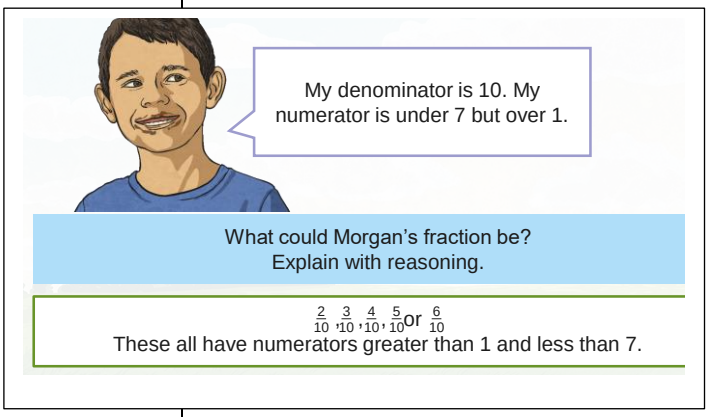
Lesson 3 Fractions of a set of objects (1)

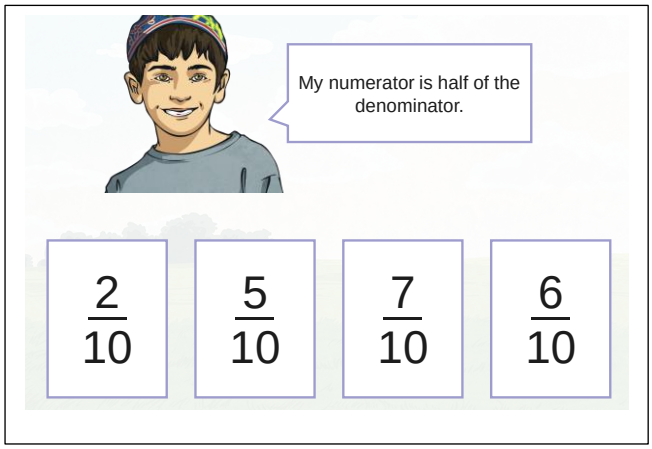
Lesson 4 Fractions of a set of objects (2)

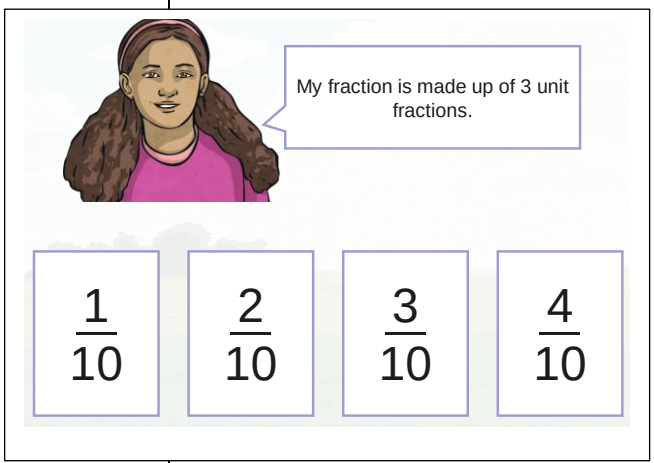


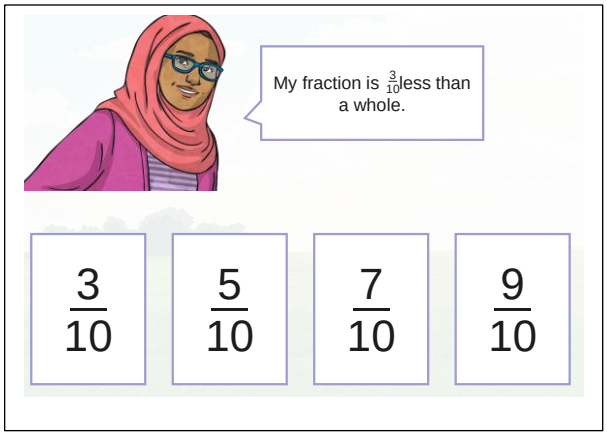












There are 10 outfield footballers in a team.

$\frac{3}{10}$ of the team played in defence.

$\frac{4}{10}$ of the team played in central midfield.

$\frac{2}{10}$ of the team played attacking midfield.

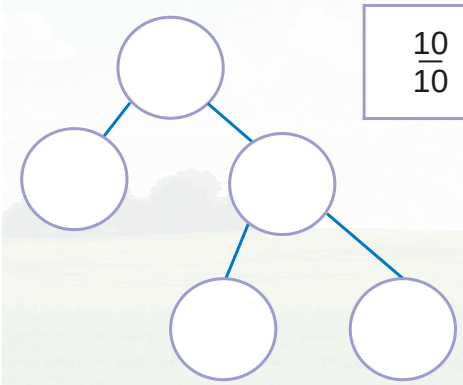
$\frac{1}{10}$ of the team played in the striker's position.

After the match, Gary interviewed half of the team but they were all players from the same two positions. Which players might have been interviewed.

defence and attacking midfield = $\frac{5}{10}$ central midfield and striker = $\frac{5}{10}$

Put these fractions into the part-whole model.

$\frac{10}{10}$ $\frac{3}{10}$ $\frac{1}{10}$ $\frac{7}{10}$ $\frac{6}{10}$



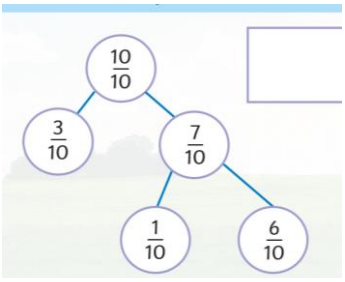
Answers

1. $\frac{4}{10}$ 2. $\frac{6}{10}$ 3. $\frac{5}{10}$ 4. $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ *or* $\frac{6}{10}$

5. $\frac{5}{10}$ 6. $\frac{3}{10}$ 7. $\frac{7}{10}$

8. defence and attacking midfield $\frac{5}{10}$ central midfield and striker $\frac{5}{10}$

9.

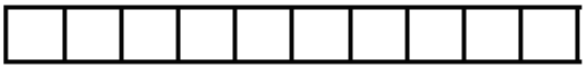


Challenge

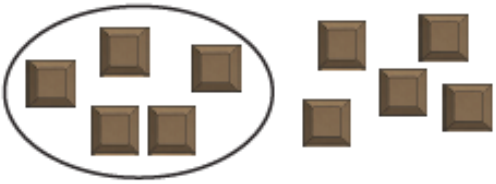
Tenths
Counting in tenths.

Green/Blue/Pink

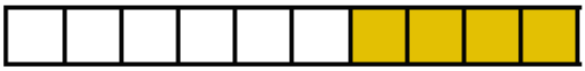
1) If the frame represents one whole, what does each box represent?



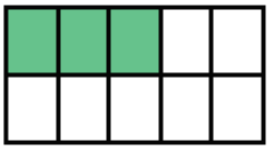
2) What fraction of chocolate is circled?

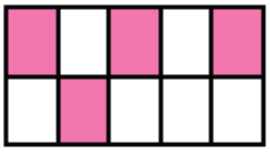


3) The shaded fraction of the chocolate has been eaten. What fraction is left over?



4) Match the fractions.





$\frac{2}{4}$

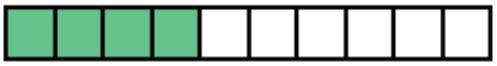
$\frac{3}{10}$

$\frac{4}{10}$

$\frac{6}{10}$

Blue/Pink

1) Which is the odd one out? Explain your answer.



2)

My denominator is 10. My numerator is greater than 6 but less than 9.

What could Hamed's fraction be? Explain how you know.

3) a) Match the fractions to the correct descriptions.

My fraction is 7 tenths.

My numerator is half of the denominator.

My fraction is the smallest.

$\frac{3}{10}$

$\frac{7}{10}$

$\frac{5}{10}$

b) Which two of these fractions make a whole? Explain your reasoning.

Sheet 3

Blue/Pink

1) There were 10 bags of crisps in a cupboard.

$\frac{3}{10}$ are ready salted.

$\frac{4}{10}$ are cheese and onion.

$\frac{1}{10}$ are salt and vinegar.

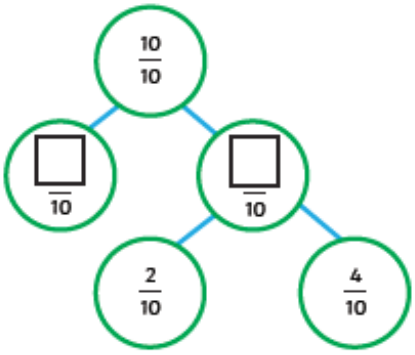
$\frac{2}{10}$ are prawn cocktail.

Gary admits to his friends that he has eaten all of his favourite flavours and only $\frac{3}{10}$ of the crisps are left.

Find all possibilities for which flavours he ate.

2) Write a word problem involving tenths using the pictures of fruit.

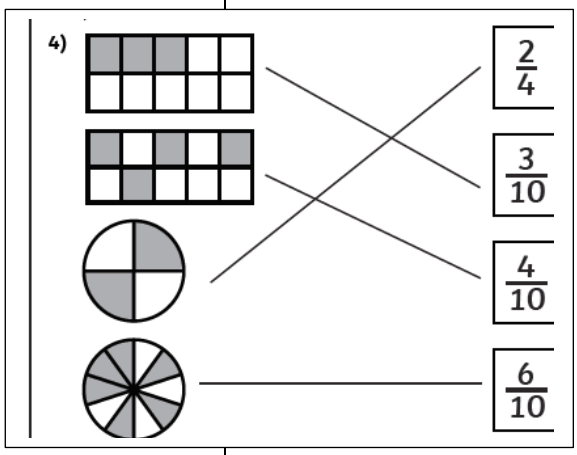
3) **a)** How many ways can you complete the part-whole model?



b) Use this example to create your own part-whole models showing tenths.

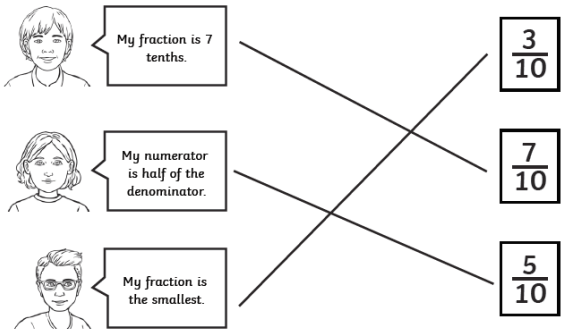
Answers

1. One box represents $\frac{1}{10}$ 2. $\frac{5}{10}$ 3. $\frac{6}{10}$



Sheet 2 Answers

1. The sweets are the odd one out because $\frac{5}{10}$ are circled and in the two others $\frac{4}{10}$ are circled
2. $\frac{7}{10}$ *and* $\frac{8}{10}$ *could be included* because these are the only two numerators that are greater than 6 and less than 9
3.



3b. $\frac{7}{10}$ *and* $\frac{3}{10}$ *add to make a whole because*

$$\frac{7}{10}+\frac{3}{10}=\frac{10}{10}$$

Sheet 3 Answers

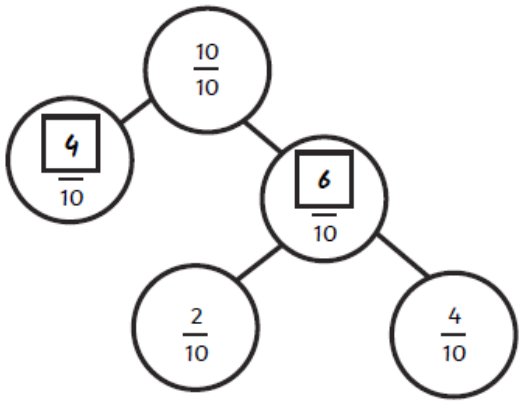
1) *Gary might have eaten all the ready salted and cheese and onion crisps*

or

all the cheese and onion, salt and vinegar and prawn cocktail crisps.

2) *Answers will vary depending on what has been written by the child, but within questions created, they should show that* $\frac{3}{10}+\frac{3}{10}+\frac{2}{10}+\frac{2}{10}=\frac{10}{10}$.

3) a) *There is only one possibility because* $\frac{4}{10}$ *and* $\frac{2}{10}$ *adds to make* $\frac{6}{10}$. *The only single fraction that adds to* $\frac{6}{10}$ *to make* $\frac{10}{10}$ *is* $\frac{4}{10}$.



b) *Open-ended question.*

3D shapes

Notes and Guidance

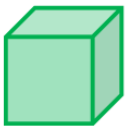
Children recognise and describe 3-D shapes in different orientations. They use properties including the number of faces, edges and vertices to describe the shape. Where a shape has a curved surface, children should know that this is not called a face. e.g. a cylinder has 2 circular faces and a curved surface. Teachers should explore the difference between a prism, which has the same shape all the way through, and a pyramid, which tapers to a point.

Mathematical Talk

How many faces/edges/vertices/curved surfaces does a _____ have?
What shape are the faces of a _____?
What types of lines can you see on a _____?
Can you spot objects around the classroom that are cubes/cuboids etc.?
Can you guess the shape from the description given?

Varied Fluency

- Describe this 3-D shape.



This shape is a _____.
It has _____ faces.
It has _____ edges.
It has _____ vertices.

- Choose one of these 3-D shapes and describe it to a friend thinking about the number and shape of faces it has and the number of edges and vertices. Can your friend identify the shape from your description?

- What is the same and what is different about these two shapes?

Choose two other shapes and say what is the same and what is different about them.

17

Reasoning and Problem S

Mo has a 3-D shape, he says,

One face of my 3-D shape is a square.

What could Mo's shape be?

Alex says,

All 3-D shapes are prisms.

Do you agree with Alex?
Explain why.

Sort a selection of 3-D shapes using the criteria in the table.

	At least one triangular face	No triangular faces
Prism		
Not a prism		

Change the headings of the table and re-sort your shapes.

Answers

3-D Shapes

Reasoning and Problem Solving

Mo has a 3-D shape, he says,

One face of my 3-D shape is a square.

What could Mo's shape be?

Possible answers:
Cube
Cuboid
Square based pyramid

Alex says,

All 3-D shapes are prisms.

Do you agree with Alex?
Explain why.

I do not agree with Alex e.g. cones pyramids, spheres are not prisms.

Sort a selection of 3-D shapes using the criteria in the table.

	At least one triangular face	No triangular faces
Prism		
Not a prism		

Change the headings of the table and re-sort your shapes.

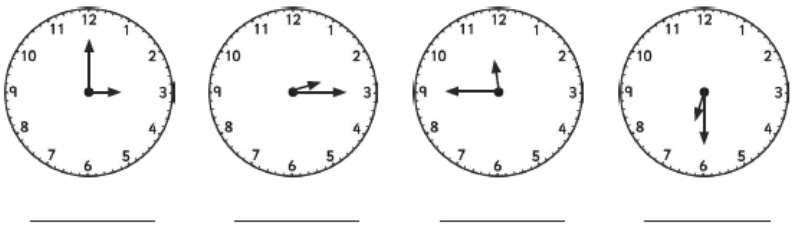
Various possibilities depending on the shapes used.

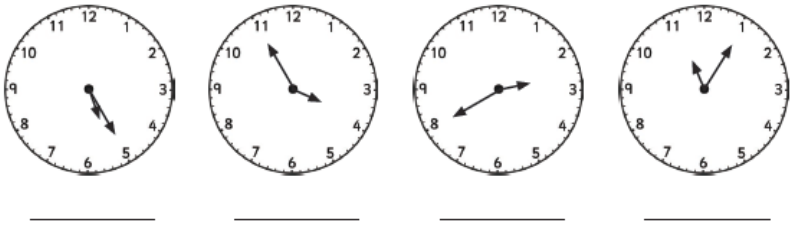
Challenge

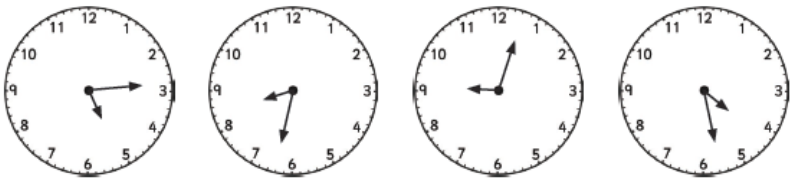
Tell the time

Tell the Time: Writing the Time

Write the time shown on each clock.

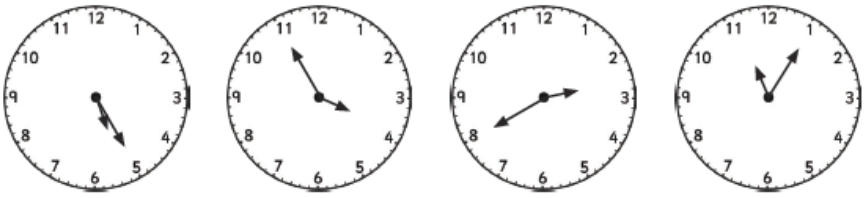




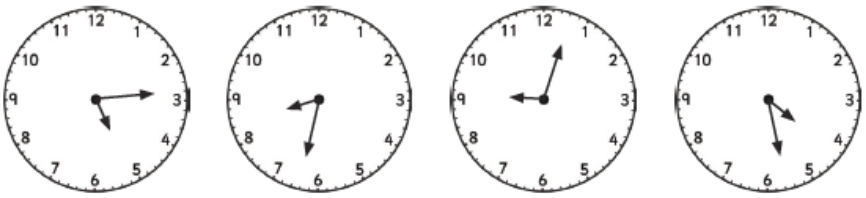


Answers

3 o'clock | quarter past 2 | quarter to 12 | half past 6



5:25 | 3:55 | 2:40 | 11:05



5:14 | 8:32 | 9:03 | 4:28

Challenge 6
Countdown

Countdown 4

Green

90

3	50	7	5	8	2

Find two numbers that you can multiply to make 40 then add it tothe largest number.

Blue

360

50	3	7	6	8	4

Find two numbers that you can multiply to make 350 then find two more numbers to make 10 and add it to 350.

Pink

357

50	3	7	6	8	4

Find two numbers that you can multiply to make 350 then find two numbers to make 7 and add it on

Pink

797

50	3	7	1	8	4

Find two numbers that you can multiply together to make 400. Then find two numbers to make 8 and divide it by another to make 2. Multiply this by the 400 then subtract the number you haven't used.

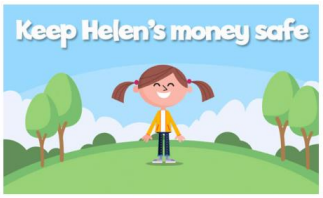
Challege : You have been doing some work on money in the previous learning packs. The Nat West have a web site called budgeting basics. Try coin cruncher first. .
https://natwest.mymoneysense.com/home-learning/

Game: Coin cruncher
Age: 5-8

Help your child get to grips with the value of coins with this fun game.

Then try

Then try



Game: Keep Helen's money safe
Age: 5-8

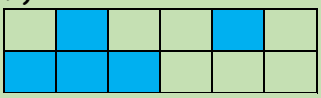
Nobody likes losing their money! Your child can help Helen keep her money safe by choosing the right place to put it.

Challenge 7

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

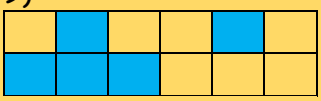
Tip: Put a tick by the ones you know you can do quickly, a question mark by the ones you can do with some thought or written calculation and a x by the ones you think are really difficult for you.

Win it bin it save it for later! Number 4

1) Circle the lowest value 47 37 17 77 67	2) 251 – 50 =	3) Write the number that totals 2 tens 6 ones 0 tens 3 ones 6 tens 0 ones	448 + ___ = 748
5) What is half of 26?	6) 136 + 600 =	7) Put a circle around the highest value. four hundred and six three hundred and six four hundred and sixty	8) What is 29 + 34?
9)  Circle the fraction that is shaded. $\frac{5}{8}$ $\frac{5}{12}$ $\frac{5}{100}$ $\frac{5}{6}$	10) $\frac{3}{8}+\frac{2}{8}$ = __	11) Fill in the boxes to complete the number pattern. 12 18 ___ 30 ___ 42 48 ___	12) Circle the number with the highest value. eight hundred 806 seven hundred and six 86
13) Subtract 80 from 160	14) 40 ÷ 8 =	15) 336 + 247 _____	16) Is this statement true? Explain. There are exactly 6 hundreds in 406
17) What is the sum of 9, 6 and 14?	18) Divide 24 by 8.	19) 304 + 553=	20) Circle the numbers that have exactly 7 ones . 73 647 97 78
21) 58 - 28	22) 48 ÷ 6	23) 69 – 10 is ___	24) Add 100 to 490
25) 282 add 10 is	26) 543 - 256 _____	27) Tick 2 sums that equal 100 86 + 14 23+ 78 37 + 63 58 + 52	28) 128 ÷ 8 =
29) 6 x 35	30) 348 – 128 =	31) How many times does 4 divide into 41? What is the remainder?	32) 4 x 86 =

Answers
How well did you do in 30 mins?

Win it bin it save it for later! Answers — Number 4

1) Circle the lowest value 47 37 17 77 67	2) 251 – 50 = 201	3) Write the number that totals 2 tens 6 ones 26 0 tens 3 ones 3 6 tens 0 ones 60	448 + ___ = 748 748 – 448 = 300
5) What is half of 26? 26 ÷ 2 = 13	6) 136 + 600 = 736	7) Put a circle around the highest value. four hundred and six three hundred and six four hundred and sixty	8) What is 29 + 34? 63
9)  Circle the fraction that is shaded. $\frac{5}{8}$ $\frac{5}{12}$ $\frac{5}{100}$ $\frac{5}{6}$	10) $\frac{3}{8}+\frac{2}{8}=\frac{5}{8}$	11) Fill in the boxes to complete the number pattern. 12 18 24 30 36 42 48 54	12) Circle the number with the highest value. eight hundred 806 seven hundred and six 86
13) Subtract 80 from 160 160 - 80	14) 40 ÷ 8 = How many lots of 8 go into 40 = 5	15) 336 + 247 583	16) Is this statement true? Explain. There are exactly 6 hundreds in 406 No,there are 6 ones
17) What is the sum of 9, 6 and 14? 16 + 4 = 20 + 9 = 29	18) Divide 24 by 8. How many lots of 8 go into 24? 3	19) 304 + 553= 857	20) Circle the numbers that have exactly 7 ones . 73 647 97 78
21) 58 – 28 = 30	22) 48 ÷ 6 = 8	23) 69 – 10 is 59	24) Add 100 to 490 590
25) 282 add 10 is 292	26) 543 - 256 287	27) Tick 2 sums that equal 100 86 + 14 23+ 78 37 + 63 58 + 52	28) 128 ÷ 8 = 16 8) 128 - 8 48 -48
29) 6 x 35 35 X 6 30 (6 x 5) 180 (6 x 30) 210 Add	30) 348 – 128 = 220	31) How many times does 4 divide into 41? 10 What is the remainder? 1	32) 4 x 86 = 86 X 4 24 (4 x 6) 320 (4 x 80) 344 (Add)

Art:

https://www.youtube.com/watch?v=C7JulU6cyUI

Follow the hyperlink to find out how to draw a tree

Using the chapter 6 'Skinned and buried'' use the illustration to draw Barney up in the tree and think about what he could see from there.

History

Find out some more information about Skara Brae and present it as a non fiction pice of work with headings, subheadins, drawings etc.

Music

In this pack I would like you to take the opportunity to learn this song

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

Bringing Us Together

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

https://www.bing.com/videos/search?q=Lyrics+to+Good+times+by+nile+Rodgers+you+tube&docid=608033696591448369&mid=77407D187C26D5B2924677407D187C26D5B29246&view=detail&FORM=VIRE - link to Good Times by Nil Rodgers

Now learn the song.

Verse 1

I will be your rainbow,
I will be your friend.
When dark clouds surround you
On me you can depend.

Bridge

Each and everybody
Has music deep inside.
Find your inner music
And you will come alive.

Chorus

Music makes us feel good,
Music makes us dance!
Bringing us together,
Giving love a chance!

Verse 2

Let's create a universe
Where we can all be friends,
Peace and hope and unity
Where friendship never ends

Verse 3

Children from around the world
Changing hearts and minds,
Make the world a better place
To live as human kind.

Final chorus

Music makes us feel good,
Music makes us dance!
Bringing us together,
Giving love a chance!
Music makes us feel good,
Music makes us dance!
Bringing us together,
Giving love a chance!

IN THE NEWS.

George Floyd: Find out why there have been huge protests in the US and Hyde Park London

Check in on CBBC Newsround
https://www.bbc.co.uk/newsround/news/watch_newsround

Which books are you reading during lockdown?

Trash by Andy Mulligan
Lots of David Walliams books
Re-reading the Harry Potter series
Who is Steven Spielburg? – a factual book.

GEOGRAPHY
Look on a map to find out where Skara Brae is.
Investigate where there might be other stone –age sites in Great Britain.

RE The Story of Pentecost.
https://www.bing.com/videos/search?q=the+story+of+the+pentecost+you+tube&docid=608030063131035499&mid=F9CAB335F4935D4C9085F9CAB335F4935D4C9085&view=detail&FORM=VIRE use this link to listen to the story of the Pentecost.

1. O the day of the Pentecost , the Holy Spirit came in the form of wind and tongues of fire.
   a) Design a Pentecost Banner which includes the symbols wind and fire.
   b) On your banner add a line from a hymn to the Holy Spirit.
   c) When you have designed your banner make it using different materials.

Design and technology

I hope you enjoyed building your fire from the learning pack 4

Making a spear

History: Find out why the Stoneage people needed a spear.

Continue with making other important tools the Stone Age people might make.

Stone Age Design Technology Activity

Make a Stone Age Weapon

To use research and develop design criteria for functional products that are fit for purpose and aimed at a particular audience.

To design and make a stone age weapon.

The stone age was a time when people used stone to make tools and weapons. It started about 2.5 million years ago and ended when the bronze age began in Britain around 2500 BC. Stone age people were able to select stones to meet their three basic needs: shelter, food and clothing.

Become an ingenious inventor and create a stone age tool or weapon using materials that would have been available to your stone age ancestors.

You will need:

- strong card
- string
- scissors
- a variety of stones (flat, shaped, small, large)
- different types of wood (dowelling, sticks, driftwood)

What to do:

1. Research stone age tools and weapons to understand how simple the materials were and how they were created.
2. Choose the materials you want and draw your design on the design sheet.
3. When you're choosing a stone, look for particular features. A heavy stone would be good for grinding; a small hard round stone would be good for use in a slingshot; and a flat edge might be useful for cutting.
4. Do you need to use wood to create a handle? Is the wood strong enough?
5. You could use cardboard instead of stone and shape it to represent the flint used in spears and arrows.
6. How will you attach your materials? Stone age people would have used plant fibres or sinew from animal carcasses, but you can use string to join materials. Make sure you have tied them securely.

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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.
Use 2 cans or beans or soup and practice some crunches to keep your arm muscles strong.
Put on your favourite song and dance around the house.
Help out with the house work, you can burn lots of calories off this way!
Follow Joe Wicks each day at 9am .

I hope you are enjoying your exercise. I have made a little obstacle course in the garden for my 22mth old granddaughter to use which involves going up and down the slide, pushing a doll's pram around a course and rolling a ball.

Science

Although this is part of an assembly I would like you to look into how big a microbe is. You can develop this further by finding out the infection is spread. Make a poster about this information.

Introduction to microbes

Activity 1.1: How big is a microbe?

PRIMARY & SECONDARY

Activity time: 15 minutes

This short activity gives students an introduction to microbes; teaching them the 3 different types of microbe and how they differ in shapes and sizes.

This activity would be suitable for a school science or biology week.

For this activity you will need:

- Balloon, glitter and a pin.

1. Prior to the activity fill the balloon with glitter using a funnel and blow the balloon up. You may wish to prepare a few depending on how many times you wish to demonstrate the activity.

2. At the start of the assembly activity, ask the students if they know what a microbe is, encourage students to give their ideas. They may know that microbes can make us ill, but they may not know that are 3 different types. Explain that there are 3 types of microbes: fungi, bacteria and viruses and they can be both harmful and useful to us.

3. Fungi are the largest microbe and they can be useful or harmful. Give an example of useful and harmful fungi, for example Penicillium is a fungi used to create the antibiotic penicillin which is used to kill bacteria! Students may not know that mushrooms that we eat are also a type of fungi that is good for us. An example of harmful fungi is one that cause's athlete's foot; an itchy foot condition.

4. Bacteria are the middle size microbe and can also be useful or harmful. Again give examples of both useful and harmful bacteria. For example lactobacillus is a useful bacteria used to make dairy products such as yoghurt, there are other 'probiotic' bacteria found in yoghurts that can aid in our digestion of food. Examples of harmful bacteria are ones that can cause chest infections or food poisoning in spoiled food. Bacteria also come in different shapes: rods, balls or spirals.

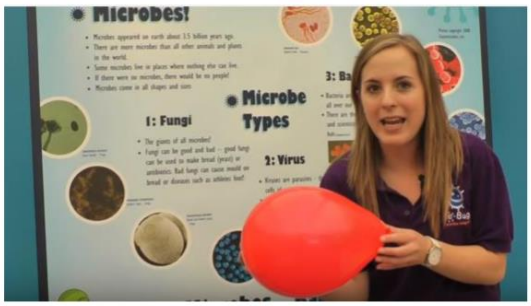
5. Viruses are the smallest type of microbe and are mostly harmful. Some scientists can use viruses in their lab to help make new medicines, but generally all viruses are bad. Viruses cause colds and flu.

6. Remind the children of the names of the microbes and their sizes. Explain that most microbes are too small to see with the naked eye and that it can be hard to understand their shapes and sizes.

7. Ask the children to imagine that if a fungi, the largest of the 3 microbes, was the size of the room they are in, how big do they think a bacteria would be in comparison? Show the children the balloon and explain that this is how big the bacteria would be. Ask how big they think a virus would be in relation to this. Pop the balloon and explain that a virus would be the size of a piece of glitter.

- Optional: if there is an interactive board in the assembly hall/room you could also play the e-Bug how big is a microbe animation, which can be found here.

- You can see a member of the e-Bug team giving an introduction to microbes here: https://www.youtube.com/watch?v=VXzmCYJ9fj4



PSHE

Think about your own emotions you have been going theough during lockdown and record them on a chart. There is an example below.