# Home Learning Timetable

## Year 3CD WB. 22.02.21

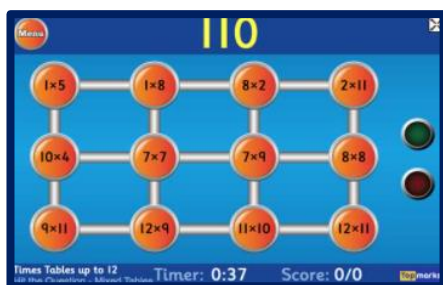| Session | Time | Hyperlink | Meeting ID | Password |
|---------|------|-----------|------------|----------|
| Maths | 9.30am | https://zoom.us/j/5791566017?pwd=MlMrUkV3cWFNSFpMcTlVaktORFRzdz09 | 579 156 6017 | drpe5e |
| English | 11.00am | https://zoom.us/j/5791566017?pwd=MlMrUkV3cWFNSFpMcTlVaktORFRzdz09 | 579 156 6017 | drpe5e |
| Topic | 1.30pm | https://zoom.us/j/5791566017?pwd=MlMrUkV3cWFNSFpMcTlVaktORFRzdz09 | 579 156 6017 | drped5e |

- 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.

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## Monday

| Maths | English | Topic |
|-------|---------|-------|
| **Focus – To be able to make tally charts**<br>Practise times tables playing game<br>https://www.topmarks.co.uk/maths-games/hit-the-button<br><br><br><br>Watch video<br>https://vimeo.com/500377891<br><br><br><br>How much does each line represent in the tally charts? What do you need to change when you represent 5? Why do you think we draw tallies this way? | **Focus- To be able to use prefixes confidently.**<br><br>Today we are going to look at prefixes and adding them to root words to make new words.<br><br>Watch these link<br>https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/z9hjwxs<br><br>https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-prefixes/zknd7nb<br><br>Read the information below in the resources section to learn the rules for adding different prefixes.<br><br>Now, practise with these words –<br>What prefix would you place in front of the root word?<br>Un-,    Dis-,    or    Mis-<br><br>happy<br><br>behavior<br><br>appear<br><br>well<br><br>count | **Focus- To understand how the Olympics began.**<br><br>Today we are going to be looking at the first Olympics and how they influenced Modern day Olympics.<br>Discuss with an adult what the Olympics are and why they are important. Then watch this video<br>https://www.youtube.com/watch?v=VdHHus8IgYA<br>Then explore these websites for more information:<br>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty<br>https://www.ducksters.com/history/ancient_greek_olympics.php<br>https://www.historyforkids.net/ancient-greek-olympics.html<br><br>The Ancient Greek Olympics influenced the Olympics that take place today and some of the events are still the same. Complete the sorting activity in the resource section to decide of the events are Ancient, modern or both. |

Complete the tally chart.

| Favourite Colour | Tally | Total |
|---|---|---|
| Blue |卌 ||| | |
| Red | 卌 卌 || | |
| Yellow | || | |
| Green | ||| | |

What does the data tell you? Tell me the story.

Complete the worksheet in the resources section.

**Challenge**

Dexter makes a tally chart of the animals he saw at the zoo

| Animal | Tally |
|---|---|
| 🐢 | 卌 |
| 🐘 | |||| |
| 🐼 | || |
| 🐴 | 卌 || |

Tick one box below that shows all of the animals Dexter saw and explain why the others are incorrect.

Box 1    Box 2    Box 3    Box 4

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Now, complete the sorting activity in the resources section below. Put the root word under the correct prefix.

English

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ANCIENT GREEK OLYMPICS

ΔΠCΦΣΠΤ GRΣΣCΣ

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## Tuesday

### Maths
**Focus –** **To be able to draw pictograms**

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

BLAST OFF
Find a Number    Count On & Back
Find a Number
Direct       In Between
10 to 20     10 to 20
10 to 30     10 to 30
30 to 60     30 to 60
60 to 99     60 to 99
Topmar

Today we are going to be looking at pictograms. What is a pictogram? How can we find out information from them? Watch video
https://vimeo.com/500379996

### English
**Focus-** **To be able to generate some exciting vocabulary for a newspaper.**

This week are going to continue learning about newspaper reports. At the end of the week you will be writing your own newspaper report about Perseus marrying Andromeda and becoming King and Queen of Argos.

Think about our story of Perseus and how he saved Andromeda from the Ketos, married her and then they became King and Queen of Argos.

Think about these questions:
1. How do we make our writing exciting?
2. What types of words do we use to engage the reader?
3. What words could you use to describe the different pictures?
4. How might the characters be feeling during the different events?

Look at picture, what vocabulary can you think of to describe it?

### Science
Science
**Focus- To know that not all skeletons are on the inside of the body.**

Today we are going to be looking at different types of skeletons. Watch this video
https://www.youtube.com/watch?v=ythNvlFJ4Aw

There are 3 types of skeletons-
- Endoskeleton- inside the body
- Exoskeleton- outside the body
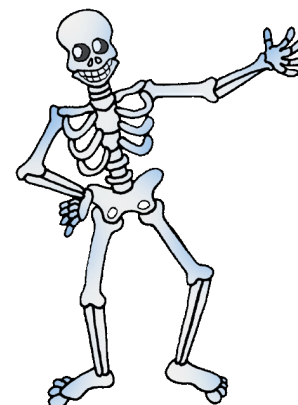- Hydrostatic skeleton- A flexible skeleton supported by fluid pressure.

If a symbol represents 2, how do we show 1 on a pictogram? When would you use a picture to represent 5? Why? Explain your answer. Complete the worksheet in the resources section.



## Challenge



Teddy and Eva both draw a pictogram to show how many cars they counted driving past their school.

What is the same? What is different? Whose pictogram do you prefer? Why?



Now, using the picture in the resources section, come up with some exciting vocabulary to help explain the picture.

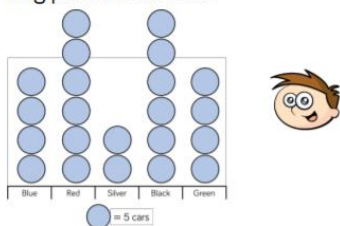Remember, this vocabulary will help make your newspaper report exciting for the reader.



Complete the sorting activity in the resource section. You need to decide if the animal has an endoskeleton, exoskeleton or hydrostatic skeleton.



## Wednesday

### Maths
**Focus – To be able to interpret pictograms**
Practise times tables by playing game
https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication



**Focus- To be able to plan a newspaper report.**

Today we are going to be planning our newspaper report for Perseus marrying Andromeda and becoming King and Queen of Argos

Before we start planning, we need to refresh our memory of Perseus. So watch the video below of Miss Bobbett reading the story again:
https://www.youtube.com/watch?v=EWpUAOu_HxU

### RE
**Focus- To understand why Jewish people celebrate Pesach every year.**

Today we will be looking at the importance of Pesach or Passover to Jewish people. Watch these video clips about Passover
https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-celebrating-passover/z4kvrj6
and explore these website
https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382

Look back at yesterday's lesson. What did you learn? Today we are going to be interpreting the information that you can find out from pictograms. Watch video https://vimeo.com/500378019



How can we represent zero on a pictogram? What data of your own can you collect? You could maybe go for a walk and see how many animals you can see.



**Challenge**



Now, recap what the features of a newspaper are by watching these links:
https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt

https://www.bbc.co.uk/bitesize/articles/zym8bqt

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

https://www.youtube.com/watch?v=8_NmVtnEEA8

Now, thinking about the story. We are going to focus on the part where Perseus marrys Andromeda and becomes King and Queen of Argos> Think about the 5Ws and H for our newspaper.
1. Who is the newspaper about?
2. What happened?
3. When did it happen?
4. Where did it happen?
5. Why did it happen?
6. How did it happen?

Using your answers to these questions and your knowledge of Perseus marrying Andromeda and becoming King and Queen of Argos, complete the newspaper planning sheet in the resources section below.



https://www.dkfindout.com/uk/more-find-out/festivals-and-holidays/passover/
While looking at the websites and watching the video think about:
- When is Passover celebrated?
- Why is Passover celebrated?
- How do Jewish people celebrate Passover?

Your task is to create a poster using the page in the resource section explaining how Jewish people celebrate Passover.



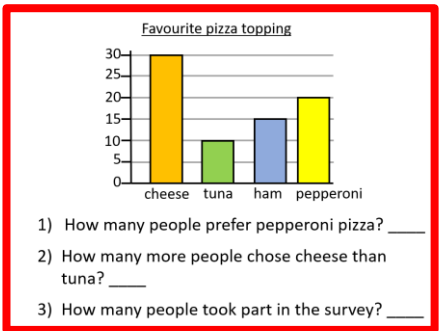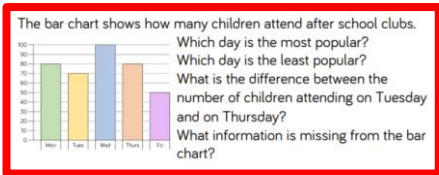| Thursday | | |
| --- | --- | --- |
| **Maths** | **English** | **PSHCE** |
| **Focus – To be able to draw bar charts**<br>Practise your mental maths by playing game<br>https://www.topmarks.co.uk/maths-games/mental-maths-train | **Focus- To be able to use the features of a newspaper report.**<br><br>Today we are going to be writing out newspaper report about Perseus | **Focus- To understand what makes a balanced lifestyle.**<br><br>Today we will be looking at what makes a balanced lifestyle and how to make healthy choices. |

**Mental Maths Train**
A four operations game
Select a truck to play
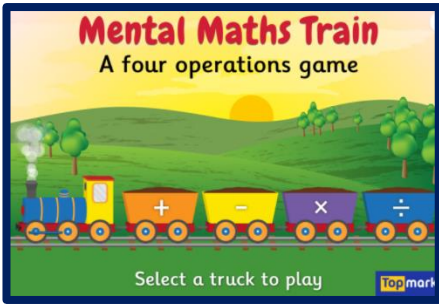
Today we are going to be looking at bar charts. What is a bar chart? How can it show us information? Watch video https://vimeo.com/502337848



Favourite pizza topping

1) How many people prefer pepperoni pizza? ____
2) How many more people chose cheese than tuna? ____
3) How many people took part in the survey? ____

Which scale should we use? How do we decide whether to count in 1's, 2's, 5's or 10's? What's the same and what's different about bar charts and pictograms?



The bar chart shows how many children attend after school clubs.
Which day is the most popular?
Which day is the least popular?
What is the difference between the number of children attending on Tuesday and on Thursday?
What information is missing from the bar chart?

**Challenge**



Rosie and Jack have drawn bar charts to show how many people have pets

Rosie says, I asked more people because my scale goes up in larger jumps.

Jack says, I asked more people because my bars are taller.

Who is correct? Explain why.

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marrying Andromeda and becoming King and Queen of Argos

Think about what happened in our story and the key information we must include about Perseus marrying Andromeda and becoming King and Queen of Argos – Who? What? Where? When? Why? How?

Then, think about how a newspaper is set out and what features we must include when writing a newspaper report. Write a list to help you today.

Your list should include these:
1. Headline (Title)
2. Byline and Placeline (Reporter's name and place)
3. Introduction paragraph to sum up the report.
4. Written in third person (he, she, they)
5. Written in past tense (it has already happened)
6. A range of short sharp paragraphs.
7. Write only FACTS.
8. Use quotes (speech) from people involved.
9. Always include the 5Ws and H – Who? What? Where? When? Why? How?
10. Picture.

Now, using your plan from yesterday and the newspaper template below, write a report detailing the events leading up to Perseus marrying Andromeda and becoming King and Queen of Argos.



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Look at these websites-
https://www.theschoolrun.com/homework-help/keeping-healthy
Think about these questions:

- What do people do to help keep themselves healthy?
- What sorts of choices might people make each day?
- What sorts of choices are more / less healthy?
- How do people decide what to do? Who tells them? Who helps them?
- What do people need to know to help them to make a healthy choice?

Complete the activity in the resource section.

Challenge- Can you think of anymore ways you keep yourself healthy?

HEALTHY LIFESTYLE

|  |  |  |
|---|---|---|
|  |  |  |

## Friday

| Maths | English | Art/Design Technology |
|---|---|---|
| **Focus – To be able to draw tables** | **Focus-To be able to find key information in a text to answer questions.** | **Focus-   To design and make Ancient Greek Olympic torch and leaf crown.** |

### Maths

**Focus – To be able to draw tables**

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
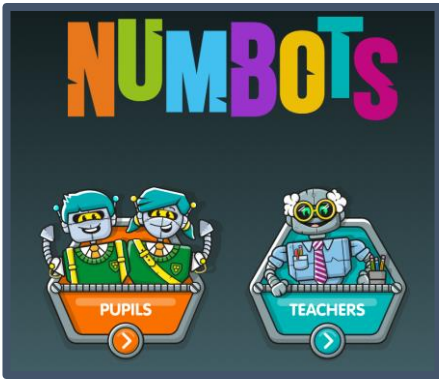


Today we are going to be looking at tables. You will be able to interpret information from tables and use it to answer questions. Watch video
https://vimeo.com/502338566

Table to show the number of visitors to the library

| Day of the week | Mon | Tues | Wed | Thur | Fri | Sat | Sun |
|---|---|---|---|---|---|---|---|
| Number of visitors | 52 | 45 | 60 |  | 38 |  | 70 |

Use the clues below to complete the table

Twice as many people visited the library on Thursday than on Tuesday.

There were 120 visitors in total at the weekend.

What information can we gather? When might you use tables in real life? What other questions can you ask using the information on the table?

The table shows which sports children play.

| | Whitney | Jack | Eva | Mo | Teddy | Annie |
|---|---|---|---|---|---|---|
| Football | ✓ | | ✓ | ✓ | | ✓ |
| Rugby | | | ✓ | | ✓ | |
| Tennis | ✓ | ✓ | | ✓ | | ✓ |
| Cricket | | | ✓ | | ✓ | |
| Basketball | | ✓ | ✓ | ✓ | | ✓ |

How many children play tennis?
Which sports does Mo play?
Which children play football and tennis?
Which child plays the most sport?

### 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.



### Art/Design Technology

**Focus-   To design and make Ancient Greek Olympic torch and leaf crown.**

Today we will be designing our own Olympic torch, medal and leaf crown.

Think back to our learning of the Ancient Greek Olympics. Why was the torch important? What were the winners awarded?

The winners were awarded crowns made out of Olive branches. The torch was important because The Olympic torch relay was a symbol of peace, friendship, tolerance and hope.

Use the instructions in the resource section to make the crown and torch. If you don't have coloured card use white paper and colour it in.  Send a picture to your teacher to show your Ancient Greek creations!

## Challenge

Eva has created a table to show how many boys and girls took part in after school clubs last week.

| Day | Boys | Girls |
|-----|------|-------|
| Monday | 11 | 9 |
| Tuesday | 18 | 12 |
| Wednesday | 13 | 11 |
| Thursday | 8 | 8 |
| Friday | 9 | 7 |

Eva says,

> 106 boys took part in after school clubs last week.

Is Eva correct?

Explain why.



## 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- Use the word mat in the resource section to learn your numbers to 30 in French. Then see if you can create a song to help you remember them.

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).

Why not catch up on the latest news – Use the Following News round link to learn more:
https://www.bbc.co.uk/newsround

## Make tally charts

1 Draw tally marks to represent each number.

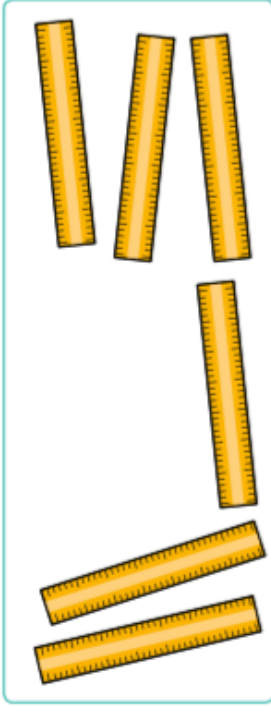a) 5    b) 10    c) 4    d) 16

2 There are some socks on a washing line.
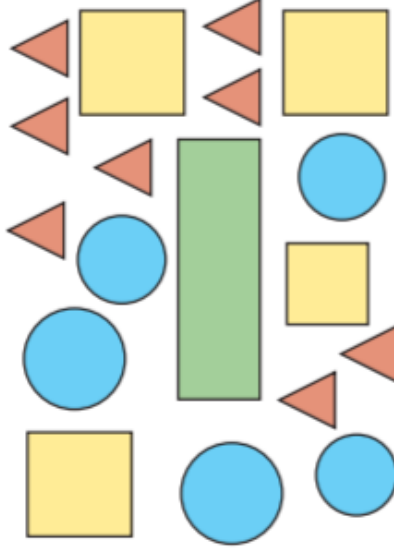
The socks are spotty, stripy or plain.

Complete the tally chart.

| Sock | Tally |
|------|-------|
| spotty | |
| stripy | |
| plain | |

3 Class 2 tally the number of pencils, rubbers and rulers they have.

| Item | Tally |
|------|-------|
| pencils | III |
| rubbers | JHT IIII |
| rulers | JHT I |

Draw the items. The rulers have been drawn for you.

4 Here are some shapes.
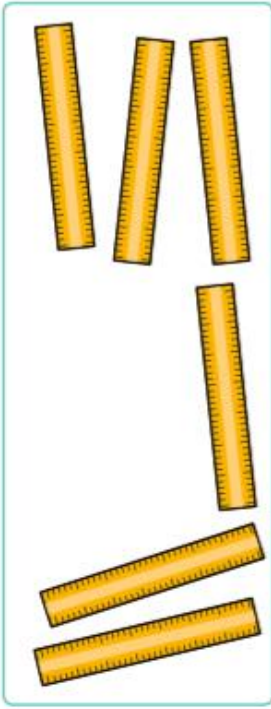
a) Complete a tally chart to show how many of each shape there are.

b) How did you do the tallying? Compare with a partner.

Draw the items. The rulers have been drawn for you.

4 Here are some shapes.

a) Complete a tally chart to show how many of each shape there are.
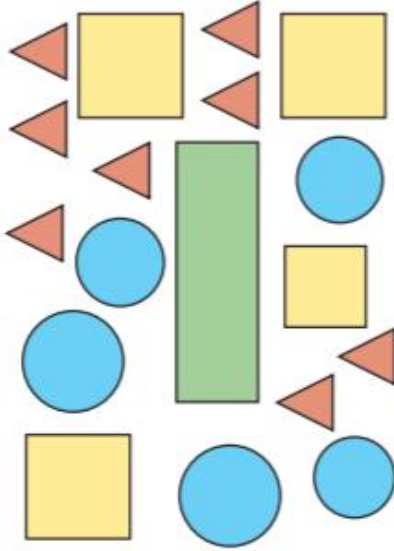
b) How did you do the tallying?
Compare with a partner.

5 Whitney, Teddy and Jack tally how many jumps they can do in a minute.

| Jumps | Tally | Total |
|---------|-----------|-------|
| Whitney | IIII I | |
| Teddy | IIIIIIII | |
| Jack | IIII | |

My total is 11

Whitney

a) Do you agree with Whitney?
Explain your reasons.

b) How could Teddy's tallying be improved?

6 Make a tally chart for a topic of your choice.

Compare answers with a partner.

**White Rose Maths**

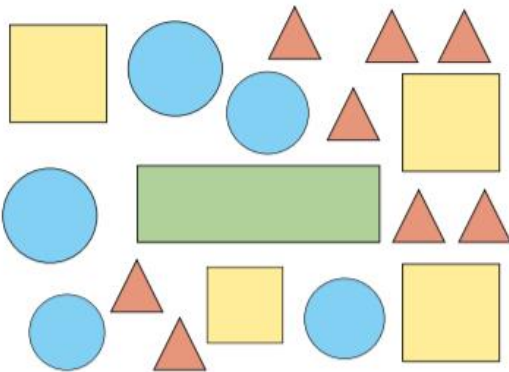**1** Draw tally marks to represent each number.

a) 5 卌

c) 4 ||||

b) 10 卌 卌

d) 16 卌 卌 卌 |

**2** There are some socks on a washing line.

The socks are spotty, stripy or plain.

Complete the tally chart.

| Sock | Tally |
|---|---|
| spotty | |||| |
| stripy | 卌 |
| plain | 卌 | |

**3** Class 2 tally the number of pencils, rubbers and rulers they have.

| Item | Tally |
|---|---|
| pencils | |||| |
| rubbers | 卌 |||| |
| rulers | 卌 | |
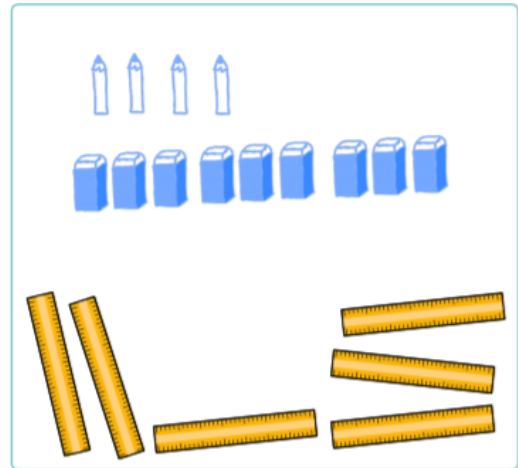
Draw the items. The rulers have been drawn for you.

**4** Here are some shapes.

a) Complete the tally chart to show how many of each shape there are.

| Shape | Tally | Total |
|---|---|---|
| Square | |||| | 4 |
| Rectangle | | | 1 |
| Circle | 卌 | 5 |
| Triangle | 卌 ||| | 8 |

b) How did you do the tallying? Compare with a partner.

**5** Whitney, Teddy and Jack tally how many jumps they can do in a minute.

| Jumps | Tally | Total |
|---|---|---|
| Whitney | 卌 | | |
| Teddy | ||||||||| | |
| Jack | |||| | |

a)

My total is 11

Whitney

Do you agree with Whitney? _No_

Explain your reasons.

b) How could Teddy's tallying be improved?

_卌 |||_

**6** Make a tally chart for a topic of your choice.

Compare answers with a partner.

## Draw pictograms (2, 5 and 10)

**1** Here is some fruit.



a) Complete a tally chart.

b) I will use a circle for each piece of fruit.

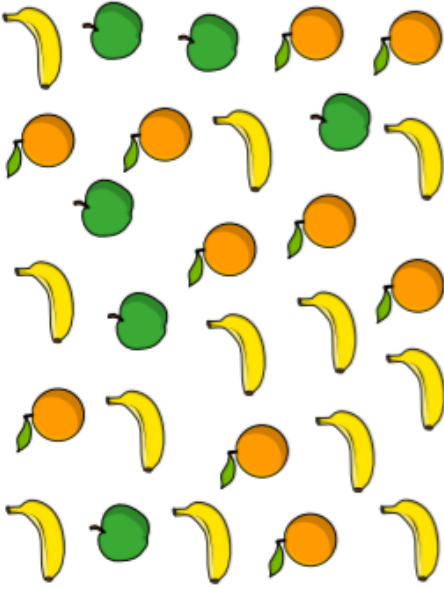Draw Dora's pictogram.

c) I will use a circle for every 2 pieces of fruit.

Draw Tommy's pictogram.

d) Whose pictogram do you prefer? Why?

**2** Class 2 vote for whether they would like to play tennis, football or netball.

The tally chart shows the votes.

| Sport | Tally | Total |
|---|---|---|
| Tennis | JHT | 5 |
| Football | JHT JHT JHT JHT | 20 |
| Netball | JHT JHT | 10 |

a) Complete the pictogram.

| Sport | |
|---|---|
| Tennis | ◯ |
| Football | |
| Netball | |

Key
◯ = 5 votes

b) Complete the pictogram.

| Sport | |
|---|---|
| Tennis | |
| Football | |
| Netball | ◯ |

Key
◯ = 10 votes

**2** Class 2 vote for whether they would like to play tennis, football or netball.

The tally chart shows the votes.

| Sport | Tally | Total |
|---|---|---|
| Tennis | 卌 | 5 |
| Football | 卌 卌 卌 卌 | 20 |
| Netball | 卌 卌 | 10 |

a) Complete the pictogram.

**Key**

◯ = 5 votes

| Sport | |
|---|---|
| Tennis | ◯ |
| Football | |
| Netball | |

b) Complete the pictogram.

**Key**

◯ = 10 votes

| Sport | |
|---|---|
| Tennis | |
| Football | |
| Netball | ◯ |

**3** The tally chart shows the weather for 55 days.

| Weather | Tally |
|---|---|
| Sun | 卌 卌 卌 卌 卌 卌 卌 |
| Cloud | 卌 卌 |
| Rain | 卌 卌 卌 |

a) Draw a pictogram to show this information.
Choose your own key.

b) Compare pictograms with a partner.
What is the same? What is different?

**1** Here is some fruit.

a) Complete the tally chart.

| Fruit | Tally | Total |
|---|---|---|
| Apples | ⊮ I | 6 |
| Oranges | ⊮ ⊮ | 10 |
| Bananas | ⊮ ⊮ II | 12 |

b)

I will use a circle for each piece of fruit.

Draw Dora's pictogram.

**Key**

◯ = 1 piece of fruit

| Fruit | |
|---|---|
| Apples | ○○○○○○ |
| Oranges | ○○○○○○○○○○ |
| Bananas | ○○○○○○○○○○○○ |

c)

I will use a circle for every 2 pieces of fruit.

Draw Tommy's pictogram.

**Key**

◯ = 2 pieces of fruit

| Fruit | |
|---|---|
| Apples | ○○○ |
| Oranges | ○○○○○ |
| Bananas | ○○○○○○ |

d) Whose pictogram do you prefer? Why?

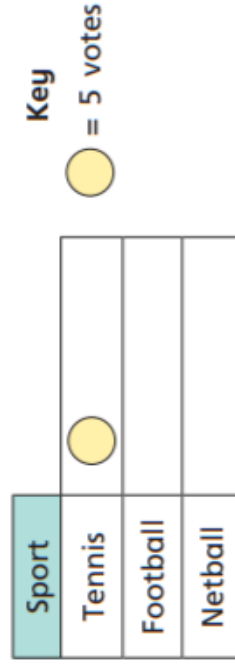**2** Class 2 vote for whether they would like to play tennis, football or netball.

The tally chart shows the votes.

| Sport | Tally | Total |
|---|---|---|
| Tennis | ⊮ | 5 |
| Football | ⊮ ⊮ ⊮ ⊮ | 20 |
| Netball | ⊮ ⊮ | 10 |

a) Complete the pictogram.

| Sport | |
|---|---|
| Tennis | ○ |
| Football | ○○○○ |
| Netball | ○○ |

**Key**

○ = 5 votes

b) Complete the pictogram.

| Sport | |
|---|---|
| Tennis | ◖ |
| Football | ○○ |
| Netball | ○ |

**Key**

○ = 10 votes
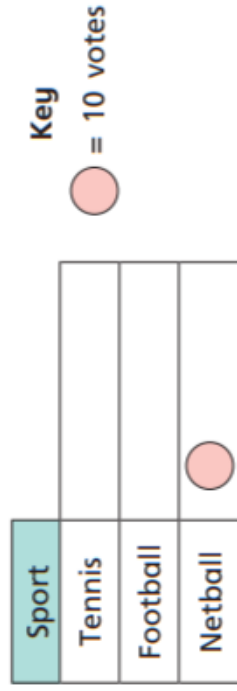
**3** The tally chart shows the weather for 55 days.

| Weather | Tally |
|---|---|
| Sun | ⊮ ⊮ ⊮ ⊮ ⊮ ⊮ |
| Cloud | ⊮ ⊮ |
| Rain | ⊮ ⊮ ⊮ |

a) Draw a pictogram to show this information Choose your own key.

E.g.

| Weather | |
|---|---|
| Sun | ○ ○ ○ |
| Cloud | ○ |
| Rain | ○ ◖ |

**Key**

○ = 10 days

b) Compare pictograms with a partner. What is the same? What is different?

**Wednesday Maths**

White Rose Maths

## Interpret pictograms (2, 5 and 10)

**1** Dora, Dexter and Jack play basketball at break time.

They record the goals they score in a pictogram.

**Key**

🏀 = 2 goals

| Name | Goals |
|------|-------|
| Dora | 🏀🏀🏀 |
| Dexter | 🏀🏀🏀🏀🏀🏀 |
| Jack | 🏀🏀🏀 |

a) Complete the sentences.

Dora scores ☐ goals.

Dexter scores ☐ goals.

Jack scores ☐ goals.

b) How many goals do they score altogether?

c) How many more goals does Jack score than Dexter?

d) How many ways could you work out the answer to part c)?

**2** Two classes go on a trip to the zoo together.

There are two coaches to take both classes.

| Coach 1 | |
|---------|--|
| Boys | 🙂🙂🙂 |
| Girls | 🙂🙂 |

| Coach 2 | |
|---------|--|
| Boys | 🙂🙂🙂 |
| Girls | 🙂🙂🙂 |

**Key**

🙂 = 10 children

a) Which coach has more boys?

b) Which coach has more girls?

c) How many girls are there in total?

d) How many more girls than boys are there on Coach 2?

e) How many more girls than boys are there on the trip to the zoo?

f) How did you work out the answer to part e)?

**3** At the zoo, Mo keeps a record of how many big cats he sees.

| Big Cat | |
|---------|--|
| Leopard | 🐾🐾🐾🐾🐾 |
| Cheetah | 🐾🐾🐾🐾 |

| Big Cat | |
|---------|--|
| Lion | 🐾🐾 |
| Tiger | 🐾🐾🐾🐾 |

**Key**

🐾 = 2 big cats

**2** Two classes go on a trip to the zoo together.

There are two coaches to take both classes.

| Coach 1 | |
|---|---|
| Boys | 🙂 🙂 |
| Girls | 🙂 🙂 |

| Coach 2 | |
|---|---|
| Boys | 🙂 🙂 |
| Girls | 🙂 🙂 🙂 |

Key

🙂 = 10 children

a) Which coach has more boys?

b) Which coach has more girls?

c) How many girls are there in total?

d) How many more girls than boys are there on Coach 2?

e) How many more girls than boys are there on the trip to the zoo?

f) How did you work out the answer to part e)?

**3** At the zoo, Mo keeps a record of how many big cats he sees.

Key

🐾 = 2 big cats

| Big Cat | |
|---|---|
| Leopard | 🐾 🐾 🐾 🐾 |
| Cheetah | 🐾 🐾 🐾 |

| Big Cat | |
|---|---|
| Lion | 🐾 🐾 🐾 |
| Tiger | 🐾 🐾 🐾 🐾 🐾 |

a) Choose a word to complete the sentence.

more        fewer

There are _____ leopards than lions.

There are _____ lions than cheetahs.

b)

If I add the number of cheetahs and lions together then it will be equal to the number of tigers.

Is Rosie correct?

How do you know?

c)

Each 🐾 represents 2 big cats so I can just double the amount of 🐾 and that will be how many big cats there are.

Is Alex correct?

How do you know?

1 Dora, Dexter and Jack play basketball at break time.

They record the goals they score in a pictogram.

| Name | Goals |
|------|-------|
| Dora | 🏀🏀 |
| Dexter | 🏀🏀🏀🏀 |
| Jack | 🏀🏀🏀🏀🏀 |

Key
🏀 = 2 goals

a) Complete the sentences.

Dora scores **4** goals.

Dexter scores **8** goals.

Jack scores **10** goals.

b) Which coach has more girls?

Coach 1   (Coach 2)   They have the same

c) How many girls are there in total? **60**

d) How many more girls than boys are there on Coach 2? **20**

e) How many more girls than boys are there on the trip to the zoo? **20**

f) How did you work out the answer to part e)?

3 At the zoo, Mo keeps a record of how many big cats he sees.

| Big Cat | |
|---------|--|
| Leopard | 🐾🐾🐾 |
| Cheetah | 🐾🐾🐾🐾 |
| Lion | 🐾🐾 |
| Tiger | 🐾🐾🐾🐾🐾 |

Key
🐾 = 2 big cats

b) How many goals do they score altogether? **22**

c) How many more goals does Jack score than Dexter? **2**

d) How many ways could you work out the answer to part c)?

2 Two classes go on a trip to the zoo together.

There are two coaches to take both classes.

| Coach 1 | | | Coach 2 | |
|---------|--|--|---------|--|
| Boys | 🙂🙂 | Boys | 🙂🙂 |
| Girls | 🙂🙂 | Girls | 🙂🙂🙂🙂 |

Key
🙂 = 10 children

Tick the correct answer.
a) Which coach has more boys?
Coach 1   Coach 2   (They have the same)

a) Choose a word to complete the sentence.

( more )        ( fewer )

There are __more__ leopards than lions.

There are __fewer__ lions than cheetahs.

b) If I add the number of cheetahs and lions together then it will be equal to the number of tigers.
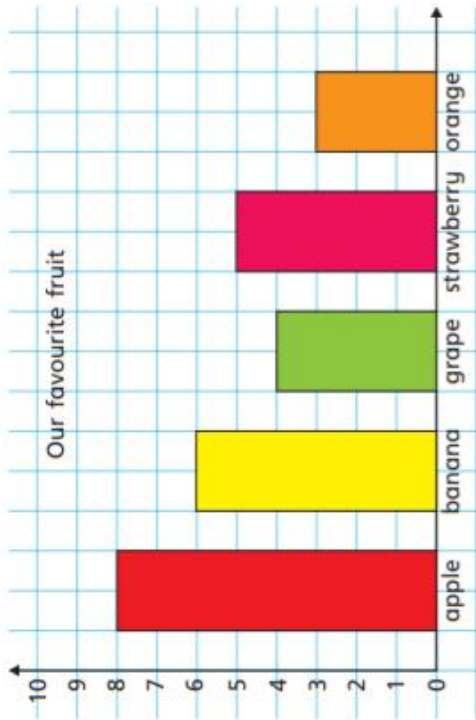
Is Rosie correct? __No__
How do you know?

c) Each 🐾 represents 2 big cats so I can just double the amount of 🐾 and that will be how many big cats there are.

Is Alex correct? __Yes__
How do you know?

**Bar charts**

**1** All the children in Class 3 choose their favourite fruit.

The bar chart shows the results.

Our favourite fruit



Use the bar chart to answer the questions.

a) What is the most popular fruit?

b) How can you tell just by looking?

c) What is the least popular fruit?

d) How many more children like apples best than like grapes best?

e) How many children are there in Class 3?

**2** Some children are asked how they get to school.

The tally chart shows the results.

| Method | Tally | Total |
|--------|-------|-------|
| Walk | 卌 卌 卌卌 | |
| Bike | /// | |
| Car | 卌 /// | |
| Bus | 卌 // | |

a) Complete the chart.

b) Draw a bar chart to represent the data.

c) Which chart do you prefer?

What are your reasons?

**3** The pictogram shows the number of ice creams sold each day.

Key 🍦 = 5 ice creams

| Day | Number of ice creams sold |
|-----|---------------------------|
| Monday | 🍦🍦🍦🍦 |
| Tuesday | 🍦🍦 |
| Wednesday | 🍦🍦🍦🍦🍦 |
| Thursday | 🍦🍦 |
| Friday | 🍦🍦🍦 |
| Saturday | 🍦🍦🍦🍦🍦🍦🍦🍦 |
| Sunday | 🍦🍦🍦 |

Draw a bar chart to represent this data.

# Bar charts

**2** Some children are asked how they get to school.

The tally chart shows the results.

| Method | Tally | Total |
|--------|-------|-------|
| Walk | ⅢⅢ ⅢⅢ ⅢⅢ IIII | |
| Bike | III | |
| Car | ⅢⅢ II | |
| Bus | ⅢⅢ II | |

a) Complete the chart.

b) Draw a bar chart to represent the data.

c) Which chart do you prefer?

What are your reasons?

**3** The pictogram shows the number of ice creams sold each day.

Key 🍦 = 5 ice creams

| Day | Number of ice creams sold |
|-----|---------------------------|
| Monday | 🍦🍦🍦🍦 |
| Tuesday | 🍦🍦 |
| Wednesday | 🍦🍦🍦🍦🍦🍦 |
| Thursday | 🍦🍦🍦🍦 |
| Friday | 🍦🍦🍦 |
| Saturday | 🍦🍦🍦🍦🍦🍦🍦🍦 |
| Sunday | 🍦🍦🍦🍦 |

Draw a bar chart to represent this data.

**4** The bar charts show the number of gold medals won by some countries in the Summer and Winter Olympics.

**Summer Olympics 2016**

Number of gold medals

**Winter Olympics 2018**

Number of gold medals
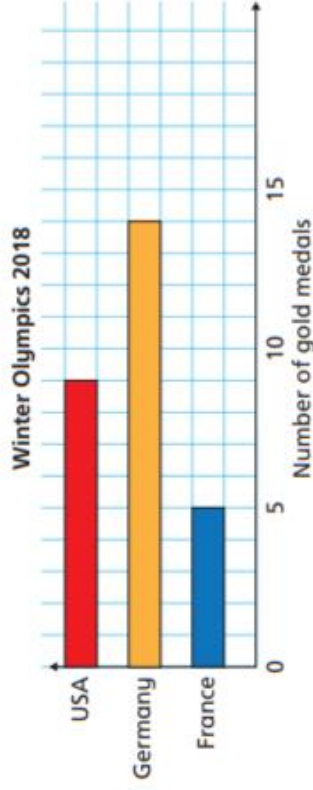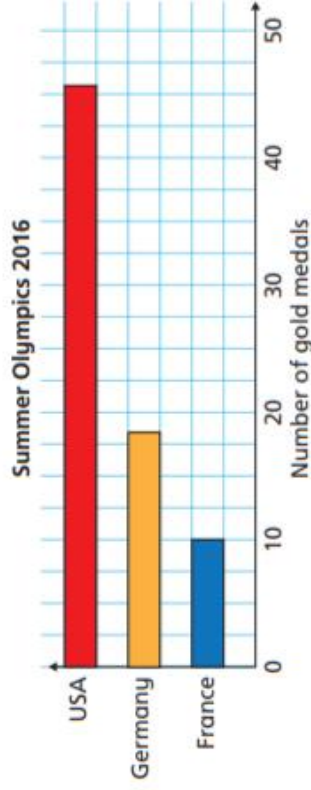
a) Germany won more medals at the Winter Olympics than the Summer Olympics as the bar is longer.

Is Mo correct?

How do you know?

b) Which country won the most medals in total?

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**1** All the children in Class 3 choose their favourite fruit.

The bar chart shows the results.

Our favourite fruit
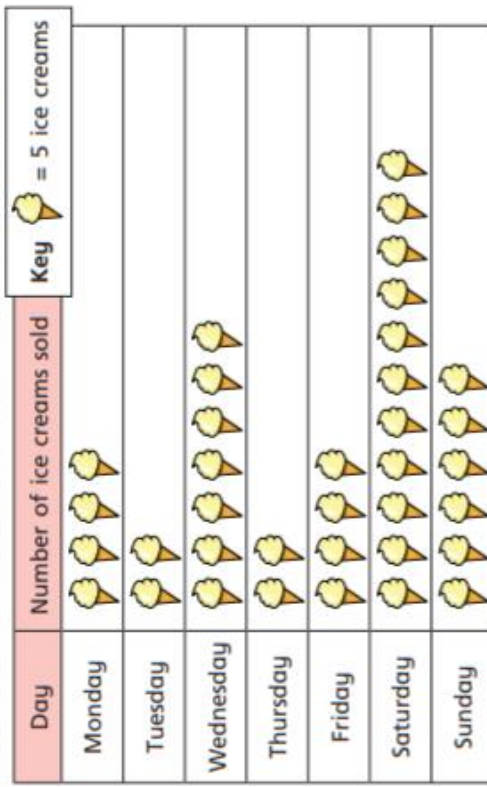


Use the bar chart to answer the questions.

a) What is the most popular fruit?   _apple_

b) How can you tell just by looking?

_It's got the tallest bar._

c) What is the least popular fruit?   _orange_

d) How many more children like apples best than like grapes best?   `4`

e) How many children are there in Class 3?   `26`

**2** Some children are asked how they get to school.

The tally chart shows the results.

| Method | Tally | Total |
|---|---|---|
| Walk | HHH HHH IIII | 14 |
| Bike | III | 3 |
| Car | HHH III | 8 |
| Bus | HHH II | 7 |

a) Complete the chart.

b) Draw a bar chart to represent the data.

Title: _Transport to school_
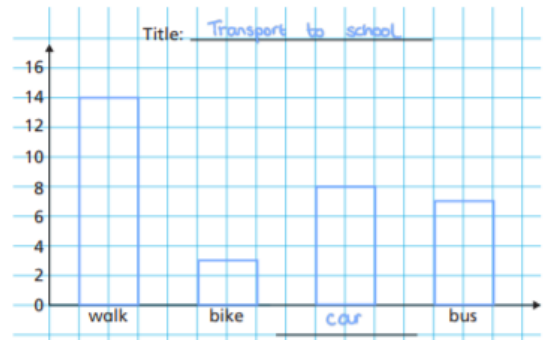


c) Which chart do you prefer? Tick your answer.

tally chart ☐      bar chart ☐      _Various answers._

What are your reasons?

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**3** The pictogram shows the number of ice creams sold each day.

| Day | Number of ice creams sold |
|---|---|
| Monday | 🍦🍦🍦🍦 |
| Tuesday | 🍦🍦 |
| Wednesday | 🍦🍦🍦🍦🍦🍦 |
| Thursday | 🍦🍦 |
| Friday | 🍦🍦🍦🍦 |
| Saturday | 🍦🍦🍦🍦🍦🍦🍦🍦🍦🍦🍦 |
| Sunday | 🍦🍦🍦🍦🍦🍦 |

Key 🍦 = 5 ice creams

Draw a bar chart to represent this data.

Title: _Ice creams sold_



**4** The bar charts show the number of gold medals won by some countries in the Summer and Winter Olympics.

Summer Olympics 2016



Winter Olympics 2018



a)
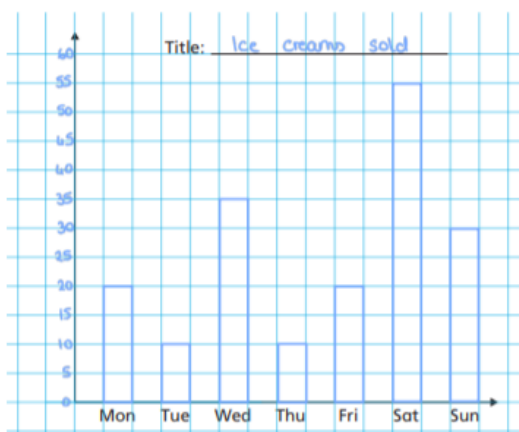
Germany won more medals at the Winter Olympics than the Summer Olympics as the bar is longer.

Is Mo correct? _No_

How do you know?

b) Which country won the most medals in total?

_USA_

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White Rose Maths

**Tables**

**1** The table shows school attendance for a Year 3 class.

There are 27 children in the class.

| Day | Girls | Boys |
|---|---|---|
| Monday | 15 | 11 |
| Tuesday | 14 | 12 |
| Wednesday | 14 | 10 |
| Thursday | 15 | 12 |
| Friday | 15 | 11 |

a) How many children attended school on Monday?

How do you know?

b) On which day did all the children in the class attend school?

c) How many boys are in the class?

d) How many girls are in the class?

e) Why is there no data for Saturday or Sunday?

f) Who had better attendance – girls or boys?

How did you work it out?

Did your partner do the same?

**2** The table shows the number of school days in each month.

| Month | Number of school days |
|---|---|
| January | 18 |
| February | 15 |
| March | 19 |
| April | 16 |
| May | 22 |
| June | 20 |
| July | 7 |
| August | 0 |
| September | 18 |
| October | 17 |
| November | 22 |
| December | 16 |

a) Which month has the fewest school days? Why?

b) Term 1 is from September to December.

Term 2 is from January to April.

Term 3 is from May to July.

Which term has the most school days?

**3** The table shows the number of packets of crisps sold in a small shop.

| Crisps sold | 6:00 – 9:00 | 9:00 – 12:00 | 12:00 – 15:00 | 15:00 – 18:00 |
|---|---|---|---|---|
| Salted | 6 | 19 | 26 | 25 |
| Salt and vinegar | 0 | 12 | 14 | 7 |
| Paprika | 3 | 9 | 20 | 10 |
| Cheese and onion | 1 | 11 | 14 | 8 |

**2** The table shows the number of school days in each month.

| Month | Number of school days |
|---|---|
| January | 18 |
| February | 15 |
| March | 19 |
| April | 16 |
| May | 22 |
| June | 20 |
| July | 7 |
| August | 0 |
| September | 18 |
| October | 17 |
| November | 22 |
| December | 16 |

a) Which month has the fewest school days? Why?

b) Term 1 is from September to December.
Term 2 is from January to April.
Term 3 is from May to July.
Which term has the most school days?

**3** The table shows the number of packets of crisps sold in a small shop.

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|---|---|---|---|---|
| Salted | 6 | 19 | 26 | 25 |
| Salt and vinegar | 0 | 12 | 14 | 7 |
| Paprika | 3 | 9 | 20 | 10 |
| Cheese and onion | 1 | 11 | 14 | 8 |

a) Which flavour of crisp is the most popular?

b) Which is the least popular flavour?

c) How many packets of crisps were sold between 6:00 am and 9:00 am?

d) Between what times were the most salt and vinegar crisps sold?

**4** The table shows the number of newspapers and magazines sold by a shop from Monday to Friday.

| Day | Number of newspapers | Number of magazines |
|---|---|---|
| Monday | 126 | 103 |
| Tuesday | 148 | 113 |
| Wednesday | | 87 |
| Thursday | 150 | 223 |
| Friday | 103 | 186 |

a) How many newspapers and magazines were sold in total on Tuesday?

b) How many more magazines were sold on Thursday than on Wednesday?

c) There were 650 newspapers sold in total.
How many newspapers were sold on Wednesday?

d) On which day do you think new magazines come out?
Why?

**1** The table shows school attendance for a Year 3 class.

There are 27 children in the class.

| Day | Girls | Boys |
|---|---|---|
| Monday | 15 | 11 |
| Tuesday | 14 | 12 |
| Wednesday | 14 | 10 |
| Thursday | 15 | 12 |
| Friday | 15 | 11 |

a) How many children attended school on Monday?

$\boxed{15}$ + $\boxed{11}$ = $\boxed{26}$ children

b) On which day did all the children in the class attend school? _Thursday_

How do you know?

c) How many boys are in the class? $\boxed{12}$

d) How many girls are in the class? $\boxed{15}$

e) Why is there no data for Saturday or Sunday?

_There is no School._

f) Who had better attendance – girls or boys?

_Girls_

How did you work it out? Did your partner do the same?

**2** The table shows the number of school days in each month.

| Month | Number of school days |
|---|---|
| January | 18 |
| February | 15 |
| March | 19 |
| April | 16 |
| May | 22 |
| June | 20 |
| July | 7 |
| August | 0 |
| September | 18 |
| October | 17 |
| November | 22 |
| December | 16 |

a) Which month has the least school days? _August_
Why?

_Summer holidays_

b) Term 1 is from September to December.

Term 2 is from January to April.

Term 3 is from May to July.

Which term has the most school days?

Term $\boxed{1}$

**3** The table shows the number of packets of crisps sold in a small shop.

| Crisps sold | 6:00 – 9:00 | 9:00 – 12:00 | 12:00 – 15:00 | 15:00 – 18:00 |
|---|---|---|---|---|
| Salted | 6 | 19 | 26 | 25 |
| Salt and vinegar | 0 | 12 | 14 | 7 |
| Paprika | 3 | 9 | 20 | 10 |
| Cheese and onion | 1 | 11 | 14 | 8 |

a) Which flavour of crisp is the most popular?

_Salted_

b) Which is the least popular flavour?

_Salt & vinegar_

c) How many packets of crisps were sold between 6:00 am and 9:00 am?

$\boxed{10}$

d) Between what times were the most salt and vinegar crisps sold?

_12:00 – 15:00_

**4** The table shows the number of newspapers and magazines sold by a shop from Monday to Friday.

| Day | Number of newspapers | Number of magazines |
|---|---|---|
| Monday | 126 | 103 |
| Tuesday | 148 | 113 |
| Wednesday | | 87 |
| Thursday | 150 | 223 |
| Friday | 103 | 186 |

a) How many newspapers and magazines were sold in total on Tuesday?

$\boxed{261}$

b) How many more magazines were sold on Thursday than on Wednesday?

$\boxed{136}$

c) There were 650 newspapers sold in total.

How many newspapers were sold on Wednesday?

$\boxed{123}$

d) On which day do you think new magazines come out?
Why?

## What is a Prefix?

**dis mis un**

A **prefix** is added to the beginning of a word to make a new word.

Most **prefixes** are added to the beginning of **root words** without any changes in spelling.

Like this:

| prefix | root word | prefix + root word |
|--------|-----------|--------------------|
| dis- | connect | disconnect |
| mis- | take | mistake |
| un- | cover | uncover |

## What is a Prefix?

**dis**

It is important to understand the definitions of **prefixes** because they help us figure out the meanings of any new words we come across.

Think about the different words which can be created through adding the **prefix dis-**, like **disconnect**.

**Make a list on your whiteboard.**

## What is a Prefix?

What does the prefix dis- mean?

| | |
|---|---|
| dislike | Do not like something. |
| disconnect | Break a connection so it is not connected any more. |
| disobey | Do not follow a command. |

It means 'not' or 'the opposite of'.

## What is a Prefix?

**mis**

Think about the different words which can be created through adding the **prefix mis-**, like **mistake**.

Make a list on your whiteboard.

## What is a Prefix?

What does the prefix mis- mean?

| | |
|---|---|
| mistake | Do something wrong. |
| misread | Read something wrongly. |
| misplace | Put something in the wrong place. |

It means 'wrong' or 'false'.

## What is a Prefix?

**un**

Think about the different words which can be created through adding the **prefix un-**, like **uncover**.

Make a list on your whiteboard.

## What is a Prefix?

What does the prefix un- mean?

| | |
|---|---|
| unhappy | Not happy. |
| unkind | Not kind. |
| uncover | To take a cover off so it is not covered. |

It means 'not'.

**1.** Sort these words into the right boxes (some words may fit into more than one box):

| able | hearten | behave | trained | own | appear |
|------|---------|--------|---------|-----|--------|
| happy | inform | fortune | zip | well | like |
| count | infect | take | do | lucky | honest |

| un- | mis- | dis- |
|-----|------|------|
| | | |
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| | | |

**Challenge:**

**2.** Add some words of your own to each list.

★

# Planning a Newspaper Report

Name of newspaper: _____ Price: _____ Date: _____

Story headline: _____

## Introduction

| | |
|---|---|
| Who was involved? | |
| What happened? | |
| Where did the event take place? | |
| When did it happen? | |

## Break up the story in time order.

| | |
|---|---|
| Paragraph 1 | |
| Paragraph 2 | |
| Paragraph 3 | |

## Interviews

| | |
|---|---|
| Who will you interview? How are they involved in the events? | |
| What did they have to say? Will you use direct or reported speech? | |

## Final paragraph

| | |
|---|---|
| What are the characters doing now? | |
| What might happen in the future? | |

# The Argos Daily News

# Planting Bulbs

1 Have you ever noticed the bright colours of spring flowers? Most of them are grown from bulbs, which contain the food that the flower needs to grow. If you want your flowers to appear in the spring, you will need to plant your bulbs in the autumn, either in the garden or in a pot.

6 How to plant a bulb:

7 1. Dig a hole that is three to four times as deep as the bulb.

8 2. Plant most bulbs with the round bit facing down and the pointy bit facing up. If you're not sure which is which, plant the bulb on its side. The roots will grow down and the bud will sprout up.

12 3. If you're growing bulbs in a garden, mark the spot where you have planted the bulb. Write the name of the flower on a lollipop stick and push it into the ground above the bulb.

15 4. Wait and watch.

16 5. Once the bulbs have finished flowering, leave the leaves until they begin to turn yellow. This lets the bulb make the food it needs to flower again next year.

1. Why are most spring flowers grown from bulbs? Tick one.

   So the flowers have bright colours. ☐

   So you plant them in the autumn. ☐

   So the flowers have food to grow. ☐

   So they flower in the spring. ☐

2. Find and copy two places you can plant a bulb.

   _____    _____

3. Tick the instruction.

   Have you ever noticed the bright colours of spring flowers? ☐

   How to plant a bulb: ☐

   Planting Bulbs ☐

   Dig a hole that is three to four times as deep as the bulb. ☐

4. "*The roots will grow down and the bud will sprout up.*"

   The word "*sprout*" in the sentence is closest in meaning to (tick one):

   green vegetable ☐            grow ☐

   stem ☐                       leaf ☐

5. "*Wait and watch.*"

   Write what you think will happen next.

   _____

6. Number these events to show the order they happen in.

   Enjoy the spring flowers. ☐          Let the leaves turn yellow. ☐

   Plant the bulb. ☐                    Let the roots grow down. ☐

# Ancient and Modern Olympics

Stick in the events from the Ancient Greek Games and the modern Olympics. If the event is in both, stick it in the middle.

**Modern Olympics**

**Ancient Greece**
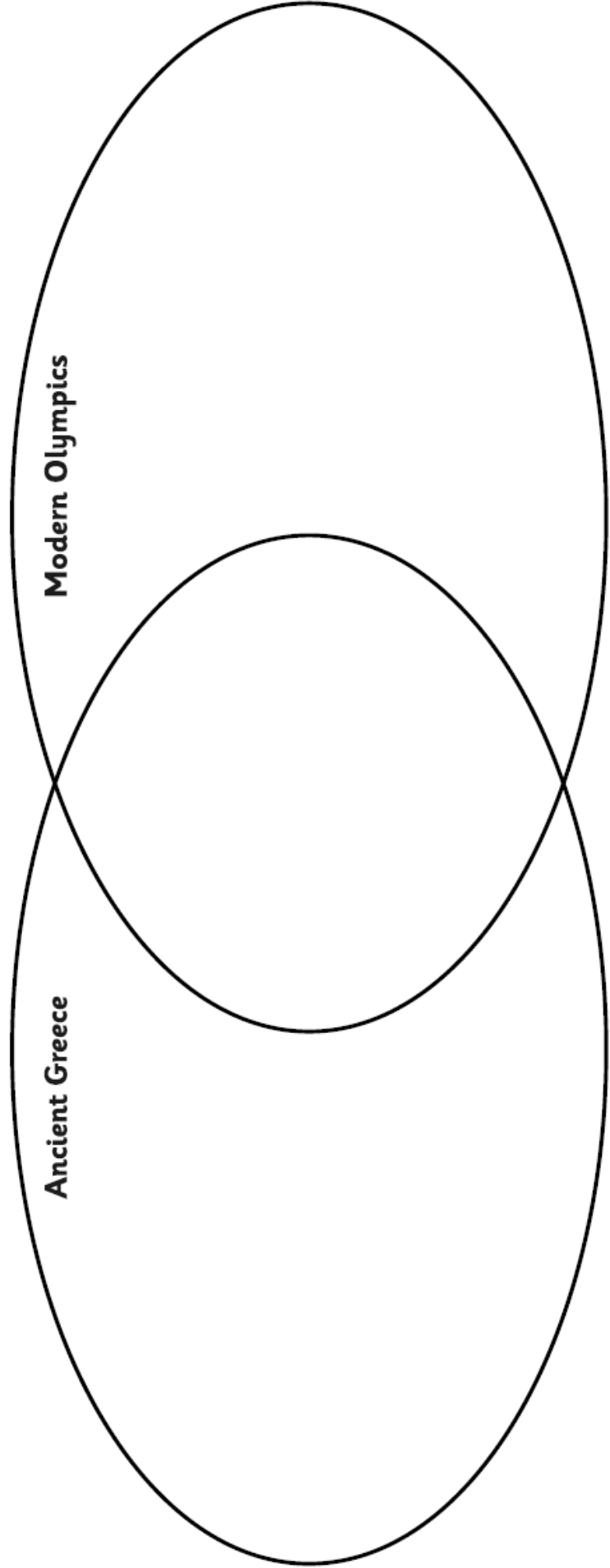
| running | jumping | gymnastics | archery | javelin throw |
|---------|---------|------------|---------|---------------|
| boxing | swimming | cycling | chariot racing | Taekwondo |
| pankration | wrestling | canoeing | discus | basketball |
| volleyball | | | | |

## Answers

Stick in the events from the Ancient Greek Games and the modern Olympics. If the event is in both, stick it in the middle.

**Tuesday- Science**
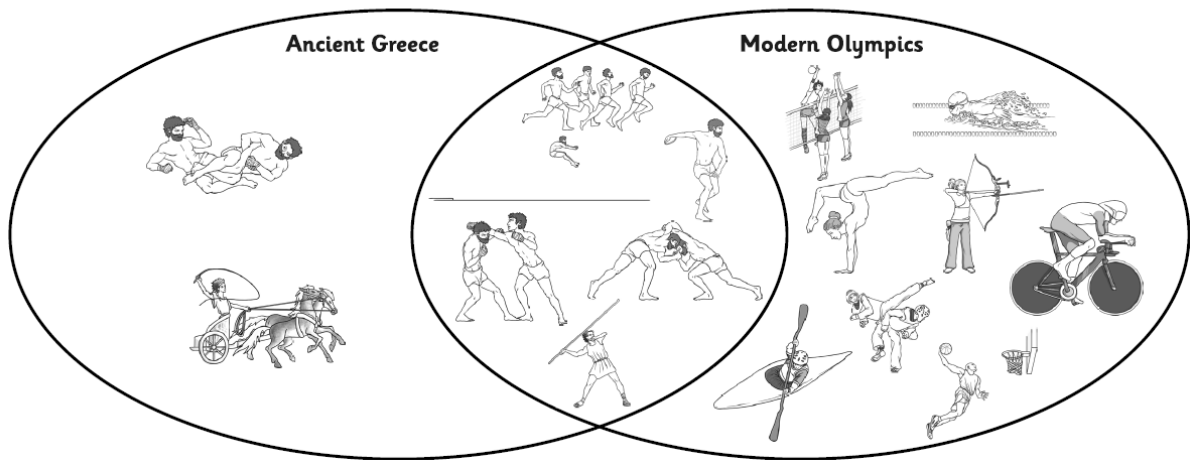
# Sorting Skeleton Types

*I can sort animals based on their skeletons.*

Cut out and stick the animals based on the type of skeleton they have.

| Endoskeleton | Exoskeleton | Hydrostatic Skeleton |
|---|---|---|
| | | |

| | | | | |
|---|---|---|---|---|
| elephant | tortoise | slug | butterfly | human |
| jellyfish | mouse | worm | goldfish | lobster |
| ant | prawn | beetle | killer whale | fox |

# Looking after Yourself

There are lots of different things we need to do to look after ourselves. How do you look after yourself? In each box, complete the sentence and draw a picture to show different ways of looking after yourself.

To look after yourself, you should …

_____

_____

To look after yourself, you should …

_____

_____

To look after yourself, you should …

_____

_____

# Make an Olympic Torch

The Olympic torch is a widely-recognised symbol of the Olympic games with its origins going back to Ancient Greece, when a fire was kept burning throughout the games.



# Olympic Torch Instructions

**You will need:**

An empty small drink bottle
Aluminium foil
Scissors
Red/yellow/orange paper
Sticky tape.
Sand paper

Cut the bottom from the drinks bottle and discard. You may need to smooth the edges for young children. Wrap the bottle in aluminium foil, tape down any loose edges. You now have your torch.



To make the flame, cut flame shaped pieces from the paper and tape to the inside of the torch starting with small pieces at the edge and getting bigger as you work in.

# Make an Olive Leaf Crown

At the ancient Olympic games, winners were usually awarded with a crown made of olive leaves.



## Olive Leaf Crown Instructions

**You will need:**

Green construction paper
Glue stick
Sticky tape
Scissors

Cut a strip of paper about 1 1/2 inches wide. Measure it around the child□s head and cut to size. Cut out lots of leaf shapes and glue them along the length of the strip, leaving a couple of inches at either end. Tape the two ends of the band together.

**French- Other Activities**

| | |
|---|---|
| 0 - zéro | 16 - seize |
| 1 - un | 17 - dix-sept |
| 2 - deux | 18 - dix-huit |
| 3 - trois | 19 - dix-neuf |
| 4 - quatre | 20 - vingt |
| 5 - cinq | 21 - vingt et un |
| 6 - six | 22 - vingt-deux |
| 7 - sept | 23 - vingt-trois |
| 8 - huit | 24 - vingt-quatre |
| 9 - neuf | 25 - vingt-cinq |
| 10 - dix | 26 - vingt-six |
| 11 - onze | 27 - vingt-sept |
| 12 - douze | 28 - vingt-huit |
| 13 - treize | 29 - vingt-neuf |
| 14 - quatorze | 30 - trente |
| 15 - quinze | 31 - trente et un |

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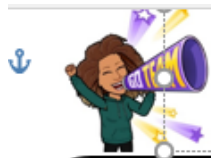
# The TEAM GARLINGE
# Personal Challenge Activity Card

## 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...


PERSEVERANCE

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?

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How have the School Values helped you?

Write here how each value helped you with your personal best


PERSEVERANCE


ASPIRATION


RESPECT


TEAMWORK