



HILL WEST  
*Primary*

FOUR OAKS

# Home Learning Pack

## Year 3

### Week beginning 10.05.2021



## **Home Learning Links**

### **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=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%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/>

### **Twinkl**

Twinkl literally have 10s of thousands of quality resources for all areas of the curriculum. What's better is they are offering a month's free access (with no subscription) for all families. Just search for a topic, e-book, spellings, arithmetic, science – the possibilities are endless.

[www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)

### **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 4:** Who is inside the Wardrobe?

**Key Text for Linked Learning:** The Lion, The Witch and The Wardrobe

**Linked Learning:** English, Art & PDW

Over recent weeks the children have been reading The Lion, The Witch and The Wardrobe as their class novel. Over the next 2 weeks children will spend some times analysing the text to better understand how the author portrays the four Pevensie children differently. They will analyse vocabulary as well as and inferring from what is being said and done. This week the children will mostly focus on the characters to prepare them for their learning next week. Children will explore abstract portraits such as those created by Pablo Picasso as well as other artist. They will then begin their own portrait of Aslan, from The Lion, The Witch and The Wardrobe, in this style by adding dimension to the shapes they create. In PDW children will use their character knowledge to explore family dynamics and forgiveness, talking about how different reactions to different situations can either escalate or deescalate them.

**Maths:** Children will revise expanded and column addition. Count in 10s from 0 to 100, then in 100s from 0 to 1000. Count in 100s from different numbers. Count in 50s to 500, then to 1000. Count in steps of 4 from 4 to at least 100, noting that the numbers are all even. Count in 8s to 96. Observe that these are also even. They will find the digital root of a number; find digital roots of numbers in the 4x table. Show the first three numbers of a sequence: Children will describe the rule for this sequence and write the next three numbers.

**Science:** This week, the children will look back at prior learning to revise different types of rock.

**History:** This week the children will learn about Iron Age Hill forts in more detail. Looking at what they were and why they were used.

**Geography:** Children will look back at prior learning to revise how volcanos are formed.

**Computing:** Children will use their knowledge from History to create their own information sheet.

**Music:** Children will create music to reflect the emotions they expressed when listening to Arnold Schoenberg, they will then record them through graphic scores. ( to be taught at a later date)

**Art:** See above

**Design Technology:** Children will evaluate their puppets, commenting on their why their choice of materials was effective or not and make suggestions for future practice. They will also link their learning of puppets to real life situations e.g. creating shade from the sun. ( to be taught at a later date)

**PDW / R.E:** See above

**P.E:** The children will continue to practise their golf skills.

**MFL:** Children will revise which French graphemes are linked to each phoneme.

**Vocabulary:** “The Lion, The Witch and The Wardrobe” ( from chap 13)

traitor , vermin, dawned , incantation, treachery , quivering , hesitating , beech , glades, slacking

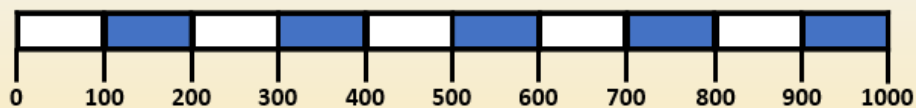
## Maths

Monday 10th May

### Counting in 50s and 100s

Day 1: Count in 50s and 100s.

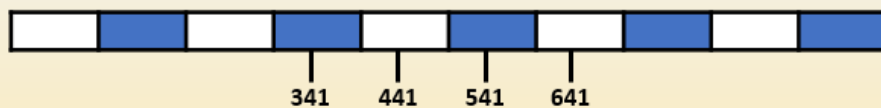
Now let's count in 100s  
from 0 to 1000.



Day 1: Count in 50s and 100s.

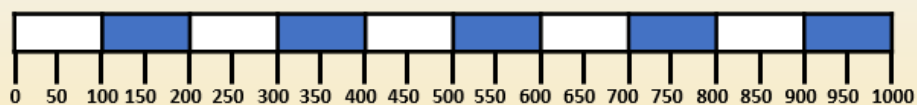
Now count on in steps of  
100 from 341.

Write down the next three  
numbers in the sequence.



Day 1: Count in 50s and 100s.

Now let's count in steps  
of 50 to 1000 and back.



Write the missing numbers in these sequences:

48, 148, , , , 448, , , 748, , , 1048

3, 103, , , , , 603, , , , 1003

28, , 228, , , , , 728, , 928,

1010, 910, , , 610, , , , 210, ,

50, 100, 150, , , , 350, , , , 550

7, 57, 107, , , , 307, , , 457

35, 85, , , 235, , , 385, , ,

94, , 194, 244, , , 394, , , 544,

**Tuesday 11th May**  
**Counting in 4s and 8s**

Starter: Can you identify the odd and even numbers?

<https://www.sheppardsoftware.com/math/early-math/odd-even-fruit-splat-game/>

Day 2: Count in 4s and 8s.

We're going to count round the class in steps of 4 from 4 to at least 100!

What did you notice about all the numbers we said?

They were all **even**!

Day 2: Count in 4s and 8s.

To find the digital root of 32 we add 3 and 2 to give 5.

To find the digital root of 96 we add 9 and 6 to give 15, then 1 and 5 to give 6.

Day 2: Count in 4s and 8s.

Challenge

Have a go at finding digital roots with the sequence of numbers in the 4 times table.

Do you notice any patterns?

Can you explain why they might occur?

Counting patterns

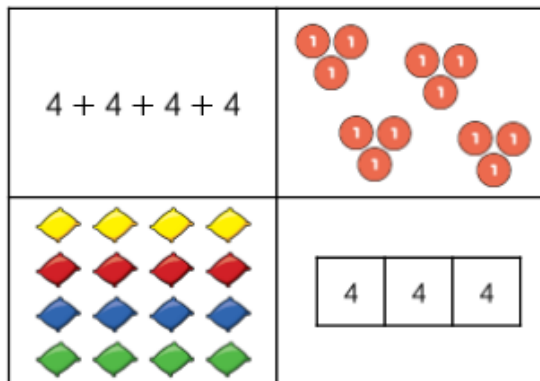
The image shows four identical numbered circles arranged in a 2x2 grid. Each circle has numbers 1 through 9 placed around its circumference: 1 at the top, 2 at the top-right, 3 at the right, 4 at the bottom-right, 5 at the bottom, 6 at the bottom-left, 7 at the left, 8 at the top-left, and 9 at the top. The circles are intended for drawing lines to show digital root patterns.

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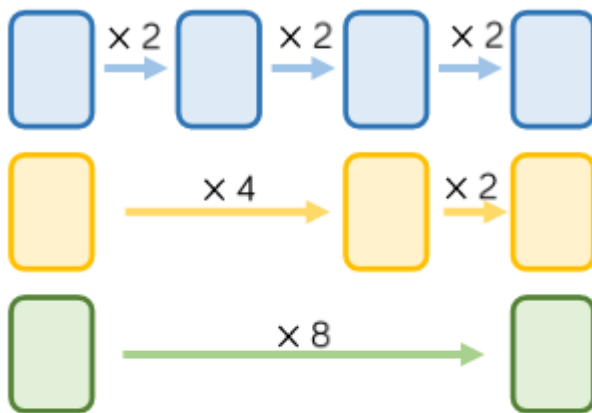
- Write the numbers in the 4x table to 48, then find the digital root of each.
- Draw lines from the digital root for  $1 \times 4$  on the numbered circle to the digital root for  $2 \times 4$  and so on to see what patterns the digital roots make.

Which part below does not show counting in fours?



Explain why.

Start each function machine with the same number.



What do you notice about each final answer?

Tommy knows the 4 times table, but is still learning the 8 times table.

Which colour row should he use? Why?



**Wednesday 12th May**  
**Identifying rules for sequences**

Day 3: **Work out the rule for a sequence.**

Can you try to describe  
the rule for this  
sequence?

28, 24, 20

Write it on your  
whiteboard as well as the  
next three numbers in the  
sequence.

Day 3: **Work out the rule for a sequence.**

The rule is subtract 4  
each time.

Sequences can  
decrease as well as  
increase.

28, 24, 20, 16, 12, 8

Day 3: **Work out the rule for a sequence.**

Now look at this  
sequence. Can you  
describe the rule?

Write it on your  
whiteboard as well as  
the next three numbers  
in the sequence.

2, 6, 10

+100	-100	+50	-50
+8	+4	+5	-3
-4	-3	+25	+6

Play in pairs. One person chooses a card and writes a sequence of 6 numbers, following the rule. The other player must work out what the rule is. If they win, they win a point. Swap over. The player with the most points wins.

Extra challenge: only write the 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> numbers. Your opponent must guess the 3<sup>rd</sup> number.

**Thursday 13th May**

**Revising times table and division facts**

**Day 1: Revise times tables and division facts (1×, 2×, 3×, 4×, 5×, 8×, 10×).**

Partially completed multiplication grid

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

We can use facts we know to find other facts...

For example: 7 x 5 helps us to find 5 x 7.

**Day 1: Revise times tables and division facts (1×, 2×, 3×, 4×, 5×, 8×, 10×).**

$$7 \times 3 = 21$$

$$21 \div 3 = 7$$

$$3 \times 7 = 21$$

$$21 \div 7 = 3$$

Just knowing one multiplication fact gives us three more facts for free!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Play with a partner and choose a different coloured crayon each. Circle all of the multiples of 3. Choose a ringed number and write down the multiplication and division facts. If your partner agrees, colour the number in. Swap over.

**Friday 14th May**

**Revising times table and division facts**

Day 2: Revise times tables and division facts.

Many tables facts are related...

4 x 6 is the same product as 6 x 4 as numbers can be multiplied in any order.

5 x 7 is the same as 7 x 5

3 x 8 is the same as 8 x 3

10 x 6 is the same as 6 x 10

Day 2: Revise times tables and division facts.

Let's look at some other relationships between facts...

3 x 4 = 12, so 3 x 8 = double 12, which is 24.

If 5 x 6 = 30 then 5 x 12 = 60.

4 x 8 = 32, so 4 x 4 = half of 32, which is 16.

If 7 x 6 = 42 then 7 x 3 = 21.

Day 2: Revise times tables and division facts.

We're going to play a game now...

$$4 \times 6 = \underline{24}$$

Write a related tables fact on your whiteboard.  
When I get to three show your fact...

7 $\times 2$	3 $\times 6$	12 $\div 3$
4 $\times 2$	20 $+ 1$	10 $\times 2$
8 $- 5$	15 $\div 3$	5 $\times 2$
21 $\div 3$	18 $- 3$	14 $- 2$

Can you solve the multiplication and division questions and order these cards?

Write the missing numbers.

$$\square \times 8 = 32$$

$$6 \times \square = 48$$

$$9 = 36 \div \square$$

$$\square \times 4 = 48$$

$$5 = \square \div 8$$

Always true, sometimes true or never true?

- $6 \times 8$  is the same as  $4 \times 12$ .
- Dividing a number by 3 gives an odd answer.
- Even numbers divide by 8 to leave no remainder.

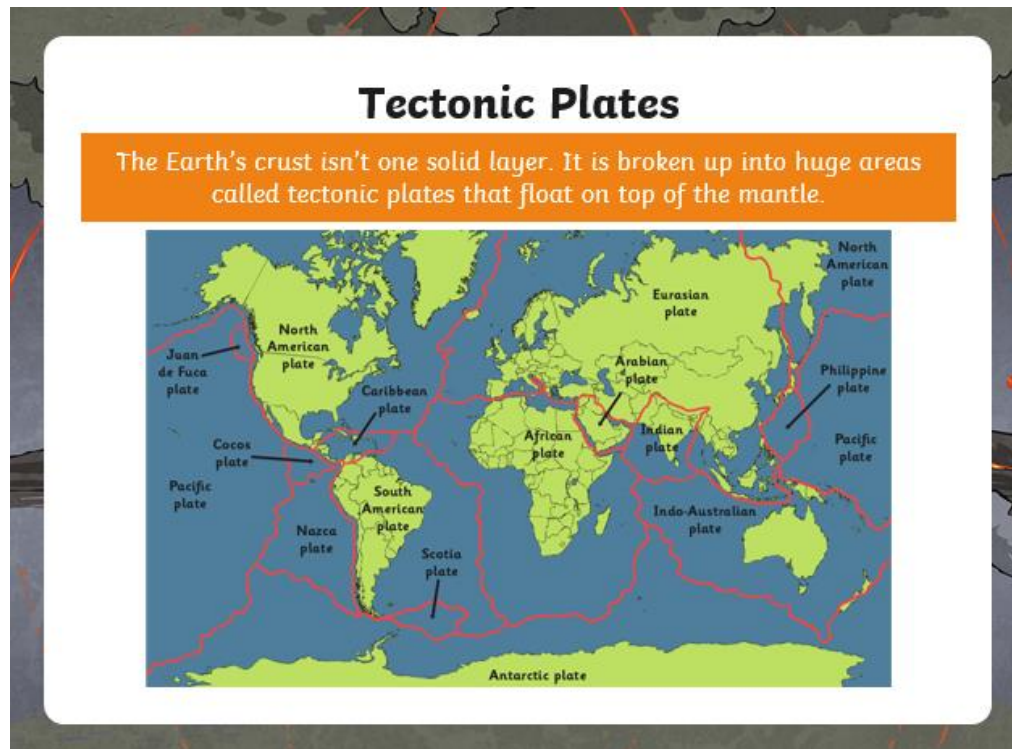
## Geography

Monday 10th May

### How are volcanoes formed?

Watch this video to refresh your memory on how volcanoes are formed:

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc>



Use two pieces of paper to act as tectonic plates.

How many different ways can you move the plates around?



Rubbing  
together



Towards  
each other



Away from  
each other



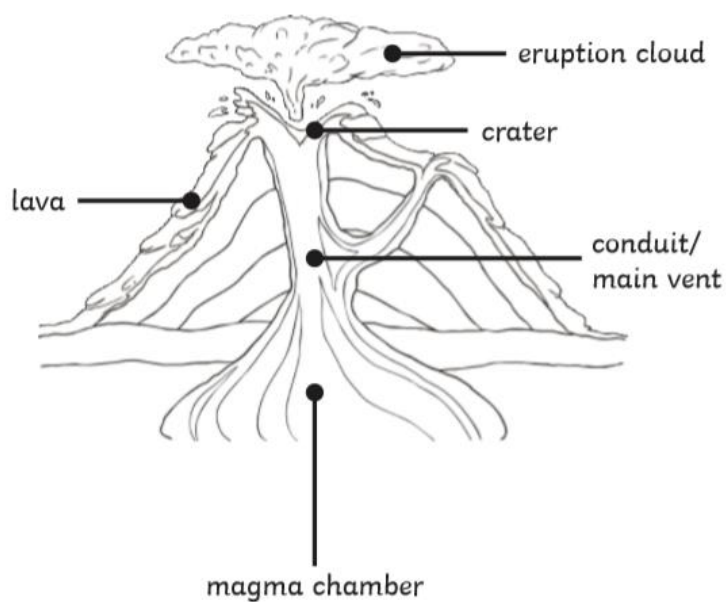
## How Are Volcanoes Made?

This then affects the Earth's crust, so that magma can sometimes erupt through it.

The lava and ash that has erupted through the crust build up to form the classic volcano cone shape over time.

Pressure builds up inside the Earth.

This process is happening all the time!



Now cover up the diagram at the top of this page and write your own short explanation of how volcanoes are formed.

## **History and Computing**

**Tuesday 11th May**

### **Hill forts**

What do you remember about hill forts? Watch this video to find out why they were used:

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-hill-forts/z4xx6v4>

At school, we will be using book creator, an iPad app, to create our own information text about hill forts. If you don't have this app, you could use any Microsoft Word or Powerpoint, or simply use pens and paper to create yours.

Challenge: can you include these words?

- Defend
- Roundhouses
- Communities
- Attack
- Enemies
- Advantage
- Tribes
- Ditches
- Mounds of earth

## **Art**

**Thursday 13th May**

### **Exploring cubist portraits**

How is this portrait different to others you may have seen?



Picasso's portraits often consisted of two views of one face: a side view and a front view. Here are some tips on how to draw your own:

<https://artprojectsforkids.org/picasso-art-project/>



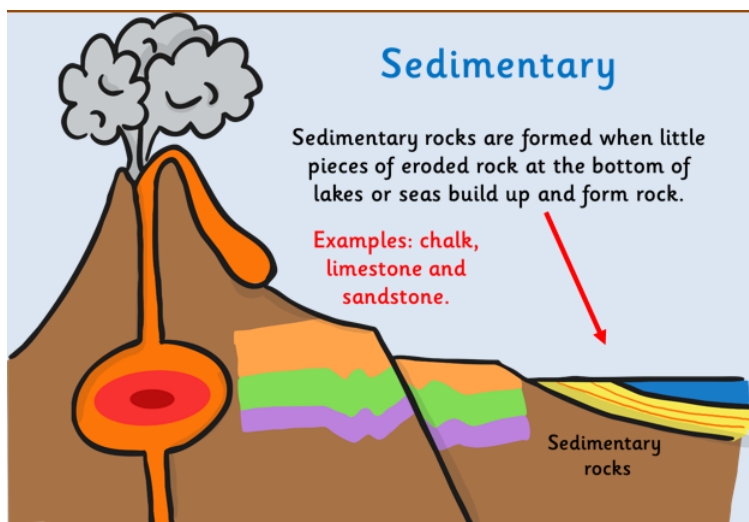
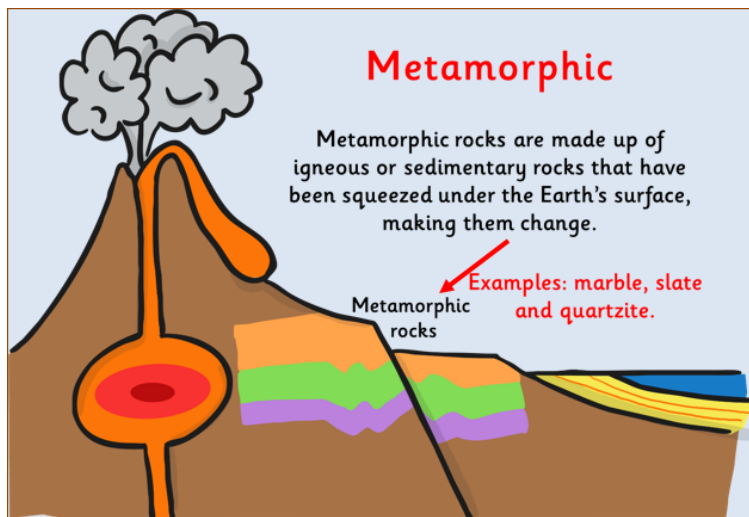
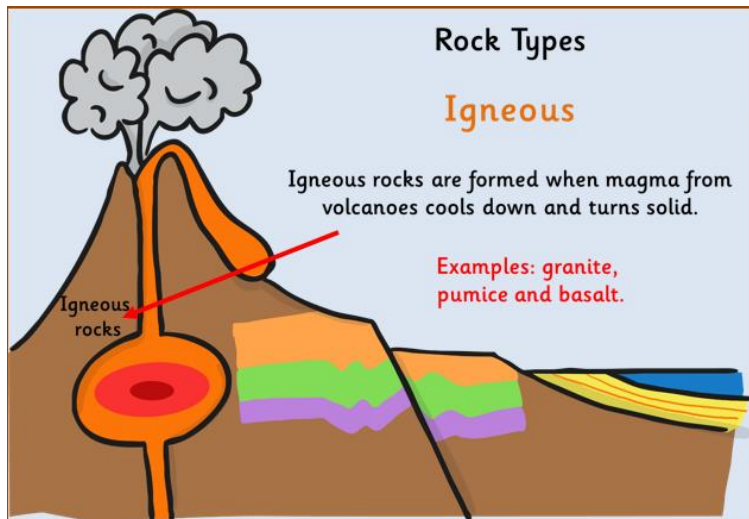
Can you use these images to create your own cubist portrait of Aslan from The Lion, the Witch and the Wardrobe?

## **Science**

Wednesday 12th May

## Types of rocks

Earlier in the year, we studied different types of rocks. Let's refresh our memories...



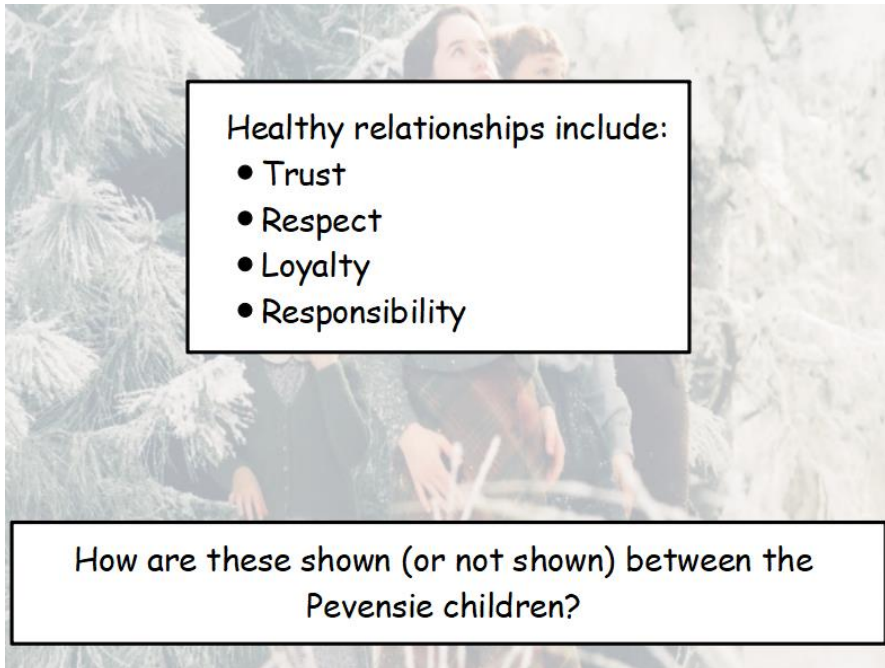
Can you find any examples of rocks in your home, garden or local area? Write the names of them into the table below.

Igneous	Sedimentary	Metamorphic

**PDW**

**Friday 14th May**

**Healthy relationships**



Use the information about the children to help you:

Peter, who is the oldest of the Pevensie children, he is noble and courageous. He matures into a young man during his first few days in Narnia. He immediately proves himself after protecting Susan from a ferocious wolf.

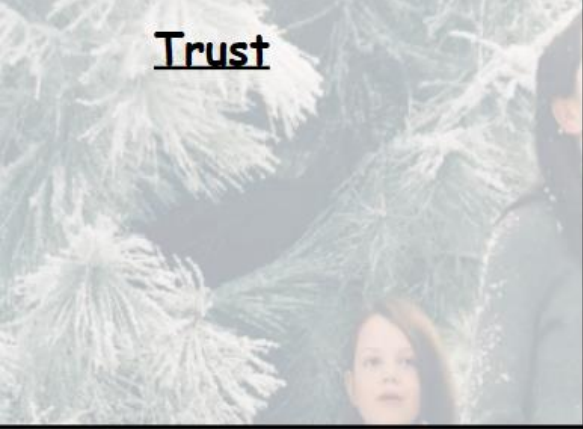

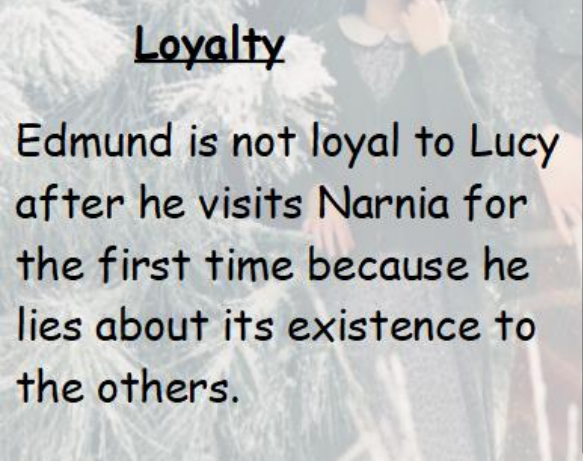
The second oldest of the Pevensie children, Susan is the beauty among the Pevensies. She is sweet and kind, and perhaps a little bland. When she becomes queen at Cair Paravel, she is known as Queen Susan the Gentle.

The third oldest Pevensie child, Edmund is unkind for most of *The Lion, The Witch, and the Wardrobe*. Edmund is spiteful and mean, and likes to tease his sister, Lucy. His greed for the enchanted Turkish Delight leads him to act as a traitor against his siblings.

Lucy, the youngest Pevensie, is cheerful, kind, and brave. This curious, happy-go-lucky girl is the first of the children to venture into Narnia. Later, she urges her siblings to search for her friend, Tumnus, when they find that the faun's home is ransacked.



Create a grid like the one below to show examples of healthy or unhealthy relationships between the Pevensie children.

 <p><b><u>Trust</u></b></p>	 <p><b><u>Respect</u></b></p>
 <p><b><u>Loyalty</u></b></p> <p>Edmund is not loyal to Lucy after he visits Narnia for the first time because he lies about its existence to the others.</p>	 <p><b><u>Responsibility</u></b></p>

# English

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Monday 10th May  
spelling

practise and weekly test

Y3 Half Term 4
address
busy
business
heart
fruit
strange
complete
extreme
forwards
know

12:32 06/05/2021

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File Edit View Insert Tools Help Reading and writing - Narnia spelling spag Page 2 of 6 Best Fit

Comic Sans MS 46 T<sup>+</sup> T<sup>-</sup> B I U T<sup>+</sup> T<sup>-</sup> [Color] [Background Color] [Bulleted List] [Numbered List] [Decrease Indent] [Increase Indent] [Align Left] [Align Center] [Align Right] [Justify] [Link] [Unlink] [Table] [Table of Contents] [Find] [Find and Replace] [Spelling] [Check Spelling] [Insert Table]

Tuesday 11th May  
Spelling

Lesson	Year 3, block 2, lesson 6
Lesson type	Apply
Lesson focus	Prefixes 'mis-' and 're-'
Resources needed	Working wall
Teaching activity	Show pupils the following sentences. Ask them where they could add the prefixes 'mis-' or 're-' to make them mean the opposite.  <i>The boy behaved as he played his video. He heard what his teacher had said.</i>  Get pupils to choose three or four words that they don't know from the previous two lessons and learn them.  Over the week collect words with the prefixes 'mis-' and 're-' and record them on the working wall (see page 9).

The boy behaved as he played his video.

He heard what his teacher had said.

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Comic Sans MS 46 T T B I U T T

## Wednesday 12th May

### Spag revision


You complete it first then we will look at answers together to check

**Section 1**  
Underline the correct verb form to create a present perfect sentence:  
This morning, we has/have written a story.




**Section 2**  
Join the correct prefix to each root word.  
im sane  
in possible

**Section 3**  
List TWO adjectives to describe this boy.




**Section 4**  
Can you add commas to this list sentence?  
"Would you like garlic mushrooms baked cod lamb chops or squid rings?" asked the waitress.



**Section 5**  
Which conjunction would fit best into this sentence?  
Nathan had been given lots of money for his birthday \_\_\_\_\_ he went to the shopping centre to spend it.

**Section 6**  
Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

e f r f  
i t n e d  
d \_\_\_\_\_ t



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## Thursday 13th May

## SPAG

**Etymology:**

**Prefix:**

**Root word:**

**Suffix:**

**Word:**  
**treachery**

**Opposite:**

**Definition:**

**Synonyms:**

**Put it in a sentence:** Remember ABC

### Section 1

Underline the correct verb form to create a present perfect sentence:

This morning, we has/have written a story.



### Section 2

Join the correct prefix to each root word.

im	sane
in	possible

### Section 3

List TWO adjectives to describe this boy.

---

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### Section 4

Can you add commas to this list sentence?

"Would you like garlic mushrooms baked cod lamb chops or squid rings?" asked the waitress.



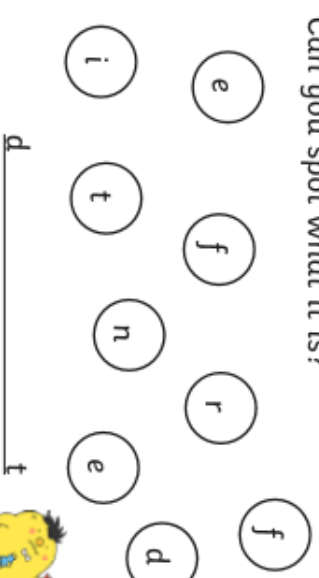
### Section 5

Which conjunction would fit best into this sentence?

Nathan had been given lots of money for his birthday \_\_\_\_\_ he went to the shopping centre to spend it.

### Section 6

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?



Etymology:

Prefix:

Root word:

Suffix:

Word:

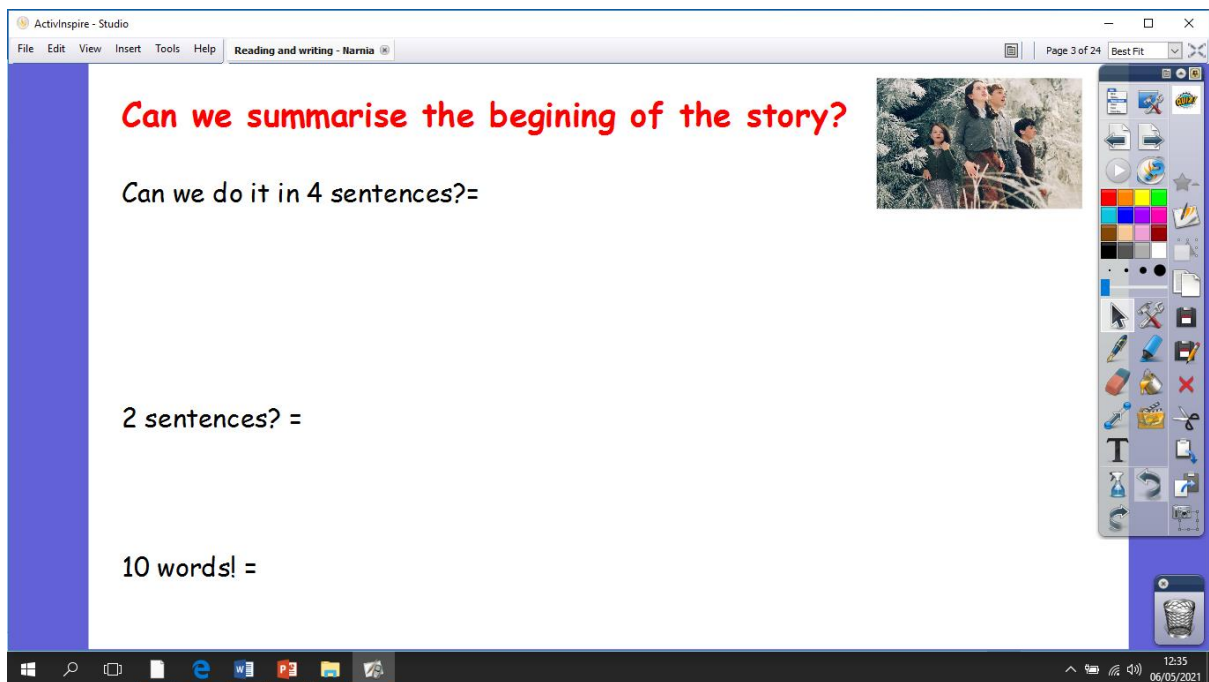
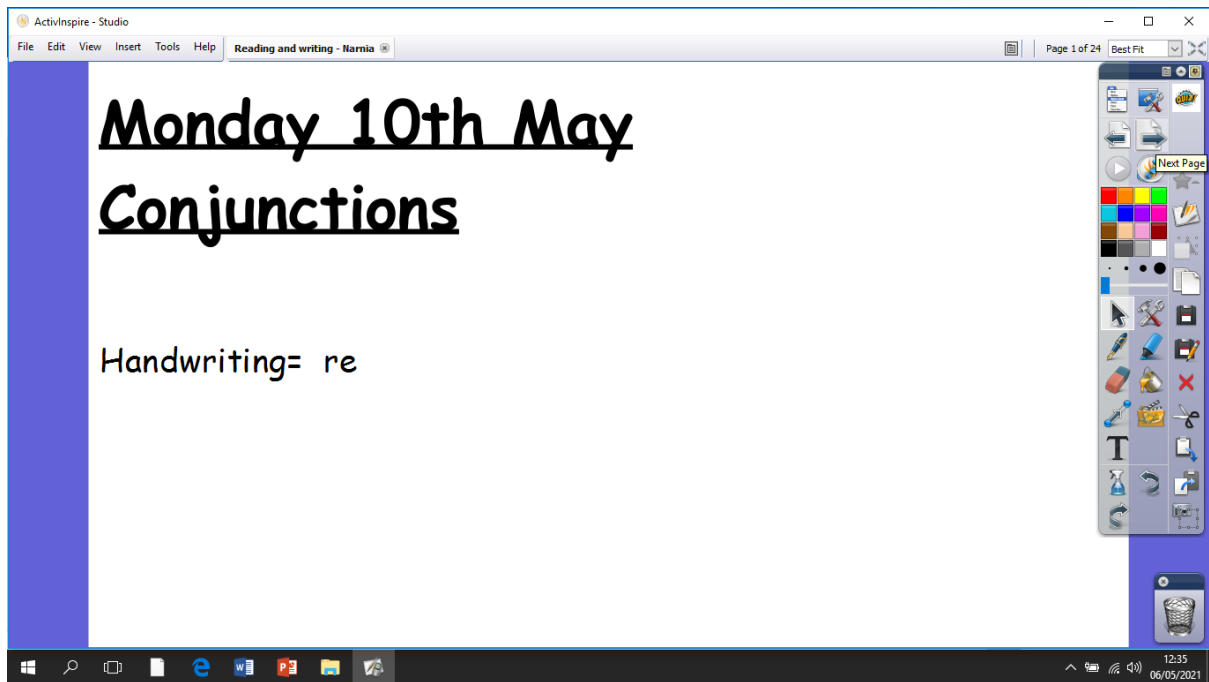
Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC





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Page 4 of 24 Best Fit

## Conjunctions

conjunctions are used to link one sentence to another or to extend a sentence

and...	if...	in addition to...
then...	although...	contrary to...
next...	also...	fortunately...
after...	contrary to...	unfortunately...
when...	however...	happily...
finally...	nevertheless...	as a result...
so...	as well as...	consequently...
first...	despite...	just then...
last...	besides...	sadly...
because...	so as to...	therefore...
but...	even though...	for this reason...
while...	soon...	I felt as...
with...	subsequently...	moreover...

Task in books: use your knowledge of the text so far to complete the sentences below. Give reasons.

### The Pevensie Children

- Which Pevensie child do you think would best fit the following description?
- Explain your reasons.

- 1) The peace maker
- 2) The trouble maker
- 3) The sensitive one
- 4) The curious one

Firstly, the description of 'the peace maker' best fits...because...

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Page 5 of 24 Best Fit

## lesson 2

### To understand what I have read. (Chapter 2)

What would you say or do if you met a faun?

What do you think he has in his parcels? Why?



Windows taskbar: 12:35, 06/05/2021

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Page 6 of 24 Best Fit

He was only a little taller than Lucy herself and he carried over his head an umbrella, white with snow. From the waist upwards he was like a man, but his legs were shaped like a goat's (the hair on them was glossy black) and instead of feet he had goat's hoofs. He also had a tail, but Lucy did not notice this at first because it was neatly caught up over the arm that held the umbrella so as to keep it from trailing in the snow. He had a red woollen muffler round his neck and his skin was rather reddish too. He had a strange, but pleasant little face, with a short pointed beard and curly hair, and out of the hair there stuck two horns, one on each side of his forehead. One of his hands, as I have said, held the umbrella: in the other arm he carried several brown-paper parcels. What with the parcels and the snow it looked just as if he had been doing his Christmas shopping. He was a Faun. And when he saw Lucy he gave such a start of surprise that he dropped all his parcels.

12:35 06/05/2021


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Page 7 of 24 Best Fit

Task: Find summarise and bullet point the key information that describes Mr Tumnus in this extract from the text.

- 
- 
- 
- 
- 
- 



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lesson 2

rude	scared
respectful	impatient
nervous	bad
scared	likes to eat
angry	dishonest
deceitful	not polite
greedy	not nice
evil	makes people feel scared
unkind	when you don't feel safe
threatening	polite

Match these up. Which describe Ed and which the SQ?

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What can we learn from each quote? What does it show us about the character?

"I see you are an idiot, whatever else you may be," said the Queen.

.....

"I - I opened a door and just found myself here, your Majesty," said Edmund.

.....

He seemed unable to move.

.....

She rose from her seat and looked Edmund full in the face, her eyes flaming;

.....

"My poor child," she said in quite a different voice,

.....

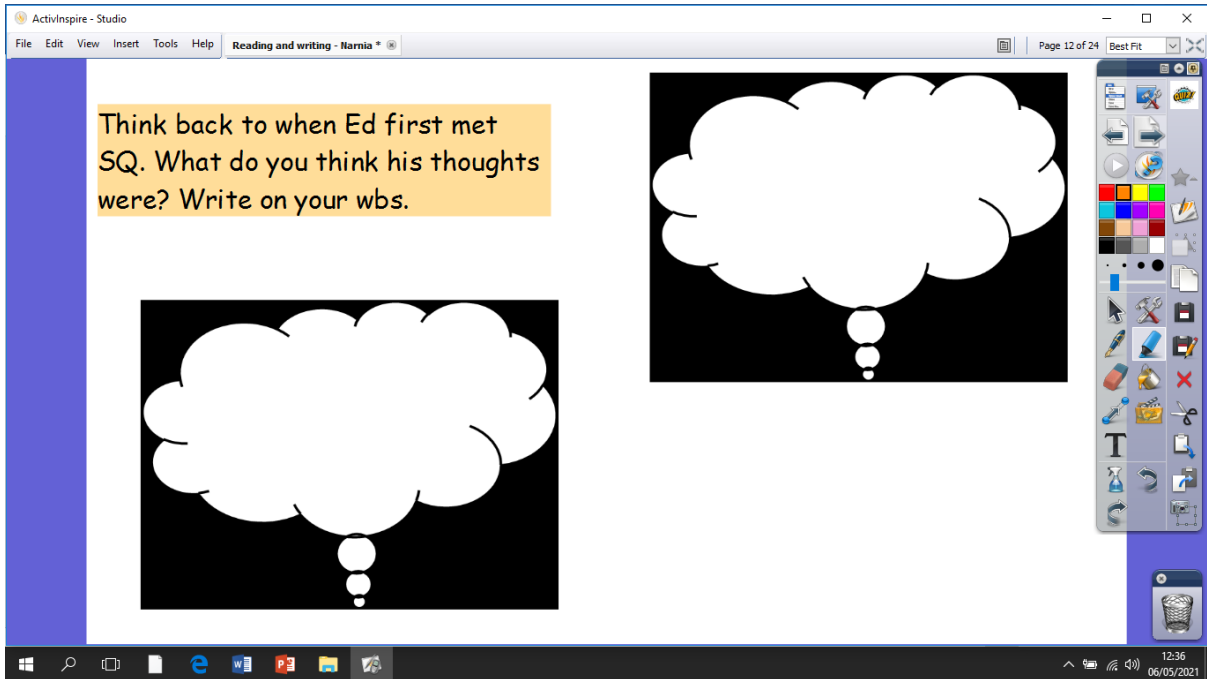
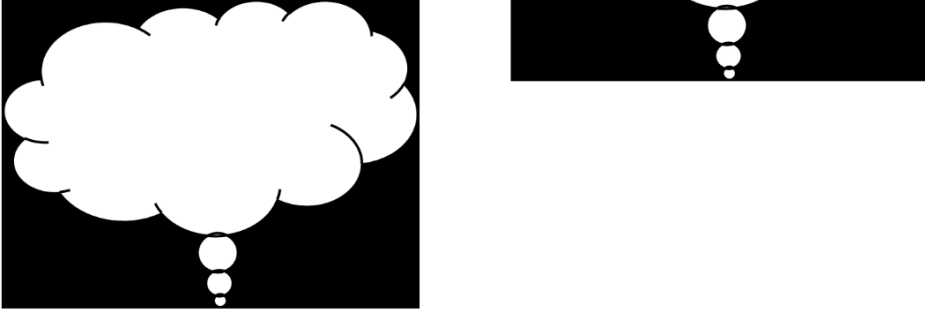
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Think back to when Ed first met SQ. What do you think his thoughts were? Write on your wbs.

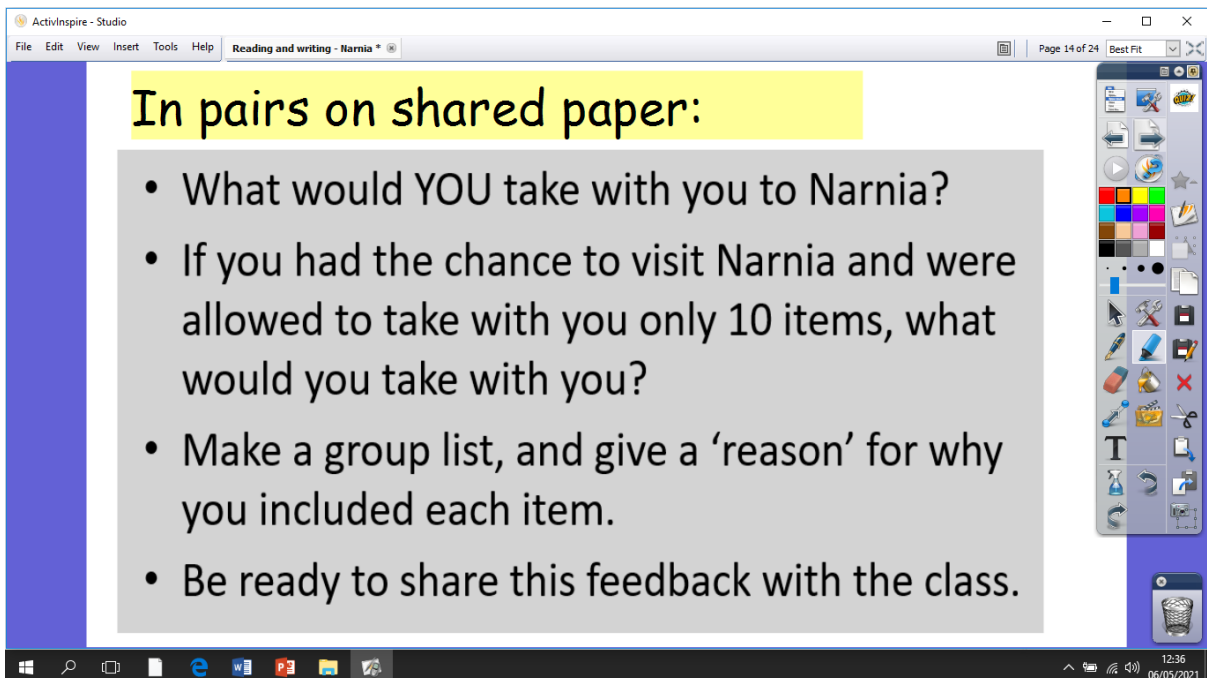


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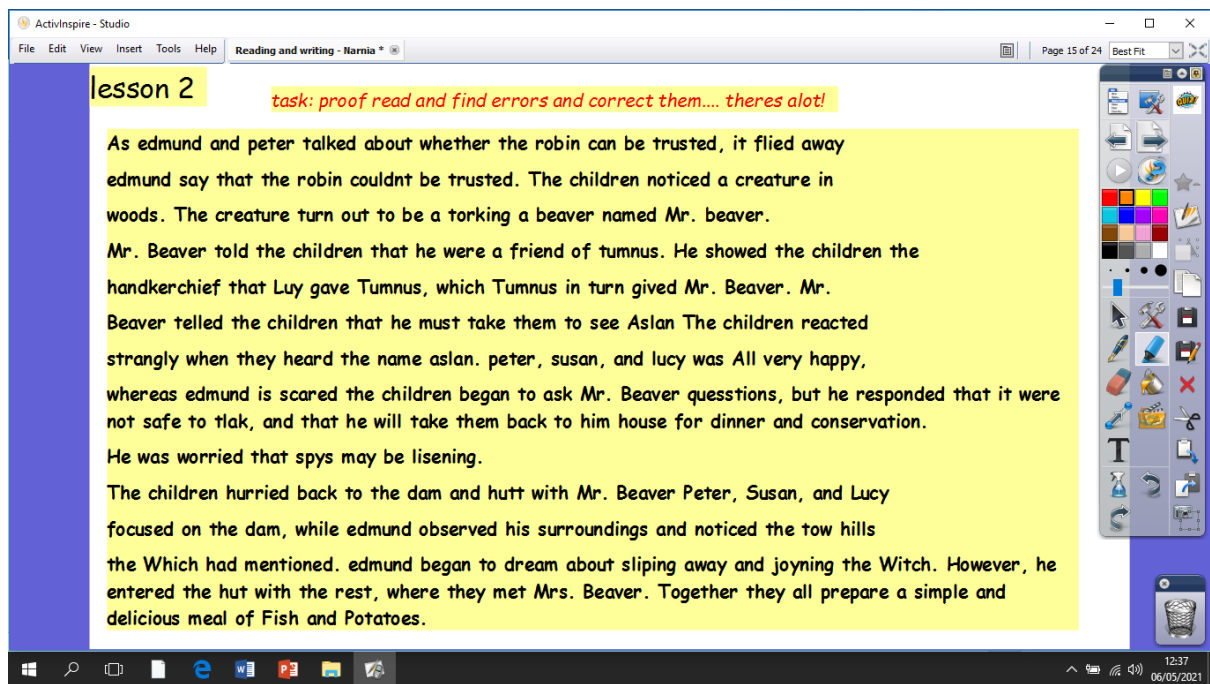
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In pairs on shared paper:

- What would YOU take with you to Narnia?
- If you had the chance to visit Narnia and were allowed to take with you only 10 items, what would you take with you?
- Make a group list, and give a 'reason' for why you included each item.
- Be ready to share this feedback with the class.







As edmund and peter talked about whether the robin can be trusted, it flied away

edmund say that the robin couldnt be trusted.  
The children noticed a creature in

woods. The creature turn out to be a torking a beaver named Mr. beaver.

Mr. Beaver told the children that he were a friend of tumnus. He showed the children the handkerchief that Luy gave Tumnus, which Tumnus in turn gived Mr. Beaver. Mr.

Beaver telled the children that he must take them to see Aslan The children reacted

strangly when they heard the name aslan. peter, susan, and lucy was All very happy,

whereas edmund is scared the children began to ask Mr. Beaver quesstions, but he responded that it were not safe to tlak, and that he will take them back to him house for dinner and conservation.

He was worried that spys may be lisening.

The children hurried back to the dam and hutt with Mr. Beaver Peter, Susan, and Lucy

focused on the dam, while edmund observed his surroundings and noticed the tow hills the Which had mentioned. edmund began to dream about sliping away and joyning the Witch.

However, he entered the hut with the rest, where they met Mrs. Beaver. Together they all prepare a simple and delicious meal of Fish and Potatoes.

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**Lesson 3 - as a class and on WBs. Re read chap 11 if needed**

In Chapter 11, we learn a lot about the White witch's character. Look at the sentences below. Underline the most important word in each sentence.

1. She answered, "Silence, fool!"
2. "And yet it will not do to have the brat fainting on the way,"
3. The witch suddenly turned on him with such a terrible expression on her face
4. "You may be glad enough of it before you taste bread again," said the Witch.
5. "Kill whatever you find there!"
6. "Speak, vermin!" she said again.
7. "Do you want my dwarf to find you a tongue with his whip?"
8. "What?" roared the Witch
9. "As for you," said the Witch, giving Edmund a stunning blow on the face as she re-mounted the sledge"
10. "If either of you mention that name again," said the Witch, "he shall instantly be killed."

Start/Stop Flipchart Vote

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**In pairs on wbs**

What do the words tell us about the character of the White Witch?

Example:

1. *The White witch's use of the word "fool" shows us that she is rude and insulting towards Edmund.*
- 2.

12:37 06/05/2021

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# Thursday 13th May

## Finding character viewpoints

Handwriting = re oe fe

Task 1: re read chapter 7 in your pairs

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Task 2: highlight info related to either Lucy or Ed. What does it show us about them? Use a diff colour for each.

**W**HILE the two boys were whispering behind, both the girls suddenly cried "Oh!" and stopped.

"The robin!" cried Lucy, "the robin. It's flown away." And so it had — right out of sight.

"And now what are we to do?" said Edmund, giving Peter a look which was as much as to say "What did I tell you?"

"Sh! Look!" said Susan.

"What?" said Peter.

"There's something moving among the trees over there to the left." They all stared as hard as they could, and no one felt very comfortable.

"There it goes again," said Susan presently.

"I saw it that time too," said Peter. "It's still there. It's just gone behind that big tree."

"What is it?" asked Lucy, trying very hard not to sound nervous.

"Whatever it is," said Peter, "it's dodging us. It's something that doesn't want to be seen."

"Let's go home," said Susan. And then, though nobody said it out loud, everyone suddenly realised the same fact that Edmund had whispered to Peter at the end of the last chapter. They were lost.

"What's it like?" said Lucy.

"It's — it's a kind of animal," said Susan; and then, "Look! Look!

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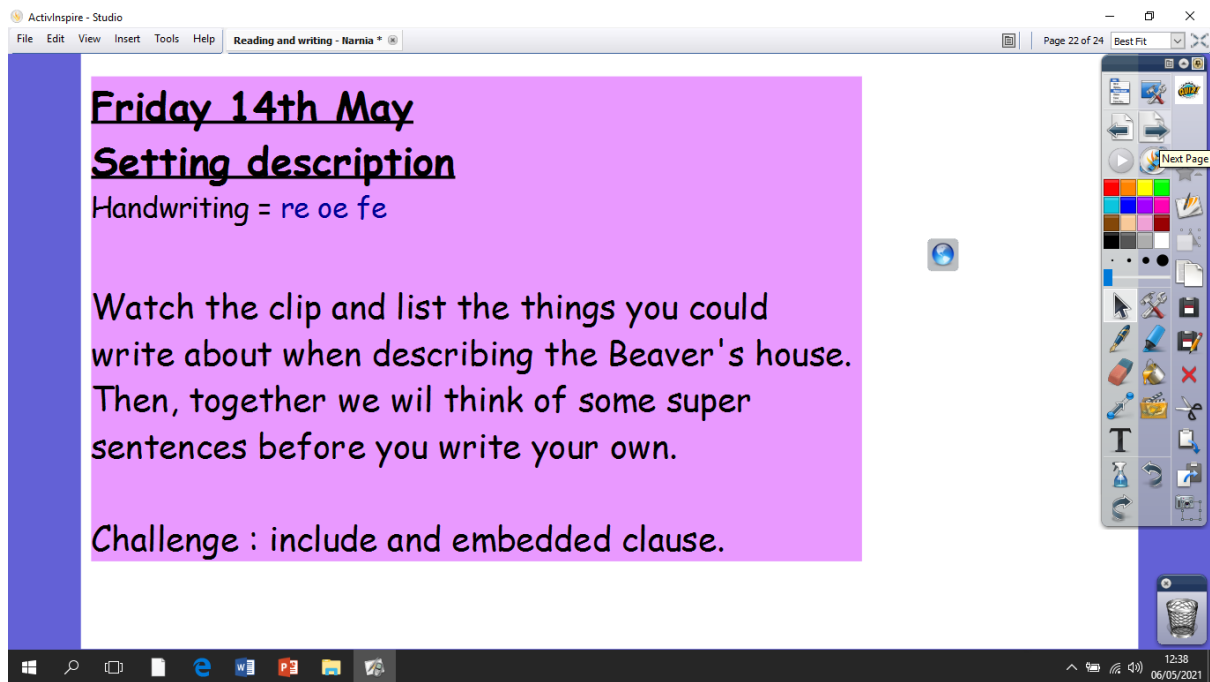
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Page 20 of 24 Best Fit

## Lesson 2

You are going to create a story map of everything that happens in chapter 7 (this will help you next week). I will do the first part with you.

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06/05/2021



Link to clip: <https://www.youtube.com/watch?v=VqZmTfVH-G4>

