



# HILL WEST *Primary*

FOUR OAKS

## Home Learning Pack

Year 3

Week Beginning 08.2.2021



## Home Learning Links

### Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

[www.thenational.academy](http://www.thenational.academy)

### BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

### Phonics English Hubs

Online phonics lessons for the Letters and Sounds phonics programme.

<https://www.wandleenglishhub.org.uk/lettersandsounds>

### World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%3D%3D>

### Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

### Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

### Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

### Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

### Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

**Classroom Secrets**

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

**National Geographic**

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Key Question Week 6: "Can you see anything?"...
Key Text for Linked Learning: Historical sources regarding King Tut's Tomb discovery.
Linked Learning: English, Art and History
For the final week focussing on Ancient Egypt, children will be putting their knowledge and writing skills to the test to produce work in different genres this week. Children will further research Howard Carter and Lord Carnarvon by looking at historical resources such as newspaper articles and diaries. They will then write their own letter, diary entry and will also script some role play where children will begin to use appropriate punctuation about the events. Linking in with this will be art lessons which will focus on the tombs discoveries. Children will be set a challenge to design and create something that could have been found in the tomb using a range of resources provided, perhaps some jewellery or an amulet or a story in hieroglyphics! Children will need to use their prior knowledge about what is appropriate and in keeping with ancient Egyptian styles and themes.
Maths: This week in maths we are back to looking at number, place value and money. The children will recap what each digit represents in a 3-digit amount of money, what each digit represents in a 3-digit number and using 0 as a placeholder. They will know how to use place value to help with multiplying and dividing by 10 and 100. They will then use this knowledge to multiply and divide amounts of money less than £1 by 10 and 100. At the end of the week, the children will know that every operation has an inverse and will use this to answer two-step operation problems.
Science: Children will continue to explore magnetism and will begin to understand magnetic forces and poles.
History: Using a range of accurate historical sources to understand the discovery of the tombs- Howard Carter and Lord Carnarvon.
Geography: Children will describe the physical topography of a region in the UK (mountains, hills and rivers).
Computing: Children will take part in Safer Internet Day by identifying strategies to respond to hurtful behaviour online.
Music: Children will consolidate their learning from this half term by independently evaluating a piece of music using the terminology from last week. Children will continue to learn recorders. (To be taught at a later date)
Art: See above
Design Technology: Children will peer assess and evaluate their pulley systems. (To be taught at a later date)
PDW / R.E: Children will discuss and further understand that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired.
P.E: For their final week of athletics, children will be jumping for height. They will learn a variety of jumping techniques and learn to jump with coordination and control.
MFL: Children will practise giving each other basic instructions, focusing on correct pronunciation and listening skills.

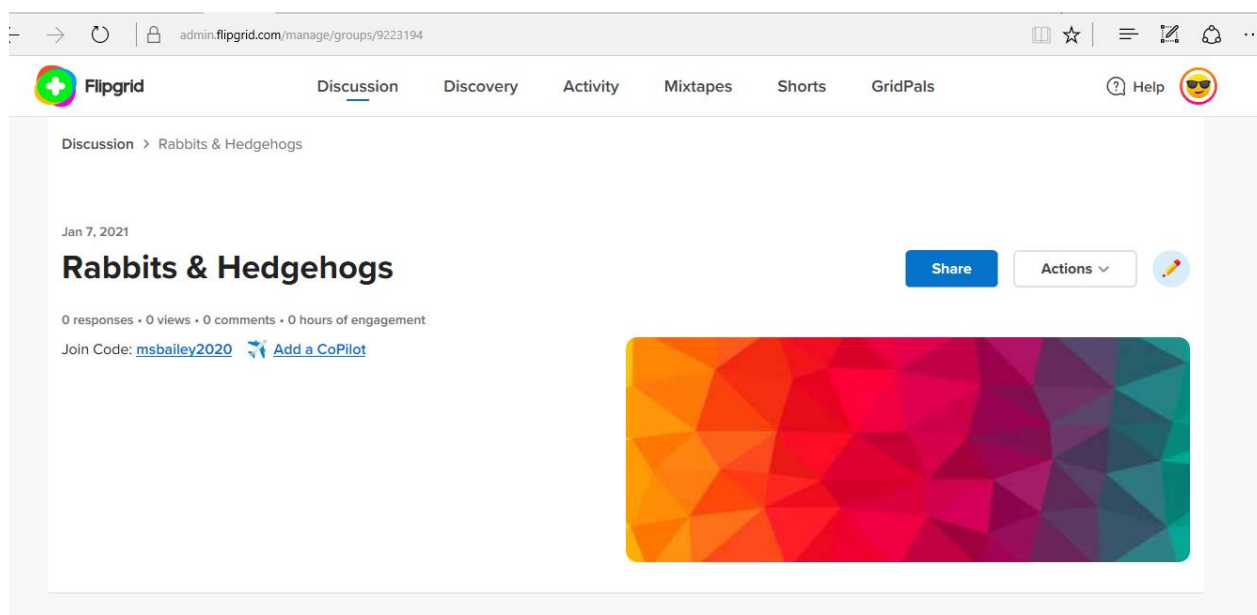
*This week the home learning pack will continue to be organised to coincide with the online Zoom sessions, the structure of activities is just a suggestion and you can of course teach and work through the pack however you like. There will also be a few optional extra activities at the end of the pack.*

*I will also be uploading videos which can be accessed at any time of myself reading the class novel 'The Creakers'. There are multiple videos on there, you have to select each different 'topic' to view them.*

*The website Flipgrid is pictured below and the join code is*

*msbailey2020*

*The link is : <https://flipgrid.com/msbailey2020>*



## Monday

Morning	Watch Safer Internet day assembly
	Practise this week's spellings ( mini test during 11am zoom)
11am Zoom	
After lunch	English/History task
	Maths task
2:30pm Zoom	
Before next Zoom	English/History task
	Science task
	Geography task

**Safer internet day assembly:** Tuesday 9<sup>th</sup> (tomorrow) is safer internet day, celebrated annually all over the UK. In preparation for tomorrows activities watch the assembly below.

**Link:** <https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/work-7-11s/virtual-assembly-7-11s>

### **Spellings**

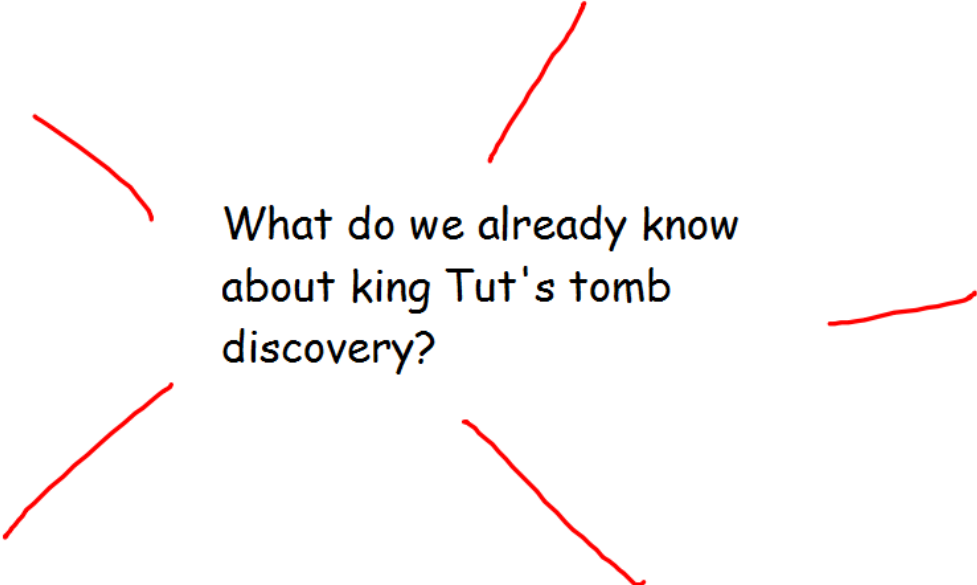
These are your spellings for this half term. Please practise them in any order. New spellings are being set for you Friday this week.

<b>continue</b>
<b>arrive</b>
<b>women/woman</b>
<b>describe</b>
<b>height</b>
<b>appear</b>
<b>often</b>
<b>breathe</b>
<b>breath</b>
<b>with</b>

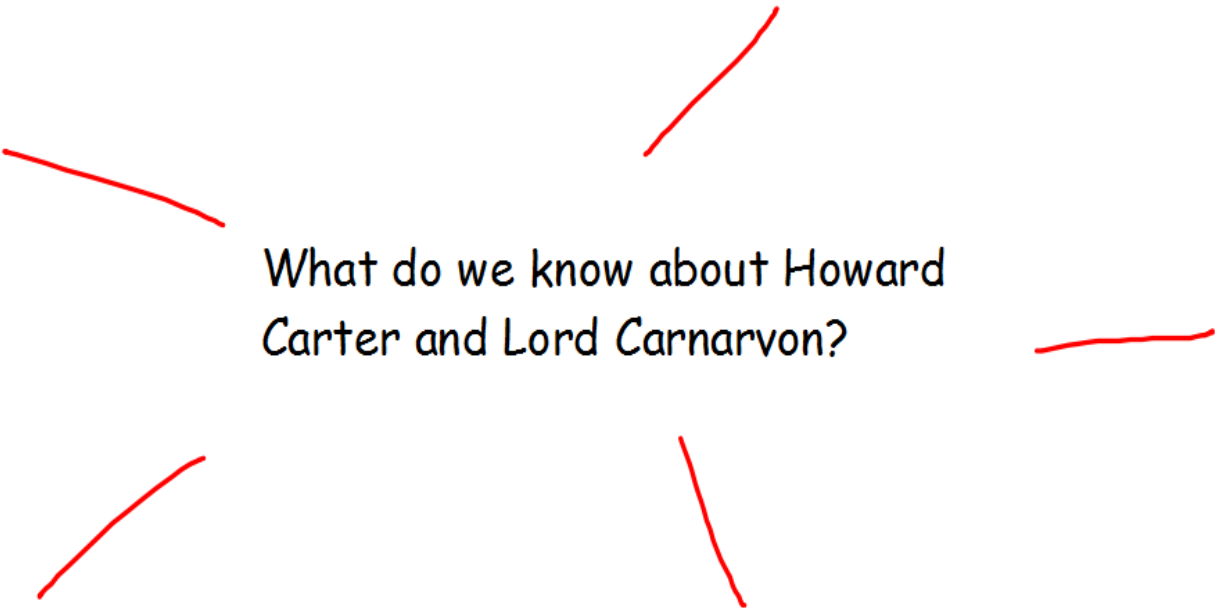
### **English/History**

What do we already know about Tut's tomb discovery? Who are Lord Carnarvon and Howard Carter? Why are they important figures in history?

Create some mind maps to answer the questions or use the ones below. Then think of 5 important questions you wish you could ask them.



What do we already know  
about king Tut's tomb  
discovery?



What do we know about Howard  
Carter and Lord Carnarvon?



## Maths

This week you are going to be multiplying and dividing! Have a go at the task below.

Day 1: Multiply and divide by 10.

Draw a **place value** grid like this.



Use the number cards to show **30** on the grid.

100s	10s	1s
	3	0
3	0	0

**3** in the **10s** column  
and **0** in the **1s**.

**What is  $30 \times 10$ ?**  
Show the answer on  
your grid.

What has happened to  
the digits?

Why do we need  
an extra **0** digit?

Day 1: Multiply and divide by 10.



How could you solve  
 **$34 \times 10$ ?**

Put **34** on the grid...

100s	10s	1s
	3	4
3	4	0

.... And multiply by 10.

What has happened to  
the digits?

The **3** and **4** have each  
moved **one place value**  
column to the left....

.... and a **0** is put in the  
1s column as a  
**placeholder**.

Day 1: **Multiply and divide by 10.**

Now put **270** on the grid.

100s	10s	1s
2	7	0
	2	7

When we multiplied by 10 the digits moved to the left, what do you think will happen when we divide by 10?

Let's see.

The **2** and **7** have each moved **one place to the right....**

.... and we don't need the final 0.

## Multiplying by and dividing by 10

Sheet 1

Multiply each number by 10:

25, 61, 32, 48, 99, 13, 50, 76, 84, 57

Now divide each of these numbers by 10:

230, 360, 160, 520, 300, 550

### Challenge

Write x or ÷ in the box:  $760 \bigcirc 10 = 76$     $90 = 900 \bigcirc 10$     $42 = 420 \bigcirc 10$

## **English/ History**

Continuing from our learning this morning, during our zoom session we are going to look at a newspaper article from 1922. I will be reading it and we can discuss as we go. Your challenge will be to note down any interesting vocabulary, as you might use it in your own report on Tuesday.

### **Link to newspaper article:**

<https://blog.britishnewspaperarchive.co.uk/2013/11/25/26-november-1922-howard-carter-and-lord-caernavon-peeked-into-tutankhamun%E2%80%99s-tomb/>

*Howard Carter*



*Howard Carter was a British archaeologist working in Egypt.*

*Lord Carnarvon*



*Lord Carnarvon was a rich Englishman with an interest in Egypt. He paid the bills for Howard Carter's work.*

## **Science**

During our Zoom we will complete a forces quiz together. I also have the challenge for you to create your own version of the magnetic game pictured below. Have fun!

## Magnetic Paper Boats

- Make a course for sailing boats in a tub of water
- Decorate paper boats with permanent pen
- Put a paperclip on the front
- Challenge people to steer the boat around the course in the shortest time without the magnet touching the paperclip



## Geography

We are going to think about a topic that might be new to you and that's topography. We are going to look at a topography map to see what it shows us.

This is a normal map.

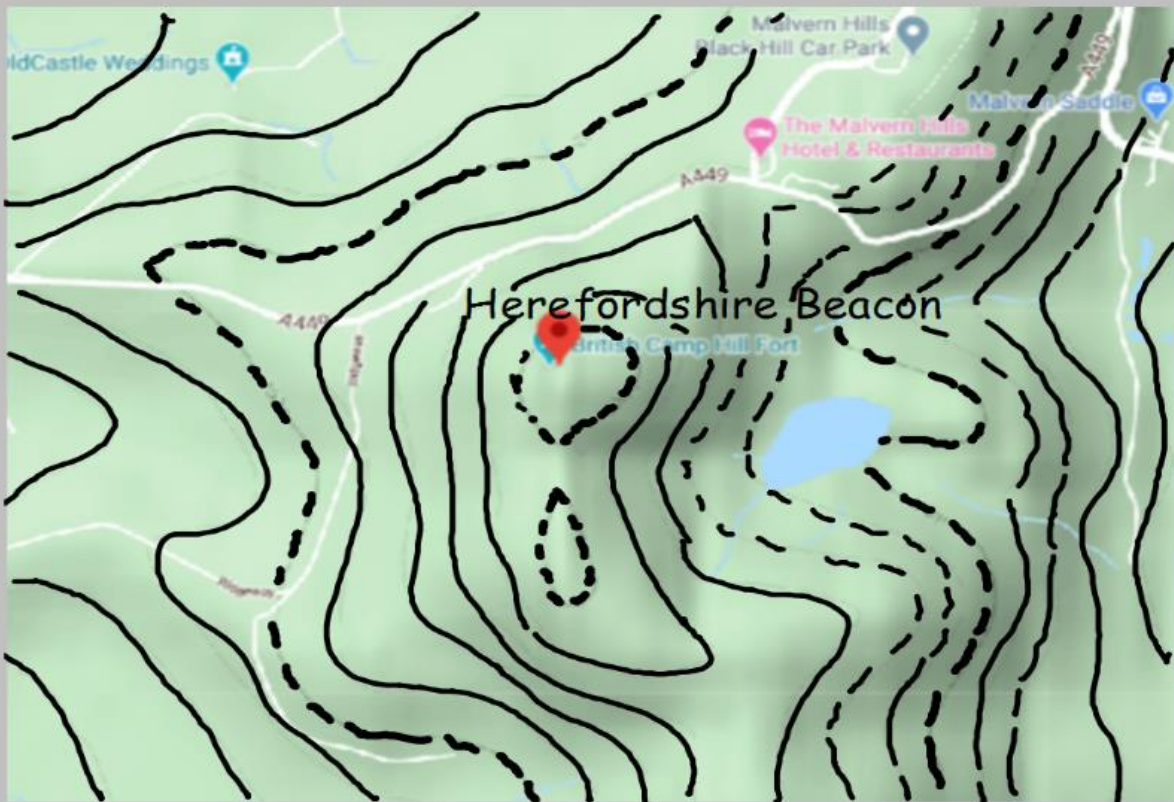
This is what the Herefordshire beacon looks like on standard map





This is a topography map. The lines you see are called contour lines and they show the height and shape of features on the land. Herefordshire Beacon is very high up. Can you see the shape of the hill from the lines?

This map shows the terrain its called a topography map



**Task 1:** Watch this video about landforms:

<https://www.youtube.com/watch?v=FN6QX43QB4g>

**Task 2:** Begin to understand how contours represent changes in landforms by watching these videos and then create a 'map' of something at home. You could use lego, or play dough or anything you find suitable to be your 'mountain' to draw contours around.

**Link 1:** <https://www.youtube.com/watch?v=pORluQfC1q4>

**Link 2:** <https://www.youtube.com/watch?v=L1AWNR-Y0pQ>

## **Tuesday**

Morning	Get Zen with Cosmic yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>
	Complete at least 10 minutes on TT Rockstars!
11am Zoom	
After lunch	English/History task
	Maths task
2:30pm Zoom	
Before next zoom	English/History task
	Science task
	Computing task - Safer Internet Day

## **English/ History**

Today I would like you to try and think like Howard Carter and Lord Carnarvon. A long time ago , communication methods were different. Carter sent a telegram, a simple type of message, to Carnarvon. ( that isnt what it looked like, but that is what it said)

**6 November 1922 - Luxor**

**TO: LORD CARNARVON**  
**FROM: HOWARD CARTER**

AT LAST HAVE MADE WONDERFUL DISCOVERY IN VALLEY; A MAGNIFICENT TOMB WITH SEALS INTACT; RE-COVERED SAME FOR YOUR ARRIVAL; CONGRATULATIONS.

H. CARTER.

We know that after some thought, Carnarvon travelled to Egypt with his daughter.

I want you to pretend you are in that moment and write a short reply to Carter as if you are Carnarvon. How are you feeling, what would you say?



Carter ordered the workers to cover the steps over again so nobody else would find the tomb.

He sent a telegram to Lord Carnarvon in Scotland, asking him to come at once.

Carnarvon and his daughter, Lady Evelyn arrived at the town of Luxor 2 weeks later and met Carter.



## POST OFFICE TELEGRAMS

If the Receiver of an Inland Telegram doubts its accuracy, he may have it repeated on payment of half the amount originally paid for its transmission, any fraction of 1d less than 1 2d being reckoned as 1 2d; and if he found that there was any inaccuracy, the amount for repetition would be refunded. Special conditions are applicable to the repetition of Foreign telegrams.

Office Stamp.



£ & d.

Charges  
to pay

Handed  
in at

at

Received  
here at

TO {

N.B. - This Form must accompany any inquiry made respecting this Telegram



## Maths

Day 2: Multiply and divide by 10 and 100.

Draw a **place value** grid like this.



Write the number **4** on the grid.

100s	10s	1s
		4
	4	0
4	0	0

**What is  $4 \times 10$ ?**

Show the answer on your grid.

What has happened to the digits?

**What is  $4 \times 100$ ?**

Show the answer on your whiteboard.

What has happened to the digits?

The digits move 2 place value columns to the **left** when we multiply by 100.

Day 2: Multiply and divide by 10 and 100.

What is  **$700 \div 100$** ?

Let's see...



When we multiplied by 100 the digits moved 2 places to the left, what do you think will happen when we divide by 100?

100s	10s	1s
7	0	0
		7

The **7** moved **2 places to the right...**

.... and we don't need the final two **0s**.

## Multiplying by and dividing by 10 and 100

### Sheet 1

Copy and complete the number sentences.

#### Section 1

$$6 \times ? = 600$$

$$? \times 10 = 370$$

$$550 = 55 \times ?$$

$$2 \times ? = 200$$

$$? \times 10 = 230$$

$$? \times 100 = 300$$

$$900 = 90 \times ?$$

$$300 = 3 \times ?$$

$$? \times 100 = 700$$

$$? \times 10 = 250$$

$$420 = 42 \times ?$$

$$100 = ? \times 100$$

#### Section 2

$$340 \div ? = 34$$

$$3 = ? \div 10$$

$$780 \div ? = 78$$

$$22 = 220 \div ?$$

$$200 \div ? = 2$$

$$? \div 100 = 1$$

$$4 = ? \div 100$$

$$390 \div ? = 39$$

#### Section 3

$$600 = 6 \times ?$$

$$990 \div ? = 99$$

$$340 \div ? = 34$$

$$78 \times ? = 780$$

$$8 = 800 \div ?$$

$$320 \div ? = 32$$

### Challenge

Find a way from 8 to 100.  
Colour the boxes to show your route.  
Be careful though as you can only go across or down!  
There are two routes available.  
Can you find both?

8	$\times 100$	$\times 10$	$\div 10$
$\times 100$	$\div 10$	$\div 100$	$+20$
$\div 100$	$+10$	$+10$	100

### History/English

We will revise the discovery again during our Zoom. But the task today is to write your own short newspaper report ( or record one!).

Link to the original newspaper report:

<https://blog.britishnewspaperarchive.co.uk/2013/11/25/26-november-1922-howard-carter-and-lord-caernavon-peeked-into-tutankhamun%E2%80%99s-tomb/>

Optional Oak Academy lesson to support :

[https://teachers.thenational.academy/lessons/to-write-a-newspaper-report-6gvked?from\\_query=newspaper](https://teachers.thenational.academy/lessons/to-write-a-newspaper-report-6gvked?from_query=newspaper)

Task: using everything you know write your own short newsreport about the discovery.

Include these features as a minimum:

- Paragraphs
- Third person
- Facts
- Introduction
- Conclusion

16

### **Science task**

During yesterday's science lesson you explored the power of magnetism using attraction. Today I would like you to use repelling to design and create your own magnetic game. I will talk to you during Zoom about attraction, repelling and positive and negative poles, there are also some links below.

Link1 : <https://www.youtube.com/watch?v=yXCeuSiTOug>

Link 2: <https://www.youtube.com/watch?v=CjArzMtCIA>

*Game idea- Create a track and attach a magnet to the vehicle. Then use the power of opposite poles to repel the vehicle around the track.*



### **Computing**

Today is Safer Internet day. We celebrate this annually in school along with thousands of other schools. Yesterday, you should have watched an online assembly to introduce this year's theme to you. During the zoom class I will be going through the learning with you for the task below. I will include all the links you may need below, as there are also some other events happening in support of SID2021.

**Website link to resources if you can't make the zoom:**

<https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/work-3-7s>

Link to BBC live lesson 11am: <https://www.bbc.co.uk/teach/live-lessons/safer-internet-day-live-lesson/zdh2wnb>

Link to special Liverpool FC event at 1:30pm :  
<https://www.youtube.com/UKSIC>

**Tasks:** Sorry resolution isnt great, they can be found at the end of the ptt if you use the resource link above.



Is this an advert? **Yes** or **No**  
Circle any clues that helped you decide.



Is this an advert? **Yes** or **No**  
Circle any clues that helped you decide.



Is this an advert? **Yes** or **No**  
Circle any clues that helped you decide.



Is this an advert? **Yes** or **No**  
Circle any clues that helped you decide.



Is this an advert? **Yes** or **No**  
Circle any clues that helped you decide.



Is this an advert? **Yes** or **No**  
Circle any clues that helped you decide.



Let's put those skills to the test... what is the motive?



**Remember** 

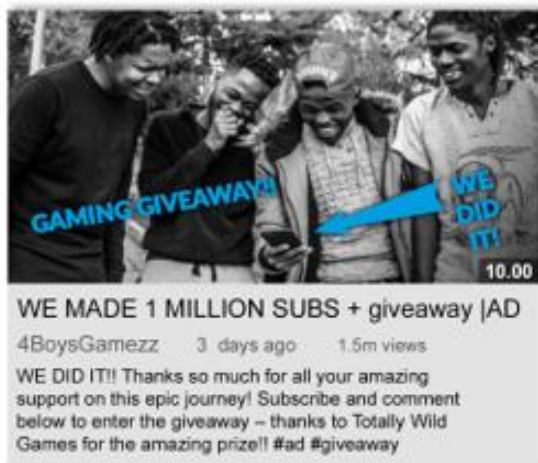
**Where** has this come from?

**Who** created it or shared it?

**What** do they want me to do?

**Will** they gain anything?

Let's put those skills to the test... what is the motive?



**Remember** 

**Where** has this come from?

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**Remember** 

**Where** has this come from?

**Who** created it or shared it?

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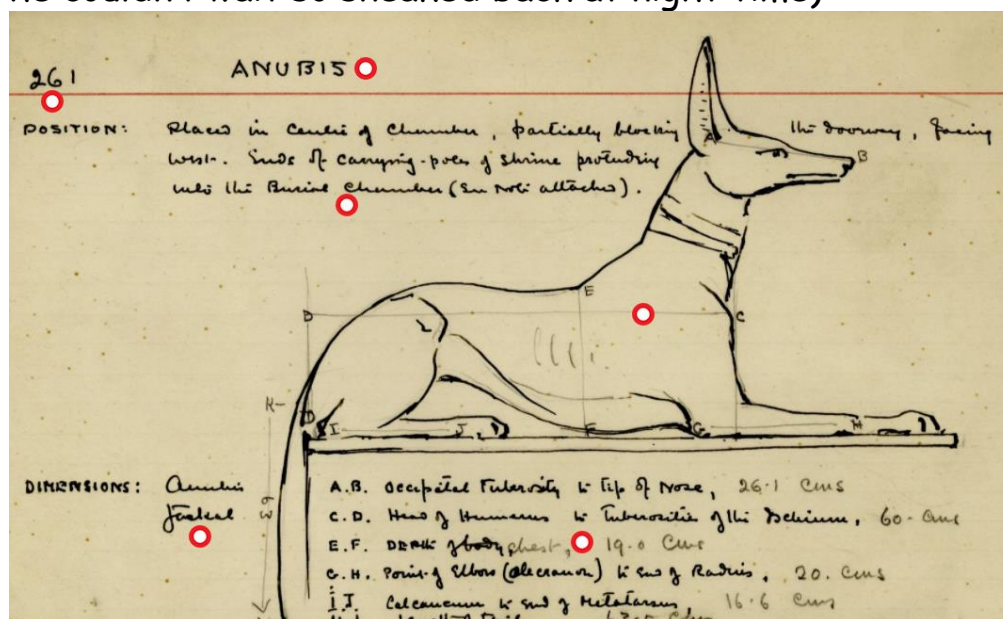
## Wednesday

Morning	Get singing and dancing with Super movers <a href="https://www.bbc.co.uk/teach/supermovers">https://www.bbc.co.uk/teach/supermovers</a>
	Practise spelling the days of the week
11am Zoom	
After lunch	English/ History task
	Maths task
2:30pm Zoom	
Before next zoom	PE task
	Art task

**Spelling:** A link to last week's flipgrid video if needed  
<https://flipgrid.com/e420caaf>

## English/History

Carter wrote everything down, he catalogued and recorded everything!  
 There is a link below that we will explore during our zoom class. Your task will be to think like Carter once more, and write a short Diary entry about time he had to wait before opening the tomb. (He made the small hole to peep through but was supposed to wait for Egyptian authorities, he couldn't wait so sneaked back at night time)

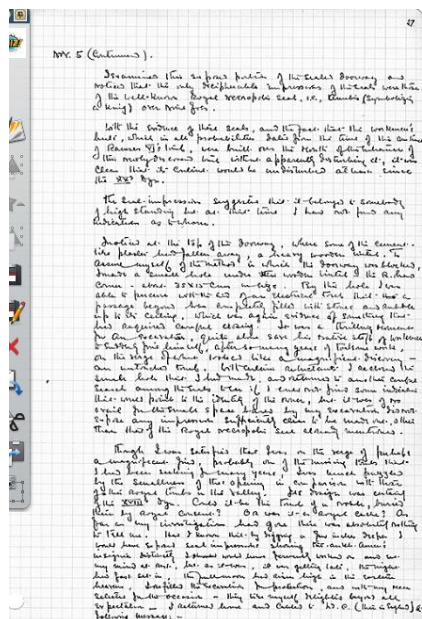


Diary link, click on dates to see the actual diary entry :

<http://www.griffith.ox.ac.uk/gri/4sea1not.html>

This link takes you to an easy to read transcript of some diary entries:

<http://www.robertmellors.notts.sch.uk/wp-content/uploads/sites/3/2020/05/Wednesday-Carters-Diary-Abridged.pdf>



Task:

Write a short diary entry as if you are Carter on the day Carnarvon arrived and you opened the tomb.

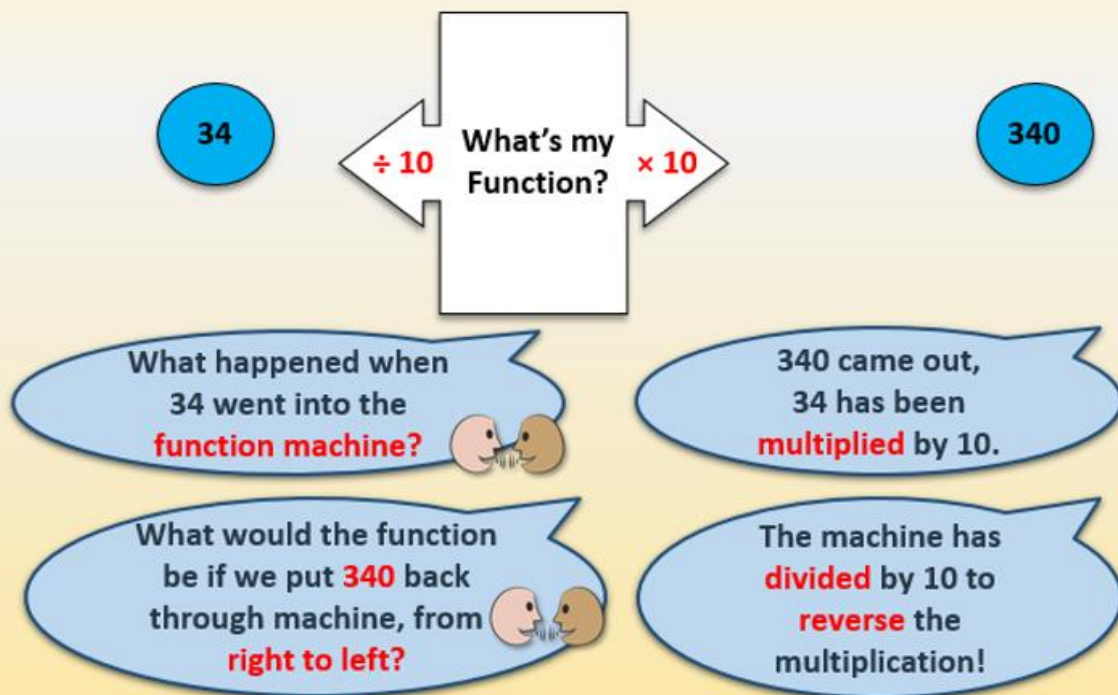
Include these features as a minimum:

- First person
- Chronological order
- Feelings and private thoughts
- Paragraphs

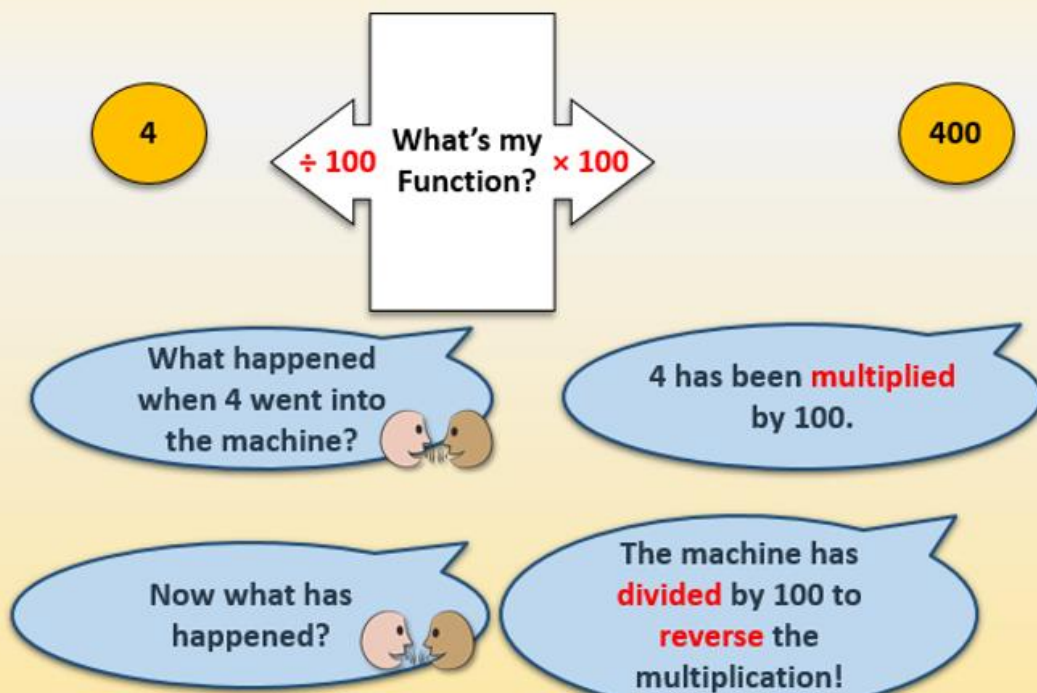
## Maths

More division and multiplication.

Day 3: Understand that division is the inverse of multiplication.

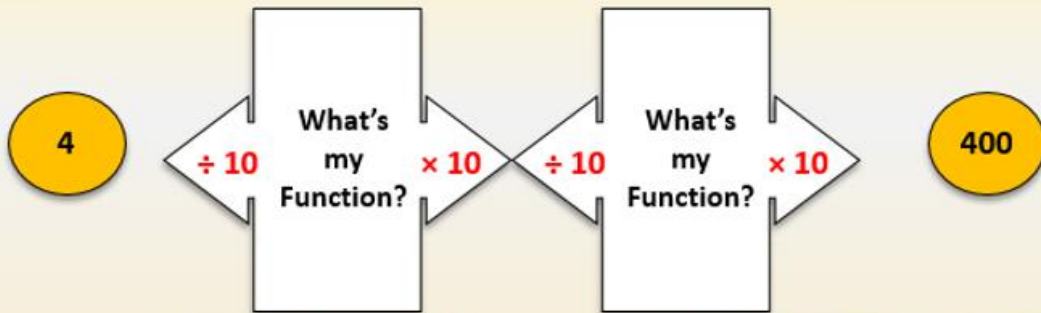


Day 3: Understand that division is the inverse of multiplication.





Day 3: Understand that division is the inverse of multiplication.



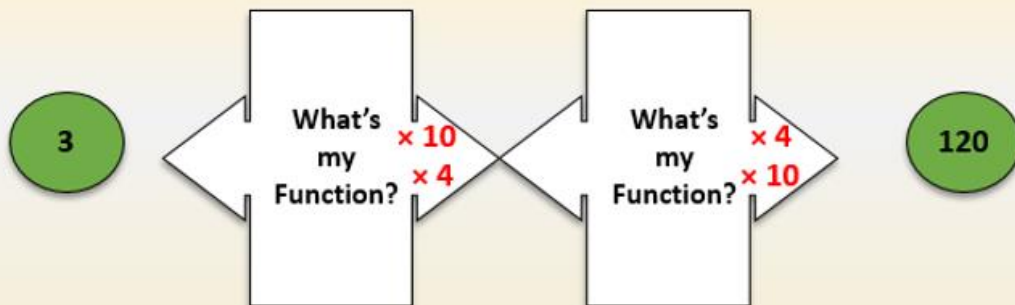
This time there are 2 machines. What could each be doing?

Each could be multiplying by 10.  
 $4 \times 10 = 40$ , then  
 $40 \times 10 = 400$ .

Going back **reverses** the multiplications!

**Division is the inverse of multiplication.**

Day 3: Understand that division is the inverse of multiplication.



What could each machine be doing this time?

It could be  
 $3 \times 10 = 30$ , then  $30 \times 4 = 120$   
OR  
 $3 \times 4 = 12$  then  $12 \times 10 = 120$ .

Going back **reverses** the multiplications!

**Division is the inverse of multiplication.**

**Task 1:**

e.g.

2	$\xrightarrow{\quad \times 10 \quad}$ $\xleftarrow{\quad \div 10 \quad}$	20

4	$\xrightarrow{\quad}$ $\xleftarrow{\quad}$	20

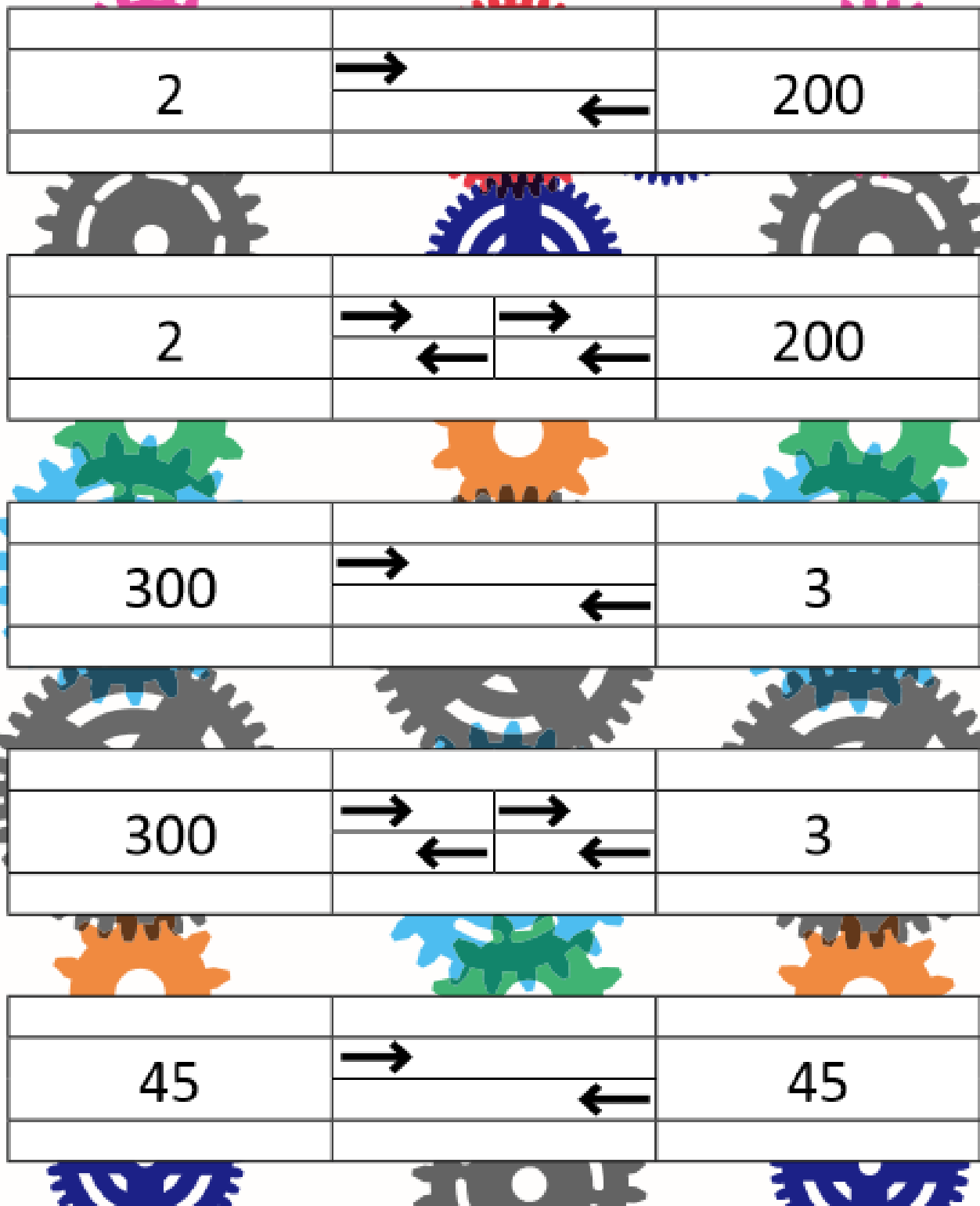
2	$\xrightarrow{\quad}$ $\xleftarrow{\quad}$	8

7	$\xrightarrow{\quad}$ $\xleftarrow{\quad}$	700

50	$\xrightarrow{\quad}$ $\xleftarrow{\quad}$	10

60	$\xrightarrow{\quad}$ $\xleftarrow{\quad}$	6

## Task 2 - Challenge



# PE

Mr Holmes is passionate about PE in school and at home! He has sent through a PE lesson guide for you to follow at home. It is little tricky to see so I have added some zoomed in images below.



Peathome1@gmail.com  
@Peathome1

## EXPLORE

Dances are often connected to a stimulus. Choreographers create dances from stories, art or events in history that interest them. This is called a stimulus.

Choose something that interests you. It could be something that you are learning about in school such as the Ancient Greeks, or a favourite story or picture.

Think about what shapes, movements or actions link with your stimulus.

Explore the different movements, shapes and actions that fit with your stimulus.

- Can you use different parts of your body?
- Can you move in the space at different levels?
- Can you choose movements that clearly demonstrate your stimulus and theme?

**SEND ADAPTATIONS**

- Jot down your ideas before you start moving.
- Think of movement words to help you and try to perform these words with your body.

The PE at Home team are passionate about using Physical Education to empower young people and develop key attributes they will need to thrive in the world in which we live. We will be focusing on key themes throughout our resources to give young people a sense of purpose and identity in today's world.

## PRACTICE

Select a few of your movements – maybe 6 or 7, and then start to connect these movements together. You can play with the order of these until you are happy with it. You have now created a **MOTIF**.

A motif is a short piece of dance that explores a stimulus or a theme. There can be more than 1 motif in a dance.

Practise your motif until you can perform it confidently.

Movements and music connect together when you are creating a dance. It adds mood, or impact on the dancer and audience.

Find some music that you could perform your dance to.

**SEND ADAPTATIONS**

- Choose fewer movements to include in your motif.
- Draw out or make notes about your movements to help you to remember your motif.

## DEVELOP

You are going to develop your motif now. Use the music that you have discovered connects well with your movements.

1. Choose 1 movement and change how you perform it. (Dynamics) Make it faster/slower or change the effort you use – make it softer, heavier or more powerful for example.
2. Choose 1 movement and repeat this somewhere new in your motif.

Practise this new motif and then try performing it in reverse order. Can you then add the reverse order motif onto the end of your new motif to develop it and make it longer.

Perform your dance for someone in your home. Discuss the stimulus (theme) that you used for your dance. Can they see the connection between the stimulus and your motif?

**SEND ADAPTATIONS**

- Talk about ideas for how to develop the dynamics of your movements with someone in your home. Can they make some suggestions to help?

## KEY THEME: CONNECTION

**English Task**

Being connected to our family and friends is very important to us and can make us feel happier.

Think about a friend or family member that you have not seen as much during this difficult time.

Write a letter to them telling about all of things that you have been doing at home and at school – whether that is in school or in your online/home learning.

Could you post the letter or email it to them so that they feel connected to what you are doing? It may make them feel happier too!

**Did you know?**

British choreographer Matthew Bourne took the stimulus of the story of Cinderella and used the setting of the London Blitz in World War II to create his ballet. Watch a short clip of this here: <https://www.youtube.com/watch?v=111111111111>



## KS2 – DANCE

## EXPLORE

Dances are often connected to a stimulus.  
Choreographers create dances from stories, art or events  
in history that interest them.

This is called a stimulus.

Choose something that interests you. It could be something  
that you are learning about in school such as the Ancient  
Greeks, or a favourite story or picture.

Think about what shapes, movements or actions link with  
your stimulus.

Explore the different movements, shapes and actions that fit  
with your stimulus.

- Can you use different parts of your body?
- Can you move in the space at different levels?
- Can you choose movements that clearly demonstrate  
your stimulus and theme?

### SEND ADAPTATIONS

- Jot down your ideas before you start moving.
- Think of movement words to help you and try  
to perform these words with your body.



## PRACTICE

Select a few of your movements – maybe 6 or 7, and  
then start to connect these movements together.

You can play with the order of these until you are happy  
with it. You have now created a **MOTIF**.

A motif is a short piece of dance that explores a stimulus  
or a theme. There can be more than 1 motif in a dance.

Practise your motif until you can perform it confidently.

Movements and music connect together when you are  
creating a dance. It adds mood, or impact on the dancer  
and audience.

Find some music that you could perform your dance to.

### SEND ADAPTATIONS

- Choose fewer movements to include  
in your motif.
- Draw out or make notes about your  
movements to help you to remember  
your motif.



## DEVELOP

You are going to develop your motif now. Use the music that you have discovered connects well with your movements.

1. Choose 1 movement and change how you perform it. (Dynamics)  
Make it faster/slower or change the effort you use – make it softer, heavier or more powerful for example.
2. Choose 1 movement and repeat this somewhere new in your motif.

Practise this new motif and then try performing it in reverse order.  
Can you then add the reverse order motif onto the end of your new motif to develop it and make it longer.

Perform your dance for someone in your home.  
Discuss the stimulus (theme) that you used for your dance. Can they see the connection between the stimulus and your motif?

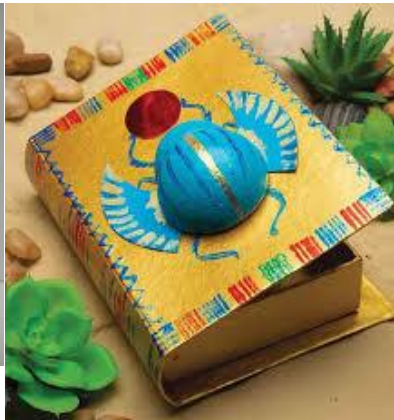


### SEND ADAPTATIONS

- Talk about ideas for how to develop the dynamics of your movements with someone in your home.  
Can they make some suggestions to help?

## Art

For today's and tomorrow's lesson I want you to get creative and design and make your own artefact. Your design must be something that could have been discovered by Howard Carter in Tut's tomb. It can be drawn or made from anything you like, go big or go small! I have some images below of some ideas. Please send me pictures of what you create. Have fun!



## Thursday

Morning	Get singing and dancing with Super movers <a href="https://www.bbc.co.uk/teach/supermovers">https://www.bbc.co.uk/teach/supermovers</a>
	SPAG
11am Zoom	
After lunch	English/ History task
	Maths task
2:30pm Zoom	
Before next zoom	Art
	Handwriting
	Complete at least 10 minutes on TT Rockstars!

## SPAG

**Task 1:** The task sheet below will be familiar to you as we complete them weekly in school. I have chosen a word from our class novel 'The Creakers' for you to analyse this week. We usually find our information to complete it on google.

Etymology:

Prefix:

Root word:

Suffix:

Word:

Putrid

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC



## **English/History**

Watch the video below, it shows some interesting footage of Tut's tomb discovery as well as a real interview with Carter.

Your task to follow that is to act out and role play some of the events to do with the excavation and discovery of Tut's tomb. You can use some quotes from Carters diary, interview or telegram to make it more authentic. You could write script or record your work.

Video link: <https://www.youtube.com/watch?v=7ZWB5-aXMXQ>

## **Maths**

To finish the week of math's, have a go at these problem solving questions below.

Describe in words what happens to a number when we multiply by 10.

Now explain WHY it happens - you may draw a picture if it helps.

---

Write the missing numbers:

(a)   $\times 10 = 550$

(b)  $100 \times 39 =$

(c)   $\div 10 = 60$

(d)  $17 \times$    $= 170$

(e)  $500 \div$    $= 5$

(f)   $\times 10 = 990$

---

Write the result number in each chain:

$5 \times 100 \div 10 \times 10 \div 100 =$

$300 \div 10 \div 10 \times 10 \times 10 =$

$40 \times 10 \div 100 \times 10 =$

Invent your own chain where you end up back at your starting number.

### **Art**

Time to complete your project. Please see Wednesdays art lesson for details.



## Handwriting

Like last week, a short video will be uploaded to flipgrid to support some of your joining. This week we are going to practise spelling and joining the months of the year. The video will go live on flipgrid on Thursday 11<sup>th</sup>. The link to flipgrid can be found at the start of this document.

## Friday

No zoom lessons or set tasks! We would still like you to have a focus on reading today. So there are some tasks below which you could begin today, then perhaps complete over the half term break.

1. Complete 3 reading eggs levels!

2. Catch up on our class novel, *The Creakers*. Videos of me reading chapters 4 to 21 are on flipgrid. So catch up and pick up where you left off. Then I would like you to complete a paragraph prediction about what all of the characters do next. If you have already read the book, produce a book review for me.

The link to flipgrid can be found at the start of this document.

3. I bet at home there are lots of books you have forgotten about, books that you used to love. I would like you to sort through your books and organise them in some way. You might group them by preference, author or length it is up to you. I want you to spend some time appreciating and connecting with the books you already have, and perhaps read through some of your old favourites.



## **Spellings**

These are your next set of spellings for next term if you wish to practise them and get ahead!

probably
actual(ly)
accident(ally)
occasion(ally)
opposite
group
bicycle
February
pressure
which



