
Year 3 - Group 1 Work Pack

18th January – 22nd January (week 3)

Suggested timetable (week 3):

Day	Core	Foundation
Monday	Reading Writing Maths	Thematic
Tuesday	Reading Writing Maths	Science
Wednesday	Reading Writing Maths	PE
Thursday	Reading Writing Maths	RE
Friday	Reading Writing Maths	Spanish

This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (reading, writing, maths) daily, and then balance the foundation subjects as suits you. You may find that doing all of the days work in one go works best (remember to take a short break, though) or splitting it into morning and afternoon suits you better.

If you are unable to complete everything then do not worry. Do your best and that will be good enough.

There will be some QR codes (barcodes) that you will be able to scan. These will take you to a website with further information or activities on. Any scanning app, eg Barcode Scanner, on a mobile device or tablet will enable you to do this.

Writing

Recount –Your task for the next two weeks is to write a recount about a day from your home learning. By the end of this week, you will have planned your recount, ready to draft and edit the following week.



Task 1

II What do you already know about recounts? Discuss with an adult or write notes in your exercise book. Do this before you watch the video and after, so that you can add to your mind map/list.

Watch the video by following the link below or scanning the QR code to find out more about recounts.

<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zgfhcj6>



Task 2 Read the recount below and then listen to Miss Sutton reading it (I will post the video on Class Story). **Circle** any words that you don't know how to pronounce, so that you can listen out for them.

What A Day!



On Friday 12th October 2018 we had an Ancient Egyptian day.

Have you ever looked forward to something so much that you couldn't sleep? You must have. Just think of Christmas Eve! Now, that's how I was feeling for weeks before we had our Ancient Egyptian trip-back-in-time-day at school. All night long, Dad and I spent ages looking for costume ideas on the good old internet. Who'd have thought they'd be so many ways of turning an old sheet, a bit of manky rope and an empty cereal packet into clothing fit for a pharaoh!

Positively trembling with excitement, we arrived at school just before 8:30am, and I was met by an incredible sight. Our small English- village primary school playground had been overrun by Ancient Egyptians! "Thank goodness I put in all that effort, son," my Dad whispered to me. "Some of these get-ups are unbelievable!" It felt a bit weird going into school not wearing my usual (somewhat scruffy but very comfortable) uniform. To be honest, it was downright uncomfortable after about ten minutes, although as I looked around the room, I noticed that I wasn't the only one | feeling that way.

Soon after, most of us had abandoned our headdresses, cast off our cloaks and removed our wrist bands. Even our teacher, who was prancing around showing off, pretending to be Cleopatra (ruler of Egypt), admitted that she felt a bit hot! When I wasn't "blinging a sarcophagus", I was up to my elbows in clay, stuffing my face with Ancient Egyptian goodies or "accidentally" dropping flour on my friend's foot instead of into the mixing bowl. Oh, and let's not forget my superb efforts at creating the most fabulous Ancient Egyptian collar that the world has ever seen. Fact.

Before long, the day had approached its end. Just as I was thinking we'd be getting stuck into clearing up (yawn), we were whisked off to the hall. Without warning, we had to perform our Ancient Egyptian Dance to the rest of the school, even though we hadn't had enough practice! Well, I thought I'd die of embarrassment! But do you know what? I really enjoyed that performance. Sure, we weren't the most synchronised dance group ever, and to be honest, Neptune class did put us to shame, but bravely, we gave it our all. To hear the younger children applauding us for our efforts filled me with pride. So, not only did I learn lots of things about life in Ancient Egypt but I also learnt that (just maybe) performing in front of other people is something I can enjoy too!

Task 3

What features you can spot in the recount? Write them down on this sheet or in your exercise book to create a toolkit. (One has been done for you.) After you've written them down, watch the video of Miss Sutton identifying the features. Were there any features that you didn't notice? If so, add them to your work as this will help you when writing your own recount.

Recount Toolkit

Title



Handwriting

Practice writing the words in your neatest, joined handwriting. Then match them to the correct rhyming words.

Match and write the rhyming words. Think about the joins.

nose

knees

toes

mouth

ears

fears

south

sees

goes

rose

Maths

Starter: Daily Drill - Arithmetic practice

a	36	÷	6	=	<input type="text"/>
b	24	÷	6	=	<input type="text"/>
c	42	÷	6	=	<input type="text"/>
d	54	÷	6	=	<input type="text"/>
e	48	÷	6	=	<input type="text"/>
f	66	÷	6	=	<input type="text"/>
g	60	÷	6	=	<input type="text"/>

Main Activity – Add and subtract 2-digit and 3-digit numbers

Follow the link or scan the QR code to watch the White Rose video. Pause it when it asks you to so that you can answer the questions on the following page.

<https://vimeo.com/464966035>



Look at the examples below for support.

Hundreds	Tens	Ones

H	T	O
2	5	2

+

--	--	--

H	T	O
2	7	5

Hundreds	Tens	Ones

H	T	O
3	8	7

-

--	--	--

H	T	O
3	6	4

Add and subtract 2-digit and 3-digit numbers – not crossing 10 or 100

1 Work out the additions.

a)

Hundreds	Tens	Ones
+		

H	T	O
	2	5
	3	2

b)

H	T	O
+		

H	T	O
	3	0
	4	2

c)

H	T	O
	2	3
	5	1

d)

H	T	O
	7	5
	3	7

2 Work out these subtractions.

a)

H	T	O
-		

H	T	O
	4	2
		7

b)

H	T	O
-		

H	T	O
	5	3
		6

c)

H	T	O
	7	8
	5	2

d)

H	T	O
	9	8
		7

3 Complete the additions.

a) £69 + £220 = £

b) 314 + 42 + 23 =

Thematic – Which animals lived in Prehistoric Britain?



STAR - What does the word prehistoric mean?

Click on the link to find out!

<https://www.collinsdictionary.com/dictionary/english/prehistoric#:~:text=Prehistoric%20people%20and%20things%20existed,before%20information%20was%20written%20down.>



Which sentence uses the word prehistoric correctly?

- a) Prehistoric people or things existed at a time before information was written down.
- b) Prehistoric people or things existed at a time after information was written down.

Main activity

Click on the link or scan the QR code to access the learning.

<https://classroom.thenational.academy/lessons/which-animals-lived-in-prehistoric-britain-cgw6cd>



In this lesson we will learn about some prehistoric animals. These beasts roamed earth during the Stone Age, and many of them are now extinct. What happened?

Answer this question and send me your responses based on what you have learnt, on dojo.



- II** Recap – What is equality? Discuss with an adult or write the definition in your exercise book.
Read the text ‘**Rosa Parks**’ and then answer the questions below.

Rosa Parks

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.

Early Life

Rosa Parks was born on 4th February, 1913 and grew up on a farm with her mother, brother and grandparents in a place called Montgomery in the USA. Rosa Parks grew up at a time when African-American people and other people of colour were treated as second-class citizens. They did not have the same rights as white people.

Segregation in America

When Rosa Parks was growing up, black people were not allowed to use many of the same public places as white people. This was called ‘segregation’. The laws in many American states enforced segregation between white people and black people in public places such as schools, transport, toilets and restaurants. Usually, the schools, hospitals and bathrooms that white people used were in much better condition than the ones that black people had to use. The laws at the time also made it difficult for black people to vote. Many white people did not respect black people and treated them very badly.

The Bus Ride That Changed History

On 1st December, 1955, Rosa Parks was travelling home from work on a bus and sitting – as she had to – in the section allocated for black people at the back of the bus. The bus companies always moved black people further back or made them stand if the section allocated for white people was full and a white person needed to sit down. This happened to Rosa and she was told to move further back to give her seat to a white person...but she did not move. She was threatened with police action but she stayed put. Eventually, the police arrested, charged and fined her for breaking the law.

1. Where did Rosa Parks grow up?

2. What does the term ‘second-class citizens’ mean?

3. Circle the correct definition for the word ‘segregation’.
 - The process of separating a race, class, gender or group from society.
 - Treating people equally despite their race, class or gender.
4. How were the facilities for black and white people different?

Writing



Recap -What features must we include in a recount? Discuss with an adult or write your thoughts in your exercise book.

Today, you will be looking at a variety of recounts so that you become familiar with how they are written. Some are better than others. When you read them, look to see if they include the features we discussed yesterday. Then complete the table to say what was good and bad about each recount.

Task 1

Read each recount and make notes around each one. Look at the example below for support.

Title

My Best Holiday

Last year my family and I went on the most amazing holiday to Spain. We had never been to Spain before and my Dad wanted to go there because he said that he was fed up with sitting around in the damp and gloom!

When we arrived at the villa it was baking hot. The first thing that Dad did was to take a shower. He said that he needed to cool off after such a long journey. There was a swimming pool so we spent a lot of time mucking about in the water or splashing water over Dad!

One afternoon we went to visit some caves in the hills. Inside the caves were the most amazing stalagmites and stalactites. They were knobbly and looked like massive, misshapen spears. Some were like bars in a zoo. The guide tapped some and it was rather like playing a glockenspiel. In the caves it was quite cold and by the end of the tour we were all ready for a bit of sun and an ice cream.

On the third day we visited a beach. The waves were just right for surfing so we hired some bodyboards. Dad was worried that we would drown so he spent the afternoon standing in the sea watching us. It was a breeze! The waves were strong enough to float in on but not too powerful.

One of the best things about the holidays was that Dad was so useless at cooking that we had to go into the town every night to eat. There was a stall where you could buy chips and calamari. The calamari were squid cooked in batter – it tasted like rubbery fish. Once we had eaten, we played on the pinball machines.

When we got home Mum wanted to see all the photos. I had a magnificent picture of Dad's very red face from too much sun. All in all, I think that it was a great holiday and I can't wait to go back.

Tells you when and who

Tells you where they went.

Past tense

Concluding paragraph

- It's in chronological order.
- There are paragraphs
- There aren't any rhetorical questions.
- Needs more fronted adverbials.

A trip to the zoo

Yesterday my family went to the zoo to see lots of different, exciting animals.

First, we went to the small shop to buy food to give to the animals. It was the smelliest food ever!

Next, we went to the nocturnal house, where we saw some birds and reptiles that only come out at night. The reptiles looked bigger than the birds.

Then, we went to see the greyest elephants, they were stomping up and down in their enclosure.

Finally, we had a little bit of lunch before we started to make our way home. What a fantastic day we had!

Our Local Walk

On Monday morning, year 1 went for a walk around Sydney.

First, we walked to the main street to look at all the shops in our local area.

Then, we walked quickly but carefully across the busy street to the Sydney Central Station.

Next, we walked to the park. At the park, we sat down under a big tree and looked at the different buildings around us. We even saw the Sydney Harbour Bridge and the Opera House.

Lastly, we walked back the way we came and returned to school.

It was a very interesting and fun walk!

The Best Holiday...Ever!

Last week, my family and I set off on our three-hour journey to Blackpool. We were visiting my Auntie Sue and Uncle Paul, who had just had a baby.

Halfway into the journey, we stopped at the service station. Mum said we could choose whatever we wanted for lunch; I went for ham, egg and chips. The journey was long but I had fun in the back of the car, telling jokes to my brother.

We arrived at the house just before 1pm. As Dad parked up, I felt like I could burst with excitement as I remembered that I was about to meet baby Eva for the first time. I jumped out of the car and rang the doorbell three times (just to make sure that they had heard me). I was the first to have a cuddle with Eva; she felt so tiny and warm. She didn't do much but she was very cute. After meeting Eva, we had to unpack.

Later on, Uncle Paul told us that he'd booked a table at a new seafood restaurant on the sea front. I had fish and chips and ate every last bit as they were the best I'd occasion too; Dad even wore a tie! Baby Eva cried really loudly when the vicar poured water over her head but Uncle Paul managed to calm her down. I think I cheered her up by pulling funny faces. After church, we all went back to Auntie Sue and Uncle Paul's house for a celebration barbecue. I ate a huge amount before finishing off with a piece of Eva's christening cake. The cake was white, pink and yellow and I was really pleased when I put the first piece in my mouth and realised that it was lemon cake. It was an extremely warm afternoon so Auntie Sue filled up the paddling pool. My brother and I had loads of fun getting completely wet through, until one of the godparents tripped up and fell in. I laughed so much that I could hardly breathe!

The next day, it felt hard to say goodbye. As we drove away in the car, I waved to Eva. The beach, the weather, the food, and most of all, being with my family, had made it the best holiday ever.



Now, complete the table on the following page by writing your thoughts about each recount. Look back at the toolkit form yesterday's session for support. Send a picture over Dojo so that I can share it with others on Class Story.



<p>P</p> <p>Plus – what did you like about the recount?</p>	<p>M</p> <p>Minus –what features did the recount not include?</p>
<p>A trip to the Zoo</p>	
<p>Our Local Walk</p>	
<p>The Best Holiday Ever!</p>	

Spelling

Read each word aloud.

country, couple, trouble, double, cousin

What sound can you hear in all of the words?

That's right, it's the 'u' sound. In these words, the letters 'ou' make the 'u' sound.

Clap the syllables in each word and then write how many there are underneath each spelling.

Next, practise spelling the words using the look, say, cover, write, check sheet below.

Spelling practise: Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check	Write	Check
example			<i>exampel</i>	✗	<i>example</i>	✓	<i>example</i>	✓
country								
couple								
trouble								
double								
cousin								

Now choose four of the words to write in a sentence.

- _____
- _____
- _____
- _____

Maths

Check your answers from yesterday's learning (the answers were uploaded onto Dojo yesterday).



How did you do? Was there anything you struggled with? Send me a message on dojo and I can make a video explaining how to do it.

Starter – remember to draw your hundreds, tens and ones for support.

a	$780 - 610 =$	<input type="text"/>
b	$860 - 430 =$	<input type="text"/>
c	$970 - 860 =$	<input type="text"/>
d	$820 - 710 =$	<input type="text"/>
e	$590 - 480 =$	<input type="text"/>
f	$790 - 670 =$	<input type="text"/>
g	$650 - 540 =$	<input type="text"/>

Main Activity – Add and subtract 2-digit and 3-digit numbers

Today we will be continuing with what we were learning in maths yesterday. If you'd like a reminder of what we have been learning, re-watch the video below.

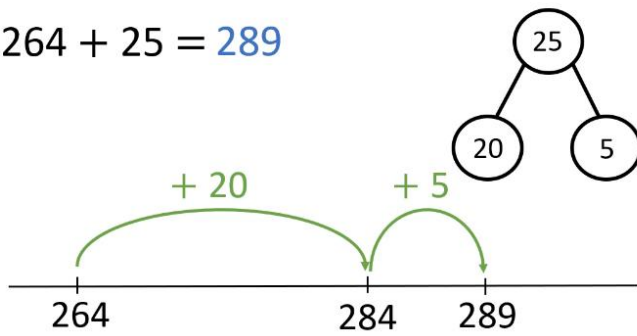
<https://vimeo.com/464966035>



Now, answer the questions on the following page. If you require further support, message me on Dojo.

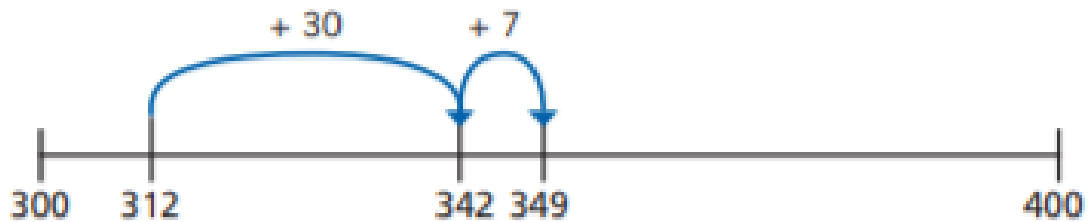
Look at the example below for support.

$$264 + 25 = 289$$



4

a) Eva uses a number line to work out $312 + 37$



What has Eva done? Talk to a partner.

b) Use the number line to work out $425 + 63$



c) Use the number line to work out $774 - 62$



6 Filip wants to buy these two items.



He has £200

Does he have enough money? _____

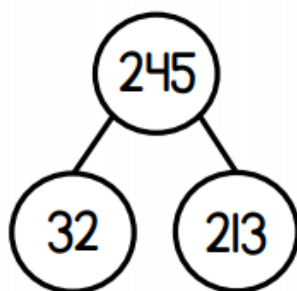
How do you know? Talk to a partner.

If you'd like an extra challenge, complete the question below.

True or False?

Add and subtract 2-digit and 3-digit numbers – not crossing 10 or 100

All of the models represent the calculation correctly.



213	
32	245

H	T	O
100 100	10	1 1 1
	10 10 10	1 1

Science

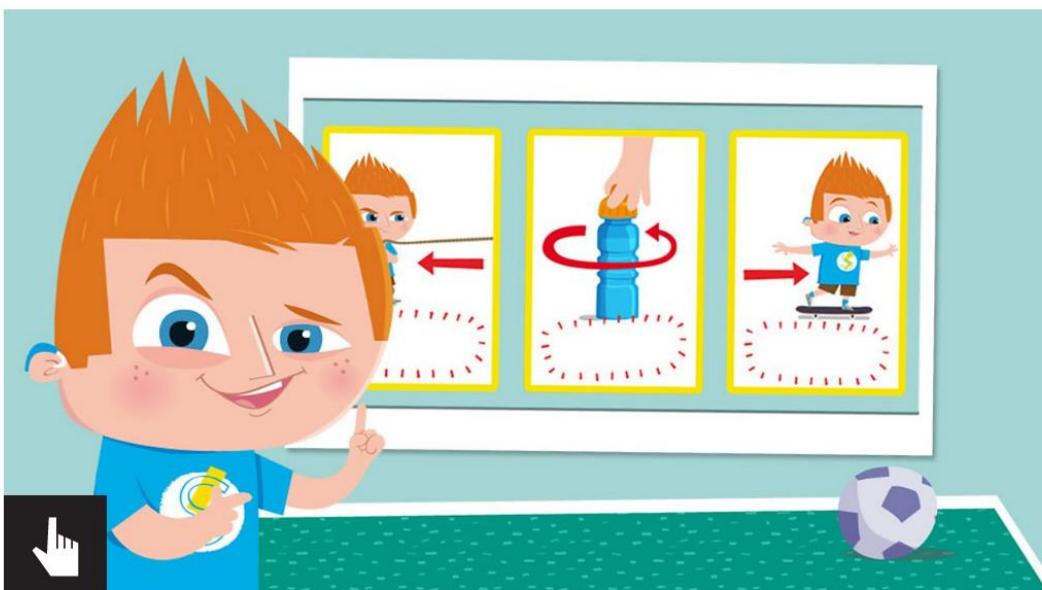
What are the different forces?

Click the link or scan the QR code to access the learning.
<https://www.bbc.co.uk/bitesize/topics/zn77hyc/articles/zptckqt>



A force is always a **push**, a **pull** or a **twist**. Watch the video to learn more about forces!

Practice what you've learned with the activity below.



Wednesday 20th January

Re-read the text 'Rosa Parks'. Then, answer the questions below.

Rosa Parks

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.

Early Life

Rosa Parks was born on 4th February, 1913 and grew up on a farm with her mother, brother and grandparents in a place called Montgomery in the USA. Rosa Parks grew up at a time when African-American people and other people of colour were treated as second-class citizens. They did not have the same rights as white people.

Segregation in America

When Rosa Parks was growing up, black people were not allowed to use many of the same public places as white people. This was called 'segregation'. The laws in many American states enforced segregation between white people and black people in public places such as schools, transport, toilets and restaurants. Usually, the schools, hospitals and bathrooms that white people used were in much better condition than the ones that black people had to use. The laws at the time also made it difficult for black people to vote. Many white people did not respect black people and treated them very badly.

The Bus Ride That Changed History

On 1st December, 1955, Rosa Parks was travelling home from work on a bus and sitting – as she had to – in the section allocated for black people at the back of the bus. The bus companies always moved black people further back or made them stand if the section allocated for white people was full and a white person needed to sit down. This happened to Rosa and she was told to move further back to give her seat to a white person...but she did not move. She was threatened with police action but she stayed put. Eventually, the police arrested, charged and fined her for breaking the law.

1. On what date did Rosa Parks refuse to move to the back of the bus?

2. Why did Rosa Parks refuse to move to the back of the bus?

3. How do you think Rosa Parks felt when the police arrested her? **Explain your answer in depth.**

Writing

Frontal adverbials – This week we have been looking at the features of a recount. One of the features that we have discussed are fronted adverbials. Today we will be looking at these in more depth. Before you watch the video, can you think of any fronted adverbials? Write them down.

What is a fronted adverbial? Watch the video to find out!

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3>



SPaG focus: fronted adverbial phrases

What is a fronted adverbial phrase?

Fronted adverbials are words or phrases placed at the beginning of a sentence. They give detail about time, place or manner. They are followed by a comma.

Time: *When is it done?*

Place: *Where is it done?*

Manner: *How is it done?*

Which fronted adverbial phrases can we identify in our WAGOLL?



Fronted adverbials can be seen in the two recounts below. Take a look and then write some of them in your book. You could then use these when writing your own recount.

The Best Holiday...Ever!

Last week, my family and I set off on our three-hour journey to Blackpool. We were visiting my Auntie Sue and Uncle Paul, who had just had a baby.

Halfway into the journey, we stopped at the service station. Mum said we could choose whatever we wanted for lunch; I went for ham, egg and chips. The journey was long but I had fun in the back of the car, telling jokes to my brother.

We arrived at the house just before 1pm. As Dad parked up, I felt like I could burst with excitement as I remembered that I was about to meet baby Eva for the first time. I jumped out of the car and rang the doorbell three times (just to make sure that they had heard me). I was the first to have a cuddle with Eva; she felt so tiny and warm. She didn't do much but she was very cute. After meeting Eva, we had to unpack.

Later on, Uncle Paul told us that he'd booked a table at a new seafood restaurant on the sea front. I had fish and chips and ate every last bit as they were the best I'd ever tasted. As we left, the waiter gave me a keyring for cleaning my plate.

The next day, Mum and Dad took us to the beach. We paddled in the chilly sea, built a few sandcastles, ate chocolate ice cream and buried Mum's legs in the sand so that she couldn't move. Back at the house, I fell asleep watching a DVD.

The day before we returned home, it was Eva's christening. Before we left the house, Dad explained to me that a christening is a very important religious occasion for Christians. The church was very old and music played as we went inside. Eva wore a beautiful white dress as it was her special day. Everyone else dressed up for the

What A Day!



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Have you ever looked forward to something so much that you couldn't sleep? You must have. Just think of Christmas Eve! Now, that's how I was feeling for weeks before we had our Ancient Egyptian trip-back-in-time-day at school. **All night long**, Dad and I spent ages looking for costume ideas on the good old internet. Who'd have thought they'd be so many ways of turning an old sheet, a bit of manky rope and an empty cereal packet into clothing fit for a pharaoh!

Positively trembling with excitement, we arrived at school just before 8:30am, and I was met by an incredible sight. Our small English- village primary school playground had been overrun by Ancient Egyptians! "Thank goodness I put in all that effort, son," my Dad whispered to me. "Some of these get-ups are unbelievable!" It felt a bit weird going into school not wearing my usual (somewhat scruffy but very comfortable) uniform. To be honest, it was downright uncomfortable after about ten minutes, although as I looked around the room, I noticed that I wasn't the only one feeling that way.

Soon after, most of us had abandoned our headdresses, cast off our cloaks and removed our wrist bands. Even our teacher, who was prancing around showing off, pretending to be Cleopatra (ruler of Egypt), admitted that she felt a bit hot! When I wasn't "blinging a sarcophagus", I was up to my elbows in clay, stuffing my face with Ancient Egyptian goodies or "accidentally" dropping flour on my friend's foot instead of into the mixing bowl. Oh, and let's not forget my superb efforts at creating the most fabulous Ancient Egyptian collar that the world has ever seen. Fact.

Before long, the day had approached its end. Just as I was thinking we'd be getting stuck into clearing up (yawn), we were whisked off to the hall. **Without warning**, we had to perform our Ancient Egyptian Dance to the rest of the school, even though we hadn't had enough practice! Well, I thought I'd die of embarrassment! But do you know what? I really enjoyed that performance. Sure, we weren't the most synchronised dance group ever, and to be honest, Neptune class did put us to shame, but bravely, we gave it our all. To hear the younger children applauding us for our efforts filled me with pride. So, not only did I learn lots of things about life in Ancient Egypt but I also learnt that (just maybe) performing in front of other people is something I can enjoy too!

Task 1

Fronted adverbials can be used to describe time. They tell the reader when something takes place. For example:

Early in the morning, I went for a stroll in the park.

The fronted adverbial in this sentence is '**Early in the morning**' because it tells the reader when the stroll took place.

Use the word and phrases to complete the sentences below.

1. _____, the rain cleared and the sun came out.
2. _____, many people celebrate Christmas.
3. _____, John had to put his uniform on.
4. _____, Emma ate her dessert.

After dinner

After a while

Before school

Every year

Task 2

Fronted adverbials can be added to a sentence to describe manner. They explain how something happens. For example:

Without a sound, the boy entered the room.

The fronted adverbial is '**Without a sound**' because it tells the reader how the boy entered the room.

Use the words and phrases in the word bank to complete the sentences below.

1. _____, the sun disappeared and it began to rain.
2. _____, Hamsah opened his birthday present.
3. _____, Jack and Sarah entered the haunted house.
4. _____, the knight fought the mighty dragon.

With great courage
Fearfully

Suddenly

With a smile

Task 3

Fronted adverbials can also be used to describe location. They tell the reader where something takes place. For example:

In class, the boy sat listening to his teacher.

The fronted adverbial in this sentence is '**In class**' because it tells the reader where the boy is.

Think of your own words or phrases to complete the sentences below.

1. _____, I went on the swings.
2. _____, the monkeys swung through the trees.
3. _____, the fish swam quickly.
4. _____, I swam in the sea.

Handwriting

Write the *ing* forms. Think about the joins.

sing + ing = _____ *ring + ing =* _____

ping + ing = _____ *cling + ing =* _____

spring + ing = _____ *fling + ing =* _____

sting + ing = _____ *swing + ing =* _____

Maths

Check your answers from yesterday's learning (the answers were uploaded onto Dojo yesterday).
How did you do?

Starter

True or False? Mixed addition and subtraction problems

The rugby ball costs £12 more than the football.



The image shows a rugby ball on the left and a football on the right. Below the rugby ball is a yellow price tag with '£7' written on it. Below the football is a yellow price tag with '£5' written on it.

This statement is _____ I know this because

Main Activity – Add 2-digit or 3-digit numbers crossing 10 or 100

Follow the link or scan the QR code to watch the White Rose video. Pause it when it asks so that you can answer the questions on the following page.

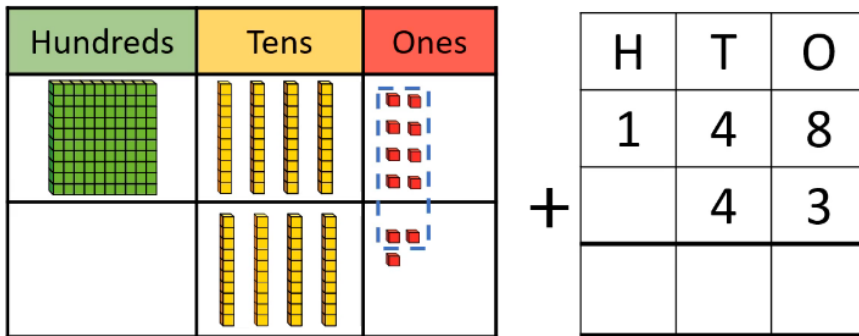
<https://vimeo.com/464967055>



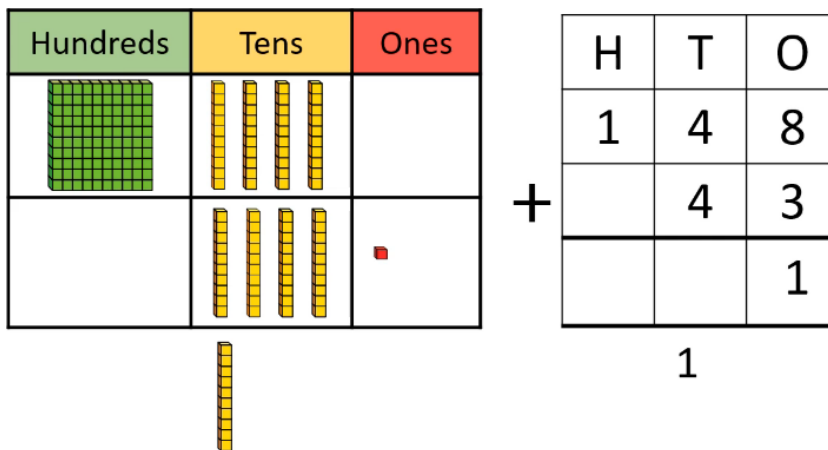
Take a look at the example below for support.

Example

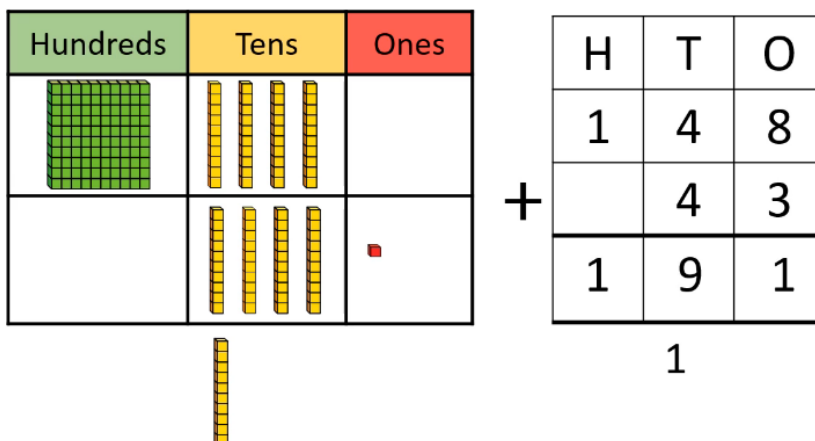
Step 1



Step 2



Step 3



Add 2-digit and 3-digit numbers – crossing 10 or 100

1 Use the place value chart to work out $328 + 36$

H	T	O

H	T	O
3	2	8
		+
		3 6

2 Work out the additions.

a) $572 + 45$

H	T	O

H	T	O
5	7	2
		+
		4 5

b) $754 + 66$

H	T	O

H	T	O
7	5	4
		+
		6 6

3 Work out the additions.

d) $845 + 72$

H	T	O
8	4	5
		+
		7 2

e) $436 + 85$

H	T	O
4	3	6
		+
		8 5

f) $£739 + £68$

H	T	O
7	3	9
		+
		6 8

4

Ron works out $476 + 35$

What mistake has Ron made?

Work out the correct answer.

$$\begin{array}{r} 476 \\ + 35 \\ \hline 826 \\ \hline 1 \end{array}$$

5

Alex collects stickers.

She has collected 286 stickers.

She only needs 69 more stickers to fill the album.



How many stickers does the album hold when full?

PE

Follow the link or QR code below which will direct you to a variety of PE lessons taught by Joe Wicks. Choose a lesson and complete it. How many family members can you get to join you?

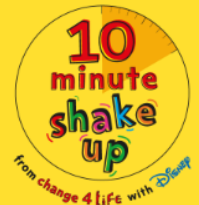
<https://www.youtube.com/c/TheBodyCoachTV/videos>



Follow the below link or scan the QR code to find a variety of 10-minute activities based on Disney films that count towards a child's 60 active minutes per day

10 Minute Shake Up games

Change4Life and Disney have teamed up again to bring you new Shake Up games inspired by Disney and Pixar's *Toy Story 4* and *Incredibles 2*, and Disney's *The Lion King* and *Frozen*. These 10-minute bursts of fun will really get your kids moving and count towards the 60 active minutes they need every day!



<https://www.nhs.uk/10-minute-shake-up/shake-ups>



I'd love to see some photographs of you completing your workouts. Upload them onto Dojo and I'll share them with your friends.

Read the second part of the text 'Rosa Parks'. Then, answer the questions below.

What Happened Next?

Amazingly, Rosa's behaviour unleashed a wave of protest and 40 000 black people in the area (and some white people) supported a bus boycott (a refusal to use the bus services in Montgomery). The bus companies lost a lot of money and the amount of people involved could not be ignored. The newspapers reported it and the boycott went on for 381 days, before it came to the attention of the government and just over a year later, in December 1956, the segregation on buses was lifted.

Rosa's actions made history as they sparked a movement to make a change. Even though it wasn't the end of segregation and civil rights still had a long way to go, it was a victory.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Parke, Rosa; James Haskins (1992). Rosa Parks: My Story. Dial Books. p. 116



1. What does the word 'boycott' mean?

2. 'The boycott went on for 381 days, before it came to the attention of the government.' Why do you think it took so long for the government to acknowledge what was happening?

3. Write down three adjectives that would best describe Rosa Parks.

4. 'It wasn't the end of segregation.' Even though the bus laws had been changed, why wasn't it the end of segregation?

Writing

Expanded noun phrase – In today's lesson we will be looking at expanded noun phrases so that we can include these in our recounts. Before watching the video, can you think of some expanded noun phrases?

What is an expanded noun phrase? Watch the video to find out!

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>



Expanded noun phrases include one or two adjectives to describe the noun. Take a look at the poem below. The expanded noun phrases are highlighted in blue.

The School Sound Collector

A stranger came this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away

**Highlighted blue
are the expanded
noun phrases**

The patter of **running footsteps**
The nattering of the parents
The laughing of the **excited, lively children**
The ringing of the **high-pitched bell**

The squeaking of the **new, rubber soles**
The rustling of coats and bags
The humming of the **flickering lights**
The clicking of the stapler on the **colourful displays**



The tapping of the sharpened pencils
The scraping of the blue, plastic chairs
The greeting of the kind, caring teacher
The silence of the respectful children

The munching of the salty, crunchy crisps
The chewing of the scrumptious sandwich
The crunching of the juicy, red apple
The slurping of the fresh, cold water

The rustling of the tall, towering trees
The whistling of the wild wind
The tweeting of the small, blue birds
The chatter of friends in the playground

A stranger called this morning
She didn't leave her name
Left us only silence
School will never be the same

Your task

It's time to go on a sound hunt!

Explore your house, garden and outdoor space.
Write expanded noun phrases that describe the
sounds you can hear.



Look at the following page for support.

Here are some places you could go and listen for different sounds...

- Kitchen
- Living room
- Bathroom
- Bedroom
- Garden/outdoor space



What it could look like...

The _____ of the _____

The tapping of the **white keyboard**

The splashing of the **hot, soapy water**

The barking of the **playful, spotty dog**

The crackling of the **hot barbeque**



Take a photograph of your expanded noun phrases and upload them onto Dojo. I'd love to see them!

Spelling

On Tuesday, we looked at the below spellings;

country, couple, trouble, double, cousin



What sound can you hear in each spelling?

Task

Cover the words and then fill in the missing spaces below.

1. tr _ _ b l _
2. c _ _ _ t _ y
3. d _ _ b _ _
4. c _ _ _ _ n
5. c _ _ ple

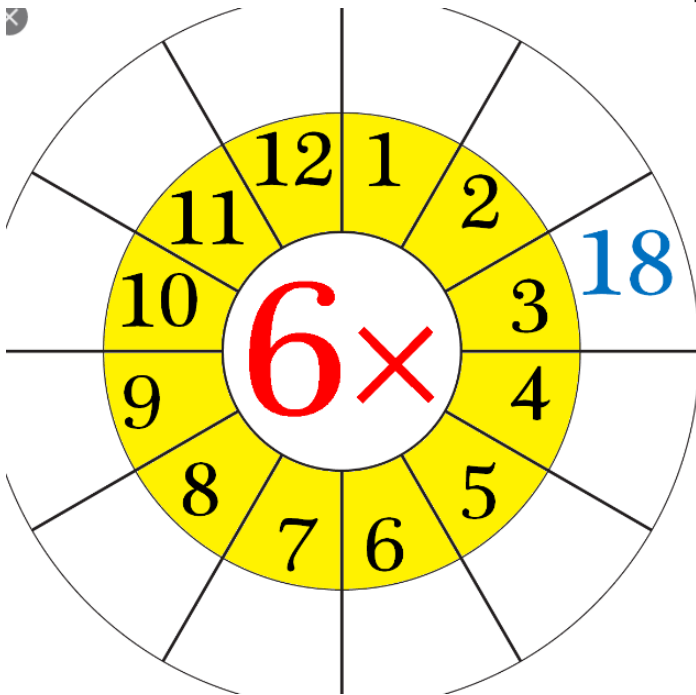
If there are any words that you find particularly challenging to spell, practice writing them in your exercise books using rainbow or robot writing!

Maths

Starter – Daily Drill – 6 x table practice

Listen to the 6 x table song and then complete the activity below.

<https://www.youtube.com/watch?v=iLln96C-BxY>



Main Activity – Add 2-digit or 3-digit numbers crossing 10 or 100

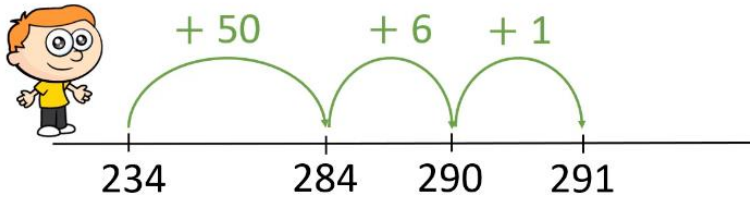
Today we will be recapping our learning from yesterday, If you'd like a reminder of how to add 2 digit or 3 digit numbers, re-watch yesterday's video by clicking on the link below.

<https://vimeo.com/464967055>



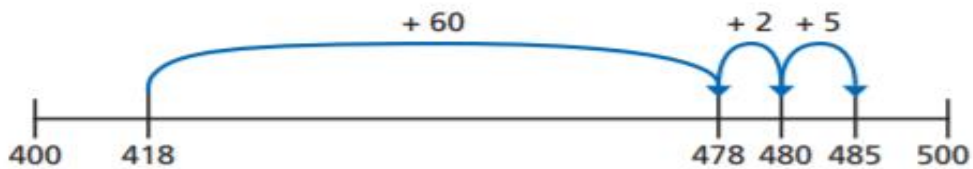
Now, complete the questions on the following two pages.

Example



$$234 + 57 = 291$$

- 7 Mo uses a number line to work out an addition.



What addition has Mo worked out?

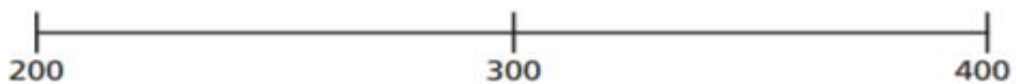
$$\boxed{} + \boxed{} = \boxed{}$$

- 8 Use the number lines to complete the additions.

a) $235 + 47 = \boxed{}$



b) $235 + 87 = \boxed{}$



Both of these addition questions require an exchange.

H	T	O

	3	7	6
+		8	4
<hr/>			
<hr/>			

I think this statement is _____ . I think this because _____

RE

Hinduism



Recap - Name a Hindu festival - remember, we have learnt about this in previous RE lessons.



Watch the video about Hinduism and then record what you have learnt in the box below.
<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p>

I have learnt that...

Read the information below and then answer the questions on the following page.

Hinduism is over 4,000 years old, making it one of the world's oldest religions. It is made up of a variety of different religious beliefs and practices. It originated near the Indus River in India. The name 'Hindu' comes from the word Indus.

What do Hindus believe?

Central to Hinduism is the belief in a supreme God **Brahman**. Brahman is present everywhere and there is a part of Brahman in everyone.

Brahman takes many forms. Especially three forms called the **Trimurti**.

- **Brahma** is the **creator** of the world and all creatures. He is usually shown with four heads.
- **Vishnu** is the **preserver** of the world. His role is to return to the earth in troubled times and restore the balance of good and evil. He has blue skin and four arms.
- **Shiva** is the **destroyer** of the universe. Shiva destroys the universe in order to re-create it. Shiva has blue skin, a third eye and carries a trident.

Hindus believe that life is a cycle of birth, death, and rebirth. They also believe that the next life depends on how the previous life was lived.

Match the names to the deities

Match the names to the pictures.



1. What do Hindus believe?
2. Where does Hinduism originate from?

Read the information below and then answer the questions.

What are Hinduism's holy books?

Hinduism does not have a single holy book, but many ancient texts and scriptures.

- **The Vedas** - a collection of hymns praising the Vedic gods. Veda means 'knowledge'.
- **The Ramayana** - long epic poems about Rama and Sita.
- **The Mahabharata** - which includes the Bhagavad Gita.
- **The Puranas** - a collection of stories about the different incarnations and the lives of saints.

Where do Hindus worship?

Hindus worship in a temple called a **Mandir**. Mandirs vary in size from small village shrines to large buildings, surrounded by walls.

People can also visit the Mandir at any time to pray and participate in the **bhajans** (religious songs).

Hindus also worship at home and often have a special room with a shrine to particular gods.

Answer the questions below in your exercise books:

- What does 'Vedo' mean?
- Why might Hindus visit a Mandir?
- Why might Mandirs vary in size?

Friday 22nd January

Reading

Read the quote from Rosa Parks. Then answer the question below.

“People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.”

Parks, Rosa; James Haskins (1992). *Rosa Parks: My Story*. Dial Books. p. 116

1. In Rosa's quote, what was Rosa tired of and why do you think this was? **Explain your answer in detail.**



Send me a picture of your answers on Dojo. I'll share these on Class Story so that you can see each other's thoughts and opinions.

Writing

Today you will create a plan for your recount. You will include the features that you have learnt this week, such as fronted adverbials and expanded noun phrases.

Take a look at the example below (which is about when Miss Sutton had a BBQ in June with her family).

Example

5 W's	Fronted Adverbials	Expanded Noun Phrase
Who – Myself, my mum and dad, my sister and my niece.	Write a sentence with a fronted adverbial that you will include in your recount. With a smile , I gave a big wave to my parents, my sister and my niece.	Write a sentence with an expanded noun phrase that you will include in your recount. My niece was wearing a bright, sequined dress that sparkled in the sun.
What – We had a socially distanced BBQ. I ate a scrumptious burger and watched my niece play in the paddling pool.	After my burger , I ate a large piece of yummy cheesecake.	The thick, creamy cheesecake tasted delicious.
Where – In my parent's garden that has lots of colourful flowers and a relaxing, swinging chair.	When I arrived , I sat on my parent's swinging chair.	From the chair, I watched my niece splash around in the cold, refreshing water .
When – On Monday 1 st June at 12:30pm.	Early in the morning , I put on my best dress ready for the BBQ.	I heard the crackling of the hot barbeque .
Why – We hadn't been together for ten weeks and the lockdown allowed us to have a socially distanced BBQ. It was sunny on Monday 1 st June so was the perfect day!	Just before I got there , I couldn't stop smiling with excitement.	As I arrived I heard the laughter of my cute, playful niece ,

Now, complete your own plan using Miss Sutton's example for support.

5 W's	Fronted Adverbials Write a sentence with a fronted adverbial that you will include in your recount.	Expanded Noun Phrase Write a sentence with an expanded noun phrase that you will include in your recount.
Who -		
What -		
Where -		
When -		
Why -		

Handwriting



Alphabetical order – When words are ordered in the same order as the letters of the alphabet.

Rewrite the lists in alphabetical order. Think about the joins.

<i>attractive</i> <i>beautiful</i>	<i>pretty</i> <i>good-looking</i>	<i>dreadful</i> <i>spoilt</i>	<i>ugly</i> <i>unattractive</i> <i>unpleasant</i>
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	



Maths

Starter


Jessica has **6** tubs, each containing **8** buttons. How many buttons does she have altogether? Use your knowledge of the **4** times table to help you. Explain how you found your answer.












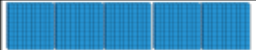


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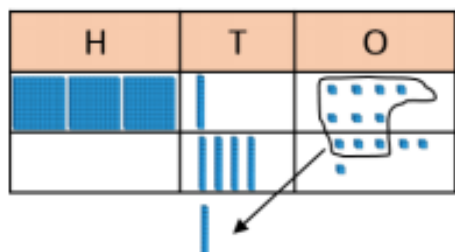
Main Activity – recap of this week’s learning

Answer the questions about what you have learnt this week and then complete the maths quiz.

 Match the calculation to the correct representation and solve.

	H	T	O
$26 + 461$			
			
$553 - 32$			
			
$544 + 22$			

Annie uses Base 10 to calculate $317 + 46$



	3	1	7
+		4	6
	3	6	3
		1	



Use Annie's method to calculate:

$327 + 46$

$537 + 36$

$538 + 32$

$267 + 24$

Task

Complete the maths quiz to test your knowledge.

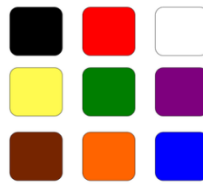


Follow the link or QR code to access the quiz. Remember, complete the questions independently.

<https://forms.gle/YKE1mX7HAifzDphV8>



Spanish



Recap - Can you recall any of the colour names in Spanish?

Use the link below or scan the QR code to check the colours

<https://www.thinglink.com/scene/1101294229591687170>



Listen to the song – perhaps you can join in?

<https://www.youtube.com/watch?v=zpLQSdu4V94>



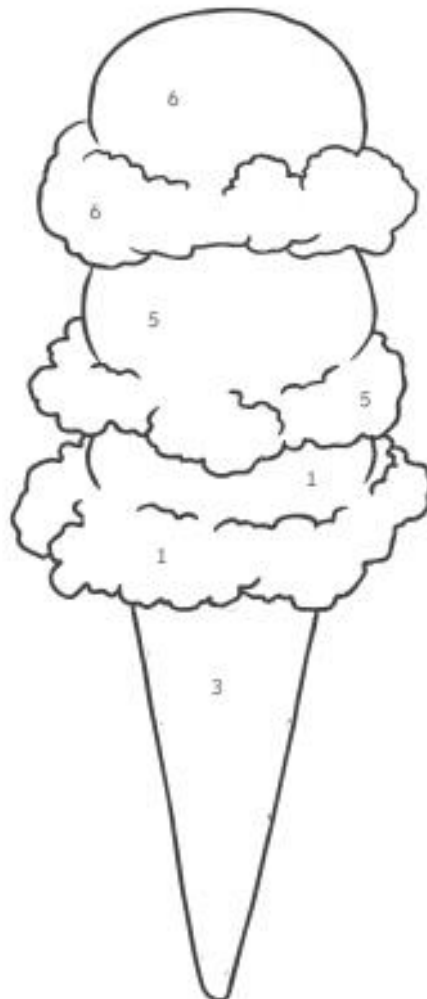
Task

Colour the picture using the colour code below:

En La Costa

Colorea el vocabulario de la costa por números

1	2	3	4	5	6	7
verde	rojo	amarillo	azul	rosa	morado	naranja



Well done for all of your hard work this week. I am extremely proud of everybody's enthusiasm and willingness to learn. Keep it up next week!