Year 3: Remote Learning Schedule

W/C 1st March	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *(approx. 45 mins per lesson)* **This week our focus is:** **Length and Perimeter**	**Lesson 1** *To compare length (1).* Click _here_ to watch a video to support your learning.	**Lesson 2** *To compare length (2).* Click _here_ to watch a video to support your learning.	**Lesson 3** *To add lengths.* Click _here_ to watch a video to support your learning.	**Lesson 4** *To subtract lengths.* Click _here_ to watch a video to support your learning.	**Lesson 5** *To use arithmetic skills Challenge yourself with our weekly arithmetic paper.*
	You will find links to videos produced by White Rose Maths above. The questions and resources can be found 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!				

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.

Remember to share your learning on ClassDojo!
Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.

English	Monday	Tuesday	Wednesday	Thursday	Friday
English *(approx. 45 mins per lesson)* **This week our focus is:** **Writing a formal letter**	**Lesson 1:** *Comprehension:* To answer questions about a poem.	**Lesson 2:** *Grammar:* To use prepositions Click _here_ to watch a video to support your learning.	**Lesson 3:** *To plan/draft a formal letter*	**Lesson 4:** *To write a formal letter.*	**Lesson 5:** *To edit a formal letter.*
	The questions and resources can be found 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: superman, superior, supernatural, superstar, superficial **(Remember to test yourself on Friday!)**

Reading for Pleasure *is such an important part of our curriculum – follow the link …*https://www.worldbookday.com/world-of-stories

Reading for Productivity *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.*	Mon:	Tues:	Wed:	Thurs:	Fri:
	Music	Geography	Science	World Book Day	Art

Extended Curricular Learning *provides a great opportunity to exercise skills in foundation subjects and science. At the end of this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!*

VIPs

100cm is equivalent to 1 metre.

10mm is equivalent to 1cm.

Equivalent means it is worth the same amount (equal to).

< = less than, > = greater than.

To convert from metres to centimetres, you multiply the number by 100.

To convert from centimetres to millimetres, you multiply the number by 10.

Before comparing lengths, they both must be the same unit of measurement (both centimetres, metres or millimetres).

Before adding lengths, they both must be the same unit of measurement (both centimetres, metres or millimetres).

Perimeter is the total distance around all edges of the shape.

Measuring Lengths using a ruler – cm and mm

Always make sure that you measure the length from '0' on a ruler.
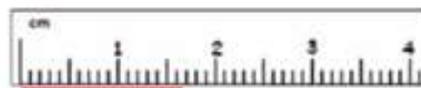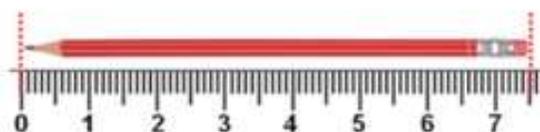

Conversions – Length
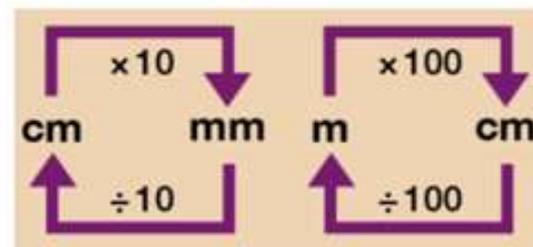
Measuring and calculating perimeter
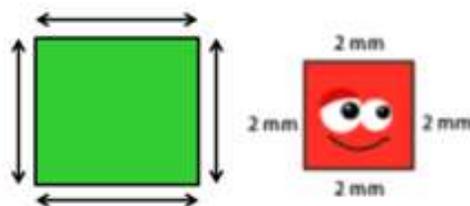
Perimeter is the measurement of **all edges** around a shape. Repeated addition can be used to calculate perimeter.

Measuring and calculating perimeter

5 + 5 + 5 = 15cm
Perimeter = 15cm

15 + 7 + 15 + 7 = 44m
Perimeter = 44m
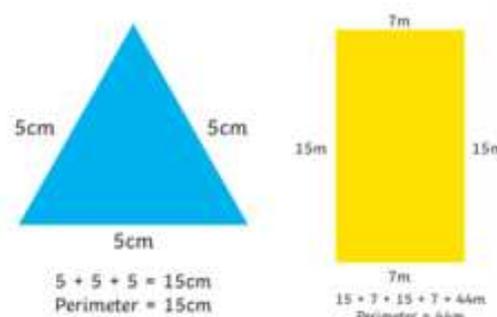
Key vocabulary

Centimetres

Millimetres

Metres

Metre stick

Rulers

Length

Height

Perimeter

Equivalent

Addition

Subtraction

Conversion

More than

Less than

Fat Question

What objects could you measure the perimeter of inside your house?


Intent

Pupils will be able to write and calculate mathematical statements for measurement, including length and perimeter. Pupils will be able to measure lengths, before moving on to compare, add and subtract them. In addition to this, children will be introduced to perimeter and be able to measure and calculate the perimeter of simple 2D shapes.

Children will solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems.

Maths Lesson 1: To recap comparing lengths (Main, Blue Task)

Compare lengths

1
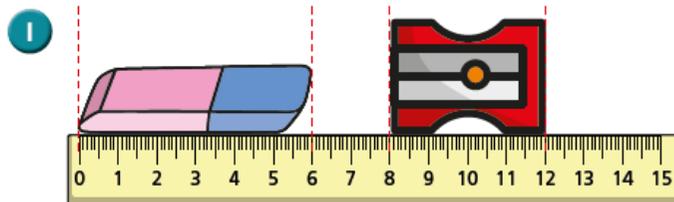
Choose a word to complete the sentences.

shorter	longer

The rubber is _____ than the sharpener.

The sharpener is _____ than the rubber.

2 Write <, > or = to compare the statements.

a) 9 cm ◯ 23 cm

b) fifty metres ◯ 50 m

c) one metre ◯ 1 cm

3 Write digits in the boxes to make the statements correct.

a) ☐ cm < 41 cm

b) 14 m < ☐ m

c) 14 cm > ☐ cm

d) 12 m < ☐ m < 20 m

Is there more than one answer for each?

4 Would you measure each one using centimetres or metres?

Tick your answer.

	centimetres	metres
a) the height of a baby	☐	☐
b) the length of a pencil	☐	☐
c) the height of a school	☐	☐
d) the height of your teacher	☐	☐

What else would you measure in metres?

5 Write <, > or = to compare the statements.

a)   39 cm + 9 cm ◯ 47 cm

b)   22 m − 6 m ◯ 0 m + 15 m

c)   4 cm + 13 cm ◯ 20 m − 3 m

6

5 m = 5 cm

a) Why is the statement wrong?
   Talk about it with a partner

b) Write < or > to correct the mistake.

5 m ◯ 5 cm

7 One large cube is three times as long as one small cube.
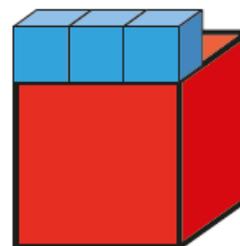
One small cube is 5 cm long.

a) How long are 2 small cubes?

[   ] cm

b) How long are 10 small cubes?

[   ] cm

c) How long is 1 large cube?

[   ] cm

d) How long are 2 large cubes?

[   ] cm

Maths Lesson 1: Red Tasks

If you find the main activity a bit too tricky, try these questions instead…

**1a. Complete the table to match the statement. Find one possibility.**

Eric > Leo > Jasmine

Name	Table length
Jasmine	1m 35cm
Eric	1m 70cm
Leo	___m ___0cm

2a. Three children measure their hats.

Craig 90mm   Wendy 5cm   Jane 80mm

A. Who has the shortest hat?
B. Who has the longest hat?
C. Whose hat is shorter than Jane's?

3a. Order the lengths from shortest to longest.

A. 95mm

B. 65cm

C. 60cm

4a. Complete the statement using the measurements below.

[ ] < [ ]

A. 10cm   B. 85mm

1a. Find three possibilities for the statement below.

2m 5cm < 2m 80cm < 300cm

2a. Alice and Luke are comparing the lengths of their ribbon.

Alice: My ribbon is longer because it measures 50mm.
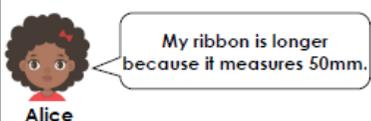
Luke: My ribbon is longer because it measures 45cm.

Who is correct? Explain your answer.

3a. Rupert has written the statement below.

500mm > 60cm

Is the statement correct? Convince me.

Maths Lesson 1: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions…

**9a. Complete the table to match the statement. Find one possibility.**

Hammad < Imani < Eva

Name	String length
Hammad	$2\frac{1}{2}$ m
Eva	398cm
Imani	

10a. Three children measure their arms.

Wendy 12cm 4mm   Craig 118mm   Freya 10cm 19mm

A. Who has the longest arm?
B. Who has the shortest arm?
C. Whose arm is longer than Freya's?

11a. Order the lengths from shortest to longest.

A. $3\frac{3}{4}$ m

B. 3m 180cm

C. 407cm

12a. Complete the statement using the measurements below.

[ ] > [ ] > [ ]

A. $4\frac{1}{4}$ m   B. 391cm   C. 3m 142cm

7a. Find three possibilities for the statement below.

$5\frac{1}{2}$ m < $6\frac{3}{4}$ m >
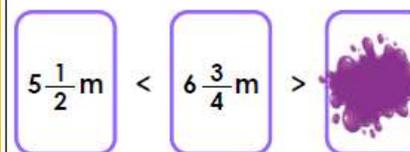
8a. Theresa and Elliot are comparing the lengths of their leads.

Theresa: My dog's lead is longer because it measures $1\frac{3}{4}$ m.

Elliot: My dog's lead is longer because it measures 1m 128cm.

Who is correct? Explain your answer.

9a. Andrea has written the statement below.

$4\frac{3}{4}$ m > 482cm < 3m 154cm

Is the statement correct? Convince me.

Deepen the Moment Lesson 1:

1. Four brothers and sisters are comparing the lengths of the televisions in their house.

Adrian: The television screen in mine and Adam's room only measures $\frac{1}{4}$ m.

Hanna: The television in the living room has a screen that is $\frac{3}{4}$ m long which is longer than the TV in the study.

Matilda: The TV screen in the study is shorter than the television in the boys' room. Its digits are all odd.

Adam: The length of my television is no greater than 234cm.

Investigate the lengths of each television and arrange the length in descending order.

Maths Lesson 2: To compare lengths (Main, Blue task)

Compare lengths

White Rose Maths

1 Write <, > or = to compare the lengths.

a)   60 mm ◯ 6 cm   c)   5 cm ◯ 45 mm

b) 1 m 50 cm ◯ 115 cm   d) 100 mm ◯ 1 m

How did you work this out?

2 Eva, Mo, Alex and Dexter have each built a tower.

Use the table to complete the sentences.

Child	Height of tower
Eva	1 m 5 cm
Mo	135 cm
Alex	1 m 45 cm
Dexter	1 m 25 cm

a) _____'s tower is the tallest.

b) _____'s tower is the shortest.

c) Mo's tower is _____ than Dexter's.

d) Eva's tower is _____ than Alex's.

3 Write the following lengths in order from shortest to longest.

160 cm	950 mm	1m 50 mm	200 cm	1 m 25 cm

shortest   longest

4 Jack, Tommy, Rosie and Whitney have a jumping competition.
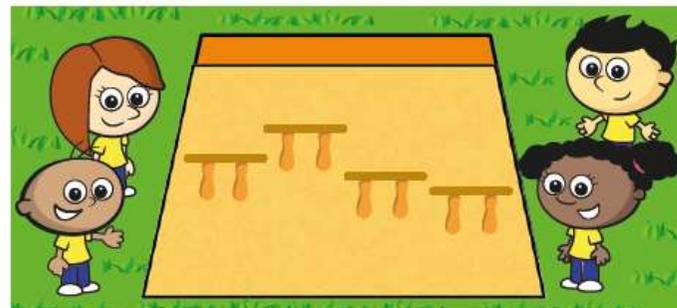
Here are the results.

Jack	Tommy	Rosie	Whitney
870 mm	105 cm	1 m and 30 mm	1 m and 10 cm

The person who jumped the furthest wins the competition.

Put the children in order from 1st to 4th place.

_____ _____ _____ _____

1st   2nd   3rd   4th

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5 Measure the height of four of your classmates.

Measure their foot length and then complete the table.

Name	Height in cm	Foot length in cm

What have you found? Do taller people have longer feet?

6 Measure the height of four of your classmates.

Measure how far they can jump and then complete the table.

Name	Height in cm	Jump length in cm

Talk about what your results show.

Can taller people jump further?

7 Teddy, Mo, Amir, Dora and Annie have each grown a sunflower.

Use the clues below to work out which sunflower belongs to which child.

A	B	C	D	E
1 m 10 cm	101 cm	550 mm	98 cm	1 m 12 cm
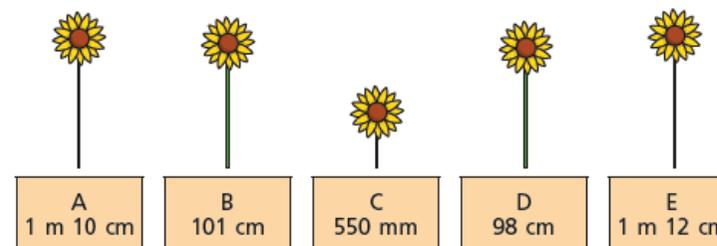
Amir: My sunflower is twice as tall as Teddy's.

Mo: My sunflower is less than 1 m tall.

Dora: My sunflower is 3 cm taller than Mo's.

Annie: My sunflower is the tallest.

Write the owner of each sunflower.

sunflower A: _____   sunflower D: _____

sunflower B: _____   sunflower E: _____

sunflower C: _____

Maths Lesson 2: Red Task

If you find the main activity a bit too tricky, try these questions instead…

1b. Complete the table to match the statement. Find one possibility.

Albert < Isla < Gita

Name	Table length
Isla	___0cm
Gita	85cm
Albert	55cm

VF

2b. Three children measure their hats.

Cheng 75mm   Mia 10cm   Josh 80mm

A. Who has the longest hat?
B. Who has the shortest hat?
C. Whose hat is longer than Josh's?

VF

3b. Order the lengths from longest to shortest.

A. 15mm

B. 20mm

C. 5cm

VF

4b. Complete the statement using the measurements below.

[ ] > [ ]

A. 1m 25cm   B. 120cm

VF

1b. Find three possibilities for the statement below.

130cm < 2m ▨0cm > 2m 15cm

PS

2b. Alfie and Emme are comparing the lengths of their ribbon.

Alfie: My ribbon is longer because it measures 80mm.

Emme: My ribbon is longer because it measures 60cm.

Who is correct? Explain your answer.

R

3b. Elisa has written the statement below.

70cm < 90mm

Is the statement correct? Convince me.

R

Maths Lesson 2: Gold Task

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions…

9b. Complete the table to match the statement. Find one possibility.

Danish < Gigi > Taylor

Name	String length
Gigi	320mm
Danish	
Taylor	25cm 30mm

VF

10b. Three children measure their arms.

Jane 180mm   Jamie 17cm 9mm   Talha 16cm 11mm

A. Who has the shortest arm?
B. Who has the longest arm?
C. Whose arm is longer than Jamie's?

VF

11b. Order the lengths from longest to shortest.

A. 4m 162cm

B. $4\frac{3}{4}$ m

C. 558cm

VF

12b. Complete the statement using the measurements below.

[ ] < [ ] > [ ]

A. 237cm   B. 1m 133cm   C. $1\frac{3}{4}$ m

VF

7b. Find three possibilities for the statement below.

$6\frac{1}{4}$ m > 4m 182cm > ▨

PS

8b. Alan and Phoebe are comparing the lengths of their leads.

Alan: My dog's lead is longer because it measures $\frac{3}{4}$ m

Phoebe: My dog's lead is longer because it measures 68cm 80mm

Who is correct? Explain your answer.

R

9b. Bilal has written the statement below.

$5\frac{1}{2}$ m < 4m 133cm > 547cm

Is the statement correct? Convince me.

R

2. Travel through the maze following the pattern below.

Greater than, less than, greater than, less than, greater than

Start →	768mm	76cm 12mm	19cm 8mm	$1\frac{1}{4}$m
	400cm	$\frac{1}{2}$m	$5\frac{3}{4}$m	291mm
	5m 28cm	392cm	94cm 7mm	$4\frac{3}{4}$m	→ Finish
	279cm	45mm	4m 123cm	100cm

Investigate if there is more than one route.

Add lengths

1 Scott builds a bridge using planks.

120 cm   75 cm
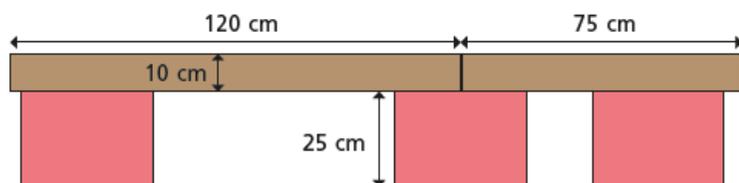
10 cm

25 cm

a) What is the total length of his bridge? ☐ cm

b) What is the height of his bridge? ☐ cm

2 Complete the additions.

a) 25 cm + 75 cm = ☐ m

b) 10 cm + 50 mm = ☐ cm

c) 1 m 20 cm + ☐ cm = 2 m

d) 52 mm + ☐ mm = 6 cm

3 Brett is 115 cm tall.

His brother is 20 cm taller.

How tall is Brett's brother?

Write your answer in metres and centimetres.

☐ m and ☐ cm

4 Dora builds a tower that measures 1 m and 5 cm.

Annie builds a tower that measures 80 cm.

Dexter builds a tower that measures 95 cm.

They put their towers together to make one high tower.

How tall is their new tower?

The new tower is ☐ cm tall.

This is the same as ☐ m and ☐ cm.

5 Red bricks are 50 mm long.

Blue bricks are 80 mm long.

50 mm   80 mm
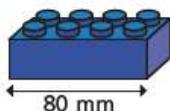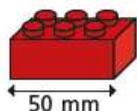
a) Whitney and Eva make patterns using the bricks.

How long is each pattern?

Give your answers in centimetres.

Whitney   Eva

Whitney's pattern is [ ] cm long.

Eva's pattern is [ ] cm long.

b) Draw some red and blue bricks to make a pattern that would be exactly 36 cm long.

6 Jack, Tommy and Alex took part in a hop, skip and jump competition.

Their distances are shown in the table below.

Complete the table to show the total distance each child travelled.

Name	Hop	Skip	Jump	Total
Jack	80 cm	60 cm	1 m 20 cm	
Tommy	70 cm	1 m	1 m 10 cm	
Alex	75 cm	75 cm	1 m	

7 Esther builds a tower using some bricks.

Her tower is 24 cm tall.

Which bricks could she have used?

120 mm A   8 cm C

40 mm B   6 cm D

_____

_____
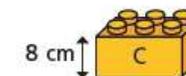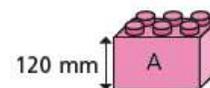
How many different answers can you find?

Maths Lesson 3: Red Task

If you find the main activity a bit too tricky, try these questions instead…

1a. Some children threw bean bags and measured how far they had travelled.

Carla	1m 45cm	120cm
Maurice	210cm	85cm
Terri	120cm	1m 35cm

Which child had the largest total distance?

2a. Complete the bar model.

_____ m _____ cm	
5m 10cm	125cm

3a. Complete the part-whole model.

- 1m 15cm
- 4m 20cm
- 35cm
- __m __cm

4a. Find the total height of the sunflowers.

Not drawn to scale

1a. Which two ribbons can add together to give a length between 2m 20cm and 2m 40cm?

Ribbon	Length
Pink	115cm
White	110cm
Orange	1m 25cm
Green	1m 30cm

2a. A toy bridge is 20cm long.

Which two vehicles will fit on the bridge at once?

Lorry 15cm
Bus 130mm
Scooter 65mm
Car 10cm

Not drawn to scale

3a. Which is the odd one out? Convince me.

A	
6m 15cm	130cm

- 2m 10cm
- 215 cm
- 310 cm
- B

C is the total length of 6m and 135cm.

Maths Lesson 3: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions…

9a. Some children threw frisbees and measured how far they had travelled.

Yasmin	1m 34cm	$\frac{3}{4}$m	835mm
Paula	98cm 1mm	886mm	1m 07cm
James	$1\frac{1}{2}$m	593mm	80cm 3mm

Which child had the largest total distance?

10a. Complete the bar model.

_____ m _____ cm _____ mm		
$\frac{1}{2}$m 5cm	1m	286 mm

11a. Complete the part-whole model.

- 7m 14cm
- 83cm 4mm
- ?
- $1\frac{1}{4}$m

12a. Find the total length of the straws.

Not drawn to scale

7a. Which four ribbons can add together to give a length between 353cm and 354cm?

Ribbon	Length
Orange	3m 09cm
Lilac	83mm
Pink	$\frac{1}{4}$ m
Silver	20mm
White	174mm

8a. A bookshelf is 1m 50cm long.

Which three sets of books will fit on the shelf at once?

Book Set A 970mm
Book Set B 87cm 4mm
Book Set C $\frac{1}{2}$ m
Book Set D 394mm
Book Set E 59cm 7mm

Not drawn to scale

9a. Which is the odd one out? Convince me.

A		
621cm	1m 11cm	98cm

- $6\frac{1}{2}$m
- 40 mm
- 176 cm
- B

C is the total length of 56mm, $1\frac{1}{2}$cm, 4cm 3mm and 48mm.

Deepen the Moment Lesson 3:

1. The aliens are trying to reach different items on the three shelves. They need to climb on top of each other in order to reach the items.

Shelf B = $3\frac{3}{4}$ m 6cm

Shelf A = 263cm

Not drawn to scale

Shelf C = 132cm 140mm

Pog	Jib	Bax	Nub	Zom
564mm	31cm 8mm	$21\frac{1}{2}$ cm	448mm	$18\frac{1}{2}$ cm

Investigate what combination of aliens could group together to reach each item.
There are five of each type of alien that can be used.

2. Annabella and Anton are making daisy chains for their favourite teachers. They pick daisies from the field at random. The different lengths of the daisies are shown below.

24mm	$3\frac{1}{2}$ cm	8cm	123mm	$5\frac{1}{2}$ cm	77mm

Not drawn to scale

My daisy chain is more than 150mm longer than yours. The total length is no greater than 50cm.

Annabella

In total, I used five daisies in my chain, which is one more than you used.

Anton

Each daisy chain contains at least three different lengths of daisy.
Explore possible combinations of the lengths of daisies that they could have used.

Maths Lesson 4: To subtract lengths (Main, Blue tasks)

Subtract lengths

1 Complete the sentences to describe the lengths of the objects.

a)
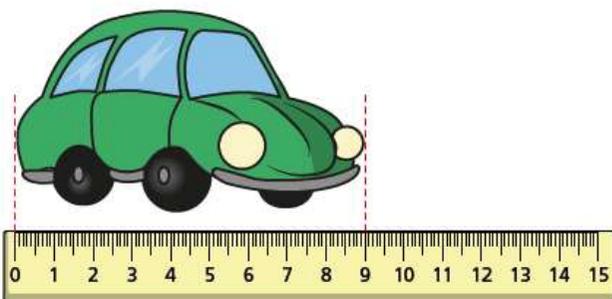
The toy car is [ ] mm long.

b)
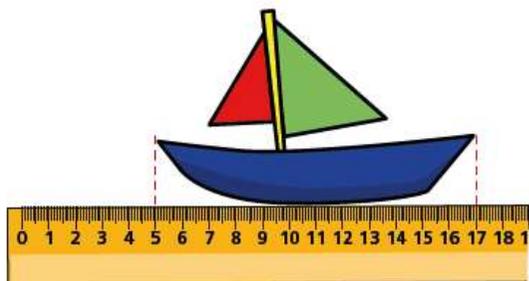
The toy boat is [ ] cm long.

c) The toy boat is [ ] cm longer than the toy car.

The toy car is [ ] mm shorter than the toy boat.

2 Jack's rope is 4 m 50 cm long.

He uses 2 m to make a swing.

How long is his rope now?

4 m 50 cm

?   2 m cut
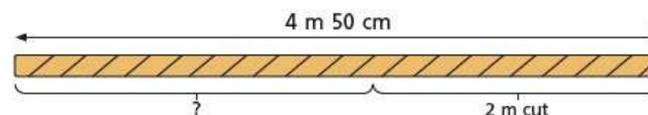
Jack's rope is now [ ] m and [ ] cm long.

3 Tommy, Rosie and Annie each measure their height.

| Annie | Rosie 135 cm | Tommy 1 m 15 cm |

a) What is the difference in height between Tommy and Rosie?

[ ]

b) Annie is 30 mm shorter than Rosie. What is Annie's height?

[ ]

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4 Nijah buys 5 m of ribbon.

She uses 78 cm of the ribbon to decorate a bag.

How much ribbon does she have left?

☐ m and ☐ cm

5 Complete the number sentences.

a) 2 m – 50 cm = ☐ cm

b) 85 mm – 2 cm = ☐ mm

c) 9 cm 5 mm – 20 mm = ☐ cm and ☐ mm

d) 100 mm – ☐ cm = 6 cm

6 Huan has a 10 m ball of string.

He uses 50 cm to replace his shoelace.

He uses some more of his string to make a bow for his arrows.

He has 7 m and 45 cm of string left.

How much string did Huan use to make his bow?

☐ m and ☐ cm

7 Fill in the empty boxes so that each row and column adds up to 2 m.

50 cm		50 cm
1 m 15 cm		
	85 cm	

Talk about what you did with a partner.

Are your answers the same?

Create your own problem like this using a different total.

Ask a partner to find the answer.

Maths Lesson 4: Red Task

If you find the main activity a bit too tricky, try these questions instead…

Maths Lesson 4: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions…

1a. What is the difference in length of the following items?

25m

10m
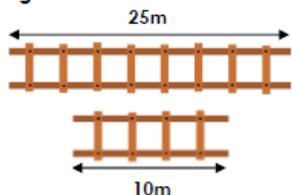
A. 15cm   B. 15m   C. 10m

Not drawn to scale

**2a.** Terry is wrapping some presents with string.

He has 185cm of string.

Terry: I have used 60cm of string.

How much string will he have left?

3a. Complete the part-whole model.

7m

___m   300cm
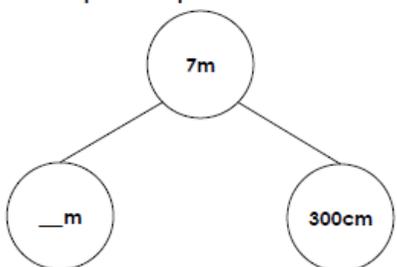
4a. Add <, > or = to make the statement correct.

2m and 65cm – 45cm ☐ 2m and 15cm – 5cm

1a. Ben has completed his homework.

A. 175mm – 25mm = 150mm

B. 290cm – 80cm = 150cm

C. 135mm – 20mm = 115mm

D. 345cm – 110cm = 235cm

Explain the mistake that Ben has made.

2a. Kathryn has two different ribbons. One ribbon is red and the other is blue.

Kathryn: The red ribbon is 25cm longer than the blue ribbon.
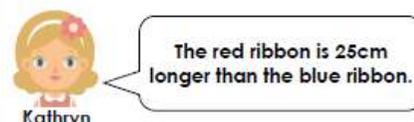
In total, the ribbons are 2m and 5cm long.

How long is each piece of ribbon?

3a. Pia and Finn are discussing how to subtract 50mm from 85cm.

Pia: I can work out 50mm – 85cm by subtracting 50 from 85.
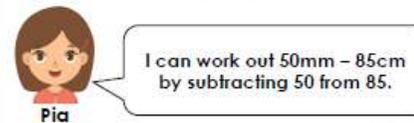
Finn: 85cm = 850mm. Now, I can subtract 50mm from 850mm.

Who do you agree with? Explain why.

9a. What is the difference in length of the following items?

8m and 72cm

$5\frac{1}{2}$ m

A. 323cm   B. 232cm   C. 322cm

Not drawn to scale

10a. Three children are knitting scarves.

Each scarf needs $4\frac{3}{4}$ m of wool.

Henna: We have 4 balls of wool.

Jack: Each ball has 425cm of wool.
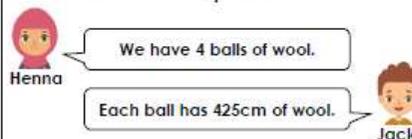
How much spare wool will they have?

11a. Complete the part-whole model.

$5\frac{1}{4}$ m

$1\frac{3}{4}$ m   m and cm   57cm
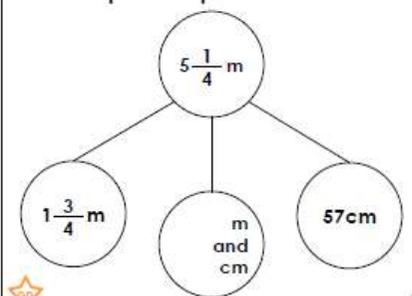
12a. Add <, > or = to make the statement correct.

541cm – 370mm ☐ 612cm – 990mm

7a. India has completed her homework.

A. 339cm – 1m and 2cm = 237cm

B. 13cm and 4mm – 2cm = 114mm

C. $7\frac{1}{2}$ m – 500cm = 2m and 45cm

D. $9\frac{3}{4}$ m – 5m and 50cm = $4\frac{1}{4}$ m

Explain the mistake that India has made.

8a. A team of four people throw a javelin.

George: I threw the javelin 260cm.

Adam: My throw was $\frac{1}{2}$ m less than George.

Arooj: My throw was 20mm shorter than Adam's.

Kirsti: My throw was less than 2m.
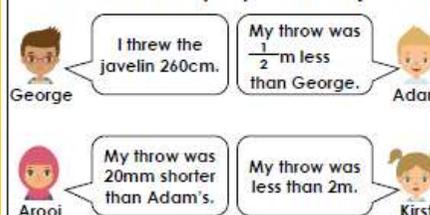
They gain a total score of 8m and 46cm. How much shorter was Kirsti's throw than George's?

9a. Peter and Kathryn are discussing how to subtract 1m and 98cm from $5\frac{3}{4}$ m.

Peter: The calculation is 534cm – 198cm = 336cm.

Kathryn: The calculation is 575cm – 198cm = 377cm.
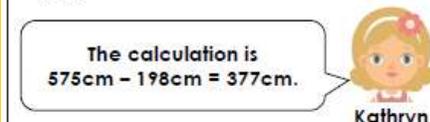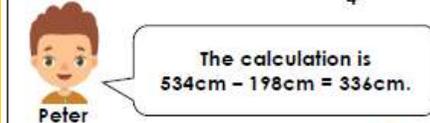
Who do you agree with? Explain why.

Deepen the Moment Lesson 4:

1. Ruth has arranged all of the items from inside her pencil case into a horizontal line which measures 123cm.

Ruth: The scissors have the longest length. The pot of glue and the pen both measure 170mm, which is 20mm less than the calculator. The paintbrush is 5mm longer than the highlighter but 5mm shorter than the calculator. The rubber has the shortest length. All of the lengths are in the 5 times table.

170mm   195mm

Not drawn to scale

When Ruth goes into the kitchen to make a drink, her little brother takes two items away and rearranges the straight line. Now, the line is between 85cm and 91cm long.

Explore which two items Ruth's brother could have taken away.

DP

2. Arrange the set of loop cards below so that each end is matched to an equal value.

$1\frac{1}{2}$ m – 630mm	$9m - 5\frac{3}{4}$ m	$8\frac{1}{2}$ m – 6m and 25cm
4m – 80mm	6m and 59cm – 362cm	571cm – 346cm
8m and 11cm – 486cm	343cm – 460mm	$3\frac{3}{4}$ m – 113cm
7m and 72cm – 685cm	$9\frac{1}{4}$ m – 458cm	299cm – 370mm
818cm – 1m and 11cm	5m – 330mm	$6\frac{1}{2}$ m – 258cm
732cm – 250mm		

DP

Maths lesson 5- Arithmetic paper

1 $32 \div 4 =$

1 mark

4 $200 - 5 =$

1 mark

2 $15 \times 10 =$

1 mark

5 $546 + 346 =$

1 mark

3 $6 \times 8 =$

1 mark

6 $74 - \boxed{} = 50$

1 mark

7

▢ + 36 = 80

1 mark

8

$\frac{2}{3}$ of 12 =

1 mark

9

642 − 100 =

1 mark

10

315 + 200 =

1 mark

11

11 x 8 =

1 mark

12

236 + 150 =

1 mark

13

432 + 286 =

1 mark

16

$\frac{1}{5}$ of 25 =

1 mark

14

376 − 178 =

1 mark

17

565 − 273 =

1 mark

15

12 x 3 =

1 mark

18

120 ÷ 10 =

1 mark

19

600 − 450 =

1 mark

20

29 + 13 =

1 mark

21

200 + 40 =

1 mark

English – Practise your spellings

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

superman			
superior			
supernatural			
superstar			
superficial			

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?

_____

_____

_____

_____

_____

_____

_____

VIPs

- A letter is a written, typed or printed communication, typically sent in an envelope by post.
- Features of a formal letter include: the sender's address, the date, an appropriate greeting, paragraphs around a theme, first person form, vocabulary that shows a formal style and an appropriate complimentary close.
- Formal writing should include longer sentences, limited range of emotions, little emotive punctuation and no contractions.
- 1st person is someone's own point of view e.g. I and we.
- A subordinating conjunction is one that introduces a subordinating clause, e.g. although, because. This is contrasted with a coordinating conjunction.
- A preposition is a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause, as in 'the man on the platform', 'she arrived after dinner'.
- Throughout the introduction, reasons why you are writing should be made clear.
- A conclusion must state what is going to happen next.
- Signing off should be an appropriate formal phrase such as: Kind Regards, Yours Sincerely, Regards.

Fat Questions

Do letters only have to be written by hand?

Is writing a letter the most efficient way of communicating with someone?

Are formal letters more important than informal letters?
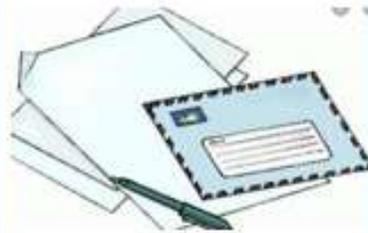
Features of a formal letter

- the sender's address
- the date
- an appropriate greeting
- paragraphs around a theme
- first person form
- vocabulary that shows a formal style
- appropriate complimentary close

Learning intent

Children will use the reading canon book, The Accidental Prime Minister as a basis to write a formal letter using a variety of language features to help write a complaint. Children will learn the structural and language features of a formal letter and discuss how this makes them effective through comparing a range of formal letters. They will then focus on related SPaG lessons to help with their letter writing. Next, they will be able to use this knowledge to plan a formal letter before going on to write a letter of complaint. Children will use their editing and redrafting skills to check they have included all of the correct structural and grammatical features. They will use this vital part of the writing to up level their work before going onto the final phase of publishing and presenting.

Key Vocabulary

Letter- a written, typed, or printed communication, sent in an envelope by post.

Stamp- The main purpose of postage stamps is to provide evidence that the customer paid for postal services (sending a letter/package).

Recipient - a person or thing that receives something.

Formal- serious and official

Informal- personal and everyday language

Greeting- a polite word or sign of welcome or recognition.

Complimentary close- words such as "Sincerely" or phrases such as "Best wishes" that conventionally appears before the sender's signature or name at the end of a letter, email, or similar text.

Spoken communication- the use of speech for informal exchange of views or ideas or information.

Y3 Letter Writing Word Mat
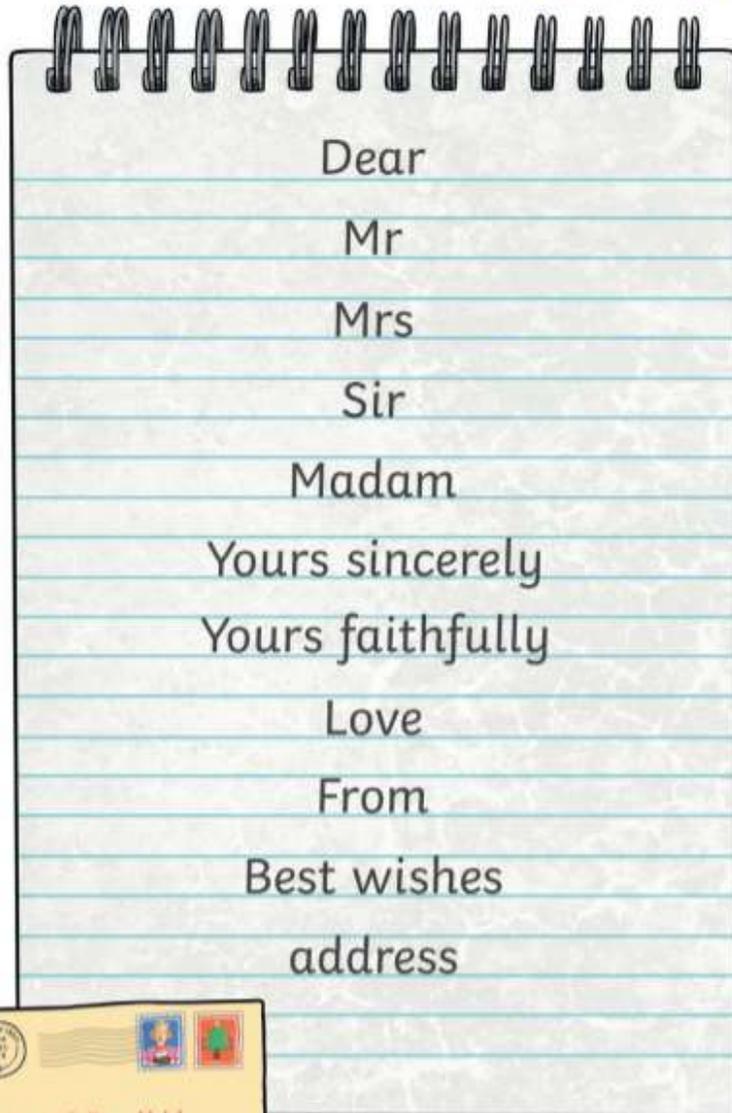
Dear

Mr

Mrs

Sir

Madam

Yours sincerely

Yours faithfully

Love

From

Best wishes

address

writing	invite	reply	complain
inform	because	when	if
that	look forward to	as	since
during	discuss	finally	answer
notify	advise	therefore	however
firstly			

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Fairytale Land
FT12 3TB

PONTEFRACT
ACADEMIES TRUST

The Old Teacher

There was an old teacher

Who lived in a school.

Slept in the stock-cupboard as a rule,

With sheets of paper to make her bed

And a pillow of hymn-books

Under her head.

There was an old teacher

Who lived for years,

In a Wendy house, or so it appears.

Eating the apple that the children bought her,

And washing her face

In the goldfish water,

There was an old teacher

Who ended her days

Watching schools' TV and children's plays:

Saving the strength she could just about muster,

To powder her nose

With the white board duster.

There was an old teacher

Who finally died

Reading Ginn (level 5), which she couldn't abide.

The words on her tombstone said: TEN OUT OF TEN

And her grave was the sandpit.

That's all now. Amen.

The Old Teacher by Alan Ahlberg.

Key vocabulary: Stock-cupboard, Hymn-books, Wendy house.

Retrieval

1.) Where did the old teacher sleep?

2.) What did the children bring her to eat?

Inference

3.) Do you think that the old teacher was happy living as she did?   Explain your reasoning.

4.) Do you think a Wendy house is an appropriate place for an old lady to live?   Why / Why not?

Vocabulary

5.) What does "as a rule" mean in line 3?

6.) What is a Hymn-book?   Where else, other than school, might a Hymn book be used?

Deepen the Moment

Why do you think that the teacher lived in school?   Write at least two reasons to support why she might live there.

The Old Teacher by Alan Ahlberg

Key vocabulary: Stock-cupboard, Hymn-books, Wendy house.

Retrieval

1.) Where did the old teacher sleep?

2.) What did the children bring her to eat?

Inference

3.) Do you think that the old teacher was happy living as she did? Give one reason to support your answer.

Vocabulary

4.) What does "as a rule" mean in line 3? Does it mean usually, sometimes or never?

5.) What is a Hymn-book?

Deepen the Moment

 Why do you think that the teacher lived in school? Write at least one reason to support why she might live there.

English Lesson 2 - To use prepositions.

VIP:

A preposition is a word that tells you where or when something is in relation to something else.

Examples of Prepositions:
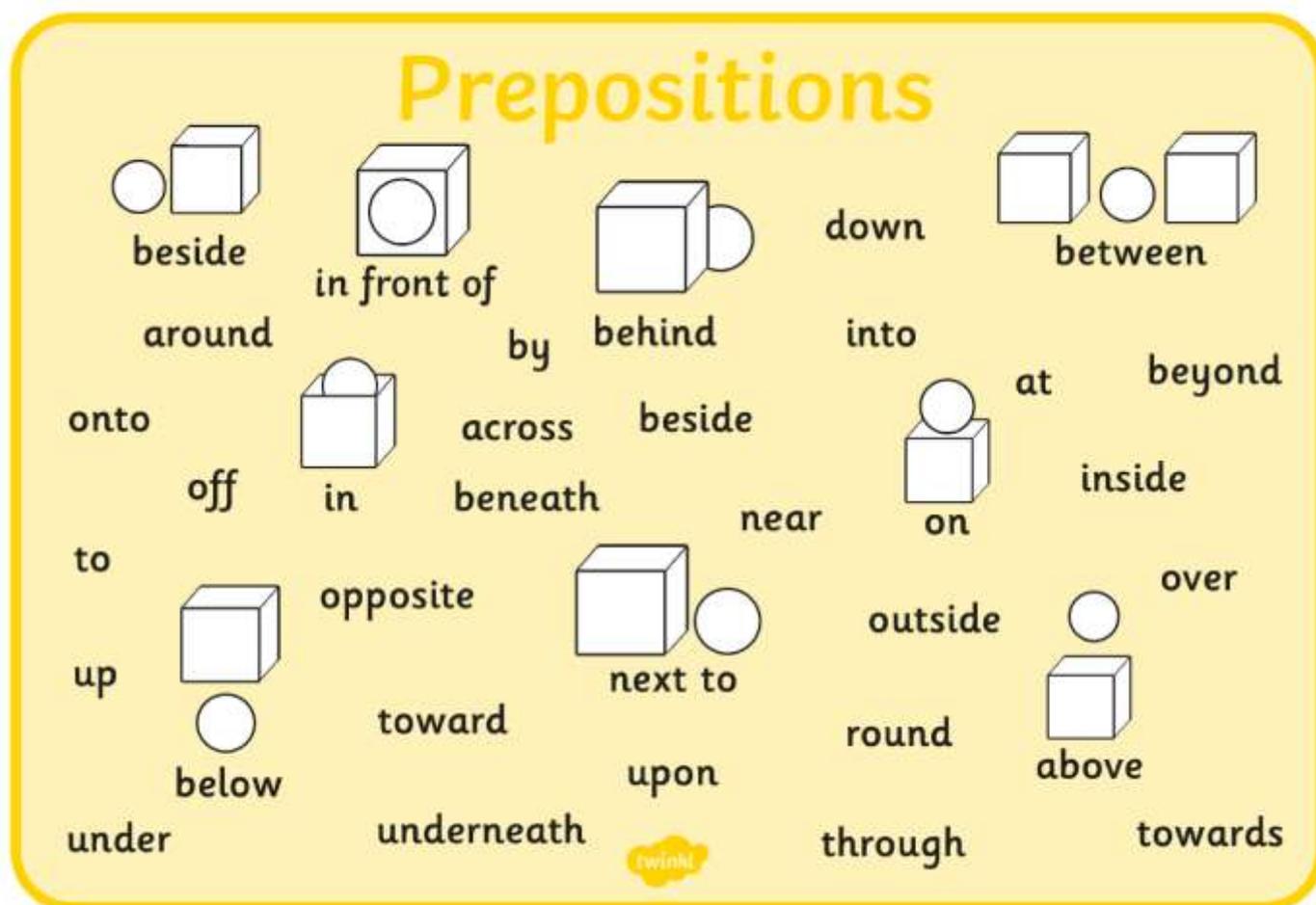
Task 1:

Complete the following sentences using prepositions:

1. "Dinner's ready!" said dad as he placed the pizza _____ the table.

2. Daniel always goes to breakfast club _____ school starts.

3. You have a doctor's appointment _____ 4 o'clock.

4. _____ the horrible weather, the BBQ was cancelled.

5. _____, we went on holiday to Greece.

6. Lucy hid _____ the wardrobe when they played hide and seek.

7. Ben finally found his missing toy; it was _____ his bed the whole time.

8. They held a party _____ the Queen's Jubilee.

9. Courtney had to squeeze _____ the crowd of people to get to her friends.

10. Micheala, my best friend, lives in a house _____ the road from mine.

Task 2:

Can you identify and underline the 11 prepositional phrases in the text below?

Daniel's bedroom was a terrible mess! It looked like a tornado had passed across his room and turned everything upside-down! Across the floor, toys were scattered and Daniel's favourite superhero toy had been thrown under the bed. A pile of old magazines were precariously stacked behind the bedroom door, waiting to be knocked over. By his bed, a small table stood, covered in empty sweet wrappers and an old drink carton. Feeling horrified, Daniel's mum hadn't entered the room for several days due to the mess. Behind the wardrobe doors, piles of unfolded and dirty clothes lay screwed up waiting to be sorted. 'I want this bedroom cleaned by tomorrow,' demanded his mum. Daniel walked into his room and lay on his bed.

'I'll do it first thing in the morning,' he thought to himself as he shoved another dirty sock beneath his pillow.

Task 3: Write 5 sentences using prepositions to describe the picture below

_____

_____

_____

_____

_____

_____

_____

_____

Deepen the Moment

Write at least one sentence using **formal** vocabulary that also includes a preposition.

Key reminder of previous learning and VIPs

1. A letter is a written, typed or printed communication, typically sent in an envelope by post.

2. A formal letter includes the following structural features; the sender's address in the top right hand corner, the recipient's address is on the left hand side, the date, a formal greeting 'Dear Sir/Madam' or 'Dear Mr/Mrs/Miss (surname)', an introduction, more details organised into paragraphs, a conclusion, a formal sign off 'Yours faithfully' if the recipient is not known or 'Yours sincerely' if the recipient is known.

3. A formal letter includes the following language features; fronted adverbials, use the correct present and past verb forms, formal language, year 3 and 4 statutory spellings, nouns or pronouns used appropriately to aid cohesion and avoid repetition, conjunctions, subordinate clauses, appropriate expanded noun phrases, adverbs, prepositions, suffix words, prefix words.

Your task for today is to plan a formal letter. Imagine that there is an opportunity for you to take up the role of Prime Minister. You are going to be writing a letter to the existing Prime Minister to persuade them that you are the person for the job! Think about all of the fantastic qualities that you have and why you would be a good choice for the job.

Y3 Letter Writing Word Mat
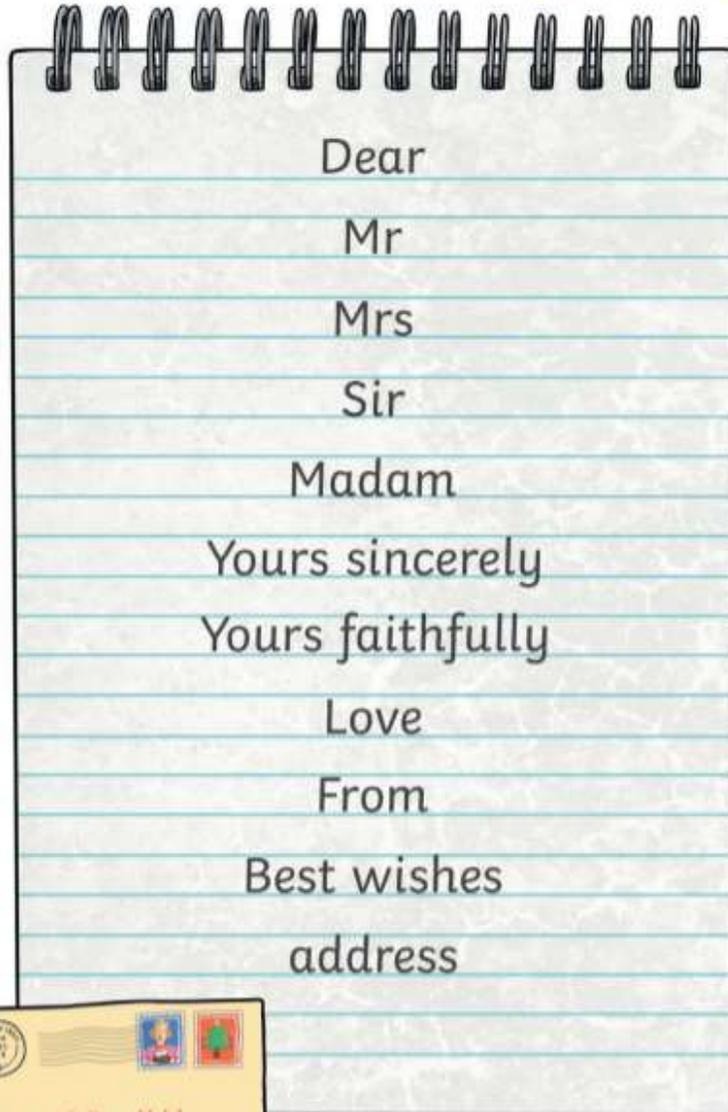
Dear
Mr
Mrs
Sir
Madam
Yours sincerely
Yours faithfully
Love
From
Best wishes
address

writing	invite	reply	complain
inform	because	when	if
that	look forward to	as	since
during	discuss	finally	answer
notify	advise	therefore	however
firstly			

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Fairytale Land
FT12 3TB

Your address:

Recipient's address:

Date:

Use bullet points to fill in this part of the plan.

Introduction - How are you going to introduce the topic you are talking about?

Main body - What strengths and personality traits do you have that would make you a good Prime Minister?

What actions would you put in place if you were to become Prime Minister?

Conclusion - Why would making you Prime Minister be a good idea overall?

Yours faithfully,

Deepen the moment

John thinks if he already knows what he wants to write so he doesn't need to write a plan. Why is it important that John writes a plan before his first draft?

VIPs

- Formal writing should include longer sentences.
- Formal writing should include a limited range of emotion and little emotive punctuation.
- Formal writing does not use contractions.
- Formal letters follow a specific structure and use formal vocabulary.

Your formal letter should include the following key features:

• The sender's address	
• The address of the recipient	
• The greeting 'Dear Sir/Madam, or 'Dear Mr/Mrs/Miss' (surname)	
• An introduction	
• A formal sentence starter e.g. 'I would like to inform you' or 'I would like to express'	
• Details organised into paragraphs	
• A conclusion to say what needs to happen next	
• 'Yours faithfully,' if you don't know the recipient or 'Yours sincerely,' if you do.	
• Your name at the end	

Layout

1	Mr. T. Smith 89 Foxhole Lane, Twinklstone. WA12 4QP.
2	Monday 26th November 2016
3	Mr. S. Pilkington 32 Warren Drive, Warwickshire S13 4AP.
4	Dear Mr Pilkington,
5	I am writing to complain about the vegetables purchased from your shop three days ago. Firstly, the potatoes which were not only hollow, but had an infestation of ants within them. Secondly, the 500g of mushrooms were actually doorknobs which had been painted grey. Last was the watermelon. Upon closer inspection this was no watermelon, rather a football painted green. This standard is unacceptable and I demand a refund for these goods. You should expect a visit from myself within the week.
6	Yours sincerely Mr. T. Smith

Your address

Date

Recipient's address

Greeting

Main body

Closing farewell

Your task for today is to write a formal letter. Imagine that there is an opportunity for you to take up the role of Prime Minister. You must write a letter to the existing Prime Minister to persuade them that you are the person for the job!

Use the word mats on the next page to help you to choose suitable vocabulary for your formal letter and make sure that you set out the letter using the correct format.

Y3 Letter Writing Word Mat
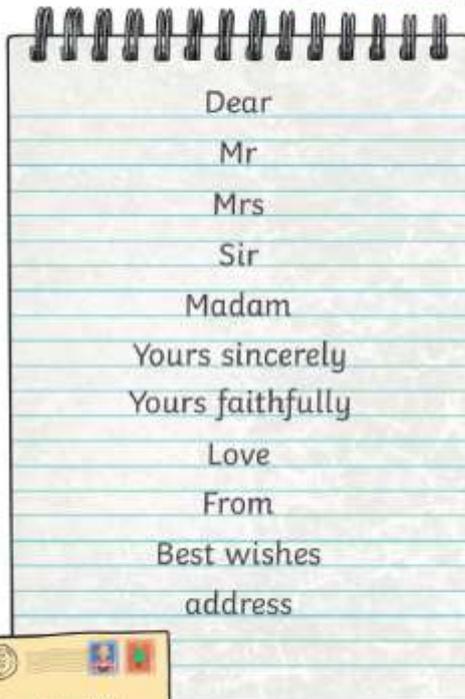
Dear
Mr
Mrs
Sir
Madam
Yours sincerely
Yours faithfully
Love
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writing	invite	reply	complain
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that	look forward to	as	since
during	discuss	finally	answer
notify	advise	therefore	however
firstly			

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twinkl www.twinkl.co.uk
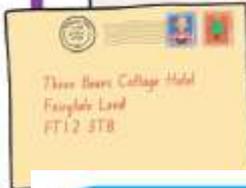
Persuasive Writing

Introductions
I think...
For this reason...
I feel that...
I am sure that...
It is certain...
I am writing to...
Of course...
In the same way...
On the other hand...
In this situation...

Making your point
Firstly, secondly, thirdly...
Furthermore...
In addition...
Also...
Finally...
Likewise...
Besides...
Again...
Moreover...
Similarly...
Surely...
Certainly...
Specifically...
If...then...
because...

Details
For example...
In fact...
For instance...
As evidence...
In support of this...

Endings
For these reasons...
As you can see...
In other words...
On the whole...
In short...
Without a doubt...
In brief...
Undoubtedly...

Other Words
reasons
arguments
for
against
unfair
pros
cons

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Deepen the Moment

Take a section of your letter and re-write it, using informal, 'chatty' language. This could include the use of abbreviated words, contractions, slang. Write it as if you are writing to a good friend...

Now you have completed your full first draft of your formal letter, it is really important that we use editing techniques to ensure we showcase our best writing. The main four areas we look at when editing and up-levelling are: - Spelling - Punctuation - Grammar - Vocabulary.

Task 1

Look at the sentences below and rewrite the sentences so that they are written formally.

Tilly always butts in on our chats.

_____

The Kids in Class 4 were mega happy about their trip.

_____

I can't work out what his job is.

_____

Task 2

Look at the formal letter below. Use your knowledge of the features and editing to identify the missing or incorrect features.

Mrs S. Webb
2 Frustum Road
Pendyville
SP1 4LF

62 Twaddle Street
Rambleswisck
PT5 7AP

Dear Amy,

Thank you for your email regarding my purchase of a plot of land. I have to say, however, that I am deeply disappointed with the lack of access to this land. I applied for this land because I would have liked to own a little piece of the Scottish Highlands. Sadly this land was at the very top of a highly inaccessible mountain and I feel I have wasted a precious £300. I am angry and want my money back!

Your comments would be appreciated.

Regards

Sarah Webb

Task 3

Using your editing and up-levelling skills, edit your formal letter in a different coloured pen. Do this straight onto your formal letter. Remember to focus on spelling, punctuation, grammar and vocabulary. Use the editing stations on the next two pages to support your editing.

You've arrived at Grammar Garden.

You need to either read aloud your learning to your partner here or get your partner to read aloud to you – make sure you read exactly what is on the page!

Does every sentence begin with a capital letter?	Listen carefully to your work, have you missed any words?
Have all your names, cities and places (proper nouns) started with capital letters?	Is there more than one and therefore have you used a plural?
	Have you used pronouns appropriately?
Are your tenses correct? (past, present or future?)	Does your writing flow? Is it cohesive?
	Should it be was or were?

Welcome to Punctuation Point.

Does every sentence end in punctuation?	Did you use apostrophes for possession and contractions?	Have you managed to create a compound adjective using a 'sticky' hyphen?
Can you see question marks at the end of every question?	Have you used commas - In a list? - After a fronted adverbial? - Around parenthesis? - To separate clauses?	Can you use dashes for parenthesis?
Have you put an exclamation mark on the end of something shocking?	Have you got inverted commas around speech?	Semi-colons are used for joining two main clauses, could you use one?
	Could you use a colon before a list (but after a main clause)?	A dash is great to introduce extra information - don't you agree?

Greeting from Spelling Square.

It can be really hard to spot your own spelling mistakes since you spelt the word how you believed it was spelt when writing. **Therefore, follow these steps to help you...**

1. Give your learning to your partner and ask them to read through your work and find any words which they think are spelt incorrectly.
2. Underline, in green, any words which are misspelt.
3. Use the dictionary to correct your spelling mistakes.

Finished?

Then use the thesaurus to improve any vocabulary which you feel isn't 'strong' enough or to avoid repetition.

Be careful – the longest and most unfamiliar word isn't always the most appropriate!

A big hello from Vocabulary Valley.

Have you used adjectives to create expanded noun phrases?

Have you repeated the same word or phrase? If so, could you change the sentence structure or create a reference chain to avoid this?

Are your sentence openers varied and therefore create cohesion?
(Adverbials, subordinate clauses, prepositional)

Is the language you used appropriate for the purpose and audience of this piece? (Think about your formality)

Did you use the learning wall to the best of your ability?

Is there any vocabulary which you could improve? (Use the thesaurus)

Deepen the moment

In what ways has the editing process improved your writing today?

How will you use this, to improve your writing in the future?

Pulse and rhythm

If you are starting to explore music it's helpful to know about pulse and rhythm. They're the foundations to every song. Pulse is a **steady beat** like a ticking clock or your heartbeat. It can be measured in time by counting the number of **beats per minute (BPM).** We can have a fast beat or a slow beat. Pulse is different to rhythm. Rhythm is a pattern of long and short sounds. With a pulse, the beats are evenly spaced.

When you can count 1234 over and over again to a piece of music, we say it is 'in 4 time,' or '4 beats to a bar.' This sign at the start of a piece of music means there are 4 beats to a bar: $\frac{4}{4}$

Quaver	A note that last for one beat	Crotchet	This tells you the number of beats in a bar	$\frac{4}{4}$ Time Signature	Patterns of sound using different note values	Dotted Minim
Rhythm	This type of music has 3 beats in a bar	Waltz	More than one rhythm played at once	Polyrhythm	The constant, unchanging 'beat'	The symbol that means don't play on a beat
Pulse	This type of music has 4 beats in a bar	March	A note that lasts for two beats	Minim	The person who keeps an orchestra in time	Rest
Conductor	A note that lasts for four beats	Semibreve	The name for 'written down' music	Notation	A note that lasts for three beats	A note that lasts for half a beat
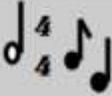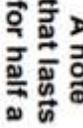
Questions

Retrieval

1. What is the pulse?
2. What kinds of beats are there?
3. What is the difference between rhythm and pulse?
4. What does BPM stand for?

Vocabulary

5. What simile is used to describe the beat?
6. What does 'foundations' mean?

VIPs:

- Pulse is a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM).
- Rhythm is the pattern of long and short sounds as you move through the song.

Create a short routine made up of body percussion and movement.

1. Think about different ways that you can explore pulse and rhythm using your body.

2. Watch the video which shows a group of children using body percussion to explore pulse and rhythm. Make notes of any movements/sounds that you like.
   https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z2mqw6f#:~:text=If%20you%20are%20starting%20to,know%20about%20pulse%20and%20rhythm.&text=Pulse%20is%20a%20steady%20beat,you%20move%20through%20the%20song.

3. Create your own sequence using ideas from the video but you can also add in your own creative ideas. You can use the grid below to help sequence and remember your movement pattern.

Deepen the moment...

Kate says a song cannot exist without a pulse. Is this true or false? Give a reason for your answer.

Fairtrade

What Is Fairtrade?

The Fairtrade Foundation began in the United Kingdom in 1992. Fair trade means farmers receive a fair price for the goods they produce. Trade is unfair when bigger companies sell the goods without giving the farmers a fair price.

What Does Fairtrade Mean to the Farmers?

Fairtrade means that farmers get a regular wage for their goods. They can also get extra money to develop their community and protect their environment.

bicycles to help workers get to work

education

The Fairtrade Mark

You can identify Fairtrade products by looking for this Fairtrade logo.

FAIRTRADE

Did You Know?

The Fairtrade system...

- supports 1.65 million farmers and farm workers.
- includes 1226 producer organisations.

Fairtrade Products

Every day in the UK, we drink more than 8 million Fairtrade drinks. One in three bananas bought in the United Kingdom is Fairtrade! You can choose to buy Fairtrade products and help people around the world have a better life. You can buy goods such as:

Where Can You Find Fairtrade Organisations?

Fairtrade works in 74 countries across 4 continents.

sugar from
Belize

cotton from
Burkina Faso

tea from Sri Lanka

coffee from
Guatemala

bananas from Colombia

cocoa from
Ivory Coast

flowers from
Kenya
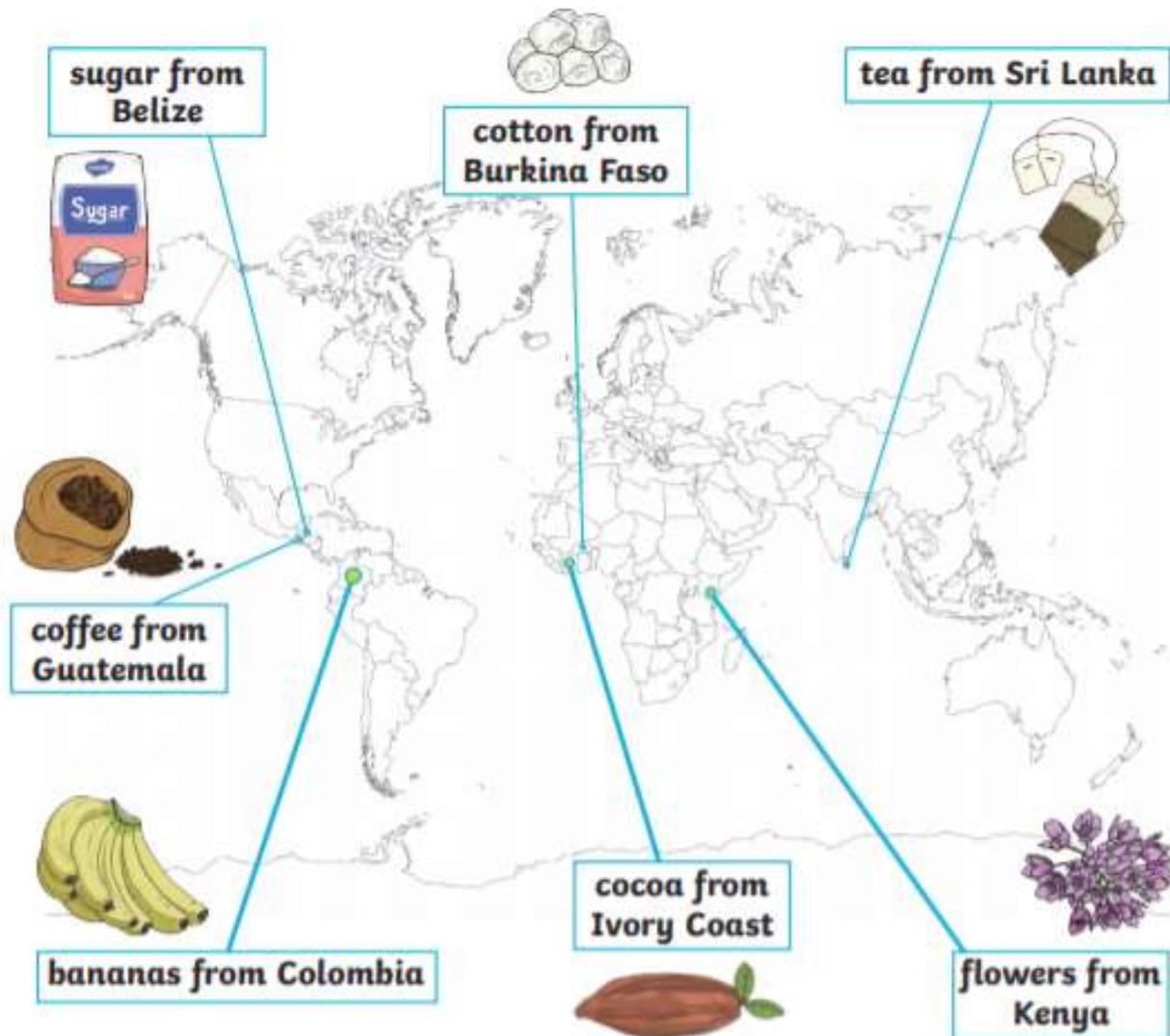
Glossary

community - group of people living in the same place, having things in common

trade - buying and selling goods

wage - a regular fixed amount earned for work or services

environment - the surroundings a person lives in

1. When did the Fairtrade Foundation begin in the United Kingdom?

   _____

2. What does Fairtrade mean?

   _____

3. What does 'wage' mean?

   _____

   _____

4. Why do you think it is important that workers and farmers build better homes?

   _____

5. Can you say which of these items would **not** have the Fairtrade logo? Why?

   bananas ☐   television ☐   cocoa ☐

   coffee ☐   flowers ☐   car ☐

   _____

   _____

6. Name three countries around the world that have Fairtrade organisations.

   _____

7. One in three bananas eaten is Fairtrade. Name a country they are grown in.

   _____

8. Do you think Fairtrade is important? Explain

   _____

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VIPs:

- Fairtrade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.
- Fairtrade is a global movement with a strong and active presence in the UK, represented by the Fairtrade Foundation.

Create a map and identify where a range of Fairtrade products are produced

1. Firstly decide what you will use for your world – this could be a globe, an atlas, a wall map (Flat or on the wall) or for the more ambitious a world map made out of masking tape on the floor or on the table.

2. Then, choose how to represent the fair trade products – you could draw them, use real fruit, cut them out of this worksheet, mould them out of plasticine or even make them out of marzipan then eat them afterwards! Place them into the correct place on your map.

Product	Appearance	Top Producing Countries	Special Conditions Required
bananas		India/Uganda/China	Steady warmth without extremes of temperature. Steady moisture in the air and in the ground.
coffee		Brazil/Vietnam/Colombia/Indonesia	Rainy season and a dry season. Warmth. High altitude.
tea		China/India/Kenya	Can grow in lots of conditions. Prefers distinct seasons with rainfall during growing season but does not like long winters.
pineapples		Phillipines/Brazil/Thailand	High percentage of sunny warm days with cooler nights.
cocoa		Ivory Coast/Indonesia/Ghana	Warm countries close to the Equator, reliable year round rainfall.
honey		China/Turkey/India	Honey bees have adapted to conditions all over the world.
sugar		Brazil/India/China	Tropical and subtropical climates. Lengthy rainy seasons.
mangoes		India/China/Thailand	Tropical lowlands near the Equator. Long dry season, short wet season.

Deepen the moment

What more do you think could be done to promote Fairtrade within school?

Sunflower Plant Life Cycle

Sunflowers are a type of flowering plant. They originally came from North America. There are around 60 different types of sunflower! They can be yellow, dark red and orange. Two types are the 'American Giant' and the 'Big Smile'. The tallest sunflower on record was 9.17 metres (30 feet 1 inch) tall and was grown by Hans-Peter Schiffer in

1

What happens during the first stage?
Seed and Germinating Seed

During the first stage of the sunflower life cycle, the seed is planted in soil or compost in spring when it is warmer. The seeds are black and white striped or just black. The seeds have a hard coat that helps protect the seed. Next, the seed begins to sprout roots 1-2 weeks after planting.

2

What happens during the second stage?
Seedling and Shoot

During the second stage, a seedling grows above ground and a few leaves appear on the stem of the plant. Underground, roots continue to grow to keep the sunflower planted in the ground.

3

What happens during the third stage?
Bud and Bloom

During the third stage, the plant grows taller and stronger, facing towards the sun. After 30 days, the bud forms. Then the flower head opens and after around 90 days, the sunflower will be fully grown.

4

What happens during the fourth stage?
Wilt and Regrowth

At the end of the summer the flower petals will start to wilt. This is the final stage of the life cycle, when the plant dies. The flower shrivels and the seeds from its head fall onto the ground. There can be up to 2000 seeds! Some of the seeds settle in the ground and then begin the new life cycle of the next sunflower.

Reading for Productivity: Science Lesson 3 Questions

Reading for Productivity- Sunflower Life Cycle

Key vocabulary- life cycle, types, stage, seed, germination, compost.

Retrieval-

1. How many different types of sunflower are there?
2. How tall was the tallest sunflower ever grown?

Inference-

3. Explain why you think the sunflower is planted during spring?

Vocabulary-

4. What does the word **sprout** mean in this sentence 'the seed begins to sprout roots 1-2 weeks after planting?'
5. What order has the text been written in?

_____

_____

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VIPs:

Germination is the process where a seed or bulb starts to grow.

Different parts of plants do different jobs which help it to grow and stay healthy.

Plants need water, light, CO2, and the right temperature to stay healthy and grow.

In reading for productivity, you have read and answered questions to demonstrate your understanding of the lifecycle of a sunflower. Today, you will create a poster including a diagram to represent this.

1. Create your diagram ensuring you include all of the stages.
2. Add information to explain what happens at each of these stages.
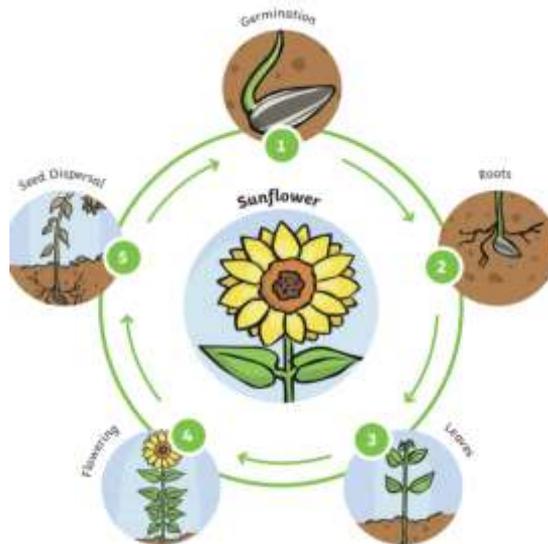
Deepen the moment

Always. Sometimes. Never. A plant won't be affected without leaves. Discuss and justify this statement.

1. Name the famous book character.

2. The author Michael Morpurgo writes books mainly about what?

A. Witches & Wizards

B. Science Fiction

C. Adventures set in real places

D. Comedy

3. Which one of Roald Dahl's characters is being described here?

"She was above all a most formidable female. She had once been a famous athlete and even now the muscles were still clearly in evidence. You could see them in her bull neck, big shoulders, the thick arms, the sinewy wrists and in the powerful legs. Looking at her you got the feeling this was someone who could bend iron bars and tear telephone directories in half."

4. What is the name of Mr Filch's cat in Harry Potter?

A. Mrs Lorris

B. Mrs Morris

C. Mrs Doris

D. Mrs Norris

5. Who wrote the following list of books?

'The Island of Adventure.'

'First Term at Malory Towers.'

'Five Go Adventuring again.'
'The Enchanted Wood.'

6. Who is this famous author?

7. Which author wrote the following books? Demon Dentist, Ratburger and Billionaire Boy

8. Which famous bear lived in Hundred Acre Wood?

9. Fill in the blanks and look at the pictures to find the title of this famous Dr. Seuss book.

_ _ _   _ _ _   _ _ _ _

10. What was the first children's book Roald Dahl ever wrote?

11. Name the author that wrote 'How to Train Your Dragon'.

12. What are the names of the four children in The Lion, The Witch and The Wardrobe?

13. What is the name of the elephant in The Firework Maker's Daughter?

14.   Name the book.

JANET & ALLAN AHLBERG
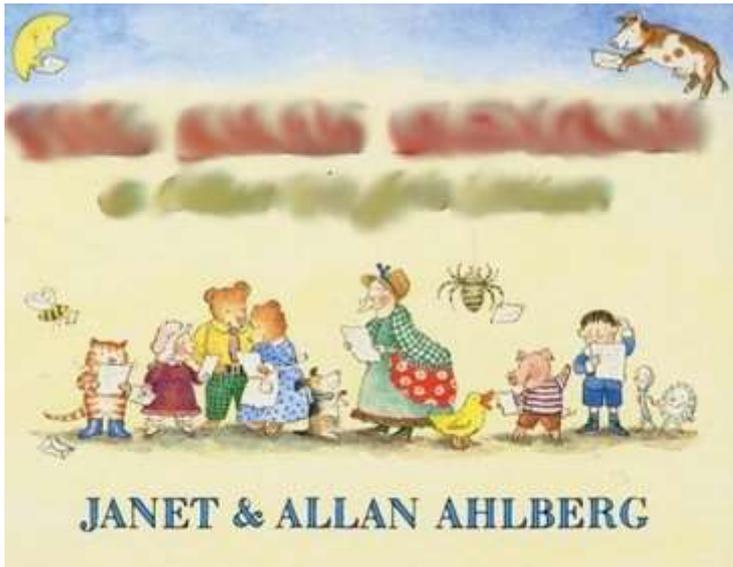
15.   Which magical character is being described?

His eyes were black like Hagrid's but had none of Hagrid's warmth. They were cold and empty and made you think of dark tunnels. He spoke in barely more than a whisper but you caught every word. He swept around in his long, black cloak criticising everyone.

Year 3 Extended Curricular Learning

World Book Day

Thursday 4th March 2021 – Activity 4

VIPs:

- World Book Day is a charity on a mission to help change children's lives by making reading together and reading for pleasure a habit for life.
- World Book Day is a celebration of reading, authors, illustrators and books. It's designated by UNESCO as a worldwide celebration of books and reading, and marked in over 100 countries all over the world.

Create a book in a box

1. Choose a book and have fun reading it.
2. Find a box approximately the size of a shoebox.
3. **Setting**: Paint or colour the outside of the box so that it represents the setting of the book.
4. **Main Character**: Put in **three** objects that represent the main character. (1 – to relate to his/her personality, 2 – what he/she likes to do, and 3 – what he/she looks like.)
5. **The plot:** Put in **five** objects that represent what happened throughout the plot.
6. **The Main Problem:** Put in **one** object that represents the central problem in the book.
7. **The Solution:** Put in **one** object that represents the solution to the problem.
8. Once you have decided on your objects, write, in your neatest handwriting, a list of each object in the box and then a clear explanation of why you put each in there. (What it represents)

You can listen to some free audio books by using the link below.
https://www.worldbookday.com/world-of-stories/

Information about Giuseppe Arcimboldo

Italian painter Giuseppe Arcimboldo used fruits, vegetables, animals, books, and other objects to resemble human portraits. His best-known works include individual portraits of the four seasons and the four elements (*Earth, Fire, Air,* and *Water*).

Arcimboldo (also spelled Arcimboldi) was born about 1527 in Milan (now in Italy). His father was a painter. Arcimboldo began his career as a designer of stained-glass windows for the Milan Cathedral. In 1562 he moved to Vienna (now in Austria) to become a court painter to the Habsburg ruler Ferdinand I. Arcimboldo later worked in Prague (now in the Czech Republic) for Habsburg rulers Maximilian II and Rudolph II. During this time Arcimboldo also painted settings for the court theater. He returned to Italy in 1587 but continued to produce paintings for the Habsburgs. Arcimboldo died in 1593 in Milan.

Arcimboldo's paintings contained allegorical meanings, puns, and jokes that his contemporaries enjoyed. However, later audiences did not appreciate his whimsy, and his work lost favor. In the 20th century Salvador Dalí and other Surrealist painters rediscovered Arcimboldo's unique art, leading to a resurgence in his reputation.

Reading for Productivity – Art - Giuseppe Arcimboldo

Retrieval

1. What nationality is Arcimboldo?
2. What was Arcimboldo first job?
3. What did Arcimboldo use to resemble human portraits?

Vocabulary

4. What do you think the word 'produce' means?
5. Write a synonym for the word rediscover.

_____

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VIPs:

- Giuseppe Arcimboldo was born in 1527 in Italy and his job was an artist.
- He is well known for painting portraits of people made out of different types of fruits, vegetables, meat and fish.
- He would pick food that had a connection to whatever he was painting. For example, when creating a picture of autumn he use fruit and vegetables that grew in autumn.

Analyse the work of Arcimbolodo and then create a portrait using the same style of his work

1. Looking at the four pieces of work. What do you notice about the produce he has used? Identify what you like or dislike about each one. Can you identify any similarities and differences?

2. Now create a portrait in the style of Arcimboldo. You can draw this or you could create it using fruit.

Deepen the moment

I think that modern day collages are much more effective because we have more advanced technology. Do you agree? Justify your answer