



HILL WEST *Primary*

FOUR OAKS

Year 3

Autumn 2 Week 3



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=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/>

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

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/>

English

Task: Continue the book from last week, read chapter 3 and answer the questions.



THEY WERE OFF by twenty-five past nine, growling slowly up the drive while Mr Joyce and a handful of parents stood in a haze of exhaust, waving.

Fliss and Lisa managed to get seats together. Lisa had the one by the window. As the coach turned on to the road she twisted round for a last glimpse of the school. 'Goodbye, Bottomtop!' she cried. 'And good riddance.'

'That'll do, Lisa Watmough.'

Startled, she turned. Mrs Evans was sitting two rows behind, glaring at her through the space between headrests.

'Yes, Miss.' She faced the front, dug Fliss in the ribs and giggled. 'I didn't know she was sitting so close. Where's Mrs Marriott?'

'Back seat, so she can keep an eye on us all. And Mr Hepworth's up there with the driver.'

'Huh! Trust teachers to grab all the best seats. Who's this in front of us?' The tops of two heads showed above the headrests.

'Gary Bazzard and David Trotter. I hope we're nowhere near them in the hotel.'

'You won't be,' said Ellie-May, who was sitting across the aisle from Fliss. 'Our Shelley says they put girls on one floor and boys on another so you don't see each other with nothing on.'

'Our Shelley,' sneered Fliss. 'Our Shelley says this, our Shelley says that. I hope we're not going to have a week of what our Shelley says, Ellie-May.'

'Huh!' Ellie-May tossed her head. 'I was telling you how it'll be, that's all, misery-guts. Anyway, you can naff off if you want to know owt else – you won't get it from me.'

'Good!' Fliss shuffled in her seat, turning as far from Ellie-May as she could, and sat scowling across Lisa at the passing scene.

Lisa looked at her. 'What's up with you?' she hissed. 'We're supposed to be enjoying ourselves and you look like somebody with toothache going into double maths.'

'It's her.' Fliss jerked her head in Ellie-May's direction. 'She gets on my nerves.'

'She was only telling you. You wanted to know if we'd be anywhere near Baz and Trot and she said we won't. What's wrong with that?'

Fliss shrugged. 'Nothing.'

'Well then.'

'I don't feel too good, right? I had this dream last night – a nightmare, and I couldn't sleep after it. And then this morning in the hall, Bazzard starts going on about Dracula. Saying he lives in Whitby, stuff like that, and I wasn't in the mood.'

Lisa pulled a face. 'No need to take it out on other people though, is there? You could go to sleep here, on the coach. Look – the seat tips back. Lie back and shut your eyes. There's nothing to look at anyway, unless you like the middle of Leeds.'

So Fliss pressed the button on the armrest and tipped her seat back, but then the boy in the seat behind yelled out that she was crushing his knees and demanded that she return it to its upright position. When she refused, settling back and closing her eyes, the boy, Grant Cooper, began rhythmically kicking the back of the seat, like somebody beating on a drum. Fliss sighed but kept her eyes closed, saying nothing. As she had anticipated, Mrs Evans soon noticed what the boy was up to. A hand came snaking through the gap between the headrests and grabbed a fistful of his hair. 'Ow!' he yelped. Mrs Evans rose, so that the top part of her face appeared over the seat. She began speaking very

quietly to Grant Cooper, punctuating her words by alternately tightening and relaxing her grip on his hair.

'Grant Cooper.' (Squeeze) 'The upholstery on that seat cost a lot of money.' (Squeeze) 'It was fitted to make this coach both smart and comfortable.' (Squeeze) 'It was not provided so that horrible little so-and-sos like you could use it for football practice.' (Squeeze) 'How d'you think your mother would like it if somebody came into your house and started kicking the back of her three-piece suite, eh?' (Squeeze) 'Eh?' (Squeeze) 'Like it, would she?' (Squeeze)

'Please, Miss, no, Miss.' Grant's eyes were watering copiously and his mouth was twisted into a grimace which would not have been out of place in a medieval torture-chamber.

'Well, then,' (Squeeze) 'kindly show the same respect for other people's property that your mother would expect to be shown to hers. All right, Grant Cooper?' (Squeeze)

'Yes, Miss.' The grip loosened. The hand withdrew. Grant slumped, like a man cut down from the whipping-post, and wiped his eyes with the back of his hand. Mrs Evans' face sank from view. Fliss smiled faintly to herself, and drifted off to sleep.

What has happened so far?

What is your impression of Mrs Evans?

What might happen next?

Task: Read chapter 4 , highlight any parts that you find interesting and gripping. Explain your reasons.



FLISS OPENED HER eyes as the coach swung into a tight turn which nearly catapulted her into the aisle. 'What's happening – where are we?'

'Pickering,' said Lisa. 'We're stopping. You've been asleep ages.'

Fliss looked out. They were rolling on to a big car-park with a wall round it. As the coach stopped, Mr Hepworth stood up at the front. 'This is Pickering,' he said. 'And we are making a toilet stop.' His eyes swept along the coach and locked on to those of a boy near the back. 'A toilet stop, Keith Halliday. Not a shopping stop. Not a sightseeing stop. Not a "let's buy packets of greasy fish and chips, scoff the lot before Sir sees us and then throw up all over the coach" stop. Have I made myself quite clear?'

'Sir.'

'Right. The toilets,' he pointed, 'are down there at the bottom of this car-park. To get into them, you have to go out on to the pavement. It's a very busy road, and I don't want to see anyone trying to cross it. Neither do I want to see boys going into the ladies' toilet, or girls into the gents'. Have I said something funny, Andrew Roberts?'

'No, Sir.'

'Right.' He looked at his watch. 'It's ten past eleven. The coach will leave here at twenty-five past on the dot. Make sure you're on it, because it's a long walk back to Bradford.'

'When we get back on,' whispered Fliss to Lisa, 'it's my turn for the window seat, right?'

Lisa nodded. 'You feeling better, then?'

'Yes, thanks. I had a lovely sleep.'

'I know. You missed a lot, though. There was this field – a sloping field with millions of poppies in it. The whole field was red. It was ace.'

When Fliss got back on the coach there was no sign of Lisa. She sat down and watched the kids straggling across the tarmac in the warm sunshine. Soon, everybody was back on board except her friend. The driver had started the engine and Mrs Marriott was counting heads when Lisa appeared from behind the toilet block and came hurrying to the coach. As she clambered aboard, Mr Hepworth looked at his watch. 'What time did I say we'd be leaving, Lisa Watmough?'

Some of the children were sniggering and Lisa blushed. 'Twenty-five past, Sir. I forgot the time, Sir.'

'You forgot the time. Well, for your information it is now twenty-six minutes to twelve, and we'll be lucky if we arrive at the hotel by midday, which is when we are expected. The meal which is being prepared for us might well be ruined, and it will be all your fault, Lisa Watmough.' He bent forward suddenly, peering at her jeans. 'What have you got there?' Something was making a bulge in the pocket of Lisa's jeans and she was trying to conceal it with her hand.

'Nothing, Sir.'

'Take it out and give it to me.'

'It's just this, Sir.' She pulled out an object wrapped in tissue paper and handed it over. The teacher stripped away the wrapping to reveal a green plastic torch in the shape of a dragon. The bulb and its protective glass were in the dragon's gaping mouth. Mr Hepworth held up the torch, using only his thumb and forefinger, and looked at it with an expression of extreme distaste.

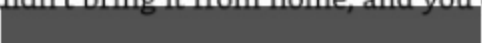
'Did you bring this – this thing with you from home, Lisa Watmough?'

'No, Sir.'

'Oh. Then I suppose there's a little kiosk inside the ladies' toilet where patrons can do a bit of shopping. Am I right?'

'No, Sir.'

The teacher frowned. 'Then I'm afraid I don't understand. You didn't bring it from home, and you didn't get it



in the ladies'. You haven't been anywhere else, yet here it is. Perhaps you laid it, like a hen lays an egg. Did you?'

'No, Sir.'

'Then what did you do?'

'I went in a shop, Sir.'

'You did what?'

'Went in a shop, Sir.'

'And what had I said about shopping, Lisa Watmough, just before you got off the coach?'

'We weren't to do any, Sir.'

'Right. Then why did you go into that shop?'

'I don't know, Sir.'

'You don't know, and neither do I, but here's something I do know. This evening, when the rest of the group is listening to a story in the hotel lounge, you will be in your room writing two apologies – one to the children for having kept them waiting, and one to me for having disobeyed my instructions. When both apologies have been written to my satisfaction, this torch will be returned to you. In the meantime you can leave it with me. Go to your seat.'

'What the heck did you do that for?' whispered Fliss, as Lisa slid into her seat. Lisa was one of those girls who seldom step out of line and are rarely in trouble at school.

She shook her head miserably. 'I don't know, Fliss. I don't even need a torch – I've got a better one at home. You'll think I'm crazy, but I couldn't help it – it was as though my feet were going by themselves.'

'Oh, don't you start,' groaned Fliss.

'What d'you mean?'

'Nothing. Forget it.' She looked out of the window. They passed a sign. North Yorkshire Moors National Park. The coach was climbing. Fliss gazed out as green pasture gave way to treeless desolation. She shivered.

What do you think happened to Lisa?

Task: Read chapter 5



'HEY LOOK!'

A boy on the right-hand side near the front of the coach stood up and pointed. Everybody looked. Out of the bleak landscape rose three white, dome-shaped objects, like gigantic mushrooms breaking through the earth. As the coach carried them closer, they saw a scatter of low buildings and a fence. The great spheres, gleaming in the sunlight, looked like objects in a science-fiction movie.

'Wow! What are they, Sir?'

Mr Hepworth got up. 'That's the Fylingdales early-warning station,' he told them. 'Inside those domes is radar equipment, operated by the British and American forces. It maintains a round-the-clock watch for incoming missiles. They say it would give us a three-minute warning.' He



smiled wryly. 'Three minutes in which to do whatever we haven't done yet and always wanted to.'

'What would you do, Sir?' asked a grinning Waseem Kader.

'What would I do?' The teacher thought for a moment. 'I think I'd get a brick and throw it through the biggest window I could find.' He smiled. 'I've always fancied that.'

'Oh, I wouldn't, Sir – I'd run to the Chinese and get chicken chop-suey ten times and gobble it right quick.'


'Yeah!' cried Sarah-Jane Potts. 'That's what I'd do and all – we wouldn't have to pay, would we, Sir?'

'I'd get a big club and smash our Shelley's head in,' said Ellie-May. 'I hate her.'

'There'd be no point, fathead!' sneered a boy behind her. 'She'd be dead in three minutes anyway.'

The noise level rose. Excited voices called back and forth across the coach as everybody tried to outdo everybody else in what they'd do with their last three minutes. The fact that many of them would have needed several hours or even days to carry out their plans was disregarded, and the discussion continued till the vehicle topped the highest rise and Mrs Marriott raised her voice, drawing everybody's attention to the ruins of Whitby Abbey, which were now visible in the hazy distance.

Gary Bazzard knelt, leering at Fliss over the back of his seat. 'See – that's where Dracula lives – in the ruins. Old Hepworth told us.'



'Old Hepworth told you no such thing.'

The boy's remark had coincided with a lull in conversation as everybody strained for a glimpse of the abbey, and Mr Hepworth had heard it. 'Old Hepworth told you that Bram Stoker, who created the character of Dracula, was inspired to do so after having seen the ruined abbey. Dracula does not live there or anywhere else. He is a figment of Stoker's imagination, Gary Bazzard, and sometimes I wish the same might be said of you.'

There was laughter at this. The boy's cheeks reddened as he resumed his seat. Fliss smiled faintly, gazing out at the distant ruins and beyond them to the sea.

It was ten past twelve when the coach drew up outside The Crow's Nest Hotel. Mr and Mrs Wilkinson, who ran it, were standing on the top step waiting for them. Lisa flushed, remembering what Mr Hepworth had said about it being all her fault. She hoped he wouldn't point her out to the Wilkinsons as the culprit.

'Check under your seats and on the luggage rack,' warned Mrs Marriott, as everybody stood up. 'Don't leave any of your property in the coach.' The children checked, then filed slowly along the aisle and down on to the pavement. It was sunny, but a breeze blew from the sea, making it cooler than it would now be in Bradford. The driver went round the back and started unloading bags and cases, which their owners quickly claimed.

Fliss looked at the hotel. There was something vaguely familiar about the steps. The porch. Even the breeze, and the distant sound of the sea.

When everybody had their luggage Mr Hepworth led them into the hotel. Fliss looked at the iron bird on the black gate. For a moment she thought it was meant to be a gull, but then she remembered the name of the place and decided it was probably a crow. Somebody had made a poor job of painting it. Drips had run down to the edges of its wings and hardened there, giving them a webbed, spiky appearance, so that it looked more like a bat than a bird.

Why is it familiar?

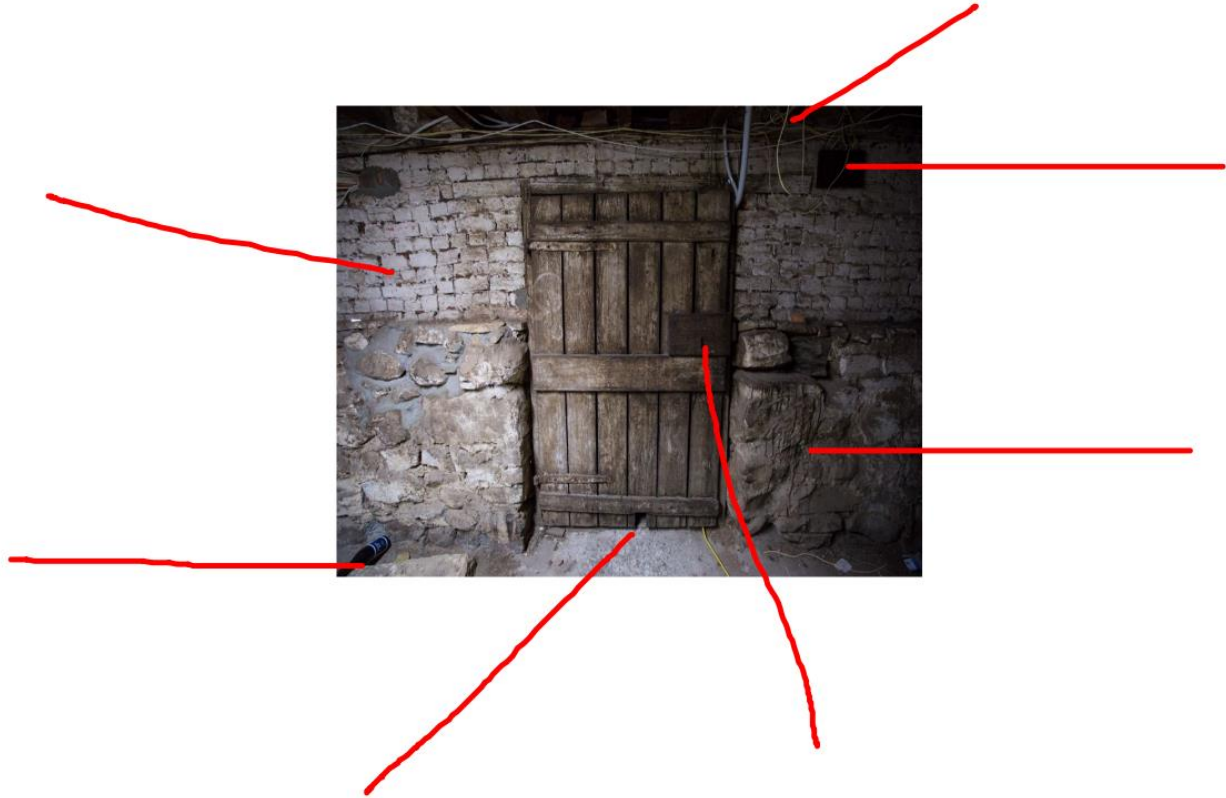
Task: Create your own word mat of positional language such as below, next to and in the distance.

Positional language word mat

Task: Use your word mat to write 6 sentences including a positional fronted adverbial about your mystery door. Eg, On the right of the door, pungent, dark liquid dripped steadily.



Task: Label the door with some descriptive words and phrase including adjectives and adverbs.



Tasks: Over the next three tasks you will be doing some creative writing, when you see the door, when you open the door and when you walk through. Keep creepiness and suspense in mind.

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



Imagine you have just woken up from a strange sleep, you stand up and this is what you see. Write a setting description.

Include

- Capital letters
- Full stops
- Fronted adv with ,
- Expanded noun phrase
- See , hear , feel and smell



Slowly, I opened my dry eyes and...



Now we have
seen the door, we
are going to move
towards it.

Include

- Capital letters
- Full stops
- Fronted adv with ,
- Short snappy sentence
- Elipsis ...

Show not tell: <https://www.youtube.com/watch?v=zE75pVtChK8>



Now we are
opening the door
and walking in....

Include

- Capital letters
- Full stops
- Show don't tell
- Short snappy sentence

Task: Vocabulary

Etymology:

Prefix:

Root word:

Suffix:

Word:

anticipated

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC



Task: Practise set 2 spellings

continue

arrive

women/woman

describe

height

appear

often

breathe

breath

with

Task: Practise spelling words with –ness and –ful suffix. How does the spelling change when the words ends with a ‘y’?

<https://www.youtube.com/watch?v=oLrK4epzuiA>

		ness	ful
wish	fair		
hope	kind		
forget	lovely		
pity	nasty		
hate	fit		
beauty	foolish		
pain	tidy		
success	happy		

To know pairs of multiples of 5 that add to 100.

Write out the number bonds to ten.

Look at these number bonds to 100. How much does just the tens add up to?

$$45+65$$

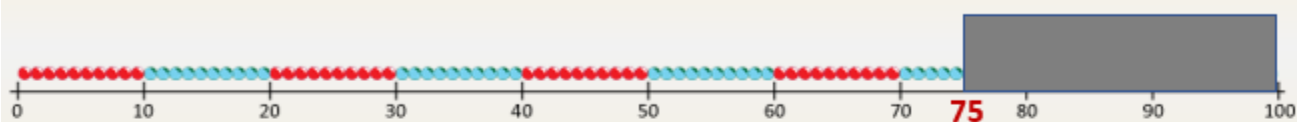
$$35+65$$

$$15+85$$

How many grams are there in 1kg?

Find the perimeter of your book when it is open.

Day 1: Know pairs of multiples of 5 that total 100; Understand that addition and subtraction are inverse operations.

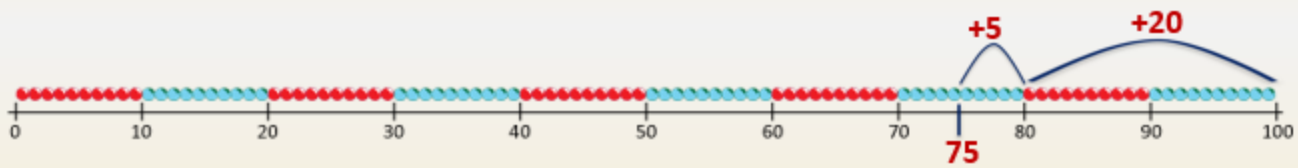


How many beads on the bead bar?

How many are showing now?

Talk to your partner.
How many beads are hidden under the cloth?

Day 1: Know pairs of multiples of 5 that total 100; Understand that addition and subtraction are inverse operations.

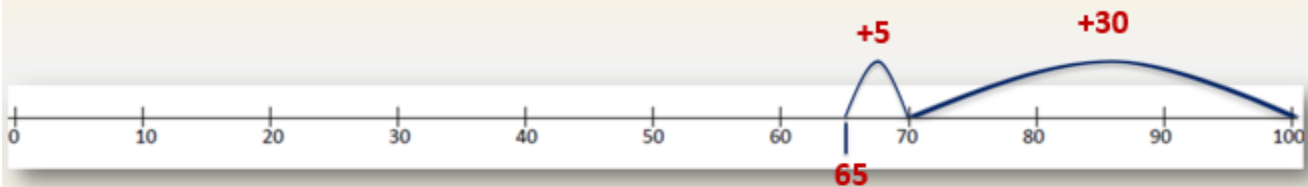


How many
from **75** to **80**?

What do we
add to **80** to
make **100**?

So, **$75 + 25 = 100$** .

Day 1: Know pairs of multiples of 5 that total 100; Understand that addition and subtraction are inverse operations.



We can also show
this on a number
line.

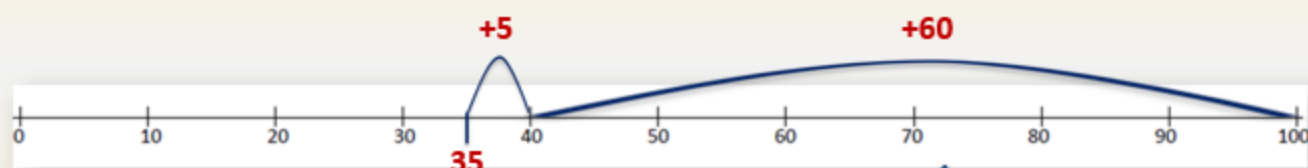
First mark on **65**...

Then **30** to **100**.

$$65 + ? = 100$$

Jump **5** to **70**...

Day 1: Know pairs of multiples of 5 that total 100; Understand that addition and subtraction are inverse operations.



First mark on **35**...

Jump **5** to **40**...

Then **60** to **100**.

$$65 + ? = 100$$

$$35 + ? = 100$$

$$65 + ? = 100$$

What do you notice?

Multiples of 5: pairs to 100

Sheet 1

Set A

$$45 + \square = 100 \quad 25 + \square = 100 \quad 15 + \square = 100 \quad 75 + \square = 100 \quad 55 + \square = 100$$

$$95 + \square = 100 \quad 35 + \square = 100 \quad 65 + \square = 100 \quad 85 + \square = 100 \quad 5 + \square = 100$$

Set B

$$100 - \square = 35 \quad 100 - \square = 85 \quad 100 - \square = 15 \quad 100 - \square = 55 \quad 100 - \square = 25$$

$$100 - \square = 95 \quad 100 - \square = 75 \quad 100 - \square = 45 \quad 100 - \square = 65 \quad 100 - \square = 5$$

To know pairs of 2-digit numbers that total 100

What do we add to these numbers to make 100?

45

85

25

Write down the number bonds to 9.

How many mm are in a cm?

How many grams are in 4kg?

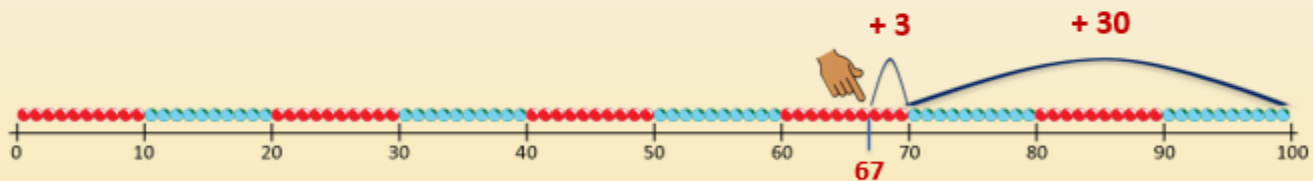
How many cm in a m?

Day 2: Begin to know pairs of 2-digit numbers that total 100; Understand that addition and subtraction are inverse operations.

How many beads am I showing?

How many to the next **multiple of 10**?

How many **more to 100**?



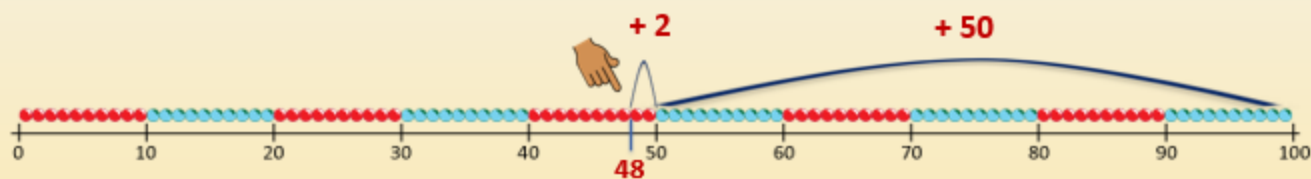
$$67 + ? = 100$$

Day 2: Begin to know pairs of 2-digit numbers that total 100; Understand that addition and subtraction are inverse operations.

How many beads am I showing?

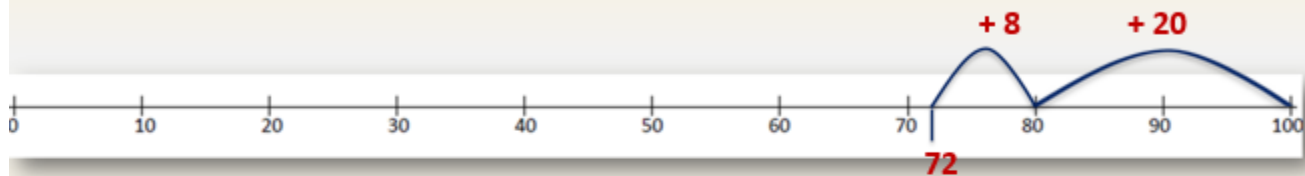
How many to the next **multiple of 10**?

How many **more** to 100?



$$48 + ? = 100$$

Day 2: Begin to know pairs of 2-digit numbers that total 100; Understand that addition and subtraction are inverse operations.



What do we have to add to **72** to make 100?

First count on to the next multiple of 10.

Then jump **20** to **100**.

$$72 + ? = 100$$

Day 2: Begin to know pairs of 2-digit numbers that total 100; Understand that addition and subtraction are inverse operations.



What do we have to add to **56** to make 100?

First count on to the next multiple of 10.

Then jump **40** to **100**.

Try this one on your whiteboards.



$$56 + ? = 100$$

Matching pairs to 100

Sheet 1

Set A

$47 + \square = 100$

$25 + \square = 100$

$28 + \square = 100$

$12 + \square = 100$

$75 + \square = 100$

$59 + \square = 100$

$91 + \square = 100$

$33 + \square = 100$

$86 + \square = 100$

$8 + \square = 100$

Set B

$100 - 53 = \square$

$100 - 72 = \square$

$100 - 88 = \square$

$100 - 25 = \square$

$100 - 41 = \square$

$100 - 67 = \square$

$100 - 36 = \square$

$100 - 14 = \square$

$100 - 92 = \square$

$100 - 9 = \square$

Set C

$100 - 43 = \square$

$100 - 79 = \square$

$100 - 87 = \square$

$100 - 66 = \square$

$100 - 98 = \square$

To subtract between a 3-digit and 2-digit by counting up.

Write an inverse calculation for these sums.

$$32 + 21 = 53$$

$$45 + 61 = 106$$

One side of a square is 5cm.
What is the perimeter of the square?

How many grams is 5kg?

Fill in the gaps.

$$35 + \quad = 100$$

$$75 + \quad = 100$$

$$55 + \quad = 100$$

Day 1: Find a difference between a 3-digit and a 2-digit number by counting up.

Frog is back!



RIBBIT!

Frog jumps on a number line, to find differences.

Frog starts at the smaller number, then counts up to the bigger number.

He first jumps to the next 10.

We add up his jumps to find the answer to the subtraction.

Day 1: Find a difference between a 3-digit and a 2-digit number by counting up.

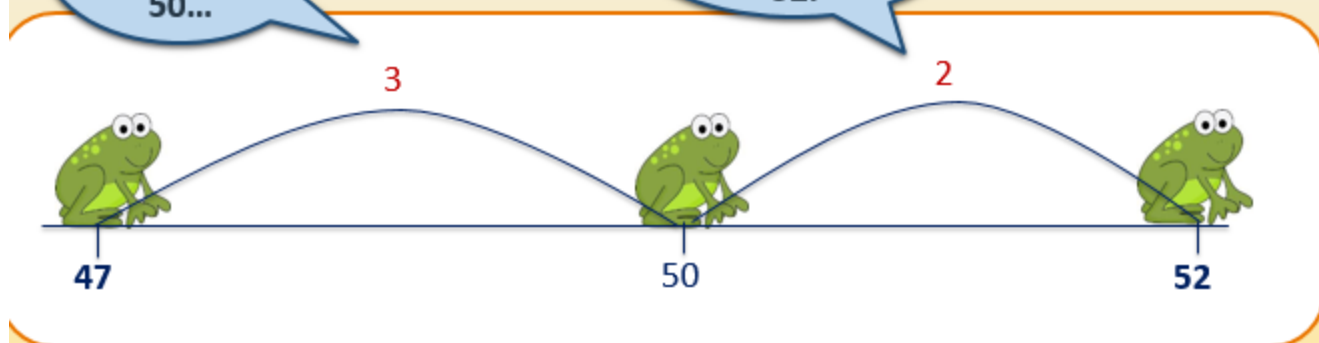
How will Frog count up to find $52 - 47$?
Try it on your whiteboards.

Remember to write Frog's moves above the line.

$$\text{So } 52 - 47 = 5$$

First frog hops **3** to 50...

... then **2** from 50 to 52.



Day 1: Find a difference between a 3-digit and a 2-digit number by counting up.

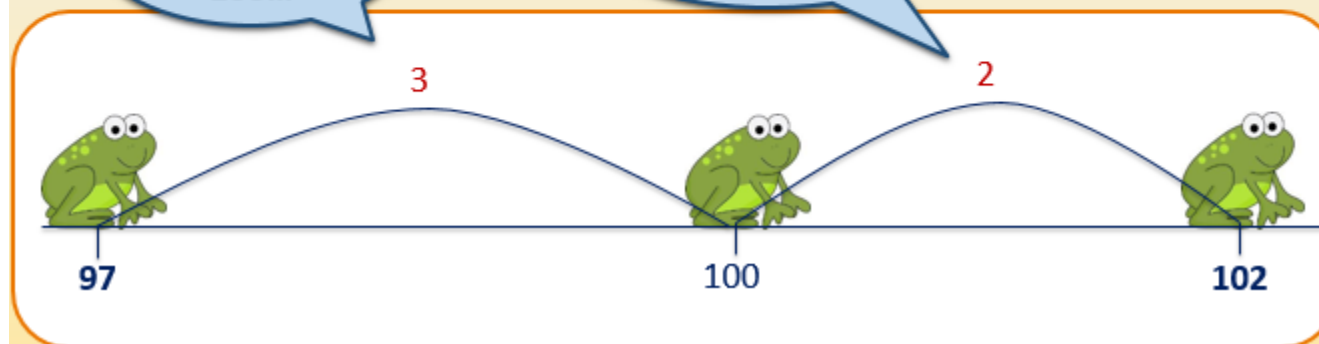
Let's see how Frog can cross 100!
Let's try $102 - 97$.

Remember to write Frog's moves above the line.

$$\text{So } 102 - 97 = 5$$

First frog hops **3** to 100...

... then **2** from 100 to 102.



Day 1: Find a difference between a 3-digit and a 2-digit number by counting up.

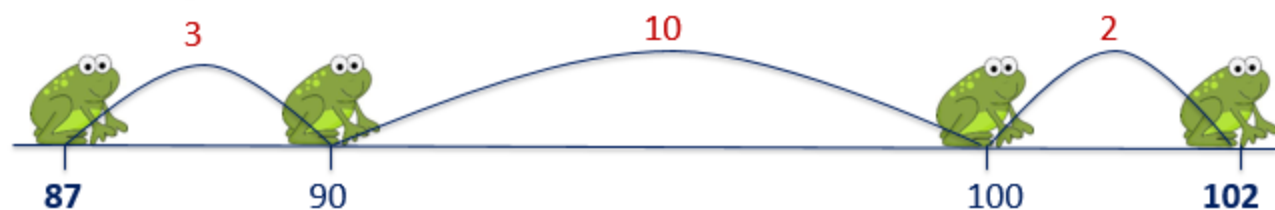
Sometimes Frog does 3 jumps.
Let's try $102 - 87$

So $102 - 87 = 15$
Can you see why?

Frog hops **3**
to 90...

... and another **10**
to jump from 90
to 100...

... then **2** to hop
from 100 to 102.



Subtracting 2-digit numbers from 3-digit numbers
Sheet 1

Set A

$100 - 82 = \square$

$100 - 73 = \square$

$100 - 57 = \square$

$100 - 44 = \square$

$100 - 68 = \square$

$100 - 71 = \square$

Set B

$103 - 94 = \square$

$109 - 96 = \square$

$107 - 91 = \square$

$105 - 90 = \square$

$106 - 98 = \square$

$104 - 92 = \square$

Set C

$104 - 86 = \square$

$108 - 89 = \square$

$112 - 94 = \square$

$114 - 98 = \square$

$114 - 85 = \square$

$112 - 88 = \square$

To subtract between a 3-digit and 2-digit by counting up.

Write an inverse calculation for these subtractions.

$$74 - 21 = 53$$

$$167 - 61 = 106$$

One side of an equilateral triangle is 11cm. What is the perimeter of the triangle?

$$342 + 20 =$$

$$567 + 200 =$$

$$531 - 200 =$$

$$725 + 3 =$$

Fill in the gaps.

$$23 + \quad = 100$$

$$49 + \quad = 100$$

$$87 + \quad = 100$$

Day 2: Find a difference between a 3-digit and a 2-digit number by counting up.

Name	Standing jump	Long jump
Magda	78cm	113cm
Ben	83cm	121cm
Lauren	75cm	118cm
Nirmala	69cm	107cm
Toby	85cm	127cm

The table shows the difference between children's standing jump and long jump.

Let's see how Frog can help us find the difference between the jumps for each child.

Day 2: Find a difference between a 3-digit and a 2-digit number by counting up.

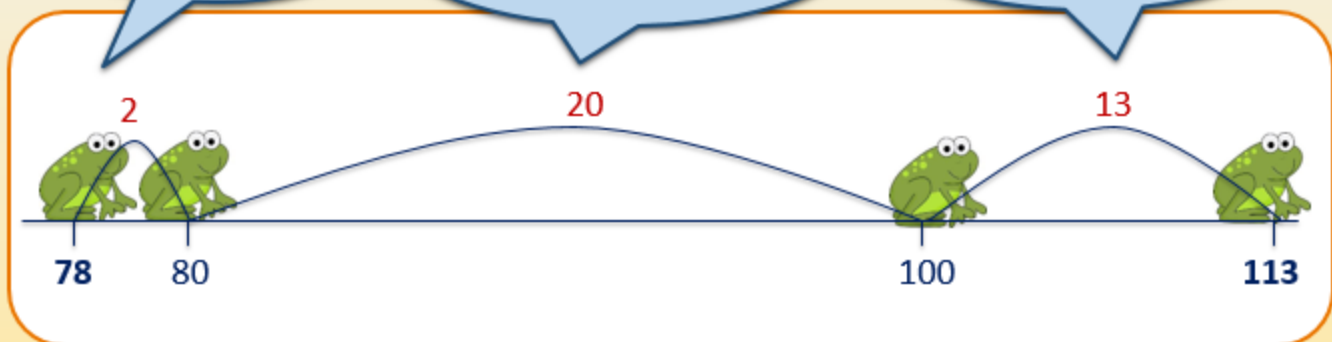
Magda's long jump was **113cm** and her standing jump was **78cm**.

So $113 - 78 = 35$
Can you say why?

Frog first hops **2** to 80...

... and then **20** to from 80 to 100...

... then **13** from 100 to 113.



Practise using Maths Frog to work out these subtractions.



Part A
 $100 - 95 =$
 $100 - 93 =$
 $102 - 98 =$
 $104 - 95 =$
 $105 - 97 =$
 $108 - 98 =$
 $105 - 90 =$
 $110 - 96 =$

Part B
 $100 - 87 =$
 $100 - 81 =$
 $112 - 90 =$
 $114 - 97 =$
 $113 - 95 =$
 $115 - 98 =$
 $108 - 86 =$
 $105 - 81 =$
 $103 - 85 =$
 $104 - 89 =$

Part C
 $109 - 74 =$
 $105 - 72 =$
 $134 - 99 =$
 $129 - 96 =$
 $123 - 91 =$
 $118 - 88 =$
 $116 - 82 =$
 $113 - 79 =$
 $111 - 76 =$
 $133 - 97 =$

To subtract between a 3-digit and 2-digit by counting up.

If I have 7 50p coins in my pocket, how much money do I have altogether?

Harry has 98 marbles and gives 12 to Ron and 25 to Hermione. How many does Harry have left?

Number bonds to 20.

$$35-14=$$

$$78-43=$$

$$62-44=$$

Day 3: Find a difference between a 3-digit and a 2-digit number by counting up.

Sometimes Frog makes silly mistakes.

He is trying to solve
 $112 - 76$

Wave your arms if you see him doing something wrong!



112

76

Day 3: Find a difference between a 3-digit and a 2-digit number by counting up.

That's better.
Smallest number
goes on the left!

Frog first
hops **4** to
80...

Talk to your partner.
What has Frog done
wrong this time?

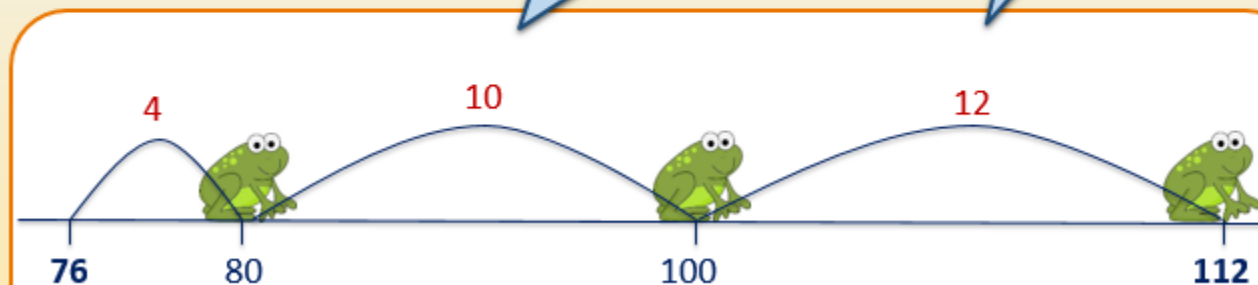


Day 3: Find a difference between a 3-digit and a 2-digit number by counting up.

Put the jumps above
the line and the
numbers he stops at
below.

... next he jumps **10**
to from 80 to 100...

... then **12** from
100 to 112.

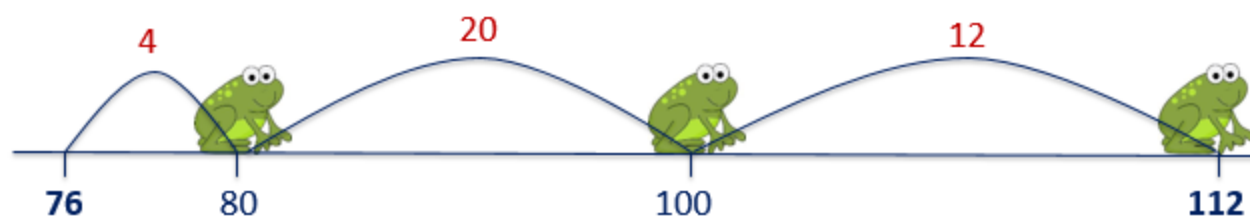


Day 3: Find a difference between a 3-digit and a 2-digit number by counting up.

Who saw that?
The jump from **80**
to **100** should be
20 not **10**!

Now add up:
 $4 + 20 + 12 = 26$
Is Frog right?

Check on your
whiteboards.



Subtracting 2-digit numbers from 3-digit numbers
Sheet 1

Set A

$101 - 82 = \square$ $107 - 93 = \square$ $105 - 87 = \square$

$113 - 94 = \square$ $114 - 96 = \square$ $112 - 92 = \square$

Set B

$113 - 84 = \square$ $106 - 79 = \square$ $127 - 98 = \square$

$115 - 89 = \square$ $124 - 97 = \square$ $118 - 78 = \square$

Set C

$104 - 76 = \square$ $108 - 69 = \square$ $122 - 84 = \square$

$111 - 73 = \square$ $119 - 75 = \square$ $138 - 93 = \square$

Science

Remember It Quiz

Draw a line to match up the definitions.

healthy	•	• fats which give you energy, vitamins and minerals
nutrients	•	• types of fats considered to be less healthy which should only be eaten in small amounts
energy	•	• in a good physical and mental condition
saturated fats	•	• the strength to be able to move and grow
unsaturated fats	•	• substances that animals need to stay alive and stay healthy

Fill in the missing words.

Living things need food to _____ and to be strong and healthy.

Plants can make their own _____, but animals cannot.

To stay healthy, humans need to _____, eat a _____ diet and be _____.

Animals, including humans, need food, _____ and _____ to stay alive.

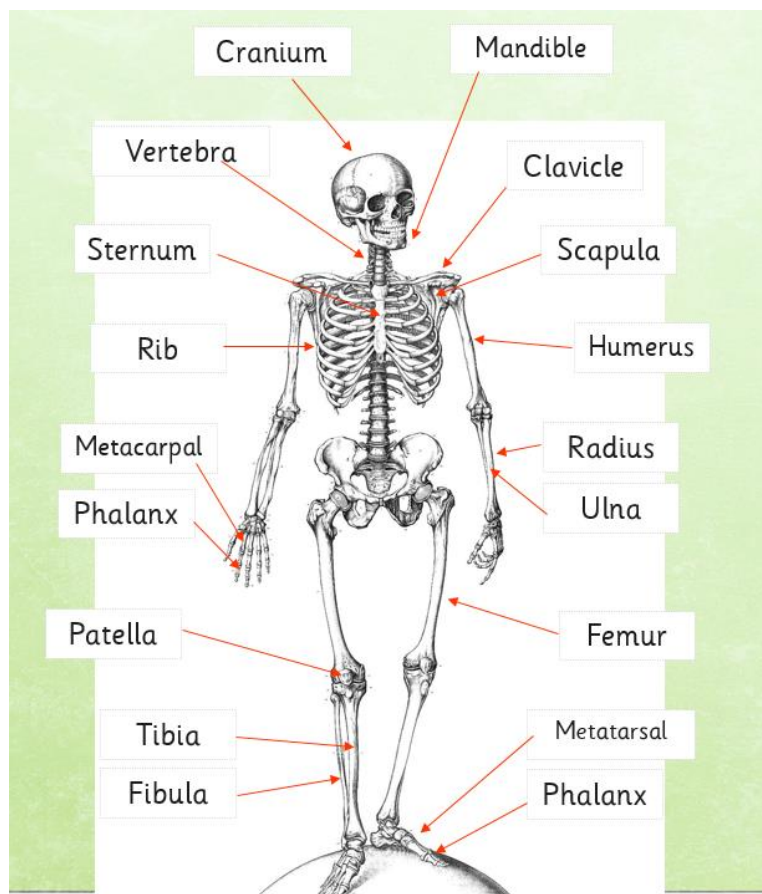
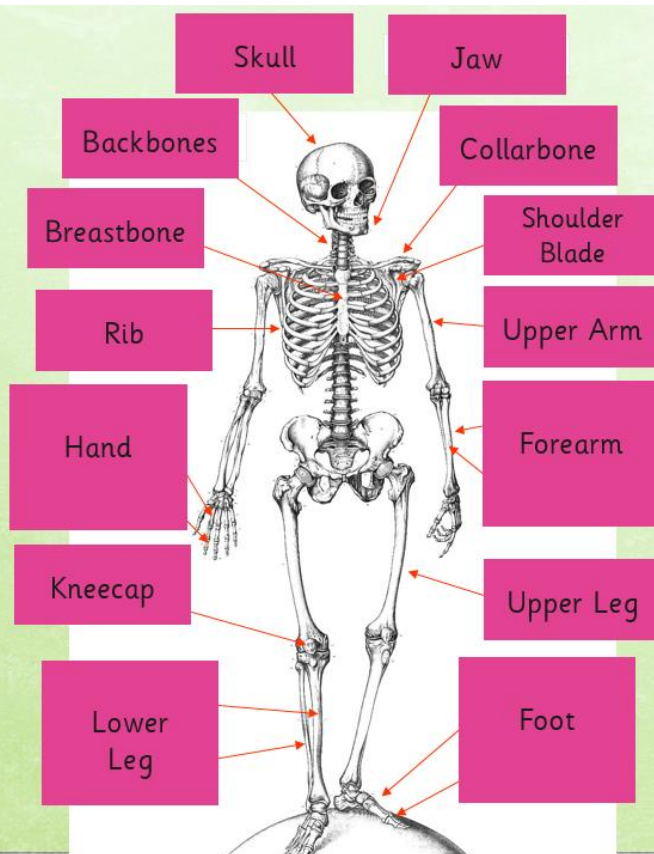
Word Bank

water	balanced	grow	exercise
food	air	hygienic	

Task: Revise common names for bones and then learn some scientific ones! Play Simon says!


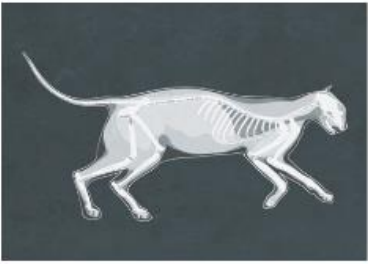

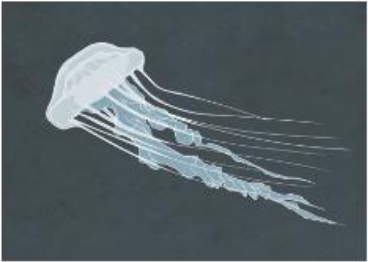

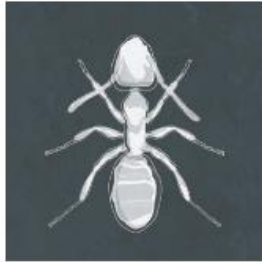


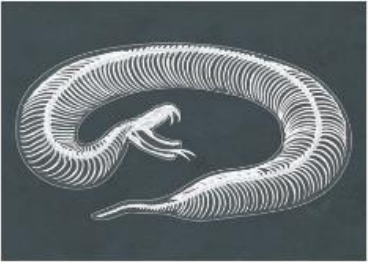

Common and
scientific names

Play Simon says!



Task: Learn about vertebrates and invertebrates. Can you sort the skeletons based on your knowledge?

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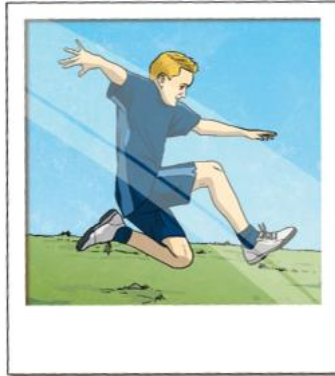
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 twinkl.com	vertebrates twinkl.com	invertebrates twinkl.com

Task: Plan and complete an investigation linked to your bones!

Let's Investigate



- Can people with longer femurs jump further?
- To find out the answer to this question, we can carry out a scientific **investigation**.
- Look at the children in these pictures - they are investigating this question.



- Discuss with your partner:
Is this the best way to carry out this investigation? Is there anything they could do to make it more accurate and fair?

What are we changing in our investigation?	<hr/> <hr/> <hr/>
What are we measuring in our investigation?	<hr/> <hr/> <hr/>
What are we going to keep the same each time during our investigation?	<hr/> <hr/> <hr/>

Prediction (What do you think will happen?): I predict that _____

The reason I think this is _____

Investigation

Results (What happened?):

Name of Person Jumping	Length of Femur	Order for Length of Femur (1 st to 6 th)	Distance Jumped	Order for Distance Jumped (1 st to 6 th)

Conclusion (What have we found out?):

My results show me that _____

Geography

Task 1: Learn about the different types of volcano. Research and find examples of each.

What is the difference between an active, erupting, dormant and extinct volcano?

An **active volcano** is a volcano that has had at least one eruption during the past 10,000 years. An active volcano might be erupting or dormant.

An **erupting volcano** is an active volcano that is having an eruption...

A **dormant volcano** is an active volcano that is not erupting, but supposed to erupt again.

An **extinct volcano** has not had an eruption for at least 10,000 years and is not expected to erupt again in a comparable time scale of the future.



active

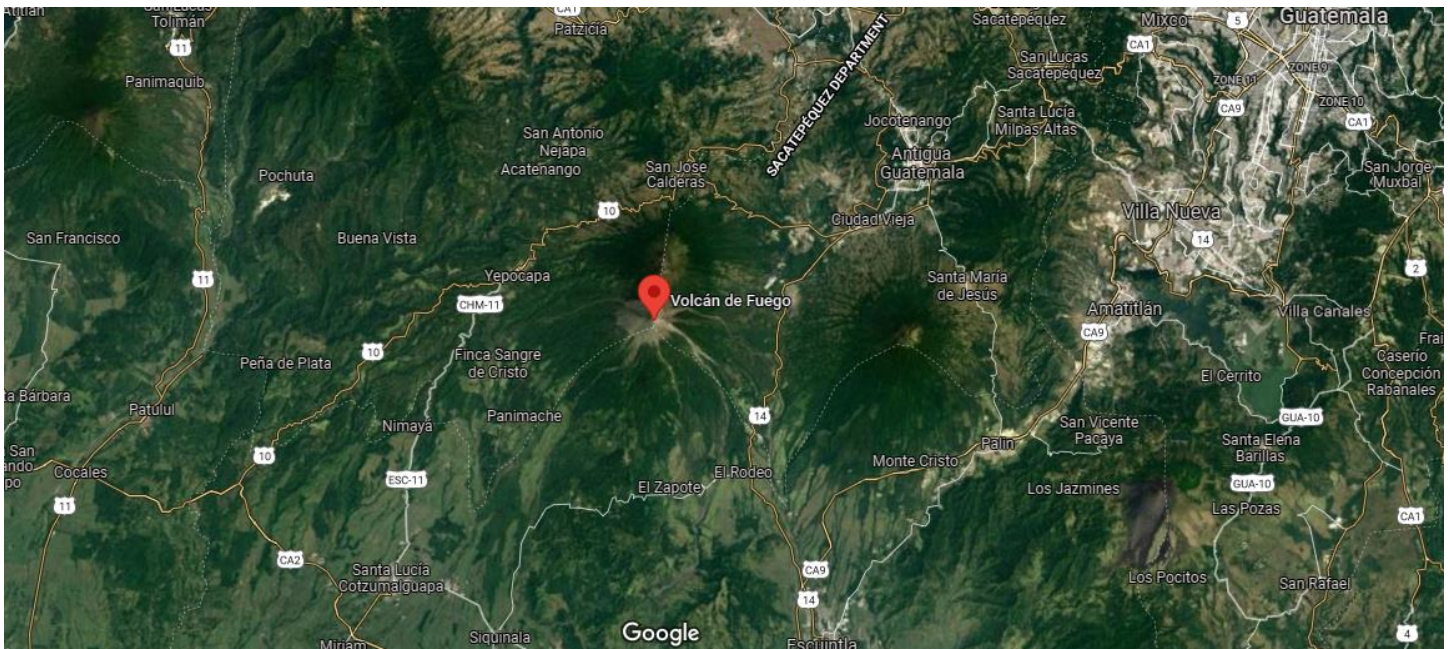


dormant



Extinct

Task: Use google maps and find Mount Fuego. Explore the area!



Task: Think about how eruptions can effect the local area.

https://kids.kiddle.co/Fuego_volcano

<https://www.youtube.com/watch?v=NO94ZTMFC2o>



Task: Answer the questions below



Case Study: Fuego Volcano

Location: Guatemala, Central America

Date: 03/06/2018

Immediate effects:

- 110 people died
- 300 people injured
- Many buildings and houses destroyed

Secondary effects

- Heavy rain caused landslides
- Hunger due to crops (plants grown for food) being destroyed by the eruption
- Problems with travel and farming caused economic problems

Immediate responses:

- Search and rescue teams cleared roads and rescued people
- Water, food, medical care and tents provided
- People were evacuated in case the volcano erupted again

Long-term responses:

- Education and evacuation drills
- New and improved emergency response systems
- Rebuilding roads and houses



2. Answer the questions using the information in the case study.

a. How many people died in the eruption?

b. Why did people become hungry?

c. What did the search and rescue teams do to help?

Although volcanoes are dangerous they can also be really useful which is why some people choose to live near them.

The energy from volcanoes can be used to run power stations and produce electricity. We use electricity all the time to power our phones, computers and light bulbs. This is a really good way of producing electricity because it does not release harmful gasses into the environment.

Tourists come to visit the volcano which means that people living there can make money by selling things or offering a place to stay.

Finally, the areas around to volcano are great for farming because the lava produces excellent soil for growing crops.

When people live near volcanoes they have to have special training in how to leave the area quickly and protect themselves if a volcanic eruption happens.



5. Complete the following sentences.

a. It is dangerous to live near a volcano because...

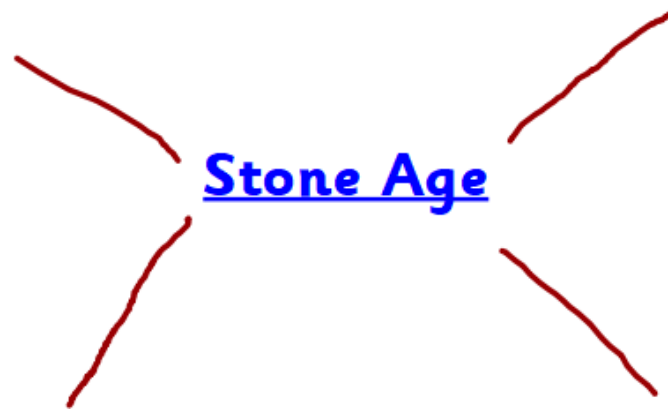
b. It is dangerous to live near a volcano but...

c. It is dangerous to live near a volcano so...

History

To research important facts about significant events in prehistory.

Recap what we can remember about the stone age



After the Stone Age came the Bronze Age.

It was called the Bronze Age because the main material used for tools and weapons was bronze which is a type of metal.

Use the QR codes on your iPads, in pairs or threes, to research the Bronze Age.

Present your facts on sugar paper.

R.E.

To understand how being courageous and confident helped David defeat Goliath.

What does being Courageous mean?

What does being confident mean?



Watch

<https://www.bing.com/videos/search?q=david+and+goliath+story+for+kids&view=detail&mid=B09892111DFA5BCA7E19B09892111DFA5BCA7E19&FORM=VIRE>

Discuss then answer in books

How was David Courageous?

How was David confident?

What made him believe he could defeat the giant?

How are you courageous?

How are you confident?

What changes can you make to become more courageous and confident?

PDW

To understand how to identify secure websites.

When we are using the internet it is important we make sure we are using a secure website.

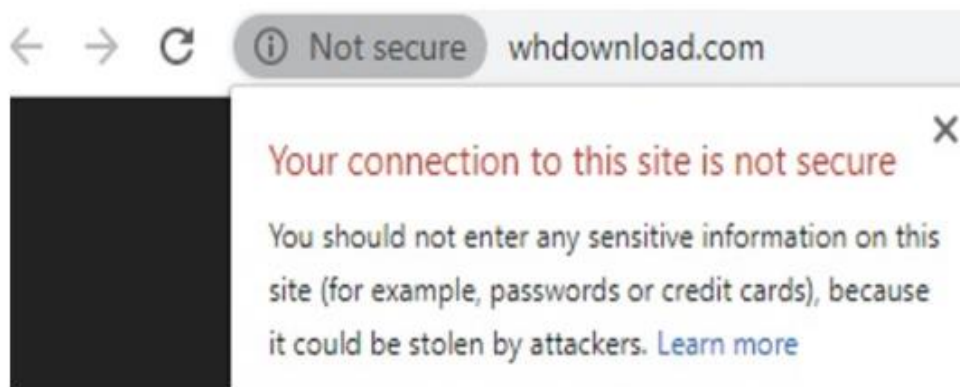
This means it can be trusted and is a real site.

Some people will make fake sites that can hack your computer and steal your information, so identifying this is an essential skill.

A secure, trusted site will have a little padlock next to the websites address at the top.



An insecure website will not and may say not secure next to the web address.



Pay attention to the website name as some hackers use typos to create websites that appear to be the real thing.

e.g.

www.google.co.uk - the real one

www.g00gle.co.uk - google spelt with the number 0 instead of o.

This is Sam. Sam wants to buy a present for his mum but he's a bit worried because last time he tried to buy from the internet, his details were stolen and someone stole money from his bank account!



Write a letter to Sam, reassuring him and informing him on how to make sure he is using a site that is safe.

