Home Learning Timetable

Year 3C/D WB 01.03.2021

Zoom Links

Session	Time	Hyperlink	Meeting ID	Password
Maths	9.30am	https://zoom.us/j/7690623502?pwd=ZkhNOFl6SjlpU3QrblBySVU1aHV4QT09	769 062 3502	Ud2g9u
English	11.00am	https://zoom.us/j/7690623502?pwd=ZkhNOFl6SjlpU3QrblBySVU1aHV4QT09	769 062 3502	Ud2g9u
Topic	1.30pm	https://zoom.us/j/7690623502?pwd=ZkhNOFl6SjlpU3QrblBySVU1aHV4QT09	769 062 3502	Ud2g9u

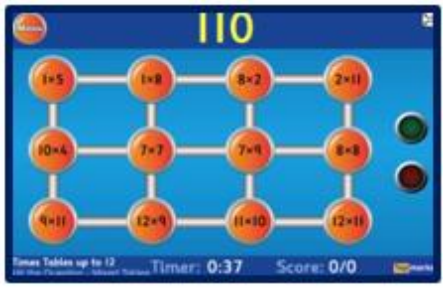
- Maths, English and Afternoon Sessions will be each week day, unless stated otherwise.
- Please arrive on time to the sessions to avoid missing out.
- Record any work in a home-learning book or on paper. This can then be photographed and emailed to your class teacher.

Monday

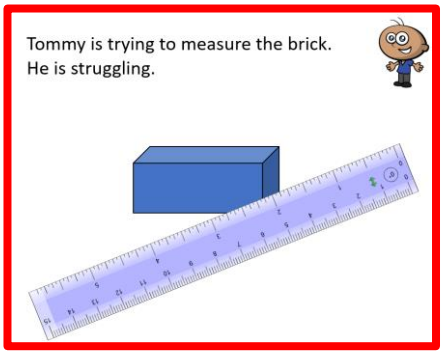
Maths

Focus- To understand how to measure length

Practice times tables playing game **https://www.topmarks.co.uk/maths-games/hit-the-button**



What do you already know about measuring length? What units can you measure length in? What equipment do you use to measure length? Watch video https://vimeo.com/503131096



English

Focus- To be able to use headings and subheadings.

This week we are going to be looking at a non-chronological report. When we write a non-chronological report, we must use headings and subheadings. So we are going to learn how to use these effectively.

Watch these…
https://www.youtube.com/watch?v=JpVTo7bTnXU

https://www.youtube.com/watch?v=GhahtjEF9v4

https://www.youtube.com/watch?v=b0vbptjyW8M

Now, look at the example of a non-chronological report below and label the heading and then the subheadings.

Next, look at the page of paragraphs. It is your task to read the information and put a good heading for the whole text and then give each paragraph its own subheading.

Topic

Focus- To be able to locate the main features of Greece.

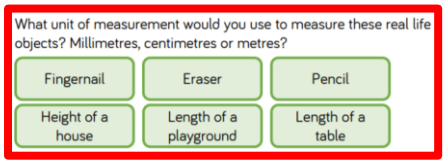
Greece is the southernmost country in Europe. The mainland has rugged mountains, dense forests and beautiful lakes. Follow the links to discover more.

https://www.natgeokids.com/uk/discover/history/greece/10-facts-about-the-ancient-greeks/

https://kids.nationalgeographic.com/geography/countries/article/greece

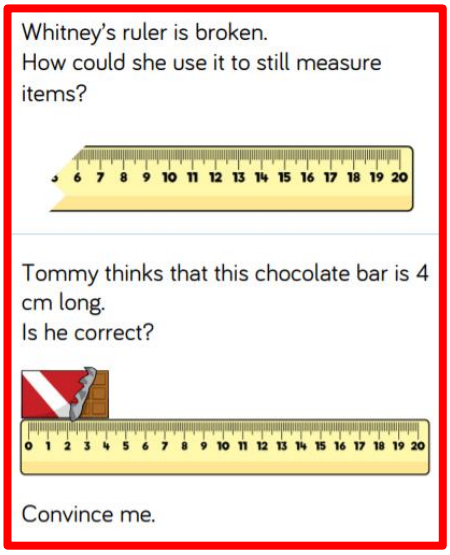
Task 1: Using an atlas or the map provided in the resource section, locate Greece and the UK on the blank map which follows.
Task 2: Use the map of Greece in resources to support you to answer the questions which follow.

What would be the best equipment to measure your pencil with? What would you measure the classroom with? What would you measure the circumference of your head with?



Complete the worksheet in the resources section.

Challenge



ΔΠCΦΣΠΤ
GRΣΣCΣ

Tuesday

Maths

Focus-To be able to measure length in metres.

Practice your mental maths by playing game https://www.topmarks.co.uk/learning-to-count/blast-off

Today we are going to be looking at measuring in metres. Watch video https://vimeo.com/504466031

English

Focus- To be able to identify the features of a non-chronological report.

This week we are going to be start looking at Modern Greece. We are going to understand what a non-chronological report is and begin planning the information we want to include in our writing next week.

So, our new focus is Modern Greece. We are going to be looking at the culture and lifestyle lived by Greek people.

Before we research facts about Modern Greece, we must understand what the features of a non-chronological report are.

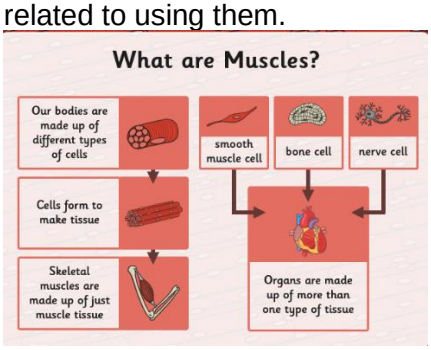
Watch this: https://www.youtube.com/watch?v=b0vbptjyW8M

Science

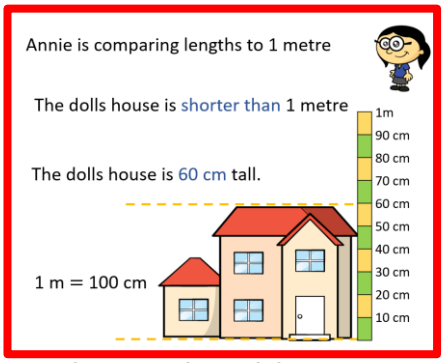
Focus- To know why we need muscles to move.

What are muscles? Why do we need them?

The images below (also found in resource section) explain more about muscles and new words related to using them.



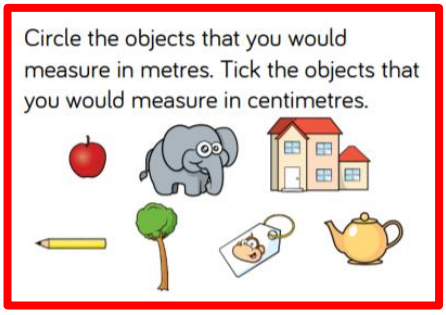
What might you measure metres in? Are they larger or smaller than centimetres?



Use the counting stick on Mathsbot https://mathsbot.com/manipulatives/countingStick to practice counting in groups of 10cm. What do you notice about 100cm? Try starting at different starting points.

Complete the worksheet in the resources section below.

Challenge



Explore these links to understand what a non-chronological report is and to see some examples of non-chronological reports:
https://www.theschoolrun.com/what-is-a-non-chronological-report

https://www.teachwire.net/news/non-chronological-report-ks2-examples-worksheets-and-resources#:~:text=A%20non%2Dchronological%20report%20is,information%20on%20subjects%20or%20events.

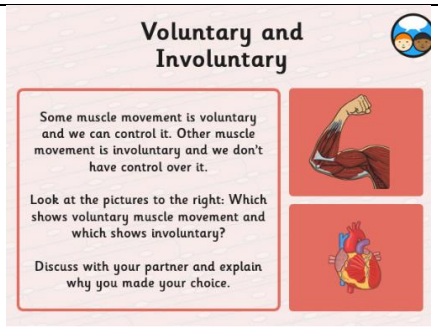
https://www.literacywagoll.com/non-chronological-report.html#

Now, try to create a list of features for a non-chronological report.

Have a look at this list to help you:

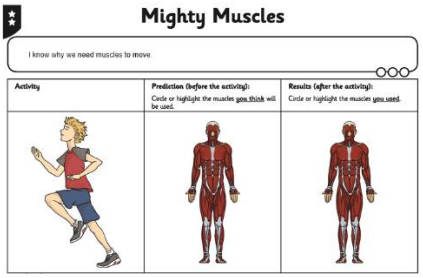
- An eye-catching heading in a large font
- An introductory paragraph
- Text split up into paragraphs and each paragraph on a different aspect of the subject
- Sub-headings for each paragraph
- Usually written in present tense
- Pictures of the subject
- Captions under each picture to explain what is in the picture
- Diagrams with labels
- Lists of facts in bullet points
- Graphs or charts showing information about the subject
- Boxes containing interesting individual facts to grab the attention of the reader
- Technical vocabulary in bold, possibly with a glossary at the end

Now, look at the example of a non-chronological report below in the resources section and label it with all the features in list above or use the checklist in the resources section below to help you.



Why do we need muscles for movement? Follow the link to discover more. https://www.bbc.co.uk/bitesize/clips/zpp6n39

TASK: Predict which muscles you will use for each activity. Found in the resource section below.



Why not have a go at creating the muscles of the arm. Simply follow the instructions found in resources.

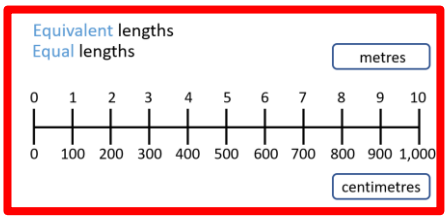
Wednesday

Maths

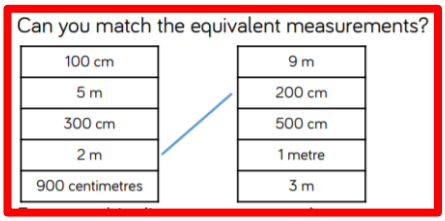
Focus- To be able to recognise equivalent measures m and cm

Practise times tables by playing game
https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication

Today we will be learning how to convert metres and centimetres.
Watch video
https://vimeo.com/504467081



If there are 100cm in a metre, how many centimetres are in 2 metres? How many centimetres in 3 metres? Do we need to partition 235 cm into hundreds, tens and ones
to convert it to metres? Is it more efficient to partition it into
two parts? What would the two parts be?



Complete the worksheet in the resources section.

Challenge

English

Focus- To be able to plan information for a non-chronological report.

This week are going to be researching facts for our non-chronological report about Modern Greece.

Today you are going to research facts and information about Modern Greek culture.

Think about:

1. What food they eat?
2. What animals are in Greece?
3. What their flag looks like and why?
4. What their capital city is and any facts about that city?
5. What currency they use?
6. What religion is followed in Greece?
7. What language is spoken?
8. What the climate/weather is like in Greece?

Now, complete a mind map explaining all the different facts you can find out about Modern Greece.

RE

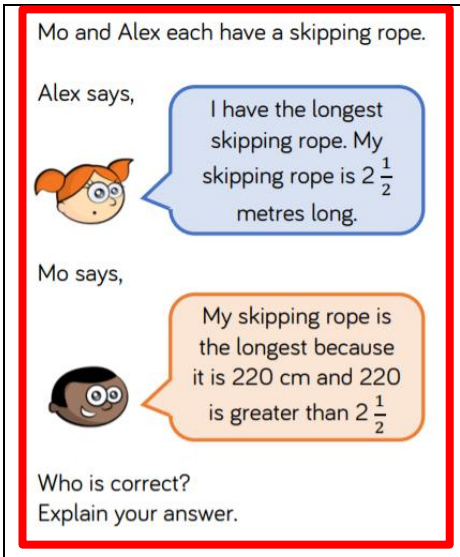
Focus- To understand why Christians celebrate Easter.

During Holy Week Christians try to remember what happened to Jesus. Follow the links below to find out more.
Scroll down to watch the Easter Story clip. Continue reading the key events for the week then complete the ordering of events quiz which follows.

https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6

https://www.twinkl.co.uk/resource/t-re-231-holy-week-powerpoint

Draw images to complete the Easter Story comic strip found in the resources section below.

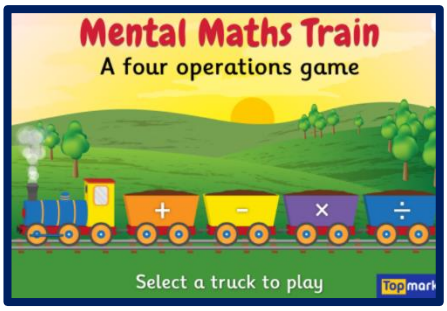


Thursday

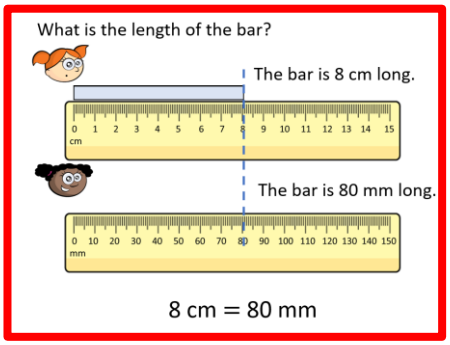
Maths

Focus- To be able to convert mm and cm

Practise your mental maths by playing game https://www.topmarks.co.uk/maths-games/mental-maths-train



Recap yesterday's learning. How many centimetres are there in a metre? How many millimetres are in a centimetre? Watch video **https://vimeo.com/504918866**



What items might we measure using millimetres rather than centimetres?

If there are 10 mm in 1 cm, how many mm would there be in 2 cm? How many millimetres are in

English

Focus- To be able to retell a story.

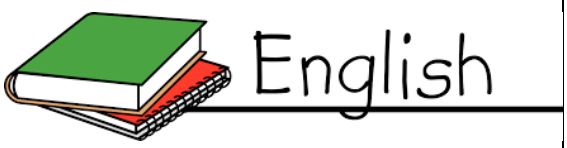
As it is World Book day today we would like you to think about your favourite book or story. You are going to retell that story. It can be any story at all.

Task 1 – create a mind map of all the different stories you know – if you are struggling here is a list of Traditional Tales with a video link to help you:

1. Little Red Riding Hood - https://www.youtube.com/watch?v=LDMWJCrDVMI
2. Jack and the Beanstalk - https://www.youtube.com/watch?v=W5rxfLRgXRE
3. The Gingerbread Man - https://www.youtube.com/watch?v=pckuS--UlV4

Task 2 – use the story board template to correctly order the key events from your chosen story and write a sentence to describe it.

Task 3 – lastly, use the writing frame below to neatly write out the retelling of your favourite story. Remember to use correct punctuation and exciting vocabulary.

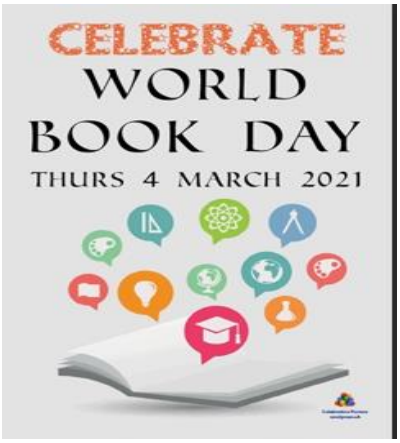


WORLD BOOK DAY

Focus – To celebrate the joy of books.

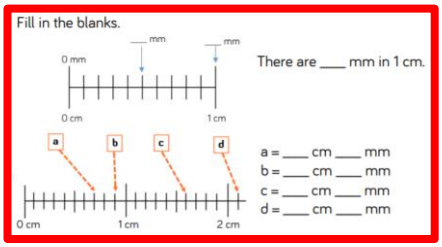
Today is World Book Day. Follow the link to find several activities you could try to celebrate the joy of books and reading.

https://www.worldbookday.com/



Why not choose your favourite book and draw the front cover which can be shared and displayed around the class. Maybe you could design your own World Book Day book mark using the template provided in the resources section below.

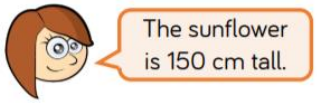
half a cm? How many different ways can you partition 54 cm?



Complete the worksheet in the resources area.

Challenge

Rosie is measuring a sunflower using a 30 cm ruler.
Rosie says,



Rosie is incorrect.
Explain what mistake she might have made.
How tall is the sunflower?

Friday

Maths

Focus- To be able to compare lengths

Practise your mental maths by playing Numbots. Remember to use the same login details as you do for Times Table Rock Stars.
https://play.numbots.com/#/account/school-login-type

Think back to all your previous learning this week. Remind yourself of how many mm are in a cm and how many cm are in a m? Watch video https://vimeo.com/505647236

English

Focus-To be able to find key information in a text to answer questions.

Watch the links…
https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/zqmyw6f

https://www.youtube.com/watch?v=q4Y_67GMkP4

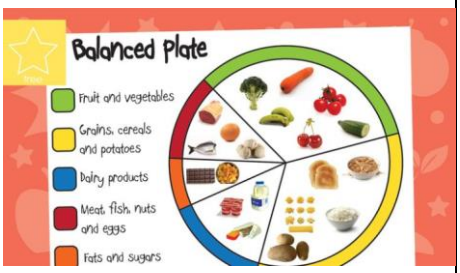
Think about what the strategies we have been using in class this term. Try to list them with your adult.
If you can't remember, have a little look at this list:

1. Read the text 3 times.
2. Read the first question.
3. Underline the key words in the question.
4. Find the key words from the question in the text.
5. Read the sentence the key words are in.
6. Find and write your answer to the question.
7. Repeat step to 2 – 6 with the other questions.

Now, using the steps above, complete the reading comprehension in the resources section below.

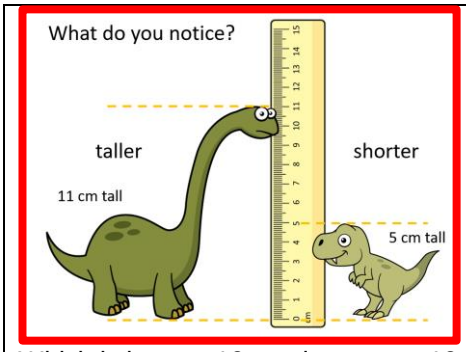
PSHCE

Focus- To understand what makes up a balanced diet.



Today we will be looking at what makes a balanced diet and identify the foods we need to eat regularly to maintain good health. This links nicely to the Science we have covered already in term 3. Follow these links to discover more.
https://www.bbc.co.uk/bitesize/topics/zrsb87h/articles/zjj6pg8

Think about these questions:
What does a balanced diet look like?
• What do we know about healthy eating and how it can help keep our bodies healthy?
• Who makes the choices for us about what we eat and drink?



Which is longer: 10 centimetres or 10 metres?
Which symbols can we use to compare lengths? What is the difference between using taller than and longer than? When would we use taller than instead of longer than?

Compare the lengths using **longer than**, **shorter than**, or **the same as**.

15 cm is		60 cm
Sixty metres is		60 m
96 m is		69 m
80 cm is		80 m

Challenge

Compare the measurements using <, > or =

55 cm + 10 cm	◯	55 cm − 10 cm
42 m + 6 m	◯	42 m + 7 m
6 cm − 5 cm	◯	6 m − 5 m
80 m − 5 m	◯	70 m + 5 m

• What choices are we able to make for ourselves?
• Are these always the right choices?
• What helps us to choose?
Why not try to note the foods you eat for the week in the food diary found in the resource section below.
Why not create a poster advising of the healthy food choices we could make.

Other activities for the week

Reading- Busters book club- Make sure you are reading at home either to yourself, to an adult or even a sibling. This week your reading challenge is to read a book involving magic. Send your class teacher a picture of you reading your book involving magic!

French-

PE- Check out the Garlinge PE teams videos on the school website in the home learning section. Alternatively, why not continue to improve your personal challenges (found in resource section below if you haven't already attempted this task).

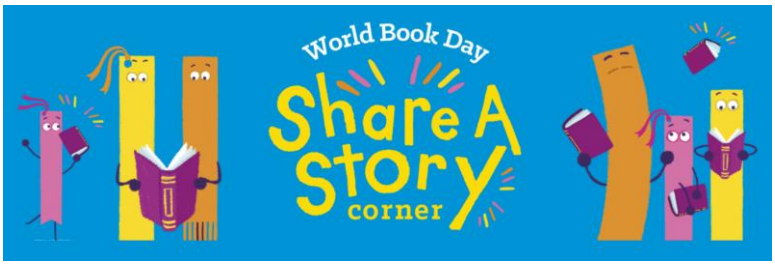
World Book Day - Create your own book- Ask your child to come up with a main character, setting and a special object (such as a magical key, a treasure map, a strange book or a broken lamp) and let their imagination run wild. Let them plan their story first, talk about the ideas they have and the flow of the story (beginning, middle and end). Once they have planned their story they can write a draft. Then they can then create a book using paper and add drawings to their story or they can use a computer to create their books. This activity can be done over a couple of days.




Put on a play- Children can create their own play to perform to their adults once they have rehearsed and found costumes. Let their imaginations run wild or you could give them a topic to base the play on (for example a topic they've learnt about in school or their favourite book).

Change the story – Choose your favourite story or a book that you have recently read. Change the story by changing the actions of one of the characters. Maybe they do something different when it's a big event that changes everything! Change the story into a very simple version for young children and illustrate it too. Change the story (or part of it) into a comic strip. Change the story (or part of it) into a poem.

Listen to a story – Why not choose a story to share together in the book corner. Don't forget to send any pictures to your teachers of the fun extra activities that you choose to complete. https://www.worldbookday.com/share-a-story-corner/

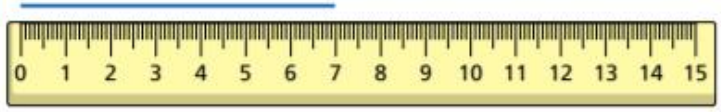


Measure length

1 What is the length of each line?

a)

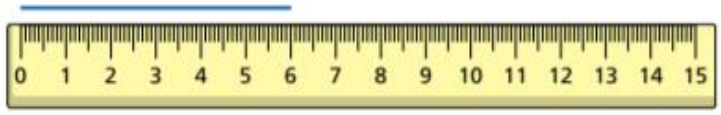
b)



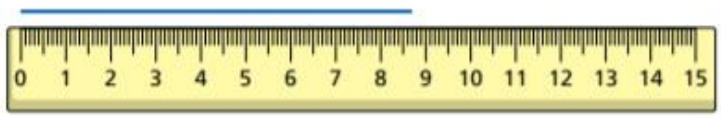
c)

2 Write the length of each line to the nearest millimetre.

a)



b)

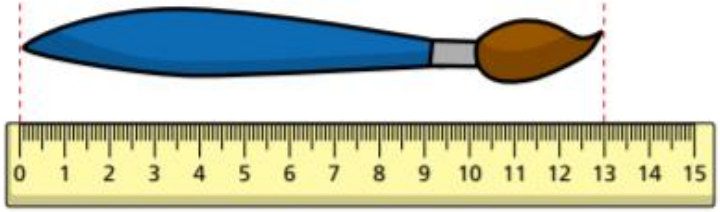


c)

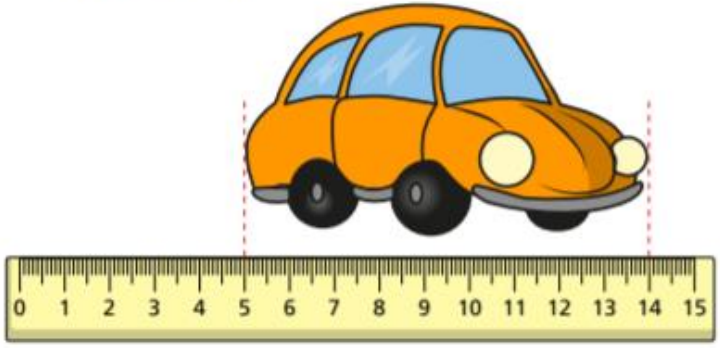
3 Use a ruler to draw lines of these lengths.

a) 5 cm **b)** 75 mm **c)** 42 mm

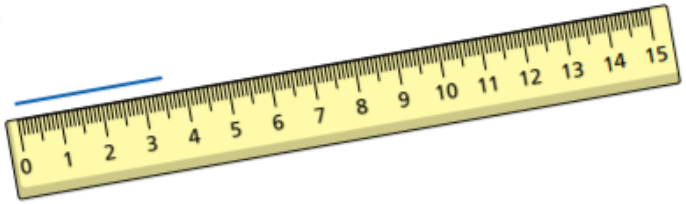
4 How long is the paintbrush?



5 How long is the toy car?



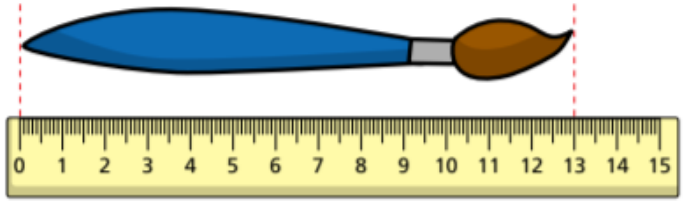
c)



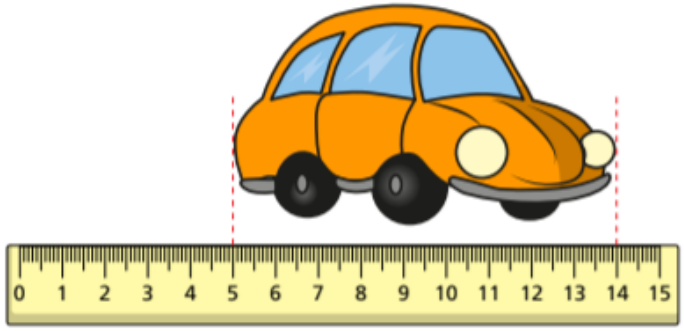
3 Use a ruler to draw lines of these lengths.

a) 5 cm **b)** 75 mm **c)** 42 mm

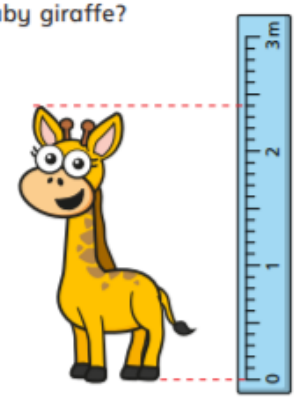
4 How long is the paintbrush?



5 How long is the toy car?



6 How tall is the baby giraffe?



7 Which is the most sensible estimate for the height of a classroom door?

20 cm	2 m	20 m

8 Find items in the classroom that are the following lengths.

Write your answers in the table.

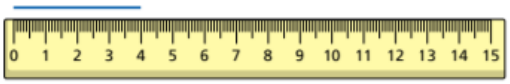
Less than 10 cm long	Between 10 cm and 1 m long	More than 1 m tall

Compare with a partner.

Measure length

1 What is the length of each line?

a)



4 cm

b)

7 cm

c)

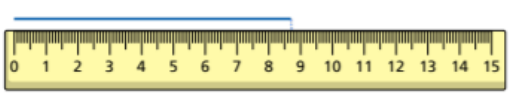
2 cm

2 Write the length of each line to the nearest millimetre.

a)

60 mm

b)



87 mm

c)

35 mm

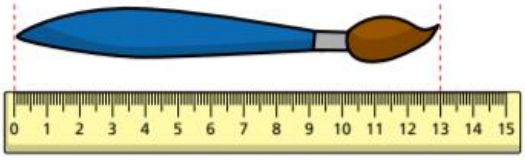
3 Use a ruler to draw lines of these lengths.

a) 5 cm

b) 75 mm

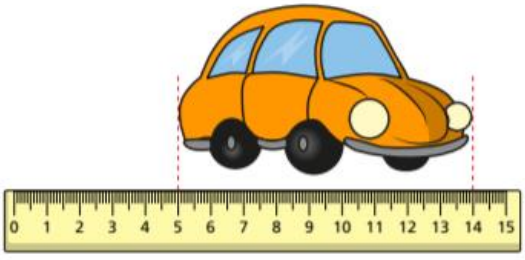
c) 42 mm

4 How long is the paintbrush?



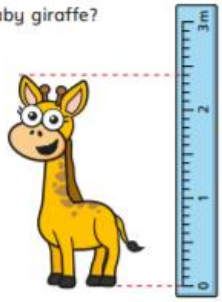
The paintbrush is 13 cm long.

5 How long is the toy car?



The toy car is 9 cm long.

6 How tall is the baby giraffe?



The baby giraffe is 2 m and 40 cm tall.

7 Tick the most sensible estimate for the height of a classroom door.

20 cm	2 m	20 m
☐	☑	☐

8 Find items in the classroom that are the following lengths.

Write your answers in the table.

Less than 10 cm long	Between 10 cm and 1 m long	More than 1 m tall

Compare with a partner.

Measure length (m)

1 Look around your classroom.

Choose 10 objects.

a) Estimate which objects are longer than 1 metre and which are shorter than 1 metre.

b) Draw each object in the correct part of the table.

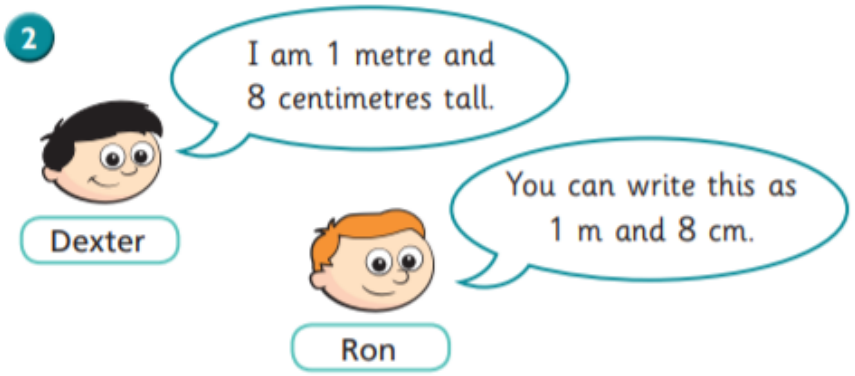
Longer than 1 metre	Shorter than 1 metre

c) Use a metre ruler to measure your objects.

Did you put them in the correct column?

d) Which object is closest to 1 metre long?

2



Do you agree with Ron?

Talk about it with a partner.

Complete the sentences.

a) Dexter is 1 _____ and 8 _____ tall.

b) Dani is 1 metre and 21 centimetres tall.

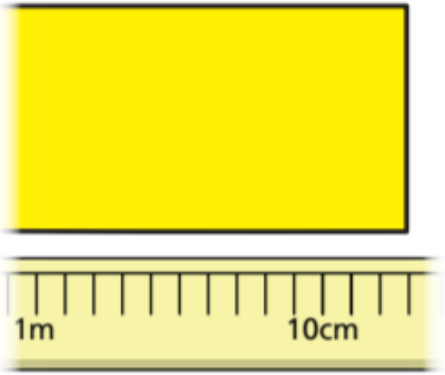
Dani is ☐ m and ☐ cm tall.

c) Scott is 1 metre and 11 centimetres tall.

Scott is ☐ and ☐ tall.

3 Class 2 are measuring poster paper for an art lesson.

Nijah puts the paper next to a 2-metre stick.



How long is the poster paper?

Measure length (m)

1 Look around your classroom.

Choose 10 objects.

a) Estimate which objects are longer than 1 metre and which are shorter than 1 metre.

b) Draw each object in the correct part of the table.

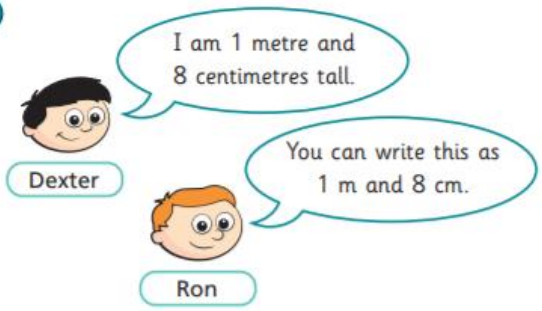
Longer than 1 metre	Shorter than 1 metre

c) Use a metre ruler to measure your objects.

Did you put them in the correct column?

d) Which object is closest to 1 metre long?

2



Do you agree with Ron? Yes

Talk about it with a partner.

Complete the sentences.

a) Dexter is 1 m and 8 cm tall.

b) Dani is 1 metre and 21 centimetres tall.

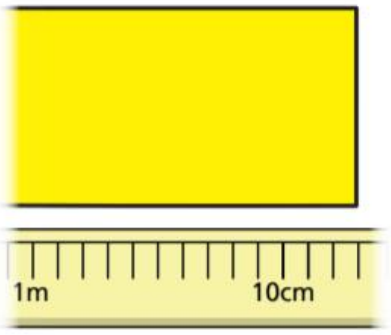
Dani is [1] m and [21] cm tall.

c) Scott is 1 metre and 11 centimetres tall.

Scott is [1 m] and [11 cm] tall.

3 Class 2 are measuring poster paper for an art lesson.

Nijah puts the paper next to a 2-metre stick.



How long is the poster paper?

[1] m and [13] cm

4 Measure the longest side of your classroom and complete the sentence.

My classroom is [ ] and [ ] long.

5

Daddy Bear is 2 metres tall.

Baby Bear is half as tall as Daddy Bear.

a) How tall is Baby Bear? [1] m

b) Mummy Bear is taller than Baby Bear, but shorter than Daddy Bear.

How tall could Mummy Bear be?

e.g. Mummy Bear could be [1m] and [42cm] tall.

Compare answers with a partner.

Equivalent lengths – m and cm

1 There are 100 centimetres (cm) in 1 metre (m).

Use the bar models to complete the sentences.

1 m
100 cm

a)

1 m	1 m	1 m

There are ☐ cm in 3 m.

b)

1 m	1 m	1 m	1 m	1 m	1 m

There are ☐ cm in 6 m.

c)

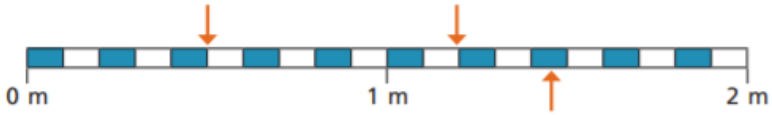
100 cm	100 cm	100 cm	100 cm	100 cm

There are 500 cm in ☐ m.

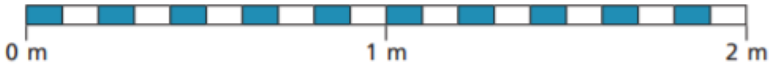
2 Complete the table to show equivalent lengths and continue the pattern.

cm	m and cm
310 cm	3 m and 10 cm
320 cm	m and cm
330 cm	m and cm
cm	3 m and 40 cm
cm	3 m and 50 cm
cm	m and cm
cm	m and cm

3 Write the missing measurements.



4 Draw an arrow to show the position of each measurement.



A	B	C	D
20 cm	0 m 75 cm	130 cm	1 m 65 cm

5 Complete the bar models.

a)

160 cm	
m	cm

b)

268 cm	
m	cm

c)

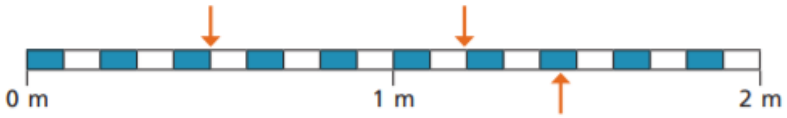
	cm
4 m	10 cm

d)

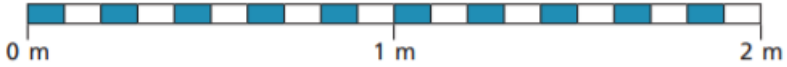
	cm
2 m	5 cm

Equivalent lengths – m and cm

3 Write the missing measurements.



4 Draw an arrow to show the position of each measurement.



A	B	C	D
20 cm	0 m 75 cm	130 cm	1 m 65 cm

5 Complete the bar models.

a)

160 cm	
m	cm

b)

268 cm	
m	cm

c)

	cm
4 m	10 cm

d)

	cm
2 m	5 cm

6 Complete the sentences.

a) 240 cm = ☐ m and ☐ cm

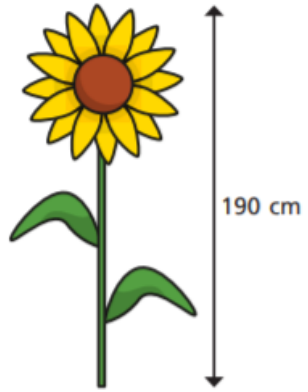
b) 319 cm = ☐ m and ☐ cm

c) 508 cm = ☐ m and ☐ cm

d) 2 m and 15 cm = ☐ cm

e) 8 m and 3 cm = ☐ cm

7 Here is Huan's sunflower.



Dani's sunflower is 2 m and 30 cm.

Tom's sunflower is exactly halfway between Huan's and Dani's.

How tall is Tom's sunflower?

Write your answer in metres and centimetres.

Equivalent lengths – m and cm

1 There are 100 centimetres (cm) in 1 metre (m).
Use the bar models to complete the sentences.

1 m
100 cm

a)

1 m	1 m	1 m
100 cm	100 cm	100 cm

There are [300] cm in 3 m.

b)

1 m	1 m	1 m	1 m	1 m	1 m
100 cm	100 cm	100 cm	100 cm	100 cm	100 cm

There are [600] cm in 6 m.

c)

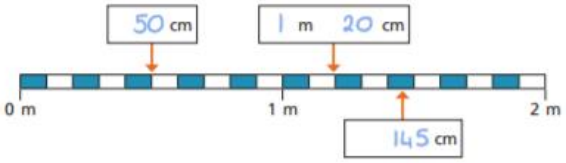
1m	1m	1m	1m	1m
100 cm	100 cm	100 cm	100 cm	100 cm

There are 500 cm in [5] m.

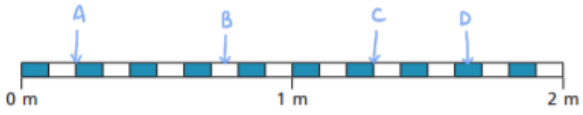
2 Complete the table to show equivalent lengths and continue the pattern.

cm	m and cm
310 cm	3 m and 10 cm
320 cm	3 m and 20 cm
330 cm	3 m and 30 cm
340 cm	3 m and 40 cm
350 cm	3 m and 50 cm
360 cm	3 m and 60 cm
370 cm	3 m and 70 cm

3 Write the missing measurements.



4 Draw an arrow to show the position of each measurement.



A	B	C	D
20 cm	0 m 75 cm	130 cm	1 m 65 cm

5 Complete the bar models.

a)

160 cm	
1 m	60 cm

b)

268 cm	
2 m	68 cm

c)

410 cm	
4 m	10 cm

d)

205 cm	
2 m	5 cm

6 Complete the sentences.

a) 240 cm = [2] m and [40] cm

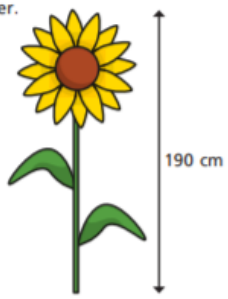
b) 319 cm = [3] m and [19] cm

c) 508 cm = [5] m and [8] cm

d) 2 m and 15 cm = [215] cm

e) 8 m and 3 cm = [803] cm

7 Here is Huan's sunflower.



Dani's sunflower is 2 m and 30 cm.

Tom's sunflower is exactly halfway between Huan's and Dani's.

How tall is Tom's sunflower?

Write your answer in metres and centimetres.

[2] m and [10] cm

Equivalent lengths – mm and cm

1 There are 10 millimetres (mm) in 1 centimetre (cm).

Use the bar models to complete the sentences.

1 cm
10 mm

a)

1 cm	1 cm	1 cm

There are ☐ mm in 3 cm.

b)

1 cm	1 cm	1 cm	1 cm	1 cm	1 cm	1 cm

There are ☐ mm in 7 cm.

c)

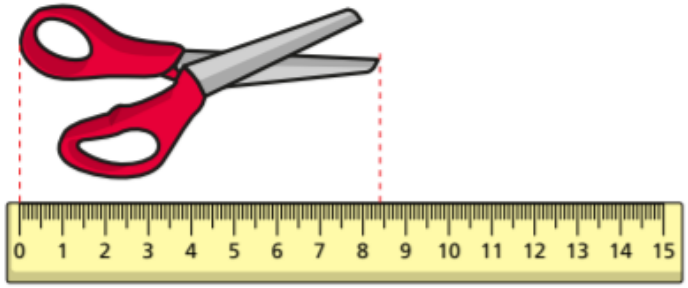
10 mm	10 mm	10 mm	10 mm

There are 40 mm in ☐ cm.

2 Match the equivalent lengths.

1 cm 3 mm	3 cm 1 mm	30 mm	33 mm	30 cm
300 mm	13 mm	31 mm	3 cm 0 mm	3 cm 3 mm

3 How long are the scissors?



The scissors are ☐ cm and ☐ mm long.

The scissors are ☐ mm long.

4 Find three items in your classroom.

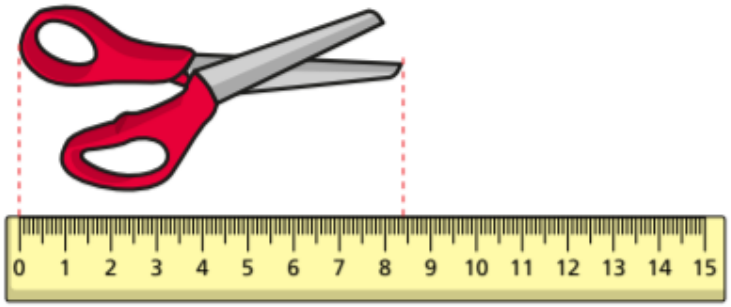
Measure them and complete the table.

One has been done for you.

Item	Length in cm and mm	Length in mm
toy car	9 cm 6 mm	96 mm

Equivalent lengths – mm and cm

3 How long are the scissors?



The scissors are ☐ cm and ☐ mm long.

The scissors are ☐ mm long.

4 Find three items in your classroom.

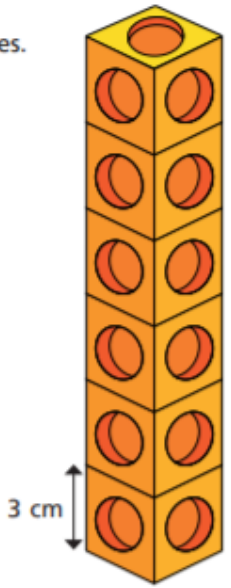
Measure them and complete the table.

One has been done for you.

Item	Length in cm and mm	Length in mm
toy car	9 cm 6 mm	96 mm

5 Filip and Kim are building towers using cubes.

Each cube is 3 cm high.



a) Filip uses 6 cubes.

How tall is Filip's tower?

Give your answer in millimetres.

b) Kim's tower is 300 mm tall.

How many cubes does she use?

6 Complete the bar models.

a)

62 mm	
cm	mm

b)

4 mm	
cm	mm

c)

	mm
30 cm	1 mm

d)

	mm
30 cm	10 mm

Equivalent lengths – mm and cm

1 There are 10 millimetres (mm) in 1 centimetre (cm).
Use the bar models to complete the sentences.

1 cm
10 mm

a)

1 cm	1 cm	1 cm
10 mm	10 mm	10 mm

There are [30] mm in 3 cm.

b)

1 cm	1 cm	1 cm	1 cm	1 cm	1 cm	1 cm
10 mm	10 mm	10 mm	10 mm	10 mm	10 mm	10 mm

There are [70] mm in 7 cm.

c)

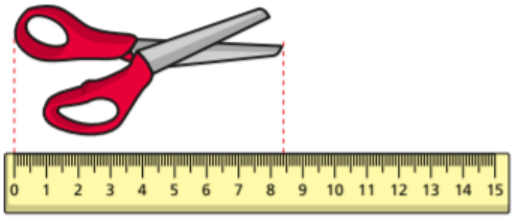
1 cm	1 cm	1 cm	1 cm
10 mm	10 mm	10 mm	10 mm

There are 40 mm in [4] cm.

2 Match the equivalent lengths.

1 cm 3 mm	3 cm 1 mm	30 mm	33 mm	30 cm
300 mm	13 mm	31 mm	3 cm 0 mm	3 cm 3 mm

3 How long are the scissors?



The scissors are [8] cm and [4] mm long.

The scissors are [84] mm long.

4 Find three items in your classroom.
Measure them and complete the table.
One has been done for you.

Item	Length in cm and mm	Length in mm
toy car	9 cm 6 mm	96 mm

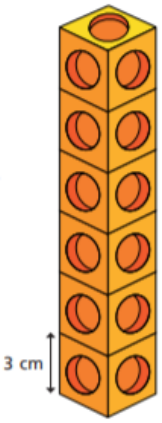
5 Filip and Kim are building towers using cubes.
Each cube is 3 cm high.

a) Filip uses 6 cubes.

How tall is Filip's tower?

Give your answer in millimetres.

Filip's tower is [180] mm tall.



b) Kim's tower is 300 mm tall.

How many cubes does she use?

Kim uses [10] cubes.

6 Complete the bar models.

a)

62 mm	
6 cm	2 mm

b)

4 mm	
0 cm	4 mm

c)

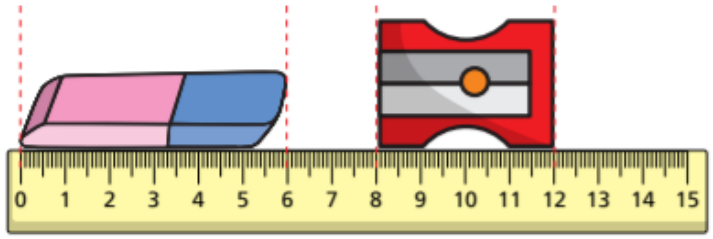
301 mm	
30 cm	1 mm

d)

310 mm	
30 cm	10 mm

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?

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

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?

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

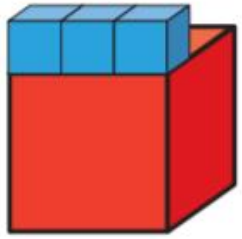
a) Why is the statement wrong?

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?

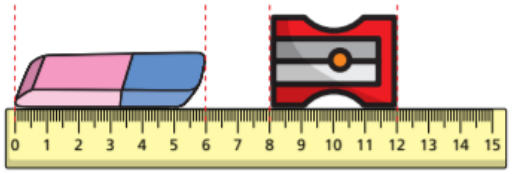
b) How long are 10 small cubes?

c) How long is 1 large cube?

d) How long are 2 large cubes?

Compare lengths

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



Complete the sentences.

shorter longer

The rubber is longer than the sharpener.

The sharpener is shorter 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. e.g.

a) 40 cm < 41 cm

b) 14 m < 15 m

c) 14 cm > 10 cm

d) 12 m < 17 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

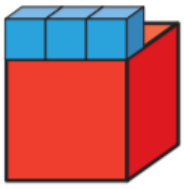
5 m = 5 cm

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

b) Write < or > to correct the mistake.

5 m > 5 cm

6 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?

10 cm

b) How long are 10 small cubes?

50 cm

c) How long is 1 large cube?

15 cm

d) How long are 2 large cubes?

30 cm

Monday English

Task 1 – Label the headings and subheadings.

The World by Kate Ruttle

Continents

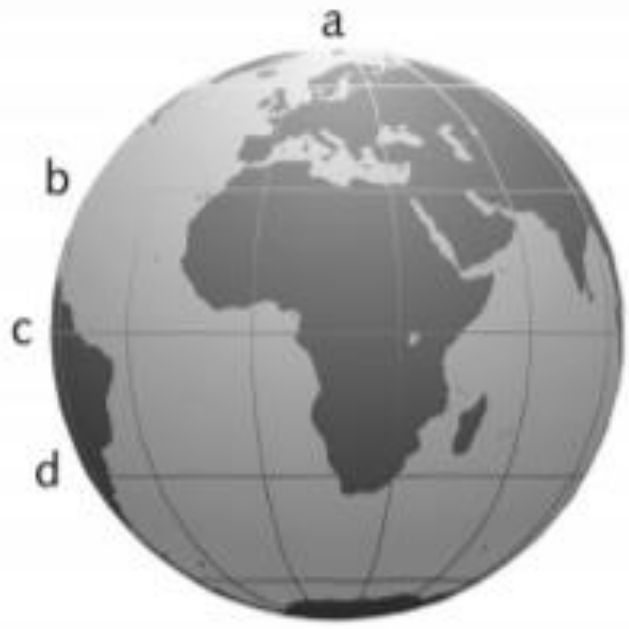
The world is made up of seven continents which are called: Africa, Antarctica, Asia, Europe, North America, Oceania and South America. Each continent is a large area of land and most continents are made up of a lot of different countries. Most of North America is one country, the United States of America, which is separated into **states**. Canada is also in North America and is a separate country. No people live on Antarctica so it doesn't need different **countries**. Although Antarctica (which is at the bottom of a globe) is a continent, the Arctic (which is at the top of a globe) is not a continent. This is because the Arctic is made entirely of ice – there is no land under the ice. In Antarctica, there are rocks and land under the ice.

Oceans

The continents are surrounded by **oceans**. The 5 oceans of the world are called the Atlantic Ocean, the Arctic Ocean, the Indian Ocean, The Pacific Ocean and the Southern Ocean. Parts of the oceans which are near to land are sometimes called **seas**, like the North Sea, the Irish Sea and the Caribbean Sea. The Arctic Ocean is at the north of the world and the Southern Ocean is at the south of the world. They are the two coldest oceans.

The equator and the poles

If you could draw a line across the middle of the world you would be drawing a line around the fattest part of the **globe**. Most globes and **maps** show this line although it is imaginary and you can't see it on the ground. It is called the **equator**. Countries which are nearer the equator are usually hotter than those that are further away from it. The coldest places in the world are furthest away from the equator, at the top and bottom of the globe, and these are called the **poles**. The place which is at the very top of the world is called the North Pole and the place at the very bottom of the world is called the South Pole.



Climate and seasons

The **climate** of different places on the globe is very different. At the top and bottom of the earth, around the poles, the climate is very cold all year round. In these places, there are two climates which are called Winter and Summer. In Summer it is cold and the ice is thick but in Winter it is even colder and the ice is even thicker.

Near the equator, it is hot all year round but there are usually two seasons: a dry season and a wet season. During the wet season the rain comes every day and is often very heavy. In the dry season, there may be no rain at all for a few months. Most of the world's tropical rainforests are near the equator because rainforest plants need a lot of water to survive.

In between the equator and each of the poles, the climate is not as hot as the equator or as cold as the poles. Places in these parts of the world usually have 4 seasons: Spring, Summer, Autumn and Winter, although the months in which they have those seasons is different in different places.

Glossary

Climate - the kinds of weather a place usually has.
Country - cities, towns and countryside which share the same laws.
Equator - a line across the middle of a map or a globe.
Globe - a model of the world which is the same shape as the world. It shows land and sea.
Map - a flat drawing of the world. It shows land and sea.
Ocean - a very large area of salty water.
Poles - the places at the top and bottom of the world.
Sea - areas of water near to where people live can be called seas.
States - large areas of North America which share the same laws.

Task 2 – Add your own heading and give each paragraph a subheading

Heading -

1.

Sharks are a type of fish but instead of having bones, their skeleton is made of cartilage. This is what your ears and the tip of your nose are made from. There are more than 500 different species of shark, including the great white shark, grey reef shark, hammerhead shark and tiger shark. Scientists believe that sharks have been in our oceans for around 455 million years. Some species of sharks prefer to live alone while others live in groups called a school or shoal.

2.

Sharks can be found in all of the Earth's five oceans: the Atlantic, Pacific, Indian, Arctic and Southern. Some sharks can even be found in freshwater lakes and rivers. Different species of shark live in different oceans depending on the temperature of the water. Most prefer warmer temperatures though polar sharks prefer colder water.

3.

What a shark eats depends on its species and where it lives. Most sharks are carnivores because they like to eat fish and other sharks. Some larger sharks eat dolphins, sea lions and small whales. Smaller sharks eat smaller prey such as clams, crabs and squid.

Some types of shark can be deadly, but only about 12 species have ever attacked humans. In fact, shark attacks are not very common. More people die from bee stings and natural disasters such as earthquakes and volcanoes each year than from shark attacks.

4.

Sharks have all the senses that humans have; smell, sight, touch, taste and hearing. The strongest is their sense of smell. Sharks can smell a single drop of blood in the water from 400 metres away. They can also hear fish moving from around 500 metres away. Sharks have very good eyesight and they can see in low levels of light.

5.

Most shark species would die if they stopped moving. As long as they keep swimming, water keeps moving over their gills, which keeps them alive.

Tuesday English

Ancient Greece

Nearly four thousand years ago, in the countries that we now know as Greece, Turkey and Bulgaria, the earliest Greek civilisations prospered. Between 2000BC and 146BC, their dominant empire spread throughout most of Europe, as far as France.

The Government

The Greeks developed a new idea for a government- democracy. As a result, Ancient Greece was split into many different states, which were each ruled in their own way. Moreover, each state had its own laws, government and money however they shared the same language and religion. At this time, the two important states in Greece were Athens and Sparta.

Greek Gods

Religion was important to the Greeks because they believed that it would make their lives better while they were living. Furthermore, many Greeks believed that the gods would care for them when they died. The Ancient Greeks believed in a large number of influential gods and goddesses. In fact, they believed that these gods and goddesses controlled everything in their lives and the environment. In addition, there were 12 major gods who ruled Mount Olympus.

These gods were:

- Zeus
- Hera
- Hephaestus
- Athena
- Hermes
- Artemis
- Apollo
- Dionysus
- Ares
- Aphrodite
- Demeter
- Poseidon.

Glossary

States – Territories of land

Zeus – King of the gods

Mount Olympus – Home of the major Greek gods.

Temple – Housed the statues of gods.

Greek Writing

Amazingly, the Ancient Greeks played a vital part in the development of the alphabet we use today because their alphabet was the first with vowels. Did you know that the first two letters of the Greek alphabet 'alpha' and 'beta' gave us the word alphabet? Unlike our alphabet, the Greek alphabet consisted of unusual symbols such as Γ (gamma) and Δ (delta). Interestingly, this alphabet is still used in Greece today.

Greek Buildings

To show the gods how important they were, the Greeks built colossal temples in every town for one god or goddess. The temples were not like modern places of worship- they were homes for statues of god, cared for by priests. As a result, religious ceremonies and festivals were held outside the temples. A few of these temples can still be found today around Greece including The Parthenon (dedicated to the goddess Athena), which can be found in Athens, Greece.

Did you know...

That the Ancient Greeks invented theatre?

They loved to watch plays and most cities had a theatre – some big enough to hold 15,000 people!

Non-Chronological Report Text Features Key

Text Title: _____

Here are the features of a report text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'present tense verbs' box in red, then use the **same** colour to underline examples of the present tense in your text.

	Topic title covers the whole subject.		Non-chronological reports use **factual language.**
	Brief **introduction paragraph** gives who/what/where overview.		**Present tense** verbs (unless it is a historical report, then it would be past tense).
	The information is organised into **paragraphs**.		**Technical language** may be explained in a glossary.
	Each category has a **sub-heading**.		**Third person** makes it impersonal.
	Some information may be in **fact boxes or bullet-point** lists.		Non-chronological reports have a **formal tone.**
	Extra details support the main points.		**General language,** not particular examples.

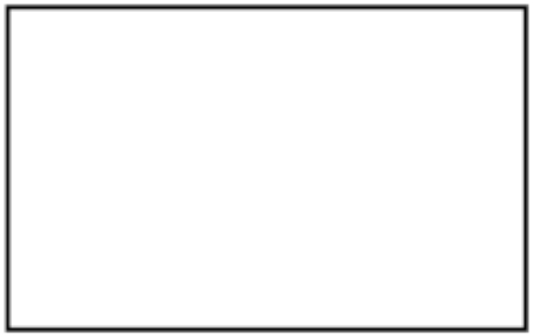
Wednesday English

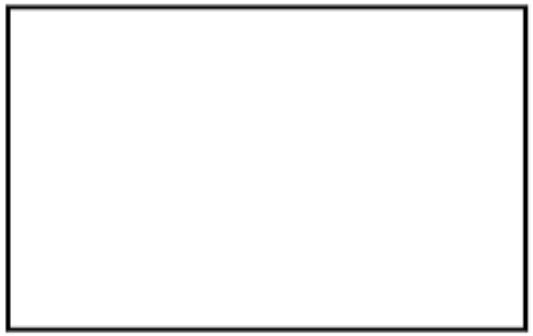
Thursday English

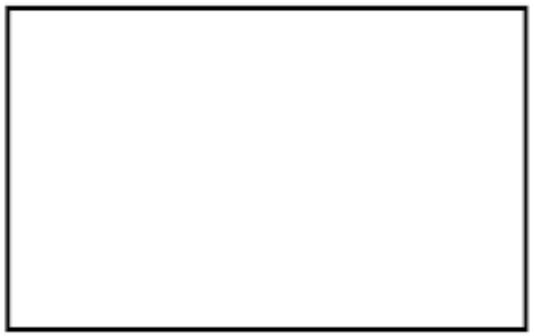
Task 1:

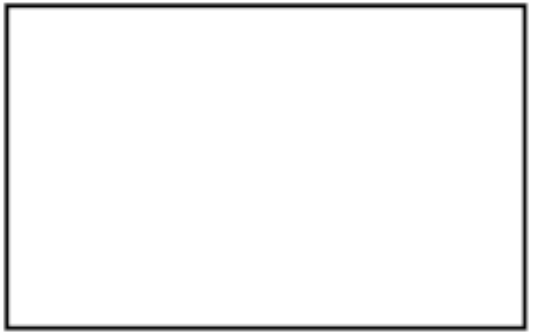
Title _____

Page _____ Of _____









Task 2:

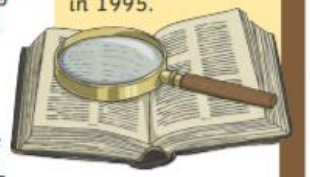
Task 3:

World Book Day

What Is World Book Day?

World Book Day is a special day when children celebrate their love of books and reading. World Book Day also aims to give every child the chance to own a book of their own.

Did You Know...?
World Book Day happens every year and the first World Book Day was held in 1995.



What Happens on World Book Day?

Children take part in exciting activities in school on World Book Day. Many children dress up as their favourite book characters and take part in fun activities. Lots of libraries, authors, **publishers** and booksellers also take part in World Book Day.

Did You Know...?
Every year, schoolchildren in the UK are given a special World Book Day token so that they can choose a book for £1.

Why Is Reading Important?

It is important for children to enjoy what they read. Reading helps children to learn because it improves their understanding and problem-solving skills. Regular reading can also help to improve children's vocabulary.

Did You Know...?
Reading about different characters in stories can also help children to understand other people's thoughts and feelings. This helps children to build happy friendships.

How Can I Choose the Right Book?

It can sometimes be tricky to find a book that you enjoy. Here are some top tips to help you to choose your next read.

Read the description on the back of the book. This will tell you more about what the book is about.

Try reading a book about something or someone that interests you. This could be a fact book or a magazine. Why not try reading a book based on a film that you have seen?

Visit your local library. Borrowing a book is free for children and the librarians there can often provide some helpful advice.

Ask a friend. Why not ask your classmates if they have read any good books that you might enjoy?

Glossary
publisher: A company that prepares and supplies books.
vocabulary: The words that a person uses.

Questions

1. When was the first World Book Day? Tick one.
   - ○ 1985
   - ○ 1995
   - ○ 1990
   - ○ 1998

2. How often does World Book Day happen? Tick one.
   - ○ every month
   - ○ every week
   - ○ every year
   - ○ every two years

3. Draw **three** lines and complete each sentence.

Many children dress up as...	a special World Book Day token.
Regular reading can help to improve...	their favourite book characters.
Schoolchildren in the UK are given...	children's vocabulary.

4. In which section of the text would you find information about libraries? Tick one.
   - ○ How Can I Choose the Right Book?
   - ○ What Happens on World Book Day?
   - ○ Why Is Reading Important?
   - ○ What Is World Book Day?

5. Look at the section called **Why Is Reading Important?**
   Find and copy a word which means the same as 'to do something often'.

   _____

6. Fill in the missing word.

   It is important for children to _____ what they read.

MONDAY TOPIC

Map of Europe

Locate Greece and the UK

Map of Europe

Can you label any of the countries in Europe?

MAP OF GREECE

1. Which 4 countries border Greece?
2. What is the capital city of Greece?
3. Which seas surrounds Greece?
4. Which country lies to the right of Greece?
5. What is the name of the island north of Greece?

Tuesday –Science

What are Muscles?

Our bodies are made up of different types of cells

Cells form to make tissue

Skeletal muscles are made up of just muscle tissue

smooth muscle cell

bone cell

nerve cell

Organs are made up of more than one type of tissue

Voluntary and Involuntary

Some muscle movement is voluntary and we can control it. Other muscle movement is involuntary and we don't have control over it.

Look at the pictures to the right: Which shows voluntary muscle movement and which shows involuntary?

Discuss with your partner and explain why you made your choice.

Mighty Muscles

I know why we need muscles to move.

Activity	**Prediction (before the activity):** Circle or highlight the muscles **you think** will be used.	**Results (after the activity):** Circle or highlight the muscles **you used**.
		

How to make a muscle of the arm.

Use sellotape to tape a ball to one end of a tube of card.

In both cards make 2 holes 5cm from the end of the card and opposite each other.

Unfold a paperclip, stick through the hole (do this for both tubes)

Pass an elastic band over one of the ends of a paperclip, stretch down both tubes and attach to another paperclip.

Tape over both paperclips' ends. Repeat with the other elastic band and other ends of the paperclips.

Tape the top elastic band on to the 'forearm' tube, about 5 cm from the ball.

Separate the other elastic band(on the bottom) and tape to the ball

Easter Comic Strip

Draw a comic strip about the events of the Easter story.

Jesus rode into Jerusalem on a donkey.	Jesus celebrated the Passover meal with his friends.	Jesus went to the Garden of Gethsemane to pray. Then, he was arrested by soldiers.	Jesus carried his cross through the streets of Jerusalem.

Jesus was nailed to a cross in-between two thieves.	Jesus died and the sky then turned dark.	Jesus' body was buried in a tomb and a big stone was placed across the entrance.	Some women went to the tomb to visit Jesus' body. An angel told them that Jesus had risen from the dead.

Thursday-WORLD BOOK DAY




My Food Journal



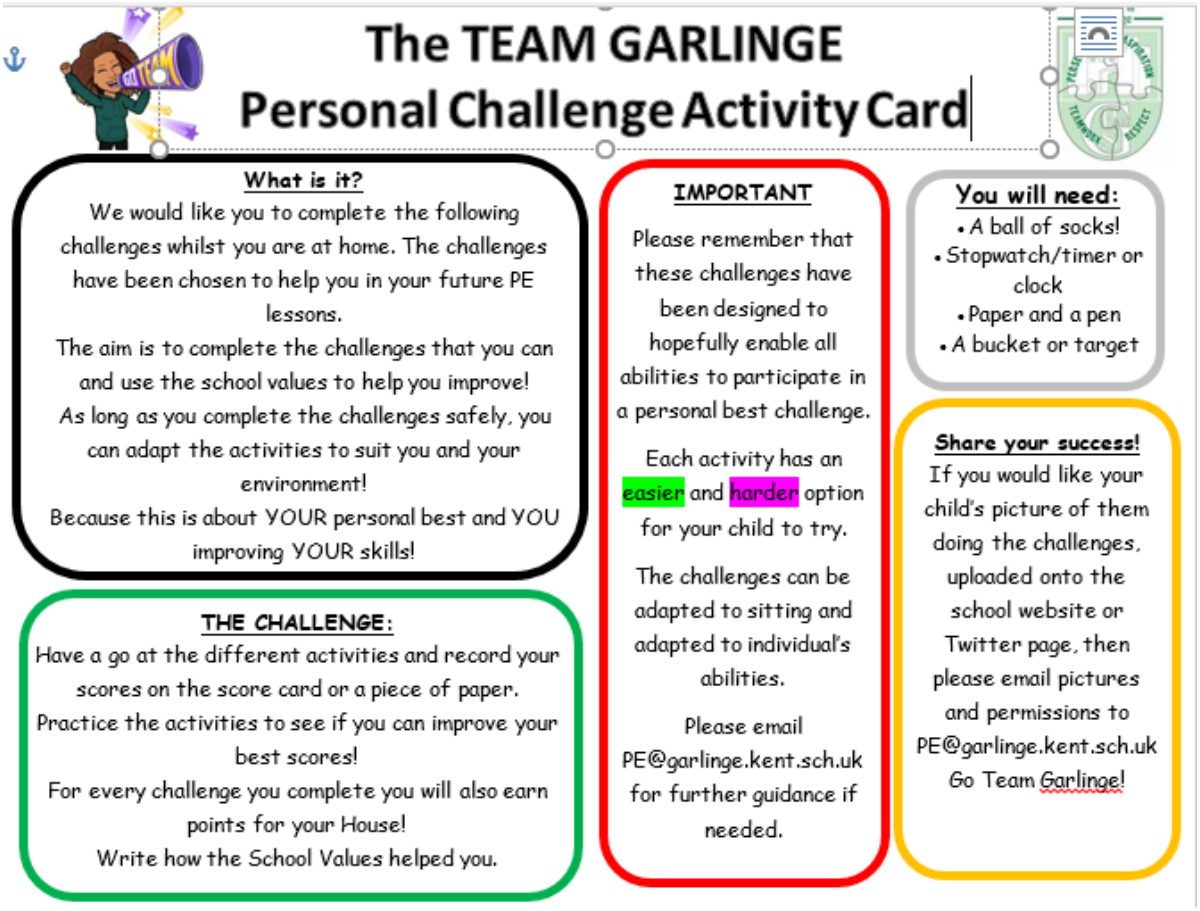


Friday-PSHCE

Name _____ Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Lunch							
Dinner							
Snacks							
Drinks							

PE Personal Challenge



The TEAM GARLINGE Personal Challenge Activity Card

What is it?

We would like you to complete the following challenges whilst you are at home. The challenges have been chosen to help you in your future PE lessons.

The aim is to complete the challenges that you can and use the school values to help you improve!

As long as you complete the challenges safely, you can adapt the activities to suit you and your environment!

Because this is about YOUR personal best and YOU improving YOUR skills!

IMPORTANT

Please remember that these challenges have been designed to hopefully enable all abilities to participate in a personal best challenge.

Each activity has an easier and harder option for your child to try.

The challenges can be adapted to sitting and adapted to individual's abilities.

Please email PE@garlinge.kent.sch.uk for further guidance if needed.

You will need:

- A ball of socks!
- Stopwatch/timer or clock
- Paper and a pen
- A bucket or target

Share your success!

If you would like your child's picture of them doing the challenges, uploaded onto the school website or Twitter page, then please email pictures and permissions to PE@garlinge.kent.sch.uk

Go Team Garlinge!

THE CHALLENGE:

Have a go at the different activities and record your scores on the score card or a piece of paper.

Practice the activities to see if you can improve your best scores!

For every challenge you complete you will also earn points for your House!

Write how the School Values helped you.

Personal Challenge Score Card

Name: _____

Class: ____

HOUSE COLOUR:_____

LEG BALANCE

Balance on 1 leg and time how long you can balance for. Stop the time when your other foot touches the floor.

Time how long you can balance on your left leg and on your right leg.

Try from a seated position

Can you hold your balance with your eyes closed?

Arm Holds

Raise one arm and time how long you can hold it for. Stop the time when you put your arm down.

Time how long you can raise your left arm and on your right arm.

Is it easier to hold your arm to the side or out in front?

Can you hold something like your water bottle whilst holding your arm out?

Sock Throw

Find a target, for example a piece of paper or bucket, choose how many steps you would like to throw from and see how many times can you throw your ball of socks into the bucket, collect, return and throw again in 1 minute.

Try placing your target closer to you

Try aiming for a smaller target

Clap and Catch

Throw your ball of socks into the air and see how many times you can clap before you catch them. You will get 1 point for every clap you do – remember you have to catch the socks to score!

Throw your socks and see how many times you can clap or tap your leg before the socks land on the floor.

Can you clap and then catch with one hand?

One leg Balance

LEFT RIGHT

☐ ☐

How long can you balance?

Arm Holds

LEFT RIGHT

☐ ☐

How long you can hold your arm in the air?

Sock Throw

☐

How many can you do in 1 minute?

Clap and Catch

☐

What is your highest number of claps?

Speed jumping

Place your ball of socks on the floor and see how many times you can jump over them and back in 1 minute!

Give yourself 1 point for every jump!

Try stepping over the socks

Can you keep going without stopping for 1 minute?

Star Jumps

How many star jumps can you do in 2 minutes? Remember to pace yourself. If 2 minutes is too long then try 1 minute to start with.

Try lifting your arms up and down from a seated position

Can you keep going without stopping?

Agility

Jog on the spot and get 1 point for each minute you can do without stopping.

Remember to pace yourself!

Swing your arms in your chair and 1 point for each minute you do without stopping.

Lay out your socks apart from each other, eg. 10 steps apart.

How many times can you run and touch each sock in 2 minutes? Get 1 point every time you touch a sock, how many points can you get?

CREATE YOUR OWN CHALLENGE

Can you create your own challenge that helps with...

Balance

Co-ordination

Jumping

Running

Throwing or Catching?

ALWAYS MAKE SURE YOU CARRY OUT ALL CHALLENGES IN A SAFE WAY!

PERSEVERANCE – How many or how long you can do a challenge without giving up?

ASPIRATION – Can you aspire to achieve these targets? Can you Aspire to do more?

RESPECT – Remember to respect your body, only do what you can!

TEAMWORK – Can you work with someone you live with and help each other?

Speed Jump

How many can you do in 2 minutes?

Star Jumps

How many in 1 minute?

AGILITY

How many laps or minutes did you complete?

How have the School Values helped you?

Write here how each value helped you with your personal best