

## Year 3 - Home Learning Pack 1

Hello Year 3! I hope you are well and have had a good rest over half term. I hope you enjoy having a go at the tasks in this learning pack. We are now starting Spring 2 which brings with it a change in some of our topics and this learning pack is full of 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 practising your skills. Remember to read a range of books and practice your times tables as well as the divisions that go with them, every day. After seeing so many excellent examples of home learning last half term, I am really looking forward to seeing your work and hearing how you are getting on at home over the next couple of weeks. We miss you lots here at school but remember, you're doing a wonderful job of keeping up with your learning from home!

### **Task 1** - First person

### First Person

If writing a story in the first person, write as though you are a character inside the story.


Describe how you feel and what you are doing or have done.

Use the pronoun 'I'

For example:  
Last year, **I** went to Spain with my family. **I** loved it!

Other pronouns used in the first person:

**my  
me  
mine  
we  
our  
ours  
us**



Change this passage from the third person to the first person by changing the pronouns.

For example - **Rupert and his friends** would become **My friends and I**

Rupert and his friends decided to go to the park after school. As soon as the bell went, they grabbed their bags, sped out of school and sprinted to the football pitches at St John's park. Rupert scored a goal and celebrated by cartwheeling five times and finishing with a roly-poly. He knew his gymnastics lessons would pay off one day!

## Task 2 - Emotive language

Sometimes writers deliberately choose words to be emotive.

Emotive language means words that create an emotion in the reader.

Look at the short text below. How does this make you feel? What are the emotive words?

After Christmas every year, there are thousands of abandoned puppies left to wander the streets, scared and alone.

Only your support can rescue them.



Look at the sentences below. Choose the word for each sentence that is likely to create more emotion and have a greater impact on the reader.

Going off the path in the woods was *not allowed* / *forbidden*.

I was *happy* / *delighted* to receive the Head teacher's Award this week.

I *crept* / *walked* quietly down the corridor.

It was *good* / *remarkable* to have found such an important historical site.

Feeling *courageous* / *brave* I climbed over the rocks to see what else I could find.

The wind *blew* / *raged* across the rocks, uncovering more buildings.

## Task 3 - Emotive language

The emotions thesaurus below shows you different words that could be used for words we use frequently such as happy and sad. Choose 10 words that you think are really emotive and use each word in a different sentence (ten sentences altogether).

# Emotions Thesaurus Vocabulary Grid

content	glad	joyful	cheerful	elated	depressed	gloomy	miserable	cheerless	heartbroken	repelled	revolted	sickened	repulsed	nauseated
joyful	overjoyed	thrilled	ecstatic	delighted	shattered	demoralised	gutted	crushed	devastated	shocked	appalled	distaste	horrified	loathed
on cloud nine	pleased	gleeful	jubilant	upbeat	tearful	unhappy	dejected	blue	despondent	disliked	horror- stricken	aghast	offended	outraged
					glum	pitiful				grossed out	put off			

annoyed	irritated	fuming	livid	cross	astonished	dazed	shocked	alarmed	stupefied	calm	peaceful	tranquil	care free	blissful
irate	frustrated	enraged	outraged	infuriated	shaken	astounded	startled	bewildered	aghast	content	unruffled	composed	serene	stress free
incensed	agitated	furious	upset	bitter	stunned	flabbergasted	thunderstruck	speechless	taken aback	at ease	laid-back	mellow		
raging	exasperated				thrilled	exhilarated	elevated	animated	delighted					

uneasy	terrified	alarmed	startled	anxious	exuberant	enthused	inspired	giddy	eager					
upset	panicky	worried	afraid	distraught	roused	provoked								
troubled	in a state	petrified	fearful	frightened										

Key	
Happy	Surprised
Angry	Excited
Scared	Disgusted
Sad	Relaxed

English	Task 4 - Identify diary features
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Have a look at Little Red Riding Hood's diary.

Across the top you will see the different features of a diary shown in different colours. These features can all be found in Little Red Riding Hood's diary.

After reading the diary, see how many of the features you can identify. If you have them use matching coloured pencils to underline the features within the diary.

For example, underline first person pronouns such as me, I and my, in pink.

Written in first person	Uses informal and chatty language	Describes author's thoughts and feelings
Inverted commas for direct speech	Adverbials of time	Addresses the diary directly

21<sup>st</sup> February

Dearest Diary,

Oh, my goodness! I've never been so frightened in all of my life! Yesterday, I was actually eaten by a wolf – that's right, *eaten* – and I lived to tell the tale. Can you believe it? Me, Red! Or 'Little Red', as everyone seems to want to say. Hmph.

It all started when Mother sent me on yet *another* one of her errands. Don't get me wrong, I do *love* to visit Granny, but is it really necessary to take baskets of food all of the time? She couldn't get through this basket full of cupcakes even if she was having daily dinner parties with the whole village! And I *do* wish that mother wouldn't pester me so: "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?" Pester, pester, *pester*.

Anyway, off I skipped in the beautiful sunshine, down the path to the lane and through the forest, waving to the old woodcutter as I went. It was such a lovely day; animals were scampering around on the ground and birds were chirping in the trees. I got quite carried away, until I heard a silky-sounding voice from the shadows.

I knew right away that this was one of the wolves that Mother had warned me about – he was a very fine-looking gentleman with thick hair, bright eyes and very big, white teeth. He claimed that he knew Granny, and I'm ashamed to say that I believed him, Diary. He must have been very, *very* clever, because even now, I can't figure out how he knew where Granny lived.

I was oh-so hungry, Diary, and the cunning wolf convinced me to stop for a snack. I mean, my stomach was really, *really* gurgling! I really didn't stray from the path for long, and of course, I thought that I was perfectly safe! How wrong I was.



### Task 5 - Plan a diary

In previous Home Learning Packs you will have learned about a place called Skara Brae in the Orkney Islands off the coast of Scotland. For your first writing task in this pack, you need to imagine that it is 1850 and you are William Watt, the man who led the excavation of the Skara Brae site, in order to write a sequence of diary entries.

You can include ideas about the following events leading up to and during the uncovering of the site:

#### Paragraph 1

- the storm, with fierce winds and high tides, that battered Orkney
- the grass being stripped away revealing stone buildings
- how you (William Watt) came to be walking in the area
- your interest in what had been uncovered
- what you thought it could be

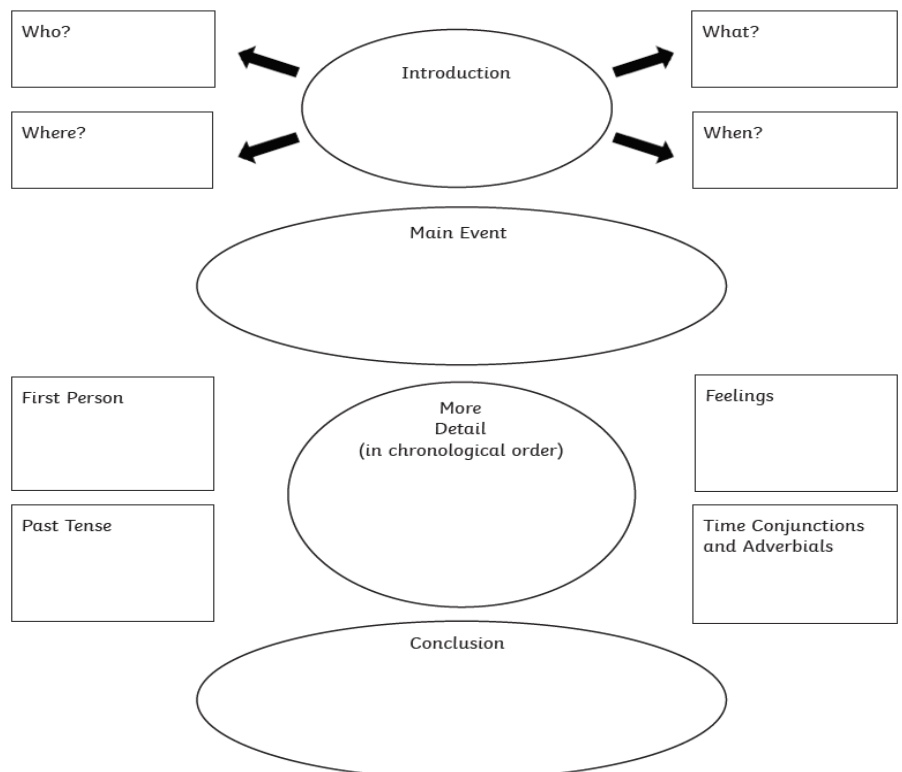
#### Paragraph 2

- how it felt to be working on the site
- what it was like to find ancient artefacts and the remains of buildings
- how well preserved the buildings and artefacts seemed to be

#### Paragraph 3

- how it felt when the excavation of the site stopped in 1868
- how it felt when the site was abandoned

You can use the planning template shown to help you to organise your ideas.





## Task 6 - Write a diary

Using your plan, write a diary as if you are William Watt uncovering the Skara Brae site. Remember to include the features of a diary which are shown below:

Uses the past tense
Uses first person pronouns (I, we, my, etc.)
Describes the writer's point of view, thoughts and feelings
Includes opinions as well as facts
Uses ambitious words to describe people and places
Is written in an informal style, as though speaking to someone
Uses time conjunctions to link events
Organises events into paragraphs
Uses inverted commas to show direct speech

## Task 7 - Expanded Noun Phrases

### Constructing an Expanded Noun Phrase

A noun is a thing, person or idea. An expanded noun phrase provides extra information about the noun. You can use a determiner, adjectives and a prepositional phrase within your expanded noun phrase to describe and specify details about the noun.

Determiner	Adjectives	Noun	Prepositional Phrase
A determiner is a word which comes before a noun or any modifiers, such as adjectives. They introduce the noun and give the reader important information about it.	Adjectives are words which describe a noun. You can use two adjectives to describe a noun but they must be separated by a comma, e.g. the huge, hairy spider.	The noun is the thing, person or idea that the expanded noun phrase is about.	A preposition is a word which indicates place or direction. A prepositional phrase usually includes a preposition and a noun or a pronoun.
the a an my these her our your five some many those	colourful gigantic miniature pristine dilapidated ancient obnoxious mischievous crumpled ecstatic muscular rectangular	socks bus engine bottle television pond custard paper lettuce caravan tongue Linda imagination	beside the river near the town in the water during the night through the winter this evening on the table between the houses underneath the waterfall before morning towards home

Use the words in the boxes above to plan out and construct 10 expanded noun phrases, such as:

the miniature television on the table

or

five dilapidated caravans beside the river

You can add your own adjectives, nouns and prepositional phrases and use them to build expanded noun phrases which make sense. You could also create expanded noun phrases about Skara Brae such as:

seven ancient houses near to the sea

or

many Stone Age artefacts found preserved underground

## Task 8 - Identify persuasive letter features

The most important part of writing to persuade is being able to convince your reader. To do this effectively, you'll need to use a range of different features.

### Imperative Verbs

Imperative verbs tell the reader what to do. They help to get your message across really clearly.

**Buy** this spaghetti stretcher today!  
**Improve** our school and our community.

### Repetition

At the end of your persuasive text, the reader needs to be really clear about the main points. Ensure this by occasionally repeating key words throughout your writing.

### Rhetorical Questions

Rhetorical questions are questions which don't need to be answered. They can help your reader to feel like you are talking specifically to them. **How could you live without it?**

### Expanded Noun Phrases

Whatever you're persuading your reader about, you need to make it seem like the best idea ever. Do this by including plenty of expanded noun phrases with amazing, incredible adjectives and modifying nouns.

Read the example of a persuasive letter shown below. Can you spot the different features?

- Imperative verbs
- Repetition
- Rhetorical questions
- Expanded noun phrases

Underline them in the letter below.

Dear Sir/Madam,

I am writing to ask you to please reduce your extensive garden gnome collection so that I may deliver your letters without fear of injury.

For the past few years, I have found it increasingly difficult to work my way through your garden without treading on an unsuspecting gnome. Last week, when I arrived home and found a miniature fishing rod stuck in my shoe, I realised that this had gone on for too long. Surely you don't want me to be injured, do you?

I enjoy gnomes and I think that a small collection can brighten up the garden substantially but the situation has become ridiculous. From now on, I will leave your letters beneath Goswald the Great until you significantly reduce your collection.

Yours sincerely,

Postal Worker Patricia

## Task 9 - Plan a persuasive letter

When you are writing to persuade, you want to convince your reader about something. It might be that you're persuading them to buy your product or you could be persuading them that what you're saying is true. We are writing to persuade the local council to preserve the Skara Brae site for future generations to enjoy. Think of different reasons why it is important to preserve the site and put them into the plan below:

Main Idea/Title:	
Introduction	The main point you want to make.
Argument 1	Remember evidence! <u>Useful words:</u> Firstly... Secondly... In my opinion... Some believe that... I feel that... I am sure that... It is certain... Therefore... Moreover... For this reason...
Argument 2	
Argument 3	-Reasons for  -Reasons against  -Ask questions to get the reader thinking
Conclusion	Sum up the main argument.



## Task 10 - Write a persuasive letter

Use your plan to write a persuasive letter to Orkney Council to ensure the site of Skara Brae is preserved. Use the ideas in the word banks below to help you vary your word choices and sentence starters. I look forward to reading your letters.

### Writing to Persuade

Imperative Verbs
buy
campaign
create
demand
expect
explain
forget
halt
imagine
leave
purchase
reduce
say goodbye to...
stand up for...
stop
use

Persuasive Word Choices
amazing
brand-new
brilliant
delightful
extraordinary
fantastic
flawless
incredible
magnificent
never-before-seen
newly designed
one of a kind
spectacular
splendid
unique
wonderful

Whether you're writing a letter, a speech or an advert, you need to persuade your reader that what you're saying is true.

#### Sentence Starters

As soon as you use the...,  
For centuries,  
For the past few years,  
From now on,  
From the moment you first see the...,  
Just imagine...  
Say goodbye to...  
Surely...

#### Rhetorical Questions

Do you really want...?  
Do you think...?  
Have you longed for a solution to...?  
Have you always wanted...?  
Have you considered...?  
Have you tried...?  
How can you live without...?  
What are you waiting for?  
What is better than...?  
Why don't you...?  
Why not try...?



## Persuasive Letter Writing Word Bank

Greetings	Opening Sentences	Introductions	Details
Dear Mrs May, Dear Mr Brown, Dear Sir or Madam,	I agree that... It is my belief that... Some people believe that... Recent figures reveal...	For this reason... I am sure that... It is certain... In the same way...	For example... In fact... In support of this... Statistically...
Causal Conjunctions and Adverbials	Conclusions and Summaries	Closing Farewell	Vocabulary
accordingly consequently hence thus otherwise	As you can see... Without a doubt... In brief... On the whole... Undoubtedly...	Yours sincerely, Yours faithfully,	arguments unfair support persuade imperative pros/cons



# Maths

## Task 1 - Practise your times tables

Practice counting forwards and backwards in 3s, 6s, 4s and 8s daily. Can you spot any patterns in the number sequences? What is the same/different about the 3 times table and the 6 times table. What is the same/different about the 4 times table and the 8 times table?

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, 54, 60

4x tables - 0, 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48

8x tables - 0, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96

## Task 2 - Four times tables practise

### 4x tables

1	2	3		5	6	7		9	10
11		13	14	15		17	18	19	
21	22	23		25	26	27		29	30
31		33	34	35		37	38	39	
41	42	43		45	46	47		49	50
51		53	54	55		57	58	59	
61	62	63		65	66	67		69	70
71		73	74	75		77	78	79	
81	82	83		85	86	87		89	90
91		93	94	95		97	98	99	

Use your first 10 numbers to help you write out the 4 times table.

$$4 \times 1 = \underline{\quad} \quad 4 \times 2 = \underline{\quad} \quad 4 \times 3 = \underline{\quad} \quad 4 \times 4 = \underline{\quad} \quad 4 \times 5 = \underline{\quad}$$

$$4 \times 6 = \underline{\quad} \quad 4 \times 7 = \underline{\quad} \quad 4 \times 8 = \underline{\quad} \quad 4 \times 9 = \underline{\quad} \quad 4 \times 10 = \underline{\quad}$$

Click the link below to access BBC Supermovers 4 times table

<https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-4-times-table-with-cyril-the-swan/zmsw382>

Help Newton to find his way out of the maze by shading the path counting in 4s up to 40.



IN	4	8	5	7	38
	6	12	14	18	22
	10	16	20	30	33
	14	18	24	28	40
	20	19	27	32	36

OUT

Count by 4s up to 40

4 → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_

Match the multiplication fact to the correct repeated addition facts.

4 x 5

4 x 3

4 x 6

4 x 4

4 x 2

4 x 7

4 + 4 + 4 + 4 + 4 + 4 + 4

4 + 4

4 + 4 + 4 + 4 + 4

4 + 4 + 4 + 4 + 4 + 4

4 + 4 + 4 + 4

4 + 4 + 4

### Task 3 - Eight Times Tables Practise

#### 8x tables

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

Use your first 10 numbers to help you write out the 8 times table.

$$8 \times 1 = \underline{\quad} \quad 8 \times 2 = \underline{\quad} \quad 8 \times 3 = \underline{\quad} \quad 8 \times 4 = \underline{\quad} \quad 8 \times 5 = \underline{\quad}$$

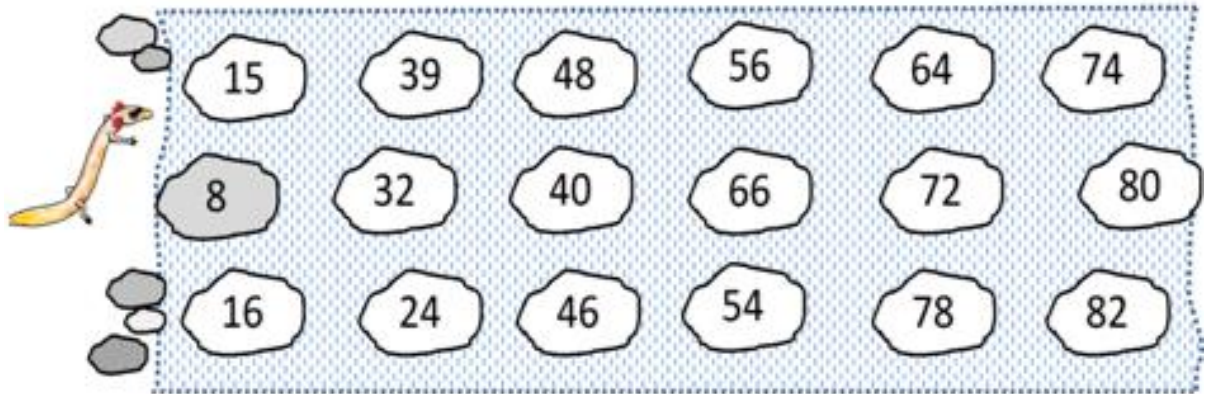
$$8 \times 6 = \underline{\quad} \quad 8 \times 7 = \underline{\quad} \quad 8 \times 8 = \underline{\quad} \quad 8 \times 9 = \underline{\quad} \quad 8 \times 10 = \underline{\quad}$$

Click the link below to access BBC Supermovers 8 times table

<https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-8-times-table-with-filbert-fox/zl.mrhbk>

## 8x tables

Help Captain Salamander to cross the river by shading the stepping stones counting up in 8s.



Count by 8s up to 80

8 → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_ → \_\_\_

Fill in the missing numbers in the 8 times table.

$$8 \times 1 = \underline{8} \quad 8 \times 2 = \underline{\quad} \quad 8 \times 3 = \underline{\quad} \quad 8 \times 4 = \underline{\quad} \quad 8 \times 5 = \underline{\quad}$$

$$8 \times 6 = \underline{\quad} \quad 8 \times 7 = \underline{\quad} \quad 8 \times 8 = \underline{\quad} \quad 8 \times 9 = \underline{\quad} \quad 8 \times 10 = \underline{\quad}$$

Draw lines to match the 8 times table fact to its answer.

$8 \times 4$	80	$8 \times 3$	16
$8 \times 7$	48	$8 \times 2$	64
$8 \times 5$	32	$8 \times 9$	8
$8 \times 10$	40	$8 \times 1$	72
$8 \times 6$	56	$8 \times 8$	24



Units of measurement song  
[KS2 Maths: Measurement with Max and Harvey - BBC Teach](#)

**Task 4** - Measuring length

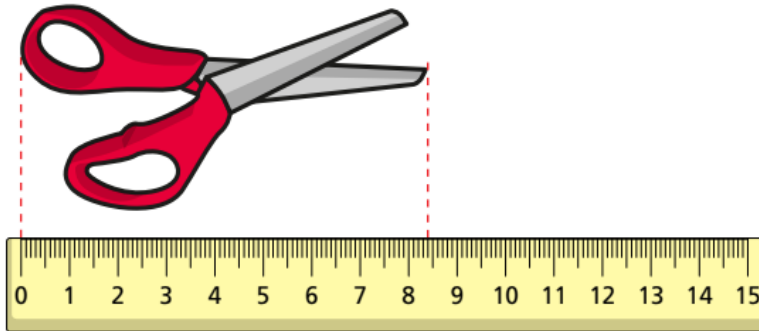
What unit of measurement would you use to measure these real life objects? Millimetres, centimetres or metres?

Fingernail	Eraser	Pencil
Height of a house	Length of a playground	Length of a table

What is the length of each pencil?



How long are the scissors?



The scissors are  cm and  mm long.

The scissors are  mm long.

If you have a ruler at home, use it to find objects in your house that could go into the table below.

<u>Less than 30cm long</u>	<u>More than 30cm long</u>

### Converting length

There are 10 millimetres (mm) in 1 centimetre (cm).

Use the bar models to complete the sentences.

1 cm

10 mm

a)

1 cm	1 cm	1 cm

There are  mm in 3 cm.

b)

1 cm	1 cm	1 cm	1 cm	1 cm	1 cm	1 cm

There are  mm in 7 cm.

c)

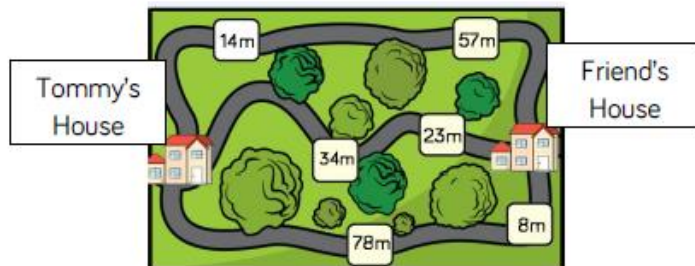
10 mm	10 mm	10 mm	10 mm

There are 40 mm in  cm.

### Task 5 - Solving problems using length

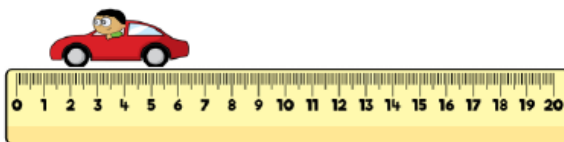
Ron builds a tower that is 14 cm tall.  
Jack builds a tower that is 27 cm tall.  
Ron puts his tower on top of Jack's tower.  
How tall is the tower altogether?

Tommy needs to travel to his friend's house.  
He wants to take the shortest possible route.  
Which way should Tommy go?

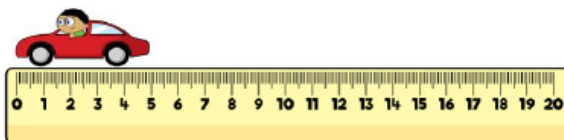


Three children measured the same toy car.

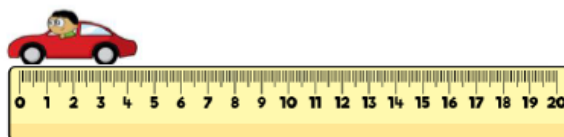
Eva says that the car is 6 cm and 5 mm



Dexter says the car is 5 cm



Annie says the car is 4 cm 5 mm

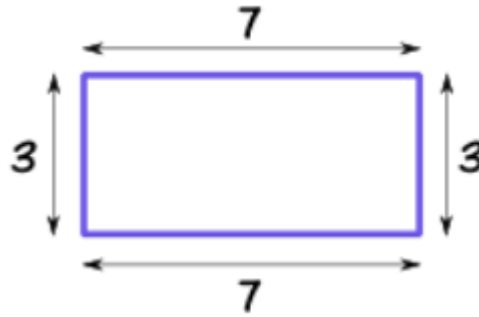


Who is correct?  
Who is incorrect?  
Explain why.

### Task 6 - Measuring perimeter

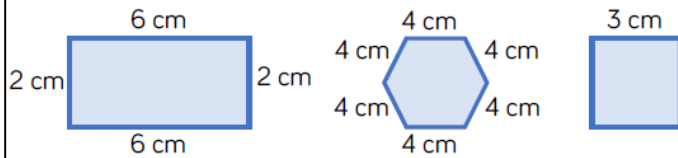
The perimeter is the distance around a 2D shape. It is found by adding the lengths of each side together.

For example, the perimeter of this rectangle is found as follows  $7 + 3 + 7 + 3 = 20$



The unit of measure used is the same as that used for measuring length - mm, cm, m and km.

Calculate the perimeter of the shapes.



Can you find more than one way to calculate the perimeter?

Use two different methods to calculate the perimeter of the squares.

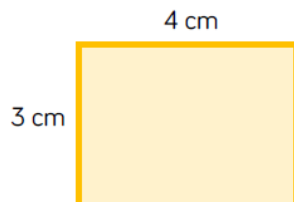


What is the length of the missing side?



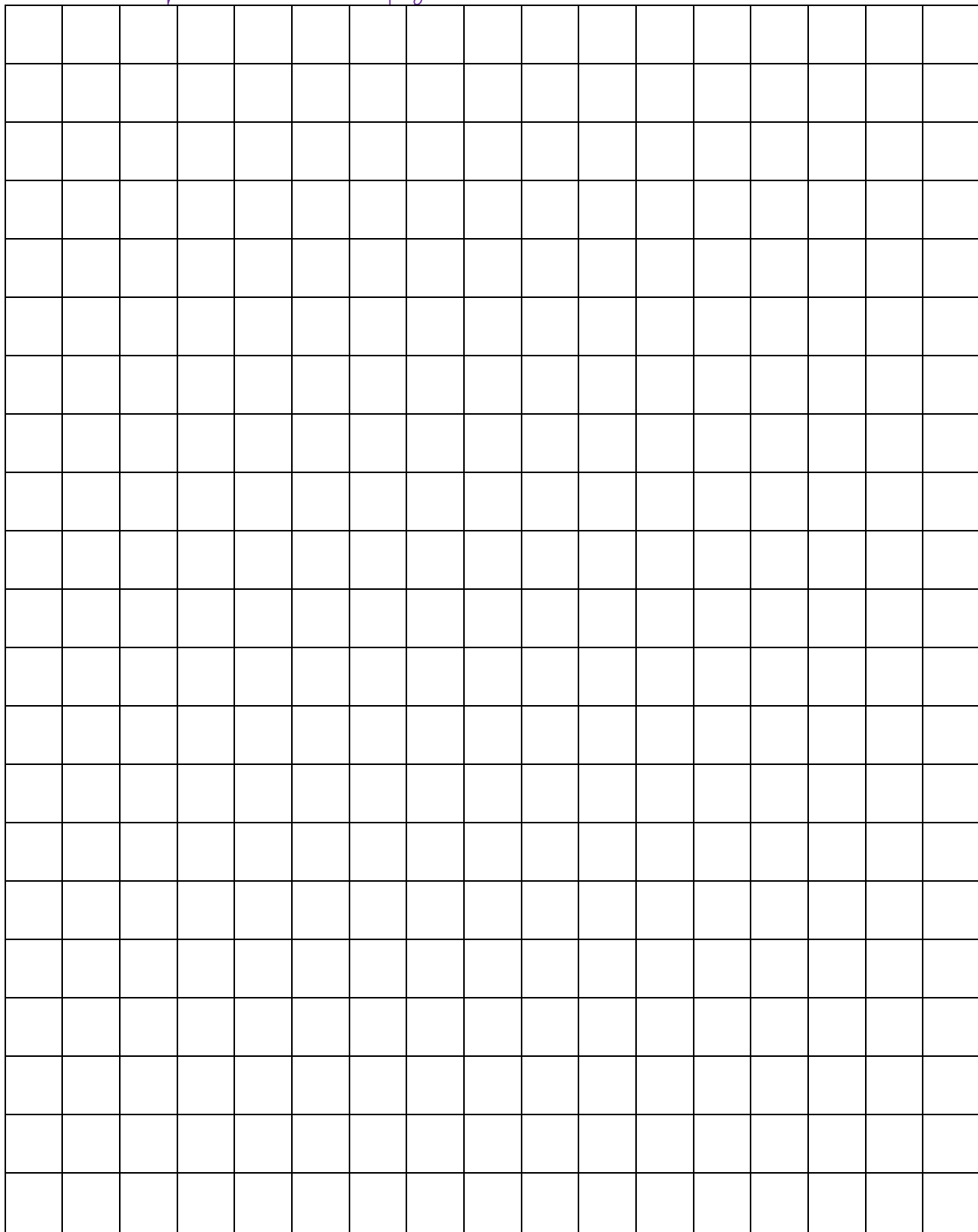
Amir is measuring the shape below.  
He thinks the perimeter is 7 cm.

Can you spot his mistake?



How many different rectangles can you draw with a perimeter of 20 cm?

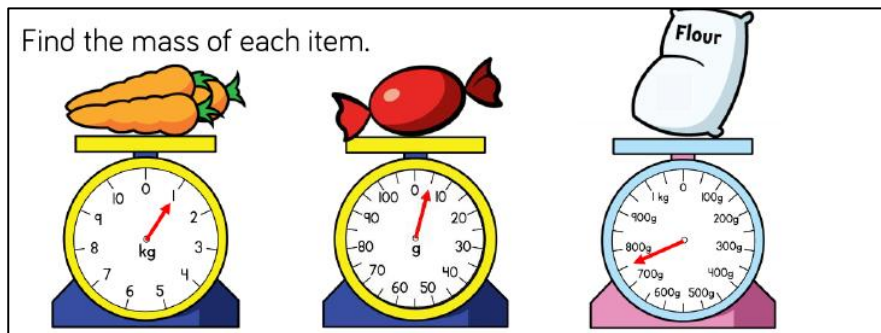
Use the cm squares below to help you to do this.



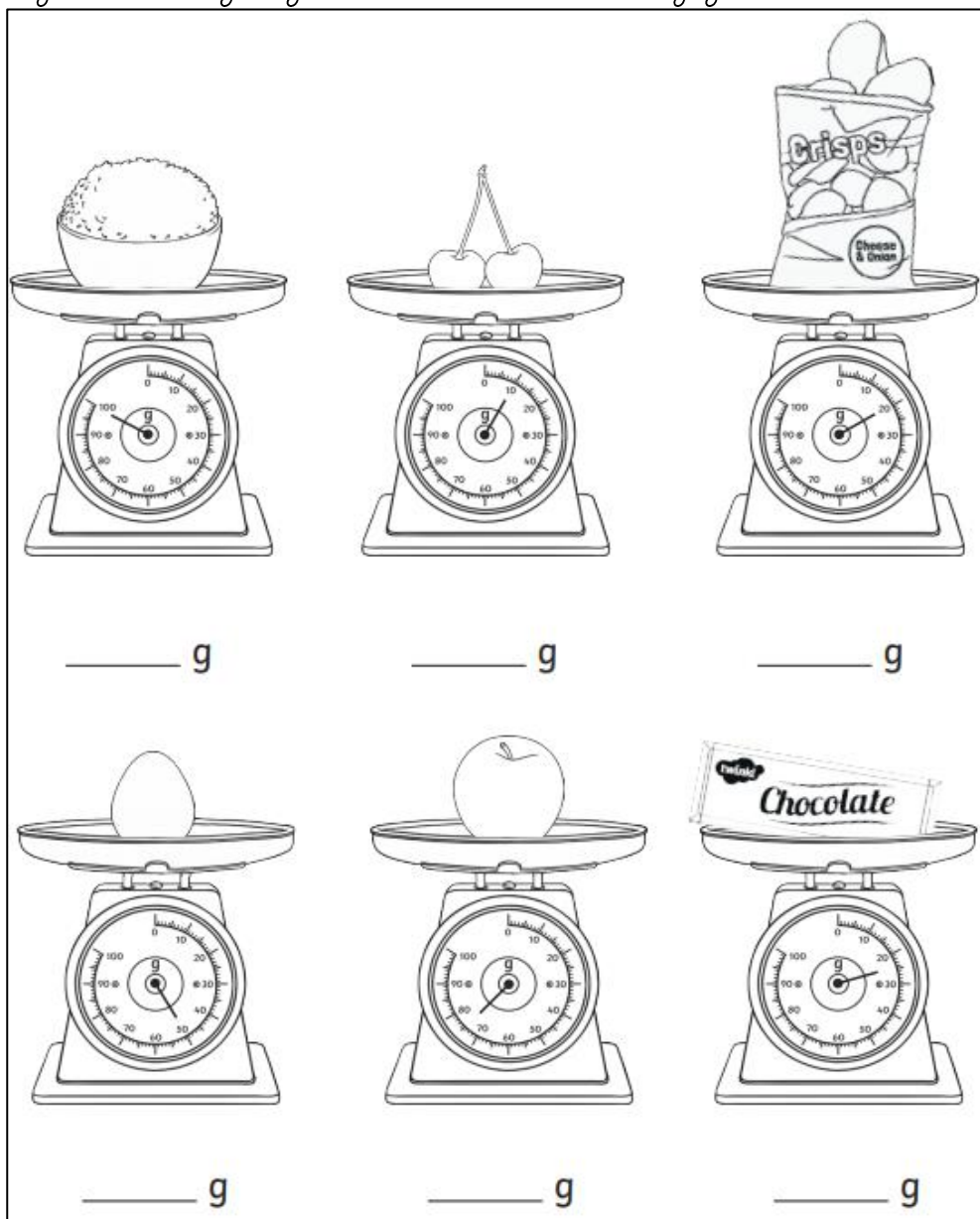


## Task 7 - Mass

Mass is measured in grams, kilograms and, tonnes.



Look carefully at the weighing scales below. How many grams is each item?



Task 8 - Comparing Mass

Write **heavier** or **lighter** to complete the sentences.

a)



The apple is \_\_\_\_\_ than the orange.

The orange is \_\_\_\_\_ than the apple.

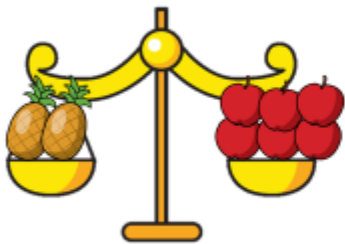
b)



The ball is \_\_\_\_\_ than the bat.

The bat is \_\_\_\_\_ than the ball.

Complete the sentences.

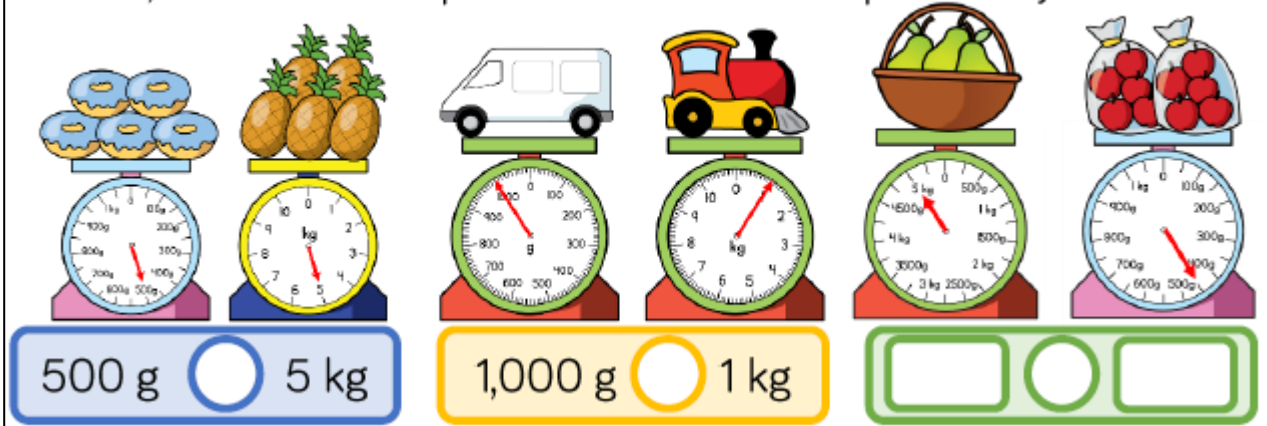


pineapples are equal to  apples.

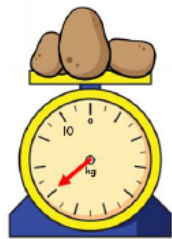
1 pineapple is equal to  apples.

Can you write sentences using 'heavier' or 'lighter' about the image?

Use  $<$ ,  $>$  or  $=$  to compare the mass of each pair of objects.



**Task 9** – Problem solving using mass and weighing.



Who do you agree with?  
Explain why.



The potatoes weigh 13 kg

Amir



We don't know how much  
the potatoes weigh because  
the number is hidden.

Jack



The potatoes weigh more  
than half of 10 kg

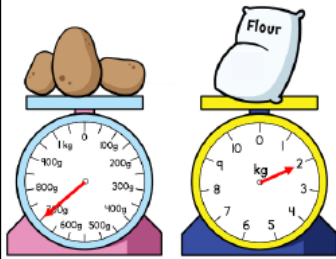
Rosie

Can you calculate the weight of the  
potatoes? Explain how you did it.

The chocolate bar weighs 100 g.  
How much does one muffin weigh?



How much does each side weigh?



Three children are weighing potatoes and flour.



Whitney

The potatoes weigh more because the arrow is further than the arrow on the flour scale.

The flour weighs less because 2 is less than 700



Amir



Alex

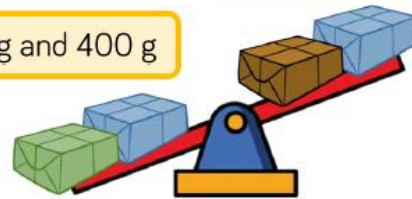
The flour weighs more because 2 kg is more than 700 g.

Who do you agree with?  
Explain your answer.

The green parcel weighs 5 kg.  
Can you work out what the blue and brown parcel weigh?

7 kg and 250 g

9 kg and 400 g



How much would the green and brown parcel weigh altogether?

## Task 10 - Counting in 50s



Look at the number patterns.  
What do you notice?

5	10	15	20	25	30
50	100	150	200	250	300



Complete the number tracks.

50		150	200			350		450	
----	--	-----	-----	--	--	-----	--	-----	--

	750	700	650			500			350
--	-----	-----	-----	--	--	-----	--	--	-----



Circle and explain the mistake in each sequence.

50, 100, 105, 200, 250, 300 ...

990, 950, 900, 850, 800 ...

## Always, sometimes, never.

Sort the statements into always, sometimes or never.

- When counting in 50s starting from 0, the numbers are all even.
- There are only two digits in a multiple of 50
- Only the hundreds and tens column changes when counting in 50s.

## Odd One Out

100, 150, 200, 215, 300

Circle the odd one out. Explain how you know.

Reading **Task 1** - Read the text below

### Fossils

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies it can get covered over and, over millions of years, become a fossil.

### Dinosaurs

- Fossils are really important to know what happened a long time ago.
- Without fossils we would not even know that dinosaurs existed!
- People who study fossils are called palaeontologists.
- Palaeontologists started studying fossils 200 years ago, so we've only known about dinosaurs for 200 years!

### Did You Know...?

- 'Sue' is the nickname given to the most complete and best preserved Tyrannosaurus rex specimen ever found
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!



### How a Fossil is Made

When a plant or animal dies, their body can sink into mud or be buried by sand. This usually happens at the bottom of the sea. When this happens it doesn't disappear. When it is underground, water and minerals leak into the bones and where bits of body used to be. This makes a hard shape. Next, the fossil gets squashed



under more layers of sand, mud and other bits that make sedimentary rock. Finally, over many, many millions of years a fossil is created for someone to dig up one day.

**Task 2** - Answer the questions about the text

1. How long have we known about dinosaurs? Tick one.

- ◇ 200 million years
- ◇ 200 thousand years
- ◇ 200 years
- ◇ 200 days

2. What is the name of a person who studies fossils?

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3. Which one is closest in meaning to the word decay? Tick one.

- ◇ fossil
- ◇ rot
- ◇ disappear
- ◇ die

4. What is the nickname of the best preserved Tyrannosaurus rex skeleton?

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5. Fossils got their name from the old word fossilis which is an old word meaning... Tick one.

- ◇ fossils
- ◇ dug up
- ◇ buried
- ◇ old

6. Tick the boxes to say whether the sentences are true or false.

	True	False
Some people used to think ammonites were snakes turned into stone.		
Whitby is a town in South Yorkshire.		
Fossils can't be made under the sea.		
Fossils take millions of years to make.		

### Task 3 - Purple Mash reading activities.

- Log in to Purple Mash

- Click on Serial Mash



- Click on 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.

