





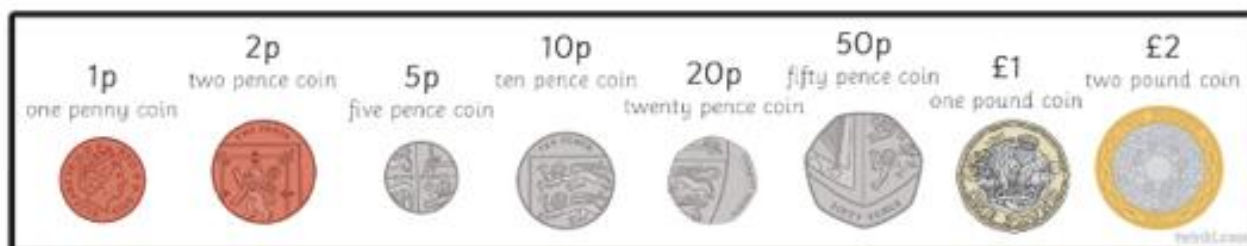


Year 3: Remote Learning Schedule

W/C 25 th January	Monday	Tuesday	Wednesday	Thursday	Friday		
Maths (approx. 45 mins per lesson) This week our focus is: Money	Lesson 1: To identify pounds and pence Click here to watch the video to support you.	Lesson 2: To convert pounds and pence Click here to watch the video to support you.	Lesson 3: To add money Click here to watch the video to support you.	Lesson 4: To subtract money Click here to watch the video to support you.	Lesson 5: To give change Click here to watch the video to support you.		
	You will find links to videos produced by White Rose Maths above. The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!						
<div><div></div><div>Remember to log in to TT Rockstars each week to practise your times tables! Message your teacher on ClassDojo if you've forgotten your login details.</div><div></div></div>							
<div><div></div><div>Remember to share your learning on ClassDojo!</div><div></div></div> <p>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</p>							
English (approx. 45 mins per lesson) This week our focus is: Newspaper report	Lesson 1: Poetry To answer questions about a poem	Lesson 2: Reading comprehension: To answer questions on a newspaper report	Lesson 3: To identify features of a newspaper report	Lesson 4: To use subordinating conjunctions. To watch a video click here.	Lesson 5: To understand and use direct speech. To watch a video click here.		
	The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!						
This week's spellings are: chef, sure, mission, special, brochure, sugar (Remember to test yourself on Friday!)							
Reading for Productivity <i>is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.</i>			Lesson 1: DT	Lesson 2: Geography	Lesson 3: PSHE	Lesson 4: Science	Lesson 5: Spanish
Reading for Pleasure <i>is such an important part of our curriculum – follow the link here to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.</i>							



Year 3 Knowledge Organiser: Measure Money



VIPs

- Different currency is used all over the world but in England we use pounds and pence.
- There is 100 pence in a pound
- There are 8 different coins that are used in the British currency and are four different notes used.
- The largest note is a fifty pound note but it is very rare.
- It is advised to add the pounds first when adding money. You can then exchange the pennies in to pounds if necessary
- Number lines can be used to add and subtract money.

Pounds and pence



£3 and 25 pence

Using a number line for subtracting money



£2 and 35p - £1 and 80p

Converting pounds and pence



120 pence
100 pence is £1
Therefore 120 pence is £1 and 20 pence
120p = £1.20

Intent

During this block of learning you will review the value of different coins and notes.

You will add and subtract amounts of money to give change, using both £ and p in practical contexts.

You also learn how to convert pounds and pence.

Fat Questions:

Why do different countries have different currencies?

We have the Queen on British money. What / Who do you think other countries have on their money?

Key vocabulary

Money	Spend
Pounds - £	Convert
Pence - P	Conversion
Difference	Bar model
Total	Equal amount
Notes	Greater less
Coins	More than
Amounts	Symbol
Pay	Greater value
Change	Greatest amount
Price	Compare
Budget	





Maths lesson 1:

Pounds and pence

White
Rose
Maths

1 Match the amounts that are equal.

16p	
twenty-five pence	
£25	
sixty pence	
twenty pounds	

2 How much money does each person have?

a) £

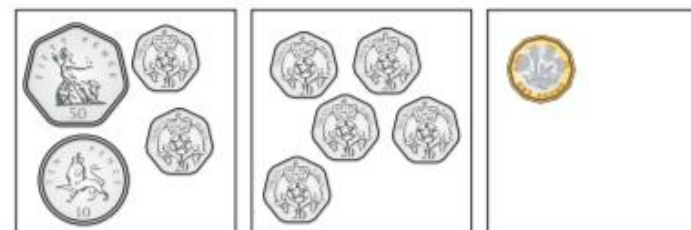
b) p

c) p

3



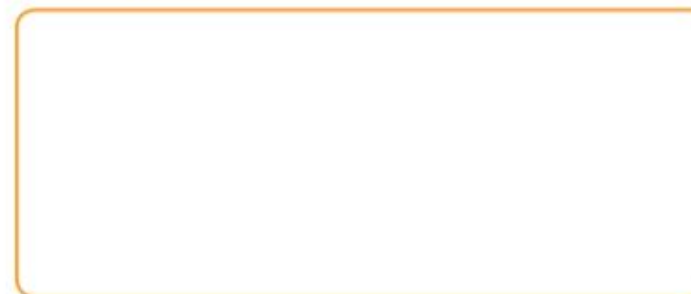
I can make the same amount of money in many ways.



What amount has Mo made? £

Make this amount another way.

Draw your coins.



Compare answers with a partner. Is there another way?





- 4 Dora earns £10 for walking the dog.

Tick the money Dora is given.



- 5 Count the money.



- 6 Jack has 4 silver coins and Rosie has 5 silver coins.
Show that Jack can have more money than Rosie.

Compare answers with a partner.



Maths lesson 2:

Convert pounds and pence

White
Rose
Maths

1 a) Circle £1



b) Circle £1



c) Circle £1



d) Circle £10

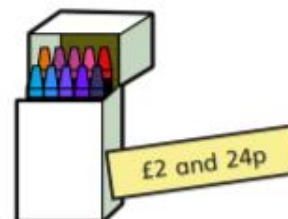


2 How many 1p coins do you need to make £1?

3 Write the price of each item in pence.



p



p



p

4 Write each amount in pounds and pence.

a) 274p = £ and p b) 592p = £ and p

374p = £ and p 591p = £ and p

474p = £ and p 590p = £ and p



c) $111\text{p} = \text{£} \square$ and $\square \text{p}$

d) $405\text{p} = \text{£} \square$ and $\square \text{p}$

- 5 Annie has some coins.



a) How much money does Annie have? $\text{£} \square$ and $\square \text{p}$

b) What is 10p more? $\text{£} \square$ and $\square \text{p}$

What is 10p less? $\text{£} \square$ and $\square \text{p}$

c) What is 100p more? $\text{£} \square$ and $\square \text{p}$

What is 100p less? $\text{£} \square$ and $\square \text{p}$

- 6 What amount is represented in each box?



$\text{£} \square$ and $\square \text{p}$



$\text{£} \square$ and $\square \text{p}$



$\text{£} \square$ and $\square \text{p}$

- 7 Eva empties out her money box.



How much money was in her money box? $\text{£} \square$ and $\square \text{p}$

How did you count the coins? Compare with a partner.

- 8 a) What is the fewest number of coins you can use to represent 315p?

- b) Use 6 coins to make an amount that is more than £3, but less than £4. Draw your answer.



Compare answers with a partner.



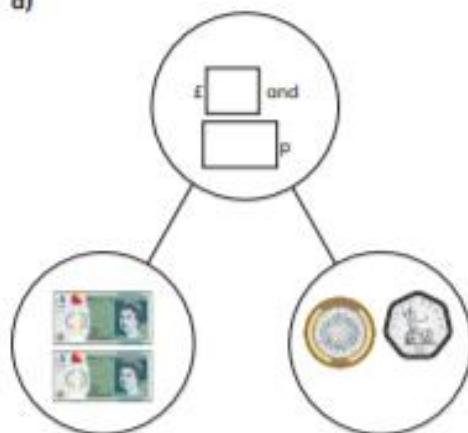
Maths lesson 3:

Add money

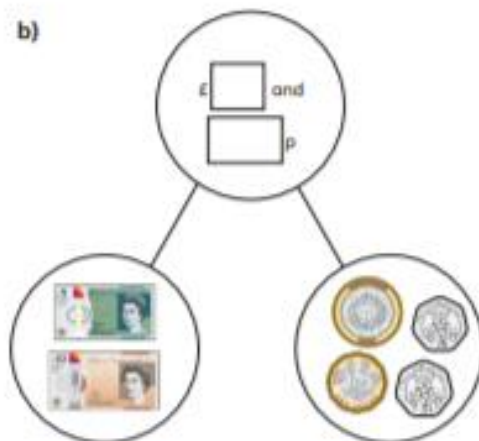
White
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Maths

1 Complete the part-whole models.

a)



b)



2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

$$£ [] + £ [] = £ []$$

$$[] p + [] p = [] p$$

Dora spends £ [] and [] p.

3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £ [] and [] p

b) £3 and 30p + £5 and 30p = £ [] and [] p

c) £3 and 50p + £5 and 50p = £ [] and [] p

d) £4 and 50p + £5 and 50p = £ [] and [] p

What do you notice?






- 4 Brett has £6 and 55p.
Aisha has £2 and 55p.
How much money do they have altogether?

£ and p

- 5 Annie and Alex are having pizza for lunch.

Tomato pizza	£5 and 40p	
Vegetable pizza	£7 and 75p	
Potato wedges	£1 and 79p	
Cheese bites	£2 and 83p	

- a) Annie orders a tomato pizza and cheese bites.
How much does it cost?

£ and p

- b) Alex has £10

She wants to buy potato wedges and a vegetable pizza.

Does she have enough money? _____

Explain your answer.

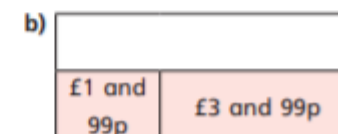


- 6 Mo buys a cap for £6 and 50p.
He also buys a key ring.
He spends £10 in total.
How much does the key ring cost?



£ and p

- 7 Complete the bar models.



- 8 Eva has £6 to spend.



What can Eva buy?

Compare answers with a partner.





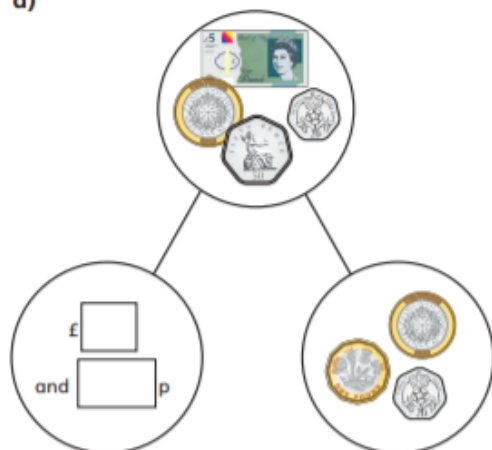
Maths lesson 4:

Subtract money

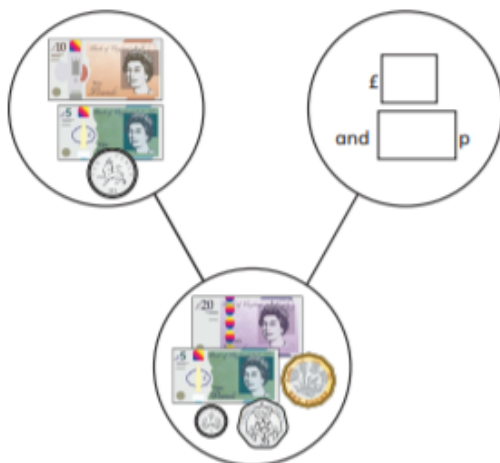


1 Complete the part-whole models.

a)



b)



2 Tommy has £5 and 75p in his pocket.



He puts £2 and 50p in his money box.

How much is left in his pocket?

£ and p

3 Whitney has £4 and 80p.

She buys this pair of socks.

How much money does Whitney have left?



£ and p



4 Complete the statements.

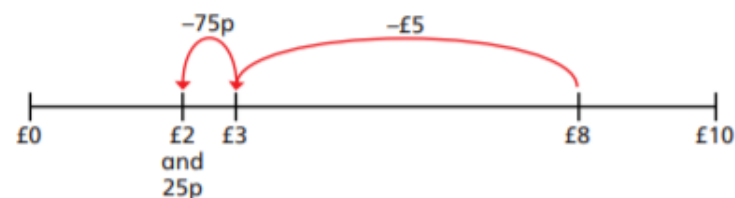
a) £8 and 65p – £5 and 25p = £ and p

b) £8 and 65p – £5 and 65p = £ and p

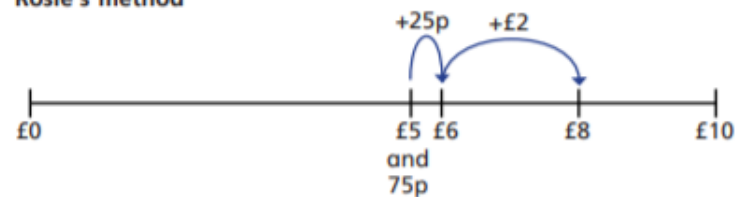
c) £8 and 65p – £8 and 30p = £ and p

5 Amir and Rosie use a number line to subtract £5 and 75p from £8

Amir's method



Rosie's method



Amir and Rosie both get £2 and 25p as their answer.

a) Explain each of these methods to a partner.

b) Whose method do you prefer? _____

Explain why.

6 Complete the number sentences.

a) £3 and 50p – £1 and 20p = £ and p

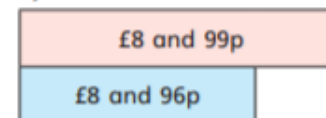
b) £3 – £1 and 50p = £ and p

c) £6 and 15p – £2 and 85p = £ and p

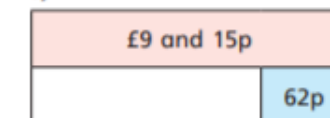
d) £8 and 7p – £3 and 54p = £ and p

7 Complete the bar models.

a)



b)





Maths lesson 5:

Give change


White
Rose
Maths

1 How much change would you get from a £10 note?



a)  £ and p

b)  £ and p

c)  £ and p

d)  £ and p

e)  £ and p

2 Annie buys some crayons.



She pays with this money.



She gets this change.



Has Annie been given the correct amount of change?

Explain your answer.

3 Huan buys a hot chocolate for £2 and 60p.

He pays with a £5 note.

How much change does he get?

£ and p



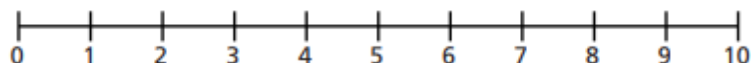
- 4 Dani buys a milkshake.
She pays with a £5 note.
She gets £2 and 60p change.
How much did the milkshake cost?

£ and p

- 5 Ms Hall has £9 to buy breakfast.
She gets £4 and 25p change.

Waffles	£4 and 75p
Omelette	£5 and 75p

Which breakfast does Ms Hall buy?
Use a number line to explain your answer.



Ms Hall buys the _____ for breakfast.



- 6 A train ticket costs £3 and 60p.
A bus ticket costs £2 and 85p.
Mr Khan buys a train and a bus ticket.
He pays with a £10 note.
How much change does he get?

£ and p

- 7 Mrs Dean buys a T-shirt.
She pays with a £10 note.
She gets four coins in change.
Each coin is different.



a) What is the lowest possible price of the T-shirt?

£ and p

b) What is the highest possible price of the T-shirt?

£ and p

Compare answers with a partner.





English – Practise your spellings

Remember to ... **Look, cover, say, write and then check!**

<i>chef</i>			
<i>sure</i>			
<i>mission</i>			
<i>special</i>			
<i>brochure</i>			
<i>sugar</i>			

Use the first column example words to go over the letters and practise your handwriting joins.

Can you write sentences for each of your spellings?

Text Types

Newspaper Report



Use alliteration or word play to make the headline catchy.



Remember to write in third person!



he
she
they



An introductory paragraph should briefly sum up what the story is about. Think: What? Who? When? Where? How?



The main body should contain facts and not your own opinions. Information given should be **chronological**.



Have quotes and sources of the quotes to make your story credible. Remember to use inverted commas!



The last paragraph of the text should sum up and bring the story up to date, e.g. 'Police are still investigating thoroughly for more answers.'



Include reporter's name and job title at the end, e.g. 'Alpha Smith, Media Correspondent, Sheffield.'





English – Lesson 1 Poem

Billy McBone

Billy McBone
Had a mind of his own,
Which he mostly kept under his hat.
The teachers all thought
That he couldn't be taught,
But Bill didn't seem to mind that.

Billy McBone
Had a mind of his own,
Which the teachers had searched for for
years.
Trying test after test,
They still never guessed
It was hidden between his ears.

Billy McBone
Had a mind of his own,
Which only his friends ever saw.
When the teacher said, 'Bill,
Whereabouts is Brazil?'
He just shuffled and stared at the floor.

Billy McBone
Had a mind of his own,
Which he kept under lock and key.
While the teachers in vain
Tried to burgle his brain,
Bill's thoughts were off wandering free.

Billy McBone - Poetry

Key vocabulary: rhyming couplet, mind, burgle, wandering

Retrieval

1.) Where did Billy McBone mostly keep his mind?

2.) How did the teachers search, year after year, for Billy's mind?

Inference

3.) Do you think Billy McBone would be perceived as a good pupil? Use evidence from the poem to support your answer.

Vocabulary

4.) 'Tried to burgle his brain' tick the closest meaning to burgle.

- Take something without permission
- To eat something
- To clean

5) Find and copy the phrase in the final stanza which tells us that no matter what the teachers did, they could not burgle Billy's brain.

English – Lesson 2 Reading Text

ROMAN COIN SURPRISE FOR MRS SHIP

Reported by Owen Butcher, Media Correspondent, Glastonbury

It was last year when Sally Ship, a 46-year-old secondary school art teacher from Somerset, decided to have an extension built on her home.

'We'd outgrown our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made a truly incredible find. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging; I had a feeling it was something special.'

'Sally asked me to stop working because I was about to disturb whatever she'd seen. I hadn't even spotted them,' commented builder Karl Webb. 'Finding treasure is a first for me!' Mrs Ship told reporters how Karl had helped her climb into the hole to have a closer look. 'I noticed another one and then another one,' she added. 'I was shaking. I knew this was something important so I immediately reported the find and told the builders they could go home until I'd found out what it was. I slept in the garden all night, guarding what I believed to be something very precious. My daughter thought I was crazy!'

'I have to be honest, I thought they were some old, worthless bits of metal. When Mum said she was camping outside to guard her find, I thought she was going mad!' commented 18-year-old Jenny Ship. 'Mum and I love watching archaeology programmes. To think we had a little piece of history in our garden, well, it's unbelievable really.' Sally and Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What had they bought?'



The treasure was discovered in a garden in Somerset.

Mrs Ship explained that since her fantastic find, she has joined a local metal detecting group. 'It's great fun! After all, you never know what you're going to find.'

Further excavations took place in Mrs Ship's garden but no other finds were made. It is yet to be decided where the coins will be put on public display.



Comprehension Questions

Answer questions in full sentences.

1. When did the building work start on Mrs Ship's property?

2. What had Mrs Ship been doing when she spotted the treasure?

3. What did Mrs Ship do after finding the treasure?

4. Why did Mrs Ship sleep outside that night?

5. What sort of television programmes do Mrs Ship and her daughter like to watch?
What does this tell us about their interests?

6. What has this inspired Sally to do?

7. Can you use two adjectives to describe how Sally would have felt?

8. What will happen to the treasures?

9. How do you think the coins ended up in Mrs Ship's garden?

10. Have you ever made an exciting discovery?

English Lesson 3 – Identify Features

Features of a Newspaper Report

Includes the name of the newspaper

Includes a headline which grabs readers' attention using alliteration, rhyme or a play on words

Includes an introduction which includes the 5 Ws

Includes photographs with captions

Includes facts

Does not include opinions except for in quotes, which have inverted commas

Includes all of the main events in chronological order

Is written in third person and past tense

Includes a final paragraph which explains or asks what might happen next

Is written in a formal tone





English Lesson 3 - Task

Read the following newspaper report about Little Red Riding Hood. Use coloured pencils to find examples of the following features in the text:

Facts and evidence	Direct speech	Written in the past tense	Formal, reporting language
Caption	Headline	Adverbials to link paragraphs	Written in the third person

Headline	Direct speech	Caption	Written in the past tense	Facts and evidence	Introduction
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Price: 1 magic bean

Sunday, 22nd Feb

WICKED WOLF GETS HIS JUST DESSERTS

Yesterday afternoon, a young girl and her grandmother miraculously survived a run-in with a ravenous wolf. Little Red Riding Hood was visiting her grandmother's cottage in the forest when both were swallowed alive by the creature. However, luck was on their side, as a local woodcutter was on hand to cut them free.

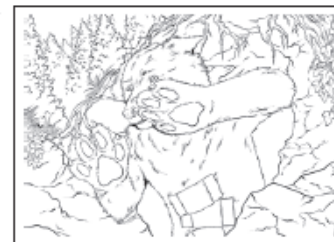
At approximately 1:15 p.m. on 21st February, witnesses claimed that they saw Miss Riding Hood, a young girl aged 10, skip into the forest carrying a basket of cupcakes. The path from the village through the forest is a well-trodden route, used by everyone from school children to village elders. Local resident Goldilocks (12) of Porridge Drive said, "I've used that path hundreds of times and it's always seemed perfectly safe." Mr Hansel (35), who runs the village orphanage, commented, "Of course, I warn the children not to approach any gingerbread houses. But avoid the woods entirely? Nonsense."

Miss Riding Hood claims that she was nearly at her granny's cottage when she was approached by a wolf posing as a polite gentleman. She reports that the wolf acted kindly at first, and even pointed out a shortcut to her granny's cottage. However, all was not as it seemed. Miss Riding Hood explained that from the moment she arrived at her granny's cottage, she could sense that something was not quite right.

Once inside, Riding Hood found her granny in her nightgown, tucked up in bed,

apparently ill. However, after a short bout of questioning, Red soon realised that the person to whom she was speaking was not her granny at all, but the wolf in disguise.

Miss Riding Hood alleges that both she and her granny were gobbled whole by the cunning beast. "I found Granny alive, but very uncomfortable, inside the wolf's stomach," she told The Once Upon a Times.



Mr B.B. Wolf would not 'paws' to comment.

After ten traumatic minutes inside the wolf, the pair were freed by an axe-wielding woodcutter.

"As soon as I saw the wolf on the bed, I knew that something was wrong," stated the heroic woodcutter. "You didn't have to be a genius to work out where Granny and Red had ended up. He'd had the old lady for starters and her granddaughter for the main course."

Miss Riding Hood and her grandmother are now staying with Miss Riding Hood's mother in the village, where they are said to be recovering well. Meanwhile, Mayor Gretel has announced plans for an investigation into the cunning, wolfish activity in Fairytale Forest. If she fails to act, could our beloved forest be lost forever?

Pinocchio, Junior Correspondent




English – Lesson 4

What is a conjunction?

A conjunction links two or more words, phrases or clauses together.

There are two main types of conjunctions:

- co-ordinating conjunctions (e.g. *and*) link two main clauses together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS'.
- subordinating conjunctions (e.g. *when*) introduce a subordinate clause. You can remember some of the most useful subordinating conjunctions by...



I SAW A WABUB!


Try to remember these important subordinating conjunctions.

If Since As When Although
While After Before Until Because!

Use subordinating conjunctions in different positions within your sentences.

Although he made me jump, I was thrilled to see a wabub behind the tree.

I am going on a wabub hunt **after** I have eaten my dinner.



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Underline the subordinating conjunction in each sentence.

- While the leaves on the trees flushed into their autumn finery, Guster's green summer scales slowly changed to copper.
- Guster knew that it couldn't be natural.
- His pointed ears twitched, swivelling until they heard the chatter of human voices.
- As Redbreath closed her eyes and lost herself in the past, Guster had a brilliant idea.
- He could still hear the clangs and crashes of Redbreath's search as he clambered onto his launching rock.

Add an appropriate subordinating conjunction into each sentence. Don't forget to read your sentence back to check that it makes sense! Use the word bank to help you.

- This was the way that Redbreath always sat _____ she was about to tell a tale of the old times.
- _____ the lake was much smaller, this island had been the moot hill.
- _____ Guster watched, he realised they had already changed the shape of the land.
- _____ it had cleared a path to the cave, it rumbled away.
- Even _____ it was night time, the museum was completely packed.

after	although	as	because	before	where	whenever
if	once	provided that	since	that	whereas	whether
though	although	unless	until	when	wherever	while



English – Lesson 4 Task 2

Using your knowledge of subordinating conjunctions, write 5 sentences about the picture below.

Make sure you use a subordinating conjunction in each sentence.





English – Lesson 5: Direct and Indirect (reported) Speech

Within writing, there are two ways to narrate the words spoken by a character. These are called:

- direct speech
- indirect (or reported) speech

Direct speech:

Direct speech includes inverted commas, speech punctuation and a reported clause. In a direct speech sentence, we would narrate Iggy's spoken words like this:

"I bid you farewell Earthlings!" shouted Iggy from his spaceship.

Indirect speech:

Also known as reported speech. Indirect speech doesn't have inverted commas or a reported clause. If we were writing an indirect speech sentence, we would narrate Iggy's spoken words like this:

From his spaceship, Iggy bid farewell to the Earthlings.

Task 1

Decide whether the following are examples of direct or indirect speech.

Speech	Direct or Indirect Speech?
William asked if he could have a turn on the slide.	
"It's my turn next," Shiya shouted.	
Dad said that the children should stop arguing.	
Kylie mentioned that the swings were free.	
"I love the park," squealed Emir.	
Mum told the children that it was time to go home.	

Task 2

Add the correct punctuation to these **direct speech** sentences.

1. Look up at the sky screamed the boy I just saw the most magnificent dragon.
2. It had ginormous wings and was the size of a double decker bus explained the shy, petite girl.
3. I couldn't believe my eyes. I thought I was dreaming explained the shocked old lady.

The Sporting Telegraph

www.sporting-telegraph.com

The Number One Sports Newspaper

Brilliant Bolt Grabs Gold Again!

Jamaican Sprinter Takes London by Storm Winning Three Olympic Gold Medals

Exclusive Report by John Stevenson

Usain Bolt reaffirmed his title as the World's Fastest Man by achieving a marvellous third gold medal of the games this week. In front of a deafening capacity crowd in London's Olympic Stadium, the 25-year-old world record holder completed a remarkable set of victories to establish himself as one of the greatest sprinters of all time.

Following earlier victories in both the 100m and 200m individual sprint, Bolt inspired his Jamaica team-mates to a third triumph in the 4x100m relay. The three gold medals are added to his personal collection alongside similar achievements in the corresponding individual events of Beijing in 2008.

Afterwards, the reigning 100m and 200m world champion was understandably buoyant in his celebrations.

"It's a brilliant feeling. It's been a long road. I'm happy, but I'm relieved. It's great to be in the history books as one of the greatest. I'm proud of myself," he told reporters.

Although other athletes have won more medals than Bolt, including American sprinter Carl Lewis who was commentating for a television network, no-one else can match the explosive power and unrivalled pace exhibited by Bolt.



Usain Bolt: winner of three Olympic gold medals in London

The sprinter's Jamaican team-mates were equally jubilant following their relay victory, describing it as a momentous day in Athletics history. Even the American team, who were disqualified from the relay following a disastrous illegal baton handover, were gracious in defeat.

Admitting disappointment at missing out on a team medal, Justin Gatlin promised supporters that the team had given it all they could and refused to criticise the officials' decision, but did apologise to the US fans.

Now thinking ahead to his future and the potential of bringing down the curtain on a glittering Athletics career, Bolt confirmed that he intends to compete in 2016 but retire before the next Olympic Games in 2020. Instead, he will focus on charity work, a likely ambassador role in the sport or could even consider a dramatic switch to another sport such as football. As the crowds filtered out of the magnificent stadium, the talk was all about just one man - the incredible Usain Bolt, who is surely already an Olympic legend.

Spotting Direct and Indirect Speech

Here is a passage of direct speech. It has inverted commas, other speech punctuation and a reporting clause.

Can you spot an example of indirect speech in this newspaper report?

Here is a passage of indirect speech. It has no inverted commas or reporting clause. It tells the reader what Justin Gatlin promised his supporters.

English – Lesson 5

Task 3

There has been a dragon sighting in Pontefract park! Flying high above the racecourse at around 2pm on Sunday. You have decided to write an article for the school newspaper reporting the event. Today you are collecting witness statements.

Write 3 direct speech sentences from witnesses at the park.

Write 3 indirect (reported) speech sentences from your 'interview' with the witnesses at the park.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

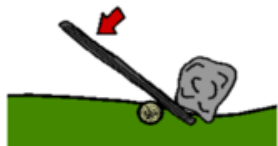


Reading for Productivity 1: DT

Levers and linkages

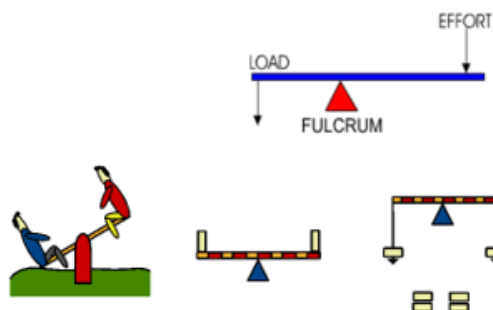
Levers

Levers are the simplest form of mechanism and date back to way beyond the time of Stone Age man. By using a stiff branch resting on a log, early man was able to move heavy loads such as rocks. This is similar to the way we use a screwdriver to lever the lid of a paint tin. A lever is a rigid beam that can rotate about a fixed point called the fulcrum. An effort applied to one end of the beam will cause a load to be moved at the other. By moving the fulcrum nearer to the load, you can lift a large load with only a little effort. (This is called mechanical advantage.)



Lever Class 1

This is the most common type of lever. With a class 1 lever the fulcrum is in the middle. The effort is on one side and the load is on the other.



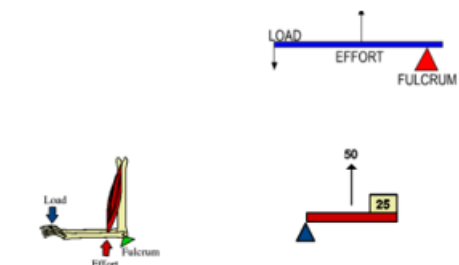
Lever Class 2

With a class 2 lever, the fulcrum is at one end, the effort is at the other end and the load is in the middle.



Lever Class 3

With a class 3 lever, the pivot is at one end, the load is at the other and the effort is in the middle.

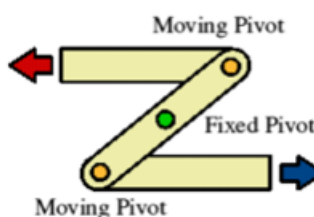


Linkages

A linkage is a mechanism made by connecting together levers.

- To connect the levers together you can use any type of fastening which allows free movement, for example screws, pins, paper fasteners, pop rivets etc.
- The linkage can be made to change the direction of a force or make two or more things move at the same time.
- A linkage which makes things move in opposite directions is called a REVERSE MOTION LINKAGE.
- A linkage which makes the output move in the same direction as the input is called a PUSH-PULL LINKAGE.

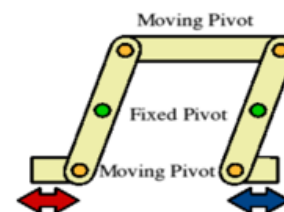
Reverse Motion Linkage



As the top rod moves to the left the bottom rod moves to the right. The bars move in opposite directions. Another way of describing this linkage is the direction of movement in one rod is reversed in the other rod. The fixed pivot is the centre of rotation.

Push Pull Linkage

If you want the output to move in the same direction as the input, then you would use the push-pull linkage. This consists of levers connected with two fixed pivot points.





Reading for Productivity 1: DT – Questions

Reading for Productivity in DT

Key vocabulary: linkages, levers, mechanism, input, output, fulcrum

Retrieval

- 1.) What is a linkage?
- 2.) How do you make a linkage?
- 3.) What is the difference between a lever and linkage?

Inference

- 4.) Why and how do you think levers were used throughout ancient times?

Vocabulary

- 5.) What is a 'fulcrum'?

Year 3 - 4 Extended Curricular Learning



DT – Dragon mechanism

Monday 25th January 2021 – Activity 1



VIPs

- A lever is something that turns on a pivot.
- A linkage is a system of levers connected by a pivot.
- A mechanism is a collection of moving parts that work together.
- A prototype is a model of the mechanism used for evaluation before creating the real product.

Today, you will be designing your own mechanism. You will be drawing a dragon and you will need to think about how you would like it to look and move. Here are a couple of examples of a mechanical dragon to help with your design.



If you were to create a prototype of your product you could use the following materials; cardboard, paper, split pins, scissors, glue and coloured pencils. You need to label each part of your design with the materials you would use.

1. Draw your own dragon mechanism, label the materials you would use and describe your product. Think about how it would move using your RFP to help with this.
 - ✓ Year 3 – can draw the front view of your dragon design.
 - ✓ Year 4 – can draw the front view and the back view of your dragon design.
2. Watch the following video about prototypes. Design a poster all about prototypes.
[Art and Design KS2: Product Design - BBC Teach](#)

Deepen the moment

Why would a prototype of a mobile phone be an important step for the development and selling process for a company like Apple?



Reading for Productivity 2: Geography

Vegetation Belts

Scientists divide the Earth's land into what are called vegetation regions. These areas have distinct types of plants, soil, and weather patterns. Vegetation regions can be divided into five major types: forest, grassland, tundra, desert, and ice sheet. Climate, soil, the ability of soil to hold water, and the slope, or angle, of the land all determine what types of plants will grow in a particular region.

Forest

Forests are areas with trees grouped in a way so their leaves, or foliage, shade the ground. Forests can be found just about anywhere trees can grow, from below sea level to high in the mountains. From tropical rain forests near the Equator to boreal forests in cold climates close to the Arctic Circle, different types of forests can be found all over the world.

Grassland

Grasslands are, as their name suggests, flat and open areas where grasses are the dominant type of vegetation. Grasslands can be found on every continent except Antarctica. Climate plays a role in the type of grassland you get.

Tundra

Tundra is an area where tree growth is difficult because of cold temperatures and short seasons. Vegetation in tundra is limited to a few shrubs, grasses, and mosses. Scientists estimate roughly 1,700 different species live in the tundra, which isn't much compared to forests and grasslands. The ground is often too cold for plants to set down roots, and without plants, few animal species can survive.

Desert

Deserts have almost no precipitation, or rainfall. In fact, deserts are specifically defined as areas with an average annual precipitation of less than 10 inches per year. Deserts usually have really high daytime temperatures, low night time temperatures, and very low humidity.

Ice Sheet

The interesting thing about the ice sheet "vegetation region" is that there really isn't any vegetation there at all! An ice sheet is a large stretch of glacier ice that covers the land all around it for more than 50,000 square kilometres (20,000 square miles). Currently, the only ice sheets are in Antarctica and Greenland. Don't confuse the ice sheets, called polar ice caps, with other ice shelves or glaciers; an ice sheet is much, much bigger.



Reading for Productivity 2: Geography – Questions

Reading for Productivity – Geography – Vegetation Belts

Retrieval

1. List two types of vegetation belts.
2. Which vegetation belt has little or no vegetation?
3. Which vegetation belt are flat and open areas?
4. What type of plants grow in the tundra?

Vocabulary

5. Find and copy a word that means the same as rainfall.



Year 3 - 4 Extended Curricular Learning

Geography – Vegetation belts

Tuesday 26th January 2021 – Activity 2



VIPs

- Vegetation belt is an area of the planet characterised by certain plants due to climatic conditions.
- They can be divided into five major types: forest, grassland, tundra, desert and ice sheet.
- Climate, soil, how much water soil can hold, the slope or angle of the land all determine what types of plants will grow in a particular region.

Today, you will be learning about vegetation belts and how they can be divided into five major types. You will write about the five vegetation belts.

1. Watch this video and write down notes to help build on your understanding of Biomes and Vegetation belts. <https://www.youtube.com/watch?v=oYS2Xo2vsb8>
2. Write about the five vegetation belts including drawing a picture with each. Forest, grassland, tundra, desert and ice sheet.
Year 3 – Write a few sentences about the five vegetation belts and include a picture of each vegetation belt.
Year 4 – Complete an information text based on the five vegetation belts including a picture with each paragraph.

Deepen the moment

Which vegetation belt do you think is most suited to the United Kingdom? Give reasons for your answer.

Forest



Desert



Grassland



Tundra



Ice Sheet





Reading for Productivity 3: PSHE

Children's Mental Health Week 2020

- Children's Mental Health Week runs from 3rd to 9th February 2020.
- It is a time for children, young people and adults to celebrate their differences.
- It is a time to know that everyone has different qualities and strengths.

The theme for Children's Mental Health Week 2020 is 'Find your Brave'. Life can sometimes be challenging and scary. Being brave does not mean that you have to cope on your own or hold things in. Instead, bravery can be about sharing worries and asking for help. It can be trying something new or pushing yourself outside your comfort zone. Being brave means finding ways to overcome challenges.

What is Mental Health?

Mental health concerns how people feel about things in their lives such as their relationships, health, work and how they feel about themselves. Mental health is important because it can affect how people deal with different situations each day.

A Place2Be

- A school-based charity called Place2Be was founded in 1994.
- The charity has gone from supporting a few schools in London to supporting 294 schools nationwide.
- The charity helps children become more confident and positive through talk, creative work and play.
- They also provide school support and training to help children develop a positive self-image.
- Place2Be launched the first Children's Mental Health Week in 2015.

Place2Be want to help let people know that children's mental health is just as important as what they learn in class. Mental health improves if people have a positive view of themselves. The aim is to help children learn how to have good self-esteem and tackle life's challenges in the future.



Children's Mental Health Week 2020

A Royal Patron

The Duchess of Cambridge has been a patron of Place2Be since 2013. She says that people who care for children must work together to help children be the best they can be.

Helpful Tips

These tips are suggested to help young people to improve the way they see things and improve their emotional wellbeing.

- Get outside! A little time outdoors every day is great for the whole body, including the mind.
- Talk to an adult you trust if something is worrying or upsetting you. Even if you think it isn't worth bothering someone about, it often helps to share with someone.
- Try and focus on a positive thing that happens every day, even if it is something small.





Reading for Productivity 3: PSHE - Questions

Questions

- 1) What will you overcome by being brave?
- 2) Find and copy one word that means 'across the country'.
- 3) Who is the patron of Place2Be?
- 4) True or false?

	True	False
If you need to talk about your mental health, you should talk to an adult whom you trust.		
Place2Be started Children's Mental Health Week in 2014.		
Children's Mental Health Week is a celebration of intelligence.		
Mental health means how people feel about different things in their life, such as relationships, health, work and themselves.		

- 5) Give one tip for a child to improve their emotional wellbeing.



Year 3- 4 Extended Curricular Learning

PSHE – Looking after our mental health

Wednesday 27th January 2021 – Activity 3



VIPs

Looking after mental health is ensuring the promotion of a balanced and contented mind that can help us blossom in life.

Many things in everyday life can affect our mental health and wellbeing. We can have the power to tackle and change negative mental health.

Today, you will learn about the importance of recognising mental health in yourself and others. You will be able to identify a variety of things which have a positive and negative effect on your mental and physical health. You will research different strategies to help tackle any problems you encounter. Follow the steps below for today's activity:

3. On a piece of paper draw two mind maps: one with the word positive and one with the word negative. From each of the bubbles write activities, people or things that have a positive or negative impact on you. In the positive think about what makes you happy. In the negative think about what makes you sad or angry.
4. Next, it is time to research activities that can improve your mental health. You may want to use a tablet, books or use notes from your live reading session. Make a list of different activities and strategies you can try to improve your mental health.
5. Create a poster giving advice on how children can keep good mental health. Use the information from your research and live session to help you. Make sure your poster is eye-catching, interesting and includes relevant information.
 - ✓ Year 3 – Create a poster with 4 different ways to help maintain good mental health including an eye catching image for each.
 - ✓ Year 4 – Create a poster with 6 different ways to help maintain good mental health. Include relevant images to represent each. Include a 'top tips' section with your own advice on how to stay positive and happy.

Deepen the moment

One piece of advice given when someone is feeling sad is to 'write your feelings down on paper, in a diary or notebook'. Why do you think this would be helpful?

What advice would you give to a friend if they weren't feeling very happy?



Reading for Productivity 4: Science

Magnets

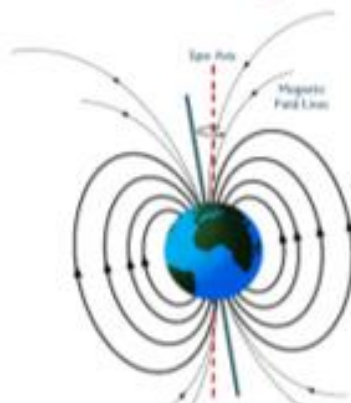
Magnets are objects that give out a **magnetic force** around it called a **magnetic field**. Magnetic fields cannot be seen by the human eye but we can tell they are there by what happens to objects when near the magnet. **Magnetic** objects are affected by magnets. Magnets can **attract** some objects and can **repel** others. These objects are magnetic. Some objects are not affected at all by a magnet. We call these **non-magnetic**.

Magnetic	Non-Magnetic
iron	glass
nickel	plastic
cobalt	wood
steel	some metals such as copper, silver, gold, aluminium

This table shows which materials are magnetic and which are not. You could test these by seeing if they respond to a magnet.

Magnetism can push or attract magnetic materials. To do this the object has to be close to the magnet so that it is in its magnetic field.

Magnets have a **magnetic north pole** and a **magnetic south pole**. If the same pole of two magnets are placed near each other they will push away (repel), while if different poles are placed near each other they will pull together (attract). The diagram below shows what happens.



The core of the Earth is thought to be made up of two magnetic metals. It is an **molten alloy** (mix) of nickel and iron. This means that the Earth has its own magnetic field.

It too has its own magnetic poles; north and south. That is where the names The South Pole and The North Pole come from!

This magnetic field around Earth keeps us safe from **space radiation** and **particles**.

When we try to draw magnetic fields we use lines to show the direction and the **intensity** of the magnetic field, just like this picture of the Earth showing its magnetic field.



Reading for Productivity 4: Science – Questions

Reading for Productivity – Magnets

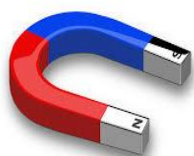
Key vocabulary: magnetic, magnetic force, magnetic field, attract, repel nickel, cobalt

Retrieval

1. What is a magnetic field?
2. What happens if the same pole of two magnets are placed near each other?
3. Earth has its own magnetic field. What does this keep us safe from?
4. True or false... For magnetism to occur an object can be far away from the magnet.

Vocabulary

5. "Magnets can attract some objects and **repel** others" What does the word **repel** mean?
6. Not all objects are affected by magnets. What do we call these objects?



Year 3- 4 Extended Curricular Learning

Science - Magnets

Thursday 28th January 2021 – Activity 4



VIPs

- The North and South poles are found at different ends of the magnet.
- Repulsion is a force that pushes objects away.
- Attraction is a force that pulls objects together.

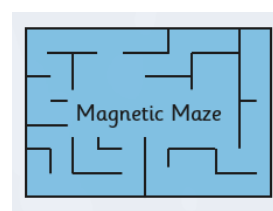
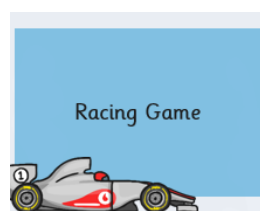
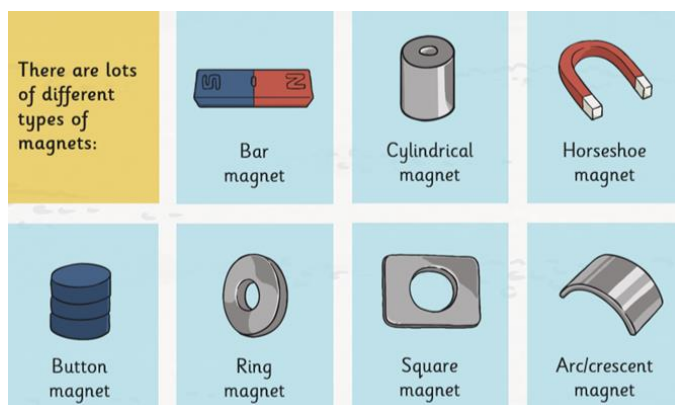
Today, you will learn about the magnetic force which surrounds a magnet. You will observe different magnet strengths, record your finding and create a magnet game. Follow the steps below for today's activity:

6. A magnet can attract materials without direct contact. You are going to try a trick to investigate this. You will need a magnet, a paperclip and some string. Tie the paperclip to the string and hold steadily. Then hold that magnet underneath from far away and move closer to the paperclip. What can you see happening? Explain why you think this is happening.
7. There are many different types of magnets. Using the picture below research the different types of magnets online. Which magnet is the strongest?
8. Design a game which uses magnetic force to attract materials. You can plan, design then create your game if you have the materials. If you don't have the materials at home then you can draw your game and explain how to play it.
 - ✓ Year 3 – When creating your game consider how does your game use magnetic force? Helpful words: magnet, magnetic field, metal, steel, force, pull
 - ✓ Year 4 – What type of magnets would you use? Why would you use these magnets in particular? How can you make the game challenging? Could you use more than one magnet?

Deepen the moment

Sarah says that the bigger the magnet the stronger is it, do you agree? Explain your answer.

Kate says the only reason the magnet picks up the paper clips is because they are not heavy, is she correct? Explain your answer.





Reading for Productivity 5: Spanish

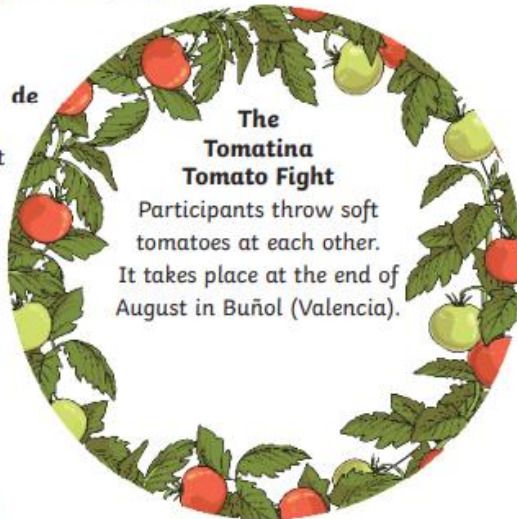
Top Ten Spanish Festivals

Spanish people like to celebrate. There are important festivals in every season: in spring there is "La Feria de Abril" and "Las Fallas"; in the summer the "Tomatina" Tomato Fight, the "Romería del Rocío" and "Sanfermines"; in the autumn All Saints Day and in winter Carnival celebrations in Tenerife, Cádiz and Águilas among others. At Christmas they have "Nochebuena" dinner on the 24th of December and "Nochevieja" on the 31st, culminating in the "Cabalgata de Reyes" or Three Wise Men Parade on the 5th of January. Easter (Holy Week) celebrations happen all over Spain as well.

These are ten famous Spanish festivals:

Carnival of Santa Cruz de Tenerife

Considered the second most famous carnival in the world, with thousands of people in fancy dress dancing through the streets in floats. They elect a Carnival queen and bury a giant sardine at the end of the festival.



The Tomatina Tomato Fight

Participants throw soft tomatoes at each other. It takes place at the end of August in Buñol (Valencia).



Carnival Celebrations in Cádiz

Both the comparsas and the chirigotas are groups of people who dress up the same way. The first invent songs about famous people and the second make fun of what happens in the news.

Top Ten Spanish Festivals



Carnival Celebrations in Águila

Especially famous for the dialogue between Don Carnal (Mr Meat) and Doña Cuaresma (Ms Lent) which finishes with a battle of confetti-filled eggs.

Las Fallas in Valencia

Figures called ninots and structures called fallas are built. There is a competition between all the structures and figures and at the end they burn them on the night called La Cremà.

La Feria de Abril in Sevilla

For six days, this fair starts with a parade of horses and flamenco-dressed men and women. Then there is "sevillanas" (a traditional dance similar to flamenco), drinking and eating at the fairgrounds.

Sanfermines (Running of the Bulls)

Ernest Hemingway, the writer, made Sanfermines famous by mentioning them in his book *The Sun Also Rises*. Early in the morning bulls are released and people run away from them along the streets of Pamplona.



All Saints Day

People visit cemeteries and leave flowers in honour of the dead. There are special sweets called "huesos de santo" and "buñuelos".

The Romería del Rocío

This is a pilgrimage, a group of people that travel on foot, on horse or in horse-drawn carriages to the church of El Rocío, in the province of Huelva.

Holy Week in Cartagena

This is a religious feast in which the processions are serious and a bit sad. Participants in the processions wear cloaks and hoods and carry religious figures that are quite heavy.





Reading for Productivity 5: Spanish – Questions

Date:

LO: Reading for Productivity - The Top Ten Spanish Festivals.

Y3: Questions

1. Name a festival that happens in the Spring?
2. When does the Tomatina take place?
3. Which carnival is considered to be the second most famous carnival in the world?
4. How do you think people become the carnival queen?

Deepen the Moment

Which is your favourite celebration or festival: Christmas, Easter or your birthday? Why is it your favourite?



Year 3- 4 Extended Curricular Learning

Spanish - Festivals

Friday 29th January



VIPs

- The letter ñ in Spanish is pronounced 'ny', like the 'ni' sound in the word onion.

Today, you will review the seasons in Spanish and practise them with a family member. You will then discuss different Spanish festivals and practise having a basic conversation in Spanish. Finally, you will compare British and Spanish festivals and celebrations. Follow the steps below for today's activity:

9. There are many Spanish festivals throughout the year. Every season there is at least one festival. Your first task is to practise talking about the seasons with someone at home.

Spring - **primavera**

Summer - **verano**

Autumn - **otoño** (aw ton yo)

Winter - **invierno** (in vee er no)

10. Now it is time to practise a conversation in Spanish. Using the different Spanish festivals on your reading for productivity sheet, practise this conversation in English. When you are happy with it have a go in Spanish.

What is your favourite festival?

¿Cuál es tu festival favorito?

My favourite festival is La Feria de Abril.

Mi fiesta favorita es La Feria de Abril.

When is it?

¿Cuándo es?

It's in spring.

Es en primavera.

11. Using the knowledge you have gained from the reading for productivity today and using the internet to research further write a list of Spanish and British festivals. Compare their similarities and difference. Which festival is your favourite?

- ✓ Year 3 – Discuss 3 Spanish and 3 British festivals, compare when and why the events happen. Draw a picture of your favourite festival.
- ✓ Year 4 – Discuss 4 Spanish and British festivals, compare when and why they happen and the significance of the festivals. Include Spanish vocabulary in brackets where possible (seasons, numbers).

Deepen the moment

Do you think it is important to learn about other countries traditions and celebrations? Give reasons for your answer.