



GROVE CHURCH OF ENGLAND PRIMARY SCHOOL

Our School Values are Love, Respect & Resilience

2 week Home Learning Pack for isolating students

Year 3 Sycamore Class

Class email address: sycamore@grove.oxon.sch.uk

**This is a suggested home learning timetable following government guidelines.
Please do as much as you are able to.**

Week 1: Daily tasks	Week 1: Foundation Subjects
Try to do one of these tasks every day: • Handwriting • Spelling/Grammar/ Phonics • Maths task • Reading task • Writing task	Try to do each of these tasks over the week: • Science • Design Technology • French/ Music • History • RE
Week 2 Daily Tasks	Week 2 Foundation Subjects
• Handwriting • Spelling/Grammar/ Phonics • Maths task • Reading task • Writing task	• PSHCE • Art • Computing • PE • Geography



Week 1 Day 1

Spelling/Grammar/Phonics

Spelling Game – you can play this on your own or with a partner, trying to get three in a row like in noughts and crosses. Roll a dice twice to pick a word, then see if you can spell it to your partner, or write it in a sentence. If you spell it correctly, colour in the word or mark it with a counter.

6	address	breathe	fruit	busy	forwards	complete
5	heart	busy	address	forwards	extreme	breathe
4	address	heart	business	complete	busy	heart
3	business	extreme	complete	extreme	strange	breathe
2	fruit	complete	strange	heart	fruit	forwards
1	breathe	forwards	extreme	strange	business	extreme
	1	2	3	4	5	6

★ ★ ★ ★ Challenge Task ★

Can you use three of your spelling words in the same sentence?

Handwriting

address

busy

business

heart

fruit

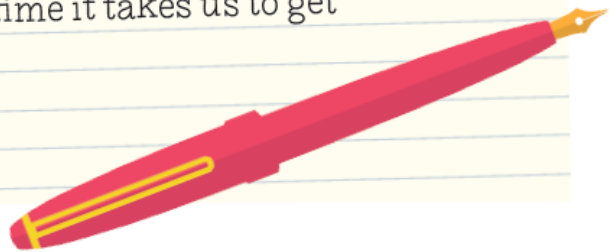
Reading

12 Elm Road,
Wellton.
14th April

Dear Jeslene,

How are you? It seems so long since you left to go to your new school. I can't believe that it has only been a few weeks. I thought I would write to let you know what has been going on since you went.

In many ways, not much has altered. Maths is still maths, English is still English and Miss Bright still huffs and sighs about the time it takes us to get changed for games!



1) When was the letter written?

2) ... *not much has altered*.

What does altered mean? Tick one.

☐

moved

☐

been learnt

☐

changed

☐

happened

3) How does Miss Bright feel about the time it takes them to change for games?

☐

happy

☐

excited

☐

tired

☐

frustrated

I still think back to your last day of school. Do you remember how Roz couldn't stop crying? I'm sure we all felt the same way but I don't think that helped. It was good of your mum to take us to that restaurant. Pizza makes everything seem better.

It must have been hard getting up so early the next day. I know you had a long trip but a five o'clock start would have felt like a nightmare to me. Did you sleep in the car? I bet you did. I remember how you used to doze off the moment the coach set off on a school trip!



4. How was Roz feeling?

5. What sort of food did they have at the restaurant?

6. What does nightmare mean? Tick one.

☐

bad dream

☐

early start

☐

dark morning

☐

short sleep

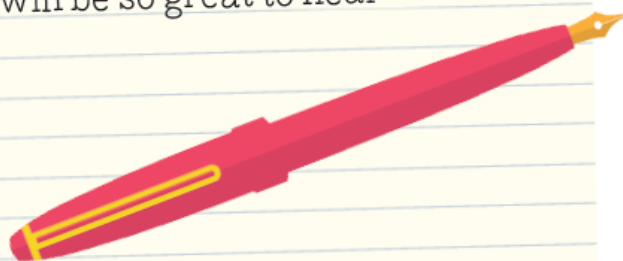
I expect your dad was very glad that you could finally join him. I hope his new job is worth it. Having to move so far away for work is a huge change for all of you. Did your mum get that job she wanted? I think any hospital would be very lucky to have her.

There's a big gap in our classroom since you left. Miss Bright says that a new boy will be starting next week but no one could really replace you! I hope you settle into your new class quickly. I am sure you will make lots of great friends. Don't forget us though.

Please write back soon. It will be so great to hear from you.

Lots of love,

Jordan xx



7. Where was Jeslene's mum hoping to work?

8 *There's a big gap in our classroom since you left...*

This means... Tick one.

- ☐ They moved to a bigger classroom.
- ☐ Jeslene's chair was taken away.
- ☐ Jordan misses Jeslene.
- ☐ The wall has a hole in it.

9) Think about the whole story. Number the events below from 1 to 4 to show the order in which they happened.

Jeslene got up at five o'clock.	
Jeslene had her last day at Jordan's school.	
They went to a restaurant.	
Jeslene's mum drove them to their new house.	

Writing

Can you write a letter? It could be to Sycamore Class, Mrs Cresswell, or someone in your family. Tell them about your favourite things to do, and ask them some questions.

How to write a letter:

Put your address here

Grove School
North Drive,
Grove,
Wantage,
Oxfordshire
OX12 7PW

Say hello to whoever you are writing to here

Dear _____

Date _____

Write your letter here. Try to

- Think about who you are writing to.
- Answer questions
- Ask questions
- Put in interesting details.
- Sum up at the end.

Love From _____

Say goodbye here and write your name

The diagram illustrates the layout of a letter. At the top right, a box labeled 'Put your address here' has an arrow pointing to the address 'Grove School, North Drive, Grove, Wantage, Oxfordshire, OX12 7PW'. On the left, a box labeled 'Say hello to whoever you are writing to here' has an arrow pointing to 'Dear _____'. On the right, a box labeled 'Date' has an arrow pointing to 'Date _____'. In the center, a large box for the body of the letter contains five horizontal lines. To its left, a box with writing tips has an arrow pointing into the body. To its right, a box labeled 'Say goodbye here and write your name' has an arrow pointing to the signature line 'Love From _____'.

Remember to include:

- Your address on the top right (You can make it up if you don't want to share your personal information)
- Dear to start
- A new paragraph for each topic
- An ending like "Love from" for a friend, or "Yours sincerely".

Can you post your letter, or take a photo and send it to me on Class Dojo?

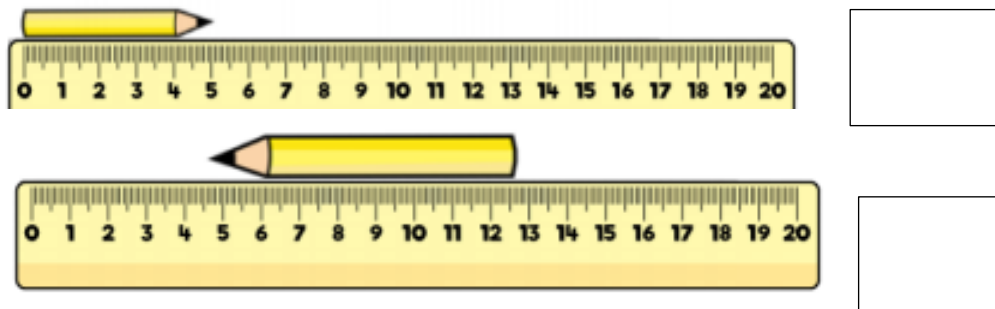
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Maths

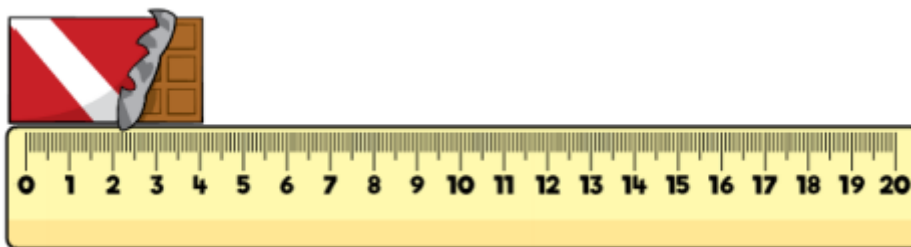
- What unit of measurement would you use to measure these real life objects? Millimetres, centimetres or metres?

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

- What is the length of each pencil?



- Tommy thinks that this chocolate bar is 4cm long. Do you agree? Tell me why.



- Can you see things in your house that you would measure in millimetres (mm), centimetres (cm) and metres (m)? Remember mm are for very small measurements, and metres are for larger ones.

millimetres	centimetres	metres

Science – Can you find out how animals are classified? Invertebrates are animals without a spine (backbone).

Can you write or draw animals that fit into each category?

If you can go on the internet, find out more at bit.ly/year3animals .

Animal Group	Examples of animals
invertebrates	
vertebrates - mammals	
vertebrates - birds	
vertebrates - fish	
vertebrates - reptiles	
vertebrates - amphibians	

Spelling/Grammar/Phonics

s	t	m	e	b	o	t	b	u	s	y	s
e	t	b	p	u	o	w	g	h	f	j	q
u	x	r	b	s	i	b	l	e	o	y	y
b	b	t	a	i	s	s	c	a	r	v	t
t	w	a	r	n	y	q	u	r	w	f	t
a	n	t	a	e	g	m	f	t	a	f	n
d	i	z	d	s	m	e	r	s	r	l	k
d	z	z	k	s	j	e	u	n	d	g	q
r	x	i	r	f	n	b	i	n	s	u	u
e	p	v	b	r	e	a	t	h	e	m	p
s	t	c	o	m	p	l	e	t	e	n	y
s	j	h	s	n	y	w	d	w	r	k	b

address

breathe

busy

strange

business

complete

heart

extreme

fruit

forwards

Handwriting

breathe

strange

complete

extreme

forwards

Reading

If you would like to watch this poem being read then visit

<https://www.bbc.co.uk/bitesize/articles/zb2k8xs> or search “bbc reading lesson please mrs butler”

Please Mrs Butler

*Please Mrs Butler
This boy Derek Drew
Keeps copying my work, Miss.
What shall I do?*

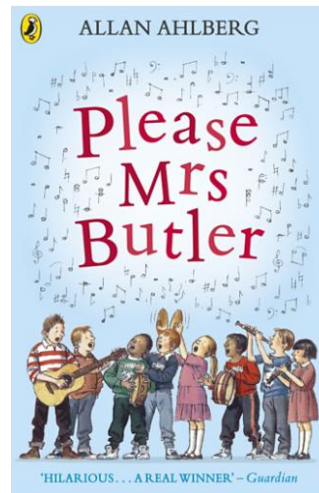
*Go and sit in the hall, dear.
Go and sit in the sink.
Take your books on the roof, my lamb.
Do whatever you think.*

*Please Mrs Butler
This boy Derek Drew
Keeps taking my rubber, Miss.
What shall I do?*

*Keep it in your hand, dear.
Hide it up your vest.
Swallow it if you like, my love.
Do what you think best.*

*Please Mrs Butler
This boy Derek Drew
Keeps calling me rude names, Miss.
What shall I do?*

*Lock yourself in the cupboard, dear.
Run away to sea.
Do whatever you can, my flower.
But don't ask me!*



1. What is the name of the teacher?

2. What is the first thing Derek Drew does wrong?

3. Where does the teacher say the narrator should take their books?

4. What three things does the teacher say the narrator should do with the rubber?

5. What is the final complaint the narrator has about Derek Drew?

6. What does the teacher call the narrator in the last verse?

7. How do you think the teacher is feeling in his poem? Why?

Writing

Write your own version of "Please Mrs Butler" by changing parts and adding ideas. Each verse has four lines. Try and follow the same pattern, and if you want a challenge, try making the second and fourth lines rhyme!

Child's Verse:

1. Please
(change the name! Mrs Cresswell, Mrs Dunford or someone else)

2. This boy Derek Drew *you could make this*
about a girl or a boy, and change the name.

3.
Keeps.....
(what annoying thing are they doing?)

4. What shall I do?

Teacher's verse:

1.
dear, (think of a verb and where they should go)

2. Run away to – (Think of a place)

3.
(What else could the child do?)

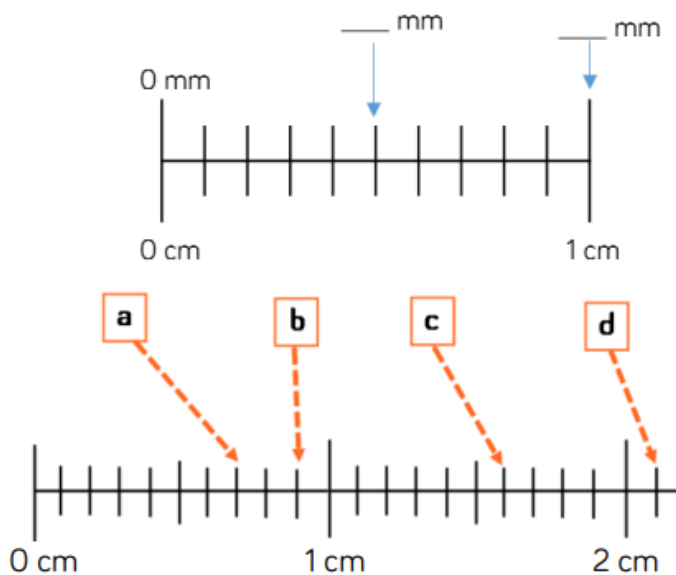
4. Do whatever you want/ think/ can . (Try to make the teacher sound annoyed!)

.....

Maths

You know that there are 10 mm in 1 cm, and 100 cm in 1 m. Can you use these facts?

Fill in the blanks.



There are ____ mm in 1 cm.

a = ____ cm ____ mm
 b = ____ cm ____ mm
 c = ____ cm ____ mm
 d = ____ cm ____ mm

Child	Height
Rosie	109 cm
Amir	1 m 5 cm
Jack	135 cm
Dora	1 m 45 mm

We can write measurements using a mixture of units. Look carefully at the table and put the children in order from shortest to tallest.

Shortest:

 Tallest:

Longer than a metre	Shorter than a metre

3. Write the measurements into the correct place in the table. Can you spot any that are different ways of writing the same length?

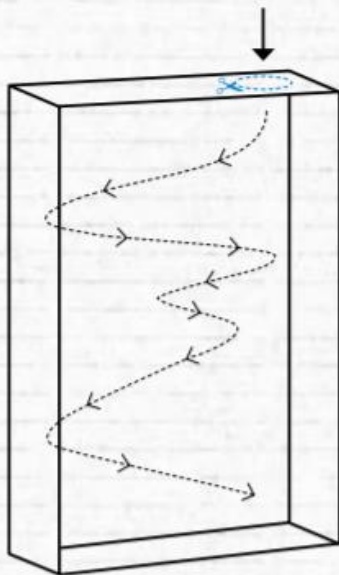
- 1 m 65 cm
- 165 mm
- 165 m
- 165 cm
- 16 cm 5 mm
- 1 cm 65 mm

Design Technology

Marble Run Challenge!

Can you use things from your recycling at home to create a marble run? You could use:

1. **CARDBOARD**
2. **SELLOTAPE**
3. **SCISSORS**
4. **EGG CARTON**
5. **PAPER**
6. **MARBLE** (or make your own)
7. **CARDBOARD TUBES**
8. **FELT TIPS** - to decorate



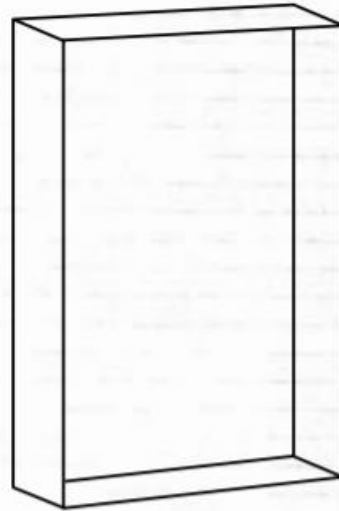
2.

If needed, **cut an entrance** for your marble to enter at the top.

Now design the route your marble will take.

You could trace out where you want your marble to go or freehand it.

INSTRUCTIONS



1.

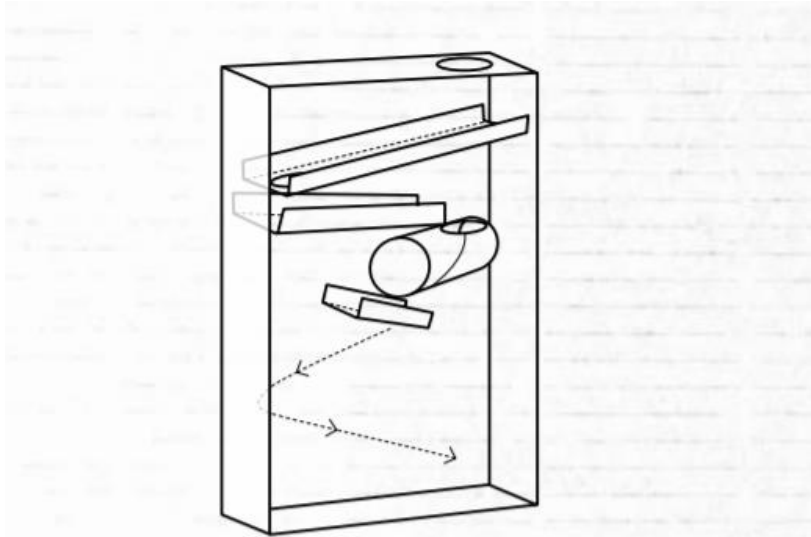
Find something to act as a backboard for your marble run – this can be as big or small as you would like.

Some good ideas are a cereal box or a shoe box lid, but any piece of cardboard will do.

3.

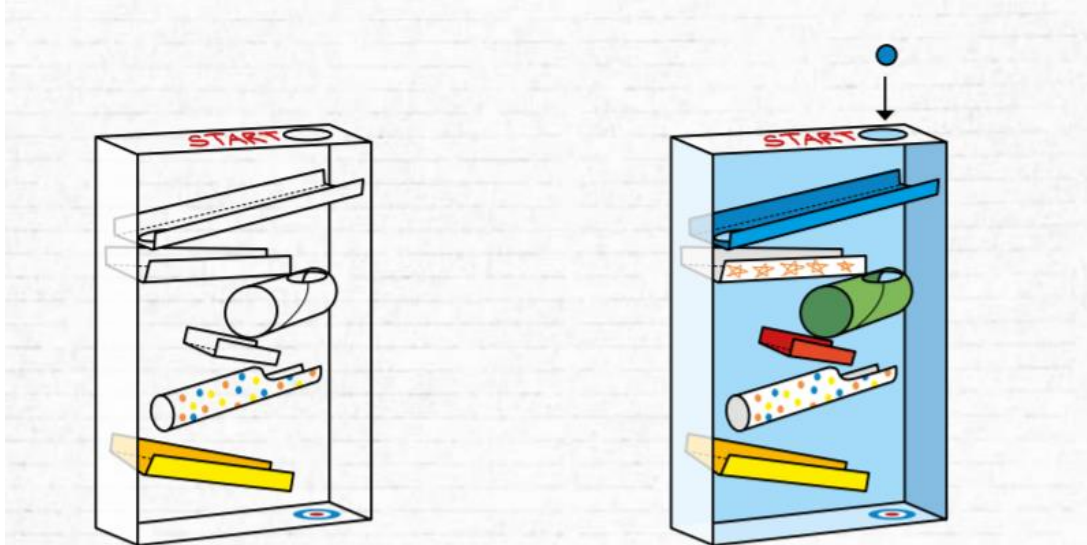
There are many ways for your marble to make it to the bottom:

- A** To make “steps”, cut out a strip of cardboard, make sure it is wide enough to fold two tabs and for the marble to fit on. Fold the strip on both edges – one to stick to your backboard and use the other to keep the marble on course.
- B** You could also use toilet roll tubes or roll paper tubes to make tunnels, or plastic bottles to act as a funnel. Just make sure your marble fits through these.



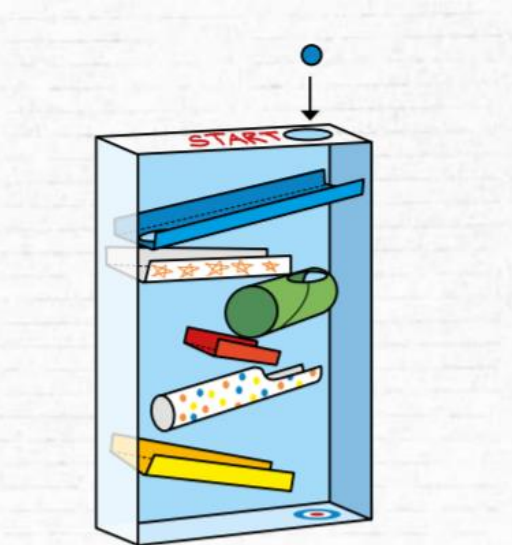
4. *Conclusions*

Stick your steps to your backboard.
The most important thing to remember is that they must be on an angle so that gravity can work on your marble.
Make sure to test that your marble follows the path as you are building.



5.

Decorate your design with felt tips or coloured card to make it stand out.



6.

Time to test your completed marble run!

Spelling: homophones

Can you match up the words and their definitions?

here	Where are you right now?	hear	What do you do with your ears?
What is the back of your foot called?	heel	What do wounds need to do to get better?	heal
main	In a sentence, what kind of clause must you always have?	mane	What does a male lion have around his neck?
What does your postman deliver?	mail	What is another name for a man or boy?	male
knot	What would you tie in a rope to secure it?	not	Which word means you won't do something?



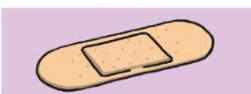
here



hear



heel



heal



main



mane



mail



male



knot



not

Handwriting

here

hear

heel

heat

Reading

Excuses (by Allan Ahlberg)

*I've writ on the wrong page, Miss.
My pencil went all blunt.
My book was upside-down, Miss.
My book was back to front.*

*My margin's gone all crooked,
Miss.
I've smudged mine with my scarf.
I've rubbed a hole in the paper,
Miss.
My ruler's broke in half.*

*My work's blew out the window, Miss.
My work's fell in the bin.
The leg's dropped off my chair,
Miss.
The ceiling's coming in.*

*I've ate a poison apple, Miss.
I've held a poison pen!
I think I'm being kidnapped, Miss!
So . . . can we start again?*

1. Can you think of a better excuse than the narrator of this poem? It can be funny or serious.

2. This poem is full of excuses, but which one is the best excuse?

Number each of the excuses in the poem. Then put the numbers on the scale below to show your opinion about which are the best and which are the worst excuses.

←————→

best	worst
------	-------

2. Imagine you are giving awards to the excuses. Which excuse is the funniest, the most dramatic and the least likely?

Award	Winner	Why do you think this?
The funniest excuse		
The most dramatic excuse		
The excuse that is least likely		

Writing

Write your own poem that is a list of funny excuses. Start each line with the same phrase, like
My work

.....

My work

.....

My work

.....

My work

.....

My work

.....

My work

.....

and try to make the excuses as silly as possible!

Why not type your poem onto Class Dojo, or film yourself reading it! Press + in the portfolio and add a video.

Estimate it! ? #MathsEveryoneCanAtHome

We love looking for maths all around us, especially during our daily walk or out of our windows.



Can you estimate how many daffodils you think there are?
What area of ground do you think they cover?

Can you take some estimation photos during your daily walk or from out of your window?

Don't forget to share them with us!



French

Can you remember how to talk about yourself?

Draw a self-portrait and label it with the correct French phrases:

- Hello!
- My name is ____.
- I am ____ years old.
- I'm fine, thank you.
- Goodbye!

Bonjour / Salut!

Je m'appelle

J'ai sept ans / J'ai huit ans

Ça va bien, merci.

Au revoir!

Week 1 Day 4

Spelling/Grammar/Phonics

h	a	f	o	r	m	l	q	i	s	m	j
e	j	t	w	c	a	z	u	h	e	a	r
a	p	b	d	m	i	h	n	y	o	i	l
l	q	u	h	e	l	r	g	p	j	n	k
h	k	s	e	t	w	v	x	u	d	a	g
v	n	h	r	e	f	o	j	z	n	p	g
d	o	t	e	v	b	y	m	a	n	e	u
k	t	d	j	t	s	w	y	k	i	c	n
r	z	q	m	z	b	p	n	o	t	a	f
a	c	o	u	x	r	b	x	v	g	k	m
s	w	h	e	e	l	l	n	x	e	e	l
c	q	u	h	y	f	i	m	m	a	l	e

here

hear

heel

heal

main

mane

mail

male

knot

not

Handwriting

main

mane

mail

male

knot

not

Understand

Circle the correct homophone to complete each of these sentences:

My aunt will often (medal/meddle) in things which aren't her business.

The (plain/plane) would leave for Spain soon.

I was looking forward to receiving a letter in the (mail/male).

Underline any homophones which have not been spelt correctly.

My two cats always fight and will often ball in the street.

The dog let out a tired groan at the end of a long walk.

The old king's rein had lasted many years.

"Whose making all of that noise?" mum asked.

Bina's cut will heal soon.

Challenge

Write a sentence for each of these homophones.

Accept except affect effect berry bury

1)

2)

3)

4)

5)

6)

15-Minute

Homophone Challenge!

Apply

I've tried and tried but have **not** a hope
Of tying a **knot** in the length of that rope.



Extra challenge:

The poem above includes
a pair of homophones and
shows what they mean.

Can you write a poem which
includes 3 pairs of homophones
and shows what they mean?



Make it!



#MathsEveryoneCanAtHome

Making dens is a fantastic way to problem solve, thinking about angles, height, length and shapes.



Can you make an indoor
or an outdoor den?
Could you make a small
scale den for a toy?



Measure the height, length and width of your den.

How many people/toys can fit inside it?

Share your photos with us!



History

The stone age was a time when people used stone to make tools and weapons. It started about 2.5 million years ago and ended when the bronze age began in Britain around 2500 BC. Stone age people were able to select stones to meet their three basic needs: shelter, food and clothing.

Become an ingenious inventor and create a stone age tool or weapon using materials that would have been available to your stone age ancestors.

What to do:

1. Research stone age tools and weapons to understand how simple the materials were and how they were created.
2. Choose the materials you want and draw your design on the design sheet.
3. When you're choosing a stone, look for particular features. A heavy stone would be good for grinding; a small hard round stone would be good for use in a slingshot; and a flat edge might be useful for cutting.
4. Do you need to use wood to create a handle? Is the wood strong enough?
5. You could use cardboard instead of stone and shape it to represent the flint used in spears and arrows.
6. How will you attach your materials? Stone age people would have used plant fibres or sinew from animal carcasses, but you can use string to join materials. Make sure you have tied them securely.

Design a Stone Age Tool or Weapon

Draw Your Design

How will your materials fit together?



What Materials Will You Choose?

- .
- .
- .



How Will Your Tool or Weapon Work?

Label and explain these features on your design.

- .
- .
- .

What Next?

How could you improve your Stone Age tool or weapon?

Test

Find homophones for these words.

great	
weather	
effect	
hear	
meet	
fair	
missed	

Explain

Choose a pair of homophones and explain their different meanings.

Choose a homophone to complete each sentence.

Mum’s foot slammed onto the _____
to stop the car.

“Could I have a _____ of cake please?”

I did not appear in the school play until the third
_____.

The lion had a thick _____ of hair.

all

were

come

house

said

can

little

into

are

children

made

The Ant and the Pigeon

Once there was an Ant, who wandered to the river as he was incredibly thirsty. He scuttled to the very edge and leant down to quench his thirst when suddenly a rush of water swept him up and carried him downstream. He coughed and spluttered in the water and thought that he would surely drown.

A Pigeon was sitting on a branch overhanging the river and saw the Ant in the water below. She picked a leaf and let it fall into the river beside the Ant. He gratefully climbed onto it and floated to the river bank and clambered to safety. He thanked the Pigeon for saving him and vowed to be more careful when beside the river in future.

The following day, a Hunter trekked by the riverbank. He began to make a cage beneath the tree where the Pigeon slept. He silently laid lime-twigs above the cage to trap her.

The Ant saw what the Hunter was doing and scurried over and bit him on the leg. The Hunter shrieked with pain and threw down the rest of the twigs, making quite a racket! The noise woke the Pigeon and she flew away from danger.

Later that day, the Pigeon thanked the Ant for alerting her to the danger and saving her life.



Recall

1. Why did the Ant go to the river?

2. What did the Pigeon pick to help the Ant?

3. What did the Hunter lay above the cage?

4. Where did the Ant bite the Hunter?

5. What woke the Pigeon?

Vocabulary

1. Find and copy a word that means *screamed*.

2. What does the phrase '*...making quite a racket.*' mean?

3. '*... and vowed to be more careful ...*'

What does the word *vowed* mean?

4. Describe how the Ant is moving when he '*scuttled*'.

Inference

1. Why was the Ant coughing and spluttering in the water?

2. Why did the Pigeon pick a leaf?

3. Why was the Hunter laying twigs '*silently*'?

4. Why did the Hunter make lots of noise?

What lesson do you think this story teaches people?

Writing about a picture (If you can get online or have Disney+, you can watch the Pixar film “Piper” that this picture is from)



Write at least one sentence about what you can see in the picture. Where are the sandpipers? Make sure you include an adjective to describe. For example,
“On the **shining** sand, the **tiny** sandpiper was surrounded by **black** rocks”.



Now write a sentence about what you could hear in the picture. What types of noise do waves make? For example **rumble**, **roar**, **splash** or **crash**. Which one describes the sound best? You could also write a sentence about the sound the birds make. Do they **chirp**, **tweet**, **sing** or **warble**?



Finally, write an action sentence. What verbs might the birds do? Flap, run, fly, swim, shake or hide? Can you start your sentence with an ing verb? For example,
“**Balancing** on the slippery rocks, the sandpipers **pecked** at the shells.”

Estimate it! #MathsEveryoneCanAtHome

Using different items to measure can help with our estimating and counting skills.



How many footsteps?

Can you estimate how long your street is?
What unit of measure could you use?

How many car lengths?

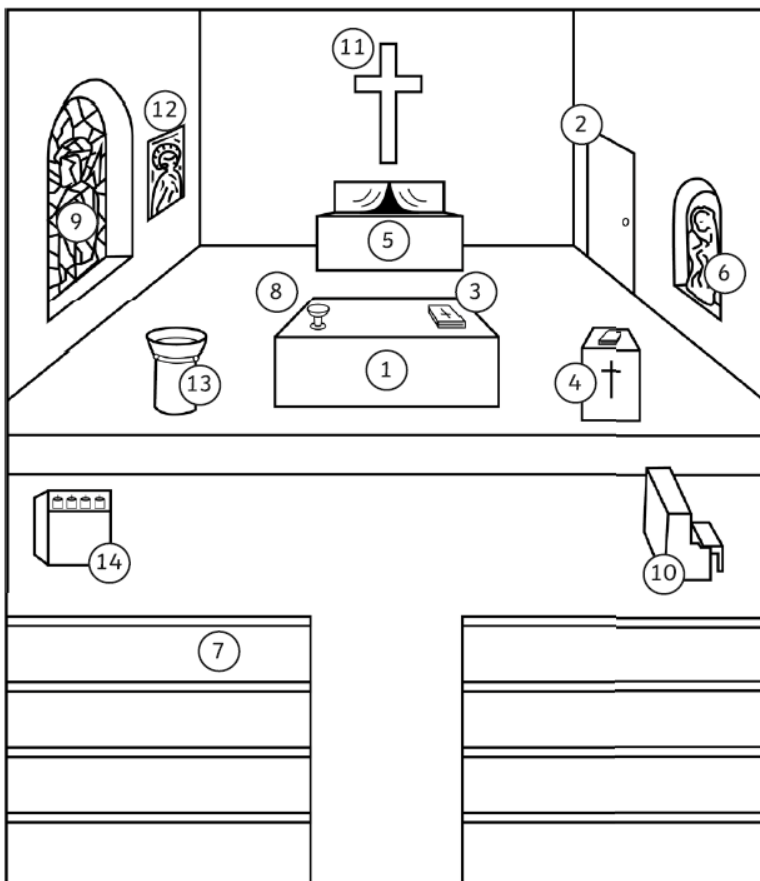


Can you estimate how long your street is in metres?
Draw a map or take a photo of your street and send us your estimations!



RE

Places of worship: Can you create a miniature place of worship, such as a church? You could draw one, or make a model using Lego, blocks, or in a shoebox! What features are there? This example is a Catholic church:



1. altar
2. sacristy
3. Bible
4. lectern
5. tabernacle
6. statue of a saint
7. pews
8. chalice
9. stained glass window
10. organ
11. crucifix
12. Stations of the Cross
13. font
14. prayer candles

Week 2 Day 1

Spelling: Odd One Out.

All these words follow the rule that if the root word ends in “y” and has more than one syllable, the “y” changes to a “i” when the suffix is added.

Root word: clumsy = clumsily

weary = wearily

happy = happily

messy = messily

greedy = greedily

angry = angrily

cheeky = cheekily

lazy = lazily

busy = busily

Which of the words on each of the lines is spelt correctly? Put a circle around all of the correct spellings.

clumsyly	clumsily	cluimsly	culmsily
wearily	waerily	wearyly	wearliy
hapily	happyly	happily	happliy
messyly	mesily	messily	messiley
greedily	greedyly	gredily	grediley
angriyly	angrily	angerily	angryly
clumsily	clumsilly	clumsyly	clumsely
cheklyly	chekkily	cheekyly	cheekily
lazily	lazzily	lazeily	lazyly
busyly	buzily	busiley	busily

greedily

messily

wearily

cheekily

clumsily

happily

angrily

lazily

easily

busily

Reading- Across the week, how many of these can you do? Keep track on the bingo mat!

 READ A PICTURE BOOK	READ IN A DEN	READ IN YOUR PYJAMAS	READ FOR 20 MINUTES AT A TIME	 READ AN ILLUSTRATED BOOK
READ STANDING UP	READ IN THE DARK WITH A TORCH	READ WHILE EATING A SNACK	 READ A BOOK ABOUT MAGIC OR ADVENTURE	ASK SOMEONE TO READ TO YOU
 READ A GRIPPING STORY	READ A CHAPTER OUT LOUD	WRITE DOWN 5 NEW WORDS FROM YOUR BOOK	READ A NEWSPAPER OR A MAGAZINE	READ ON A WEEKDAY
DRAW A NEW FRONT COVER FOR A BOOK	WRITE A BOOK REVIEW	 READ A FUNNY BOOK	READ ON A WEEKEND	READ WITHOUT BEING REMINDED
READ WHILST WEARING A HAT	 READ A NON- FICTION OR REFERENCE BOOK	READ IN BED	READ IN A COMFY CHAIR	READ SITTING NEXT TO SOMEONE WHO IS ALSO READING

What books have you enjoyed reading this week?

Writing: Research and write about your favourite animal.

Animal name:

Food:

Where can this animal be found in the wild?



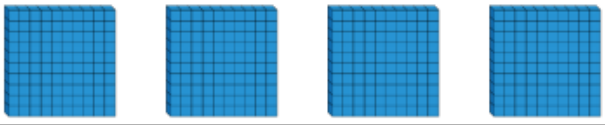
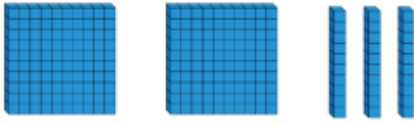
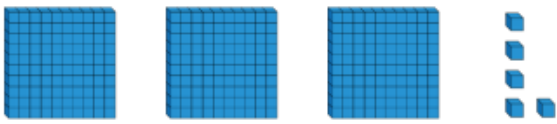
Natural habitat:

How is it adapted to its habitat?

Interesting facts:

Maths

Write down the number represented with Base 10 in each case.

Representation	Number
	
	
	

What number is shown on the place value chart?

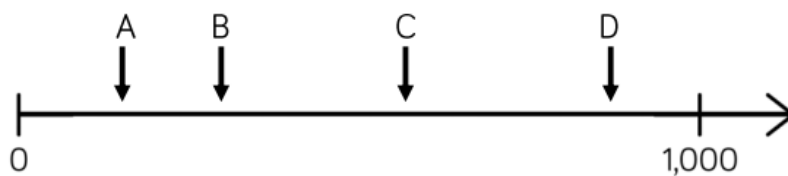
Hundreds	Tens	Ones
		

If one more 10 is added, what number would be shown?

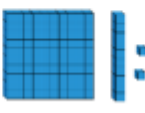
Use $<$, $>$ or $=$ to make the statement correct.

100s	10s	1s		100s	10s	1s		100s	10s	1s
			$\bigcirc$				$\bigcirc$			

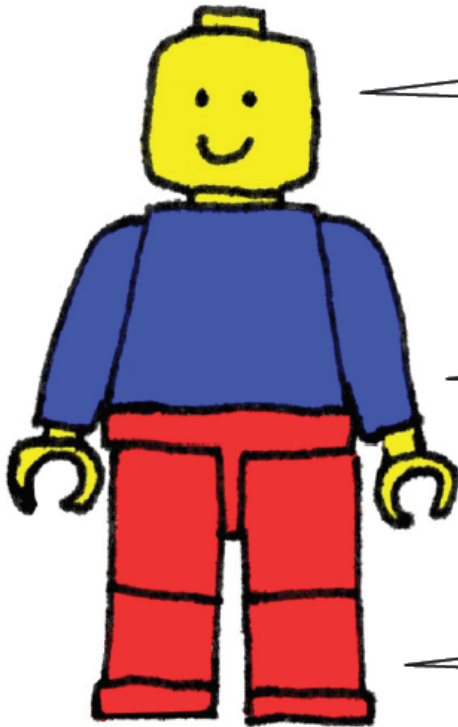
Which letter is closest to 250?



Use the symbols $<$, $>$ or $=$ to make the statement correct.


 $\bigcirc$

 $\bigcirc$
102

Imagine you were building a good friend. Explain the top three qualities you would include, and why.



Kind



Has fun



Tells jokes



Considerate



Honest



Enjoys playing on the computer



Helpful



Enjoys swimming



Cheerful



Good at listening



Enjoys playing outside



Shares



Thoughtful



Brave



Takes turns



Unselfish



Spelling/Grammar/Phonics

g	h	y	i	u	o	l	p	e	w	d	f
c	w	e	a	r	i	l	y	g	h	j	m
h	g	e	w	f	g	h	s	a	a	h	e
e	l	u	i	o	n	m	e	w	p	a	s
e	a	n	g	r	i	l	y	u	b	p	s
k	z	b	r	h	a	q	u	i	u	p	i
i	i	h	e	g	f	w	l	o	s	i	l
l	l	j	e	y	g	e	a	s	i	l	y
y	y	t	d	u	h	a	f	g	l	y	a
a	q	y	i	j	e	u	i	o	y	y	s
q	e	c	l	u	m	s	i	l	y	h	d
t	y	u	y	o	l	k	j	a	s	d	w

happily

angrily

lazily

easily

busily

greedily

messily

wearily

cheekily

clumsily

of

my

one

him

time

was

what

do

you

there

they

out

Cave Paintings

Deep within some ancient caves, the ceilings and walls are covered in primitive art, brought to life by flickering firelight. These paintings are not thought to have only been for decoration, as they have been found in caves with no signs of life. Made by grinding colourful rocks (such as yellow ochre and red oxide) into powder and binding them into a paste using water or animal fat, early humans drew animals and hunters, or left empty handprints, in caves around the world, as a call for hunting success from their spirit world ancestors. Some famous cave paintings have been dated to around 18,000 years old but many are now closed to the public, as the carbon dioxide breathed out by visitors caused irreparable damage to the prehistoric relics.

1. Find and copy two words from the text which mean the same as 'ancient'.

2. Name a rock from the text which can be ground to form a colourful powder.

3. Why is it not possible to risk the public damaging the cave paintings?

4. 'Deep within some ancient caves...'
In this sentence, what does the word 'some' tell the reader?

Writing

Identifying common and proper nouns. Video and quiz <https://www.bbc.co.uk/bitesize/articles/zjrdwty>



Common nouns

These are the names of **things**, like places or objects.

Examples are: monster, tree, boat, chair, banana

Proper nouns

These are the names of a **particular** person, place or thing.

They always begin with a capital letter.

Examples are: London, Scotland, India, David, Samaira

For example: A monster called Leroy lives in that tree.

How many nouns can you see in this picture of Leroy the Lizard? Remember to be specific, include parts of the lizard's body or of the plants. Don't forget to give the proper nouns capital letters. You can make up names for any characters and decide where it is set!

People / characters	Places	Things



Touch: Describe the texture of his skin, claws or teeth.



Smell: What does his breath smell like?



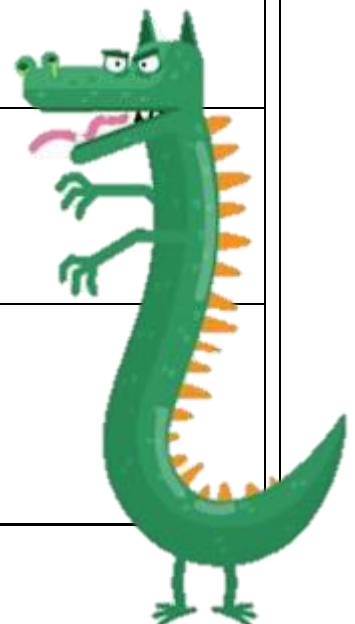
Action: How does he move? What verbs can you use?



Feeling: What is he thinking or feeling?

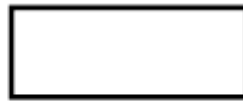
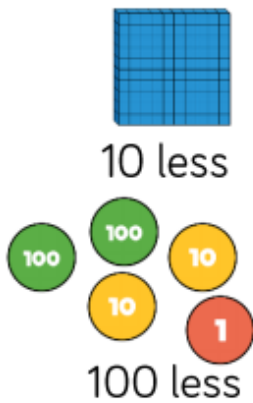


Think of a simile to describe e.g. His scales are as green as grass.

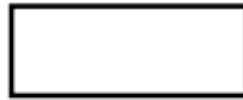


Maths

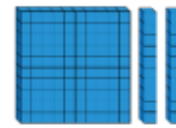
Put the correct number in each box.



Number



Number



10 more



100 more

A counter is missing on the place value chart.

Hundreds	Tens	Ones

What numbers could it have been? How many different answers are there?

.....

.....

.....

.....

.....

Art

Task 9 Art Lay flat photo challenge: What are you grateful for at home? Can you lay out objects to make a word, like these examples, and take a photo?



Handwriting

Letter Tiles Spellings

Use the letter tile scores to find out which of your -ably spelling words would score the most points. The first one has been done for you.

A₁

B₃

C₃

D₂

E₁

F₄

G₂

H₄

I₁

J₈

K₅

L₁

M₃

N₁

O₁

P₃

Q₁₀

R₁

S₁

T₁

U₁

V₄

W₄

X₈

Y₄

Z₁₀

spelling word	values	total
gently	2 + 1 + 1 + 1 + 1 + 4 =	10
simply		
humbly		
nobly		
terribly		
possibly		
horribly		
comfortably		
incredibly		
probably		

Which word is worth the most? Can you write a sentence including it?

.....

Stone Age Time Periods

The pre-historic period known as the Stone Age, which is said to have lasted for over three million years, was named because of the stone tools and equipment used at the time. The Stone Age is divided into three phases, although the exact dates for each section vary across the world. During the Old Stone Age, known as the Palaeolithic era, the earliest relatives of humans, homo habilis, used simple stone tools and Britain was still connected by land to modern-day France and Denmark. In the Mesolithic period (Middle Stone Age), the more developed humans lived hunter-gatherer lifestyles, constantly on the move in order to survive. At this point, Britain became an island. During the New Stone Age (Neolithic period), farming began, pottery was developed and villages were built.

1. Find and copy a phrase which means the same as 'Old Stone Age'.

2. In which phase did Britain become an island?

3. Summarise the main points of this text in 20 words or less.

4. How are the Mesolithic and Neolithic periods different?

Writing: inspired by “Stig of the Dump” by Clive King.

In this part of the story, Barney is walking around an old quarry that has been used as a rubbish dump, and falls in. When he wakes up, he meets Stig, a mysterious man who seems to have been living there for a very long time. The story is written from the narrator’s point of view. Can you pretend that you are Barney and write it from your own point of view instead? You can add to the story if you want – who will Barney meet?

- Use personal pronouns like I and we.
- Use time connectives like next, afterwards and finally.
- Describe the events and locations in lots of detail.
- Include Barney’s emotions and feelings.

He crawled through the rough grass and peered over. The sides of the pit were white chalk, with lines of flints poking out like bones in places. At the top was crumbly brown earth and the roots of the trees that grew on the edge. The roots looped over the edge, twined in the air and grew back into the earth. Some of the trees hung over the edge, holding on desperately by a few roots. The earth and chalk had fallen away beneath them, and one day they too would fall to the bottom of the pit. Strings of ivy and the creeper called Old Man’s Beard hung in the air.

Barney wished he was at the bottom of the pit. And the ground gave way. Barney felt his head going down and his feet going up. There was a rattle of falling earth beneath him. Then he was falling, still clutching the clump of grass that was falling with him. This is what it’s like when the ground gives way, thought Barney. Then he seemed to turn a complete somersault in the air, bumped into a ledge of chalk halfway down, crashed through some creepers and ivy and branches, and landed on a bank of moss.

Barney lay with his eyes shut, waiting for his thoughts to stop being mixed up. Then he opened them. He was lying in a kind of shelter. Looking up he could see a roof, or part of a roof, made of elder branches, a very rotten old carpet, and rusty old sheets of iron. There was a big hole, through which he must have fallen. He could see the white walls of the cliff, the trees and creepers at the top, and the sky with clouds passing over it.

Maths task: Using pounds and pence

1. Can you make £1 using each of these types of coin? Circle enough coins to make £1 in each row.



$$50p \times \dots\dots\dots = \text{£}1$$



$$20p \times \dots\dots\dots = \text{£}1$$



$$10p \times \dots\dots\dots = \text{£}1$$



How many 1p coins do you need to make £1?

How many 1p coins do you need to make £5?



£1 and 24p

2

£1.24 = 124 pence, because there are 100p in £1.



£2 and 24p

How many pence to buy the crayons?

p

How many pence to buy the football?

p

3

Write each amount in pounds and pence.



£6 and 45p

a) 274p = £ and p b) 592p = £ and p

374p = £ and p 591p = £ and p

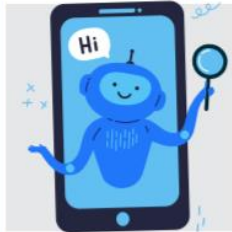
474p = £ and p 590p = £ and p

c) 111p = £ and p

d) 405p = £ and p

Building computational thinking skills: Writing an algorithm (a set of instructions)

If you can, visit <https://www.bbc.co.uk/bitesize/articles/zht4kmn> then choose one of these activities to try:

Cooking 	My Amazing Game 	Robotify Me 	Timetable 	Teddy Hunt 
Activity Make something to eat with your child. Can they draw or write the instructions (an algorithm) for someone else to follow to recreate the dish? Learning Algorithms are used in everyday life, such as recipes. It is just producing a set of instructions or rules which can be followed accurately.	Activity Ask your child to invent a game to play around the house and write out the rules (an algorithm). Play the game with them – do the rules explain everything about how to play? Can you find any loop holes in their rules? Learning Algorithms can be rules as well as a sequence of instructions. The rules need to be precise and specific.	Activity Ask your child to write the instructions (an algorithm) for something they've done today. Would a robot version of themselves be able to follow this? Is their algorithm precise enough? Test it! Learning Here your child has written an algorithm. Algorithms are a precise sequence of instructions or set of rules for completing a task.	Activity Ask your child to create a step-by-step timetable for tomorrow. What will they do first? Next? Then? Can they present their timetable in an easy to read format for others to follow? Learning Algorithms can be presented in different ways, here our timetable showing what we will do first, second, next is an algorithm.	Activity Ask your child to hide their teddy/toy in another room in the house. Ask them to draw, write or speak the instructions (an algorithm) for someone to find it. They need to be precise with their instructions if they want their teddy found quickly! Learning This activity helps demonstrate why algorithms need to be precise. If they're not, the teddy won't be found!

gently

simply

humbly

nobly

Creating adverbs using the suffix -ly (root word ends in 'le')

m u p s i m p l y e d i
q c r a y t l y b n c n
g h o r r i b l y j o c
e i b i n p q s n p m r
n l a o g o u g v n f e
t f b r j s b k a d o d
l a l e x s s l h l r i
y f y u p i k c y s t b
t e r r i b l y p w a l
r e q t o l m i b j b y
w o b c h y x v f d l z
h j z k r h u m b l y m

gently
simply
humbly
nobly
possibly

terribly
horribly
comfortably
incredibly
probably

Handwriting

possibly

terribly

horribly

comfortably

Reading

. Reading instructions

This is a set of instructions on 'How to Make a Paper Hat'.

Paper hats are easy to make and can be used in children's parties. They can also double up as a paper boat or a cone for chips.

Equipment:

- A3 paper or larger,
- Materials for decorating.

Instructions:

1. First, start with the paper in landscape.
2. Join the top two corners together and fold in half.
3. Turn so the paper is landscape with the fold at the top.
4. Carefully, fold the top two corners into the middle until they meet and form a point at the top.
5. Working from the bottom edge, fold the top rectangular flap up as far as it will go.
6. Finally, turn over the paper and fold up the flap at the bottom edge as before.

Once you have finished your hat, you could decorate it using felt tips or coloured pencils. If need be, you could also attach a piece of elastic to help it stay in place more securely.

Top tips:

Pinch your fingertips together and run them across the fold so that the creases are well defined. This will also help your hat to keep its shape and structure.



1) According to the text, when can paper hats be used?

2) Find and copy two alternatives that paper hats can be used for.

3) After joining the two top corners and folding the paper in half, what is the next step you need to do?

4) When you have completed making your hat, what could you do next? Tick two.

decorate it ____

unfold it ____

fold it in half ____

attach elastic to secure it ____

5) True or false? You need A4 paper to make your paper hat. Tick the correct option.

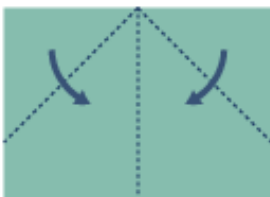
True ____

False ____

6) Which item (not used for decorating) could be added to the 'Equipment' section?

7) Look at the section: Top tips. 'Pinch your fingertips together and run them across the fold...'

How will this help your paper hat?



Writing

Writing, based on "La Luna" by Pixar.

If you can, search for the film online

<https://vimeo.com/335833253> or on Disney+, or use the pictures here.



Write a sentence describing what you can see. Can you think of some really positive, happy adjectives to describe the moon's surface? You could use words like **glowed**, **sparkled** or **glimmered**.

"The moon's surface **glimmered** intensely and Luca was awestruck by the **brightness**."



Imagine how the boy is feeling. Write a question from his point of view, using **what**, **how** or **should**. Don't forget that you need a question mark.



Alliteration means using words that start with the same sound, like glowing, glimmering and glistening. Choose a noun you want to describe, like shooting stars. Make a list of words that start with the same sound and use them to describe the picture.

"The boy stared, dazed, at the **shimmering, shining, shooting** stars."

Words I could use:



Annie has some coins.



a) How much money does Annie have? £ and p

b) What is 10p more? £ and p

What is 10p less? £ and p

c) What is 100p more? £ and p

What is 100p less? £ and p

What amount is represented in each box?



£ and p

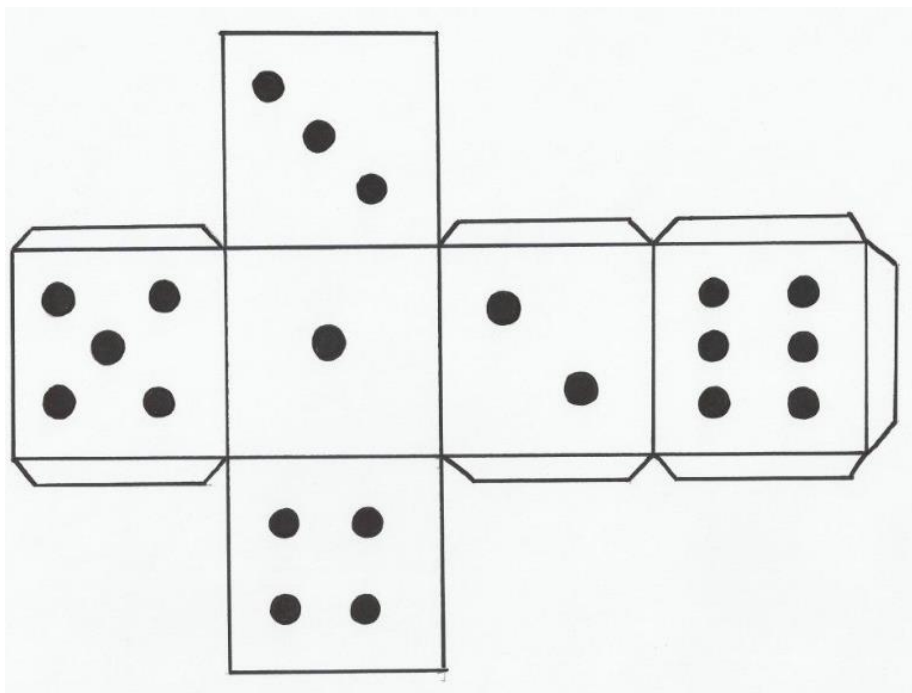


£ and p



£ and p

Practise counting coins and notes you can find at home. Why not try making some price labels and playing shops? Try giving change from £1.



imoves Dice challenge



Dice 1
Tells you
which
exercise
to do



Dice 2
The number on the
dice X10 is the
amount of seconds to
do the exercise for

Keep
playing
until you've
done each
exercise at
least once!



Spelling/Grammar/Phonics

1. Finish these statements. The first one has been completed for you.

I'll is short for **I will**.

it's is short for _____

you'll is short for _____

wouldn't is short for _____

he'll is short for _____

couldn't is short for _____

she'll is short for _____

shouldn't is short for _____

we'll is short for _____

haven't is short for _____

they'll is short for _____

you'd is short for _____

2. Now choose 3 of the words. Write each word into a sentence below.

Don't forget capital letters and full stops!

Handwriting

can't

didn't

hasn't

couldn't

it's

wouldn't

shouldn't

wasn't

Reading

Shooting for the Stars

Our Planet

We live on planet Earth, which is one of eight planets in our solar system. All of the planets in our solar system rotate (spin around) and it takes Earth one whole day to spin around once on its axis.



Around 70% of the Earth's surface is covered in water, which includes the seas, oceans, rivers and lakes. The water on our planet is a mixture of salt and fresh water.

The other 30% of the Earth's surface is covered in land. This includes all of the mountains, valleys and deserts that can be found around the world. Many of these areas are inhabited (lived on) by people but there are still some remote areas that are untouched by humans.

Our Solar System

The Sun is at the centre of our solar system. Our solar system is believed to have formed around 4.6 billion years ago! The eight planets orbit (travel around) the Sun, some closer to the Sun than others.



Earth is the third closest planet to the Sun.

The planet nearest to the Sun is Mercury, which is very hot.

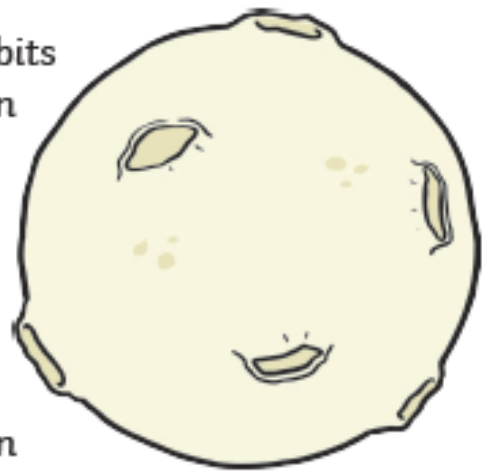


The planet furthest from the Sun is Neptune, the coldest planet in the solar system.

The Moon

The Moon is a natural satellite that orbits the Earth. It has a massive impact on our planet as it controls the tides in our oceans.

Astronauts have been fascinated by the Moon for many years. Several missions have taken place to travel to the Moon, the first of these being in 1969, when Apollo 11 landed on the surface of the Moon. Astronauts Neil Armstrong and Buzz Aldrin were the first people to ever set foot on the Moon. They walked on the surface, conducted some experiments and planted a flag. Footprints and tyre tracks left behind by astronauts on the Moon will stay there forever as there is no wind to blow them away.



Did You Know?

Scientists are still investigating whether there is water on the surface of the Moon. Water is essential in order for plants and animals to live and grow. If enough water was found on the Moon, plants could possibly grow and people may be able to visit or even live there! However, this would be a very long way in the future.

1. What does the word 'rotate' mean? Circle one.

turn upside down

flip over

spin around

2. What is 70% of the Earth's surface covered with? Circle one.

soil

water

sand

3. When did our solar system form? Circle one.

4.6 billion years ago

4.6 million years ago

4.6 years ago

4. What does the Moon control?

5. Name two things that Neil Armstrong and Buzz Aldrin did on the Moon.

6. If you were an astronaut heading to the Moon, what would you like to do when you got there? Why?



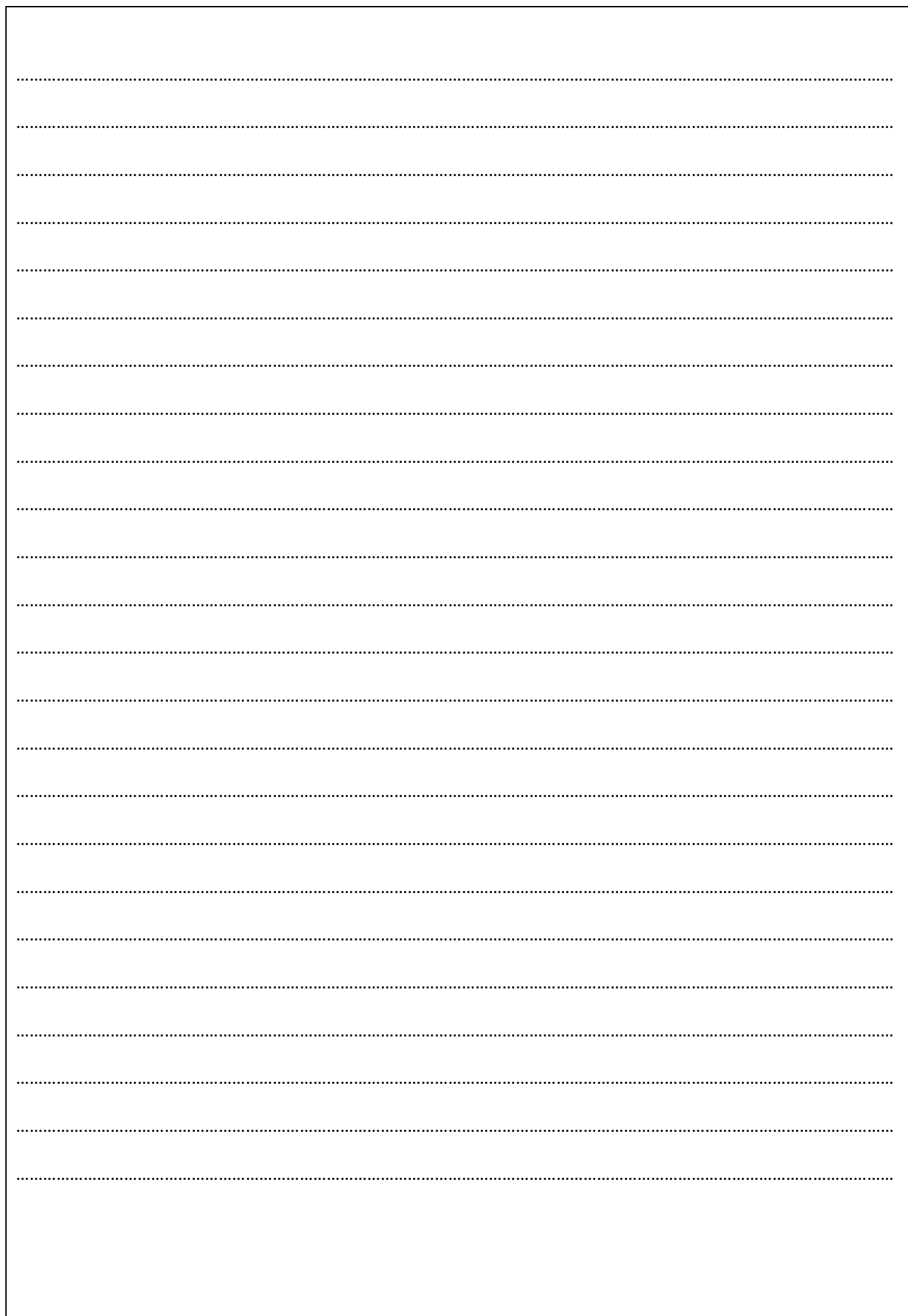
Amelie stared out in disbelief. Despite the incessant drip, drip, drip of the rain as it continued to attack her bedroom window, she couldn't tear her eyes from the bizarre events unfolding outside.

Just a minute or so earlier, Amelie had been staring out into the street enjoying the peaceful and familiar sight of ordinary life as it passed her by. Now, however, she simply couldn't believe what was happening; the house belonging to a very pleasant family across the road had suddenly been thrust up into the air! It was now swaying in mid air!

Much to Amelie's horror, the curtains were then thrown wide open...

Sentence challenge!

- ▶ Can you think of verbs to describe what the house is doing? E.g. swaying, soaring.
- ▶ Can you then think of adverbs to describe the verbs? E.g. dangerously, violently
- ▶ Can you write a sentence using a verb and an adverb?
- ▶ Can you use the adverb in a different place in another sentence?



Maths

What are the missing numbers that add together to make 100?

1.

100	
33	

2.

100	
	26

3.

100	
41	

4.

100	
	52

5.

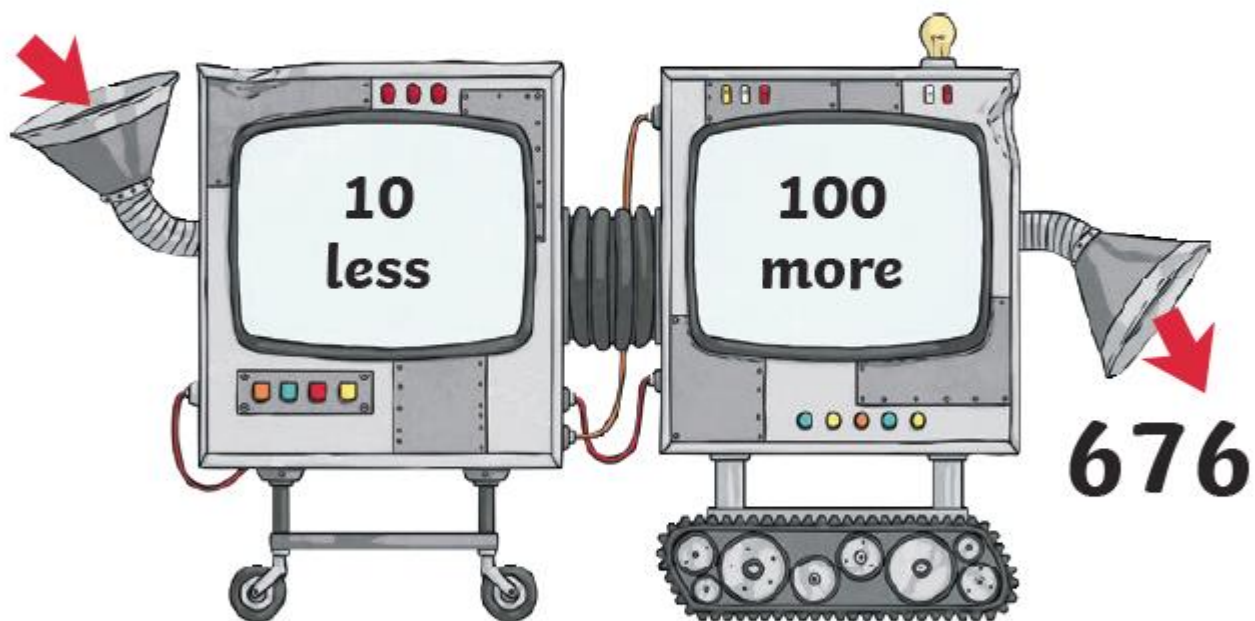
100	
	7

1) True or false?

- a) 10 more than 462 > 100 less than 556
- b) 1 less than 750 < 100 more than 634
- c) 100 less than 643 = 10 more than 533



2) Kareem starts with a number.
He puts it through the function machines.



He ends up with 676.

- a) What number did he start with?
- b) If Kareem had started off with 676, what number would he have ended up with?

twinkl.com

What country have you researched?

Country's flag:

Where in the world is this country?



What is the capital city? What famous landmarks or places are found here?

.....

.....

.....

Who is a famous person from this country? Why are they famous?

.....

.....

.....

Interesting fact: (for example a type of food made in this country)

.....

.....

.....

.....

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.....