

Year 3 Work at Home- Pack 4

Dear children

Half-term is just beginning but it would be sensible to keep to a daily routine although some things are changing slowly. Now you can go out more than once a day for daily exercise which I hope you are enjoying. From the 1st June some of our Yr 6, Yr1 and reception will be coming back to school in stages with social distancing, washing hands for 20 seconds, cleaning surfaces regularly, eating well, exercising and fun learning. However, for the Yr3's you are still being asked to stay at home and enjoy working through the learning pack.

Remember to continue to practise your handwriting, read, multiplication tables daily so that you become real experts.

Thinking of you all fondly. Make sure you send some lovely messages to your family and friends who you are not able to go and see.

Mrs Evans

Guided reading

Guided reading

Stig of the Dump by Clive King

<https://www.youtube.com/watch?v=V65Uv0Xw4Q8> hyperlink for Chapter 4 Gone a hunting

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STIG OF THE DUMP

Guided Reading Questions and Activities Chapter 4: Gone A-Hunting

<p>Day 1 (AF2)</p> <ol style="list-style-type: none">1. How did Stig feel when he first saw Barney?2. How does Barney try to explain hunting to Stig?3. How does Barney feel about Stig killing the pheasant?4. How does the author describe the clouds and fields on page 92? (2010 edition) <p>Challenge: What questions does Lou ask herself about Stig towards the end of this chapter?</p>	<p>Day 2 (AF3)</p> <ol style="list-style-type: none">1. Why might Lou have been looking smug as she set off on the hunt?2. Do Stig and Barney have different understandings about hunting? How do we know?3. Who is better at hunting, Barney or Stig? Why?4. How could Barney have used Stig's cave drawing to realise that he would want to hunt the horse? <p>Challenge: How do we know that Lou's pony is not very fast?</p>
<p>Day 3 (AF4/5)</p> <ol style="list-style-type: none">1. Why does this chapter start with such a short sentence?2. This chapter describes, "Weeping grey clouds". What is this type of phrase called?3. What powerful verbs are used to describe the stampede? <p>Challenge: How does the author use the phrase, "Hunting people didn't take any notice of the weather", to link different parts of the chapter together?</p>	<p>Day 4 (AF6/7)</p> <ol style="list-style-type: none">1. Stig of the Dump was written in 1963 when fox hunting was common. How have things changed since then?2. How does Lou link Stig to a fairy tale character in this chapter?3. How does the author help Barney get back at his smug sister at the end of this chapter? <p>Challenge: Whose views on hunting animals are more in line with modern views, Barney's or Stig's? Why?</p>



Day 1 (AF2)

1. How did Stig feel when he first saw Barney?
2. How does Barney try to explain hunting to Stig?
3. How does Barney feel about Stig killing the pheasant?
4. How does the author describe the clouds and fields on page 92? (2010 edition)

Challenge: What questions does Lou ask herself about Stig towards the end of this chapter?

1. Stig felt shocked when he first saw Barney.
2. Barney tries to explain hunting to Stig by making noises like a hunting horn, drawing pictures of a horse and fox and jabbing Stig's spear.
3. Barney feels unhappy about Stig killing the pheasant. He thinks you should only hunt foxes and he is worried that it might be illegal to kill a pheasant outside of hunting season.
4. Clive King describes the clouds as "ragged" and the fields as "bare stubble fields".

Challenge: Lou asks herself whether Stig might be real based on the glimpse of him that she saw and the way Barney described his day hunting.

Day 2 (AF3)

1. Why might Lou have been looking smug as she set off on the hunt?
2. Do Stig and Barney have different understandings about hunting? How do we know?
3. Who is better at hunting, Barney or Stig? Why?
4. How could Barney have used Stig's cave drawing to realise that he would want to hunt the horse?

Challenge: How do we know that Lou's pony is not very fast?

1. Lou may have been looking smug because she was going hunting and Barney was not.
2. Barney thinks that hunting should just be for sport, Stig thinks that hunting should just be about food. We can tell from the way they both stop each other hunting animals that they think are inappropriate.
3. Stig is better at hunting than Barney because he can use his bow, he is better at noticing animals and he is better at moving through the countryside.
4. Barney could have used Stig's drawing of a horse being hunted to know that Stig would try to hunt a horse in real life.

Challenge: We know Lou's horse is not fast because the author tells us he does not live up to his name of Flash.

Day 3 (AF4/5)

1. Why does this chapter start with such a short sentence?
2. This chapter describes, "Weeping grey clouds". What is this type of phrase called?
3. What powerful verbs are used to describe the stampede?

Challenge: How does the author use the phrase, "Hunting people didn't take any notice of the weather", to link different parts of the chapter together?

1. The chapter starts with a short sentence to set the scene clearly and to show that this chapter is about hunting.
2. The phrase, "weeping grey clouds", is a metaphor.
3. Some powerful verbs to describe the stampede are 'cannoned', 'whipped', and 'bolted'.

Challenge: This phrase links together the different hunting experiences of Lou and Barney.

Day 4 (AF6/7)

1. Stig of the Dump was written in 1963 when fox hunting was common. How have things changed since then?
2. How does Lou link Stig to a fairy tale character in this chapter?
3. How does the author help Barney get back at his smug sister at the end of this chapter?

Challenge: Whose views on hunting animals are more in line with modern views, Barney's or Stig's? Why?

1. Fox hunting with dogs is now illegal in Britain. It was a widely accepted sport in 1963.
2. Lou links Stig to the character of a goblin based on his outlandish appearance.
3. Barney gets back at his sister by showing that he had a more successful hunting trip than Lou.

Challenge: Stig's views on hunting are more in line with modern views on hunting. Blood sports are largely disliked whereas subsistence hunting is seen as a noble pursuit.

Guided reading

Guided reading

Stig of the Dump by Clive King

<https://www.youtube.com/watch?v=TacvEDIWjeA> hyperlink for Chapter 5 Part 1 The Snargets

<https://www.youtube.com/watch?v=7dsJEgLxcS0> hyperlink for Chapter 5 Part2 The Snargets

https://www.youtube.com/watch?v=x_V4J61ED8Q hyperlink for Chapter 5 Part 3 The Snargets

STIG OF THE DUMP

Guided Reading Questions and Activities

Chapter 5: The Snargets

Day 1 (AF2)

1. How did Barney know there were people in the pit?
2. What did grown-ups always say about the Snargets?
3. Who did the Snargets think was throwing dirt at them?
4. What did the Snargets say they were called to Barney?
5. What 3 gifts did the Snarget brothers bring for Stig?

Challenge: Explain the events in Chapter 5 from Stig's point of view.

Day 2 (AF3)

1. Why was Barney throwing dirt at the Snargets?
2. Why do you think Barney ran to Stig's den?
3. Why did Barney hesitate when he was given the cigarette?
4. What did the Snargets think of Stig's den?
5. Why do you think the Snargets have a very different accent to Barney?

Challenge: Why might the Snargets have called themselves Robin Hood, William Tell and Lone Ranger?

Day 3 (AF4/5)

1. What is horseplay?
2. Why has the author written The Snargets speech using unusual spellings?
3. What words does the author use to show that the Snargets are nervous when they are speaking to Stig?
4. What phrase does Barney use at the end of the chapter to show that he now likes the Snargets?

Challenge: In your opinion, what are the three most powerful adjectives in this chapter?

Day 4 (AF6/7)

1. Think about the name 'Snarget'. Why do you think the author chose that name for the boys?
2. When Stig is standing over the trapped Snarget, what is the reader expecting?
3. What is the most tense point in this chapter?

Challenge: How does the reader's opinion of the Snargets change through the chapter?



Day 1 (AF2)

1. How did Barney know there were people in the pit?
2. What did grown-ups always say about the Snargets?
3. Who did the Snargets think was throwing dirt at them?
4. What did the Snargets say they were called to Barney?
5. What 3 gifts did the Snarget brothers bring for Stig?

Challenge: Explain the events in Chapter 5 from Stig's point of view.

1. Barney knew there were people in the pit because he could hear their voices.
2. The grown-ups always said that the Snargets were "getting into trouble".
3. The Snargets thought 'Old Albert' was throwing mud at them.
4. The Snargets named themselves the Lone Ranger, Robin Hood and William Tell.
5. The Snargets bought Stig Jelly Babies, sherbet and Woodbine cigarettes.

Challenge: Stig would have been shocked when Barney ran into his den. He would have been alarmed when the Snarget came into his den, but did not wish to hurt them. He would have been amazed by the sweets; he probably had never tasted sugar before. He may have even enjoyed eating the cigarettes!

Day 2 (AF3)

1. Why was Barney throwing dirt at the Snargets?
2. Why do you think Barney ran to Stig's den?
3. Why did Barney hesitate when he was given the cigarette?
4. What did the Snargets think of Stig's den?
5. Why do you think the Snargets have a very different accent to Barney?

Challenge: Why might the Snargets have called themselves Robin Hood, William Tell and Lone Ranger?

1. Barney may have thrown dirt at the Snargets because they were in his pit and because they had a bad reputation.
2. Barney ran to Stig's den for safety.
3. Barney hesitated when given a cigarette because he had not tried one before and knew that it was wrong for children to smoke.
4. The Snargets loved Stig's den because of all the amazing things inside, especially the spears.
5. The Snargets have a different accent to Barney to show that they are from a different social class.

Challenge: The boys may have chosen the names Robin Hood and William Tell because they are popular English folk heroes. Lone Ranger would have been chosen as this was a popular Western TV show in the 1960s.

Day 3 (AF4/5)

1. What is horseplay?
2. Why has the author written The Snargets speech using unusual spellings?
3. What words does the author use to show that the Snargets are nervous when they are speaking to Stig?
4. What phrase does Barney use at the end of the chapter to show that he now likes the Snargets?

Challenge: In your opinion, what are the three most powerful adjectives in this chapter?

1. Horseplay is another term for playfighting.
2. Clive King has used unusual spellings to show that the Snargets have a strong rural accent.
3. The author uses phrases such as, "eyes growing rounder and rounder", and words such as, "gingerly", to show that the Snargets are nervous.
4. Barney shows he likes the Snargets by saying, "I reckon they're alright."

Challenge: Students should look for adjectives that describe either the Snargets or Stig.

Day 4 (AF6/7)

1. Think about the name 'Snarget'. Why do you think the author chose that name for the boys?
2. When Stig is standing over the trapped Snarget, what is the reader expecting?
3. What is the most tense point in this chapter?

Challenge: How does the reader's opinion of the Snargets change through the chapter?

1. Clive King may have chosen the name Snarget because it is an unpretty and rough name; like the boys. It is also similar to 'target', which is fitting as they are used as a target by Barney with his mud and society in general.
2. The reader expects Stig to attack the trapped Snarget.
3. The tensest points in the chapter may be when Barney fled from the Snargets or when Stig has the Snarget trapped.

Challenge: The reader's opinion of the Snargets changes throughout the chapter from a negative view to a positive one, largely based on their interactions with Stig.

1. Write in the missing day of the week.			
Wednesday	Thursday		Saturday
2. Underline the correct word to use in this sentence.		3. Underline the correct word to use in this sentence.	
The dog wagged his (<u>tail</u> / tale).		The (<u>pain</u> / pane) is in my knee.	
4. Write the plural of this singular noun.		5. Write the plural of this singular noun.	
one dog	two _____	a wish	three _____
6. Underline the word which means the same as the word given in bold.			
unwell	fit	poorly	healthy
7. Underline the correct word missing from this sentence.			
I _____ dad with the shopping.	helper	helped	helping
8 and 9. Add 'er' or 'est' to complete the sentences.			
Mine is fast.	Yours is even fast ____.	Dave's is fast ____ of all.	
10. Circle the word with the correct spelling.		11. Circle the word with the correct spelling.	
wot	what	<u>whot</u>	<u>bowt</u>
<u>dreem</u>	<u>dreme</u>	dream	<u>rayn</u>
12. Circle the word with the correct spelling.		13. Circle the word with the correct spelling.	
<u>dreem</u>	<u>dreme</u>	dream	<u>rayn</u>
14. Underline the letter which does not belong to this 'letter family'.			
b	n	m	w
			p
			r
15. Underline the best connective to join these sentences.			
I like chips.	(and / but)	I like rice.	
16. Underline the best connective to join these sentences.			
I got an ice-cream.	(and / but)	I wanted a lolly.	
17 and 18. Put a full stop (.), question mark (?) or exclamation mark (!) to punctuate these sentences.			
Shut up		Who said that	
19. Underline any letters which should be in capitals.		20. Underline any letters which should be in capitals.	
<u>sam</u> and ben are best friends.		<u>katie</u> and <u>i</u> went to the park.	
Total:	(0 - 7)	(8 - 15)	(16 - 20)
How well did you do?			



CAPITAL letters

... ? ! ,

Inverted commas "Speech!"

Coordinating conjunction
When
if before
after while
that because

Coordinating conjunction
FANBOYS
,and ,but ,or ,so
Subordinating clauses

Prepositions
Before after during
because of
Vocabulary for effect

Paragraphing to group ideas

Heading
Subheading

Present perfect
He has gone/He went
Check your spelling!

Check your tense



CAPITAL letters

Full stops

.

!

?

Commas in a list
... and

Apostrophe for possession
The dog's ball

Subordinating conjunction
When
if
that because

Coordinating conjunction
Or
And
but

Extended noun phrase
red flower

Tense
Past
present

Paragraphs

Vocabulary choice

Types of sentences
Statement
Command
Question
Exclamation

Check your spelling!

SPAG - Answers

Skill Check 1



1. (W1:3) Visual check on spelling the day in bold.

Wednesday	Thursday	Friday	Saturday
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2-3. (W1:4, Sp 2:17) When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound. Magic (or silent) 'e' also makes the vowel 'a' say its name (long vowel sound) e.g. mad/made.

The dog wagged his (<u>tail</u> / tale).	The (<u>pain</u> / pane) is in my knee.
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4. (W1:5, Sp 1:27) For most nouns (naming words): just add 's' to make the plural.

5. (W1:5, Sp 1:27) Nouns ending in a hiss sound 'sk': add 'es' for the plural to make an extra syllable and make it easier to say.

one dog	two dogs	a wish	three wishes
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6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.

unwell	fit	poorly	healthy
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7. (W1:7, Sp 1:28) For most verbs (doing words): just add 'ed' for the past tense (have done).

I _____ dad with the shopping.	helper	<u>helped</u>	helping
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8-9. (W1:7, Sp 1:29) The suffix 'er' forms the comparative (comparing 2 things). The suffix 'est' forms the superlative (comparing 3 or more things).

Mine is fast.	Yours is even faster.	Dave's is fastest of all.
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10. (W1:8, Sp 1:5) The 'w' sound at the start of a word can be made with 'w' or 'wh'.

11. (W1:8, Sp 0:19, 1:16) When two vowels go out walking the first one does the talking, so 'oa' can make the long 'o' sound.

wot	what	<u>whot</u>	<u>bowt</u>	boat	<u>bote</u>
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12. (W1:8, Sp 1:12, 1:16) When two vowels go out walking the first one does the talking, so 'ea' can make the long 'e' sound.

13. (W1:8, Sp 1:11, 1:16) When two vowels go out walking the first one does the talking, so 'ai' can make the long 'a' sound.

<u>dreem</u>	<u>dreeme</u>	dream	<u>rane</u>	rain	<u>rayn</u>
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14. (W1:13) Letters formed in similar ways are called 'families'. There are 'long ladders' (down and off: i, j, l, t, u, y), 'one armed robots' (down and retrace up: b, h, k, m, n, p, r), 'curly caterpillars' (anti-clockwise curl: c, a, d, e, f, g, o, q, s) and 'zig zag' (v, w, x, z).

b	n	m	<u>w</u>	p	r
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15. (W1:20) Coordinating **conjunctions** join two independent (or equal) clauses or sentences to make a **compound** sentence.

I like chips.	(<u>and</u> / but)	I like rice.
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16. (W1:20) Coordinating **conjunctions** usually occurs mid-sentence.

I got an ice-cream.	(<u>and</u> / <u>but</u>)	I wanted a lolly.
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17. (W1:21) An **exclamation mark** is used at the end of a word, phrase or sentence to show strong feelings, surprise or high volume.

18. (W1:21) A **question mark** is used at the end of a word, phrase or sentence that asks a question. It is used in place of the full stop.

Shut up!	Who said that?
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19-20. (W1:21, 22) A **capital letter** is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun) and the personal pronoun 'I' meaning 'me'.

Sam and Ben are best friends.	Katie and I went to the park.
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Present Perfect Tense

Dice Activity

Oh dear!

You have been feeling under the weather and have decided to visit the doctor.

Roll a die and use the prompts below to tell the doctor (your partner) all about your symptoms.



"What seems to be the problem?"



Roll a	Symptom
1	I have had...
2	There has been...
3	My skin has been...
4	I haven't had...
5	My head has been...
6	My leg hasn't been...

If you are the doctor, try to use some modal verbs when you advise your patient, e.g. 'You could', 'You must', 'You should'.

When the doctor has listened and given you some advice, swap roles.

Present perfect tense

The Rule

To change a sentence from the past tense into the present perfect tense, you need to use:

'has' or 'have' + a past tense verb = present perfect tense

The alien **won** the hide-and-seek contest.

The alien **has won** the hide-and-seek contest.

The aliens **sneaked** into the restaurant.

The aliens **have sneaked** into the restaurant.



The sentence below is written in the **past tense**.

Timmy **was** in his spaceship for twenty years.



But what if it is still happening?
What if Timmy is still in his spaceship?
Change this sentence into the **present perfect tense**.

Changing Tense

If something that initially happened in the past is still continuing in the present, we need to use the **present perfect tense**.

Timmy **was** in his spaceship for twenty years.

To **change** a sentence from the past sentence into the **present perfect tense**, you need to:

Replace the verb with 'has' or 'have' and the correct past tense form.

Timmy **was has been** in his spaceship for twenty years.

Past to Present Perfect

Look at the verbs in the table below. Using the rules, can you change them from the **past tense** into the **present perfect tense**?

Past Tense	Present Perfect Tense
walked	have walked
jumped	have jumped
was	have been
sprinted	have sprinted
tested	have tested
grow	have grown
did	have done

Did you notice how some of the examples changed slightly?
These are **irregular** verbs. Watch out for them!

Spin the wheel to select a verb.



Spin

On your whiteboards, write the verb in the **past tense** within a sentence. Then, change that sentence to the **present perfect tense**.

While being interviewed after football match, this reporter talked about what he saw in the **past tense**. Can you change his recount into the **present perfect tense**, as if the match is still happening?



I arrived at the football stadium. The fans talked and shouted since the beginning of the match. Kidman passed the ball to Dietrich. He kicked it across the halfway line. Jorge took a shot for the goal and missed! The fans lost all hope.

Answer

I **have** arrived at the football stadium. The fans **have talked** and **have shouted** since the beginning of the match. Kidman **has passed** the ball to Dietrich. He **has kicked** it across the halfway line. Jorge **has taken** a shot for the goal

Present Perfect and Simple Past Verb Tenses

Circle the correct word or phrase from the brackets to complete each sentence.

e.g. I ((have) / has) been to school today.

1. My friends and I (has / have) made a den in the garden.
2. The film (has / have) begun so come and sit down.
3. What (has / have) you got there?
4. (Has / Have) you ever been to France?
5. Mum and Dad (has / have) gone to the cinema tonight.
6. The fox (has / have) eaten everything out of the bin.
7. James (has / have) got blonde hair.
8. We (hasn't / haven't) finished our project yet.
9. My little sister (hasn't / haven't) started school because she's only three.

Present Perfect and Simple Past Verb Tenses

Choose the correct word or phrase from the brackets to complete each sentence.

e.g. I (**went** / have been) to school yesterday.

1. You need to line up because the bell (rang / has rung).
2. Sam had a headache at lunchtime because he (didn't drink / hasn't drunk) enough water.
3. If you (finished / have finished) your dinner, you can go out to play.
4. I (haven't / didn't have) any money so I couldn't buy an ice-cream.
5. Ammara (called / has called) for you earlier but you weren't here.
6. Look how neat the hedge is now – Dad and I (trimmed / have trimmed) it.
7. When you (went / have gone) to school this morning, was it raining?
8. My sister (learned / has learned) to ride a bike when she was four.
9. My hair is wet because I (went / have been) swimming.

Present Perfect and Simple Past Verb Tenses

Put the verb in brackets into the simple past tense to complete each sentence.

E.g. I (go) to school yesterday. **I went to school yesterday.**

1. Ammara (call) for you earlier but you weren't at home.

2. I (have) £1.50 pocket money so I (buy) an ice-cream at the fair.

3. When you (go) to school this morning, (be) it raining?

4. Sam had a headache all afternoon because he (not drink) enough water at lunchtime.

Now put these verbs into the present perfect tense to complete each sentence:

E.g. I (break) my pencil so can I borrow your sharpener please?

I have broken my pencil so can I borrow your sharpener please?

5. You need to line up because the bell (ring).

6. Because dad and I (trim) the hedge, it looks very neat now.

7. Mum says we can play out once we (finish) our homework.

8. If you (not bring) your wellies, you can't go out to play in the snow.

9. Rihanna looks very nervous because she (not ride) a horse before.

Present Perfect and Simple Past Verb Tenses

Choose the correct tense (simple past or present perfect) for each verb, then complete the sentence.

E.g.1 - I (go) to school yesterday. **I went to school yesterday.**

E.g.2 - Oh no, I (break) my pencil so can I borrow your sharpener please?

Oh no, I have broken my pencil so can I borrow your sharpener please?

1. Come on everyone, line up. The bell (ring) already.

2. Ammara (call) for you earlier but you weren't at home.

3. Rihanna looks very nervous because she (not ride) a horse before.

4. When you (go) to school this morning, (be) it raining?

5. Mum says we can play out once we (finish) our homework.

6. Sam had a headache all afternoon because he (not drink) enough water at lunchtime.

7. Because Dad and I (trim) the hedge, it looks very neat now.

8. I (have) £1.50 pocket money so I (buy) an ice-cream at the fair.

9. If you (not bring) your wellies, you can't go out to play in the snow.

Present Perfect and Simple Past Verb Tenses Answers

1. My friends and I (has / **have**) made a den in the garden.
2. The film (**has** / have) begun so come and sit down.
3. What (has / **have**) you got there?
4. (Has / **Have**) you ever been to France?
5. Mum and Dad (has / **have**) gone to the cinema tonight.
6. The fox (**has** / have) eaten everything out of the bin.
7. James (**has** / have) got blonde hair.
8. We (hasn't / **haven't**) finished our project yet.
9. My little sister (**hasn't** / haven't) started school because she's only three.

Present Perfect and Simple Past Verb Tenses Answers

1. You need to line up because the bell (rang / **has rung**).
2. Sam had a headache at lunchtime because he (**didn't drink** / hasn't drunk) enough water.
3. If you (finished / **have finished**) your dinner, you can go out to play.
4. I (~~haven't~~ / **didn't have**) any money so I couldn't buy an ice-cream.
5. Ammara (**called** / has-called) for you earlier but you weren't here.
6. Look how neat the hedge is now – Dad and I (**trimmed** / have trimmed) it.
7. When you (**went** / ~~have gone~~) to school this morning, was it raining?
8. My sister (**learned** / ~~has learned~~) to ride a bike when she was four.
9. My hair is wet because I (**went** / ~~have been~~) swimming.

Present Perfect and Simple Past Verb Tenses Answers

1. called
2. had
3. went, was
4. didn't drink
5. has rung
6. have trimmed
7. have finished
8. haven't brought
9. hasn't ridden

Present Perfect and Simple Past Verb Tenses Answers

1. has rung
2. called
3. hasn't ridden
4. went, was
5. have finished
6. didn't drink
7. have trimmed
8. had, bought
9. haven't brought

Verbs

Movement		Voice	Objects	Emotions	Senses	Thoughts	Relating
bounce	carry	sigh	bend	blubber	caress	conceive	had
collapse	crawl	sing	break	cry	eat	reflect	am
dance	dash	sob	burn	love	feel	ponder	are
drive	hit	talk	control	sigh	hear	dream	is
hop	hurry	laugh	fold	grin	lick	think	has
jump	leap	rap	melt	laugh	listen	lament	be
live	pull	giggle	mend	smile	observe	meditate	was
push	roll	hum	mould	wince	smell	wonder	were
rotate	run	scream	open	worry	sniff	speculate	have
shake	skip	shout	repair	admire	taste	visualise	being
sneak	spin	whisper	smash	bawl	touch	evaluate	
split	stroll	yawn	snap	despair		daydream	
stumble	tap		stretch	frown	More useful words... change locate select find identify search focus report suggest design prevent visit collect plan terminate		
tap	trudge		throw	tremble			
trudge	walk		twist	weep			
walk	wave						
wave	zoom						

Simple Past Tense and Present Perfect Tenses



The simple past tells us something has started and finished in the past. They use a past participle verb.

The present perfect tells us something has started in the past and whether the action is finished or unfinished it still affects the present in some way.

The present perfect uses have/has and a past participle verb (usually ending in -ed, -en).

Simple Past Tense

- Tom drove to work today.
- Farhan travelled to Dover for the meeting.
- We trained for the match.
- Troy fell off his chair.
- Carl went to the cinema with Gemma.
- The birds flew South for the winter.
- Mrs. Jones spoke about the new classroom in assembly.
- Nasreen swam one length.
- Tiddles climbed the tree.
- Zoe learnt how to make apple pie.
- Albie danced on stage all night.
- Gran cooked a feast for dinner.
- Harry rushed to answer the door.

Present Perfect Tense

- Tom has driven to work today.
- Farhan has travelled to Dover for the meeting.
- We have trained for the match.
- Troy has fallen off his chair.
- Carl has gone to the cinema with Gemma.
- The birds have flown South for the winter.
- Mrs. Jones has spoken about the new classroom in assembly.
- Nasreen has swum one length.
- Tiddles has climbed the tree.
- Zoe has learnt how to make apple pie.
- Albie has danced on stage all night.
- Gran has cooked a feast for dinner.
- Harry has rushed to answer the door.

Countdown letters game. Each of these sets of letters contains at least one verb.

Green

n	b	g	k	i	a	r
---	---	---	---	---	---	---

Make as many four, five or six letter words from the above letters.

Blue

m	l	d	s	i	e	t
---	---	---	---	---	---	---

Make as many four, five or six letter words from the above letters.

Blue/Pink

o	e	b	m	i	a	c
---	---	---	---	---	---	---

Make as many four, five or six letter words from the above letters.

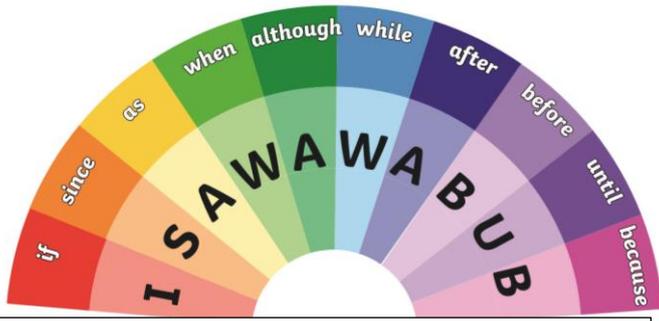
Blue/Pink

r	u	m	u	m	s	r
---	---	---	---	---	---	---

Make as many four, five six or seven letter words from the above letters.

Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



This part has been on each learning pack but It is important for you to be able to use subordinating conjunctions confidently. However don't forget the 7 coordinating conjunctions either. FANBOYS = for, and, nor, but, or, yet, so

Challenge 1 Using the poster for subordinating conjunctions book like this and include each one in a sentence linked to Stig of the Dump Chapter 4. Gone-a-hunting (See text link from the guided reading section)

Example: Subordinating conjunction – before
Before Barney had ran through the briars, his mackintosh looked smart.
Stig had gone off hunting **before** Barney had time to talk to him.

Do this for each of the conjunctions

Green group Choose 3 subordinating conjunctions.

Character description

Checklist

Did you

Describe the character's appearance? Describe the character's background/past?

Describe how the character speaks?

Describe how the character moves?

Describe the character's feelings, thoughts and actions?

Describe the character's personality?

Include figurative language (similes and metaphors) to enhance description

Use some of the verbs you have been using in your SPAG

Challenge 2. Using some of the conjunctions plus the coordinating ones from above to write a character description of the the youngest Snarget.

Use this planning template.

Character Profile

My character looks like...	My character's actions are...
My character's personality is...	My character changes because...

Then write your four paragraphs using your ideas from the planning sheet above.

Verbs

Perfect past tense

Paragraphs

Challenge 3

Paragraphs checklist

- Start a new paragraph with my writing on a new line and a little way in from the margin (indenting).
- Start a new paragraph when there is a change of place.
- Start a new paragraph when there is a change in person (either character or talking).
- Start a new paragraph when there is a jump in time.
- Start a new paragraph when there is a change in viewpoint.
- Start a new paragraph when there is a change in topic.

Challenge:

Use these verbs from the word mat to describe how the fox came right up to Stig and Barney, how Stig rescued the fox, the visit of the foxhound and how Barney felt about it all. Write in the present perfect tense and past tense. ,

Verbs: fall pull went (perfect past – had gone) walk hide climb rush

Remember you can add ing or ed to these verbs

Check your grammar work for the perfect past tense as this is new learning.

Tip: You could adapt the structure of some of the sentences from the worksheet to help you with your paragraphs.

e.g Because Dad and I had trimmed the hedge, it looked much neater (from the worksheet)

Because Stig and Barney had cleared the sticks from the rabbit hole the fox could get in.

Personification

Challenge 4 Look at chapter 5 'The Snargets.'

Make a list of some personifications you could use from Chapter 5, 'The Snargets'

The chalk pit had called Barney once again.

Down below, the branches reluctantly gave up their sticks.

Eventually, the clod of soil had bombed its way over the Snargetts.

The shack had begged Barney to search for the valuables.

Which of these personifications have been written in the past perfect tense.

How do you know?

Now write a paragraph to describe how Barney annoyed the Snargets

In your next paragraph tell the reader how the Snargets were very upset with Barney.

In your third paragraph describe how Barney escaped from the Snargets.

Finally, in your last paragraph describe how the Snargets met Stig.

Try to use a personification in each paragraph as well as a verb that has the suffix ing. Remember to use a good range of punctuation.

Remember you should be including the parts of writing checklist C and all of checklist B

Rhyming words

kicks tricks

jelly baby

leading lady

fallen stolen

smoke choke

spears cheers

Challenge 5 Look at the rhyming words on the left.

Write a poem where every other line end with a rhyming word. Try to use the given rhyming words from the list on the right to make a poem about meeting the Snargets.

Here is an example of how you might start.

The Snargets had lots of tricks

Making you think they have a valuables in their den

And sometimes they will have given a good kick

When they didn't like what you do.

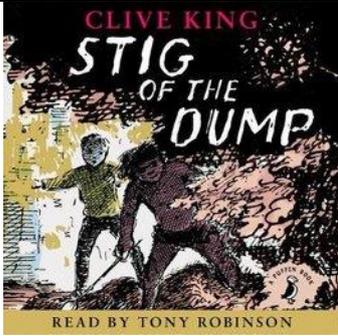
Green group: Write your poem where the two lines rhyme

e.g The Snargets had a lot of tricks

And they will have given a good kick

On offering Stig a jelly-baby

The oldest Snarget acted like the leading lady.



Challenge 6. Imagine you have the opportunity to meet the Snargetts Think of some questions you could ask them about making friends with Barney and Stig Write 10 questions.

Choose 5 questions to answer. Try to use an exclamation mark and commas in a list

Green group: Write three questions.

Here are some examples to get you started:

What do you usually do in your free time?

How do you feel about school?

Why do you think Stig and Barney are alright?

Remember to start with a capital letter and put a question mark at the end.



Challenge 7. Instruction Time. You know a set of instructions needs:

-equipment list/subheadings

-imperative (bossy) verbs cut mix trace etc

-temporal conjunctions (first, next, second, lastly,)

-adverbs , carefully slowly

-keep it impersonal (next, melt the milk chocolate in a bowl of warm water)

Write a clear set of instructions for someone who wants to make a spear to hunt animals. Think about safety, how you decide on a good stick, where do you find a flint to make the sharp part, how you fix the both parts together (stick and spearhead) and how you make sure it is well balanced. . How would you hunt an animal with your spear? Remember to use your Y3 punctuation! For any specific words ensure you have included a glossary.

Good Instructions

A good set of instructions needs:

1. Title
2. List of Equipment or ingredients
3. Clear, short sentences
4. Numbered steps
5. Sometimes pictures or diagrams with each step.



Challenge 8 Continue with this

SPELL IT. I continue to include the Year 3/4 spelling list, first check you can read all the words. Then use the look, cover, write and check method to spell them. Choose a few of the tricky words each day to turn into a sentence. Underline the spelling in each word.

New Curriculum Spelling List Years 3 and 4



accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Some answers to Countdown letters game – you might find more!

Green/Blue/Pink

n	b	g	k	i	a	r
---	---	---	---	---	---	---

bank bark gain kind brain grain baking raking

Blue/Pink

m	l	d	s	i	e	t
---	---	---	---	---	---	---

tied tiles tiled times diets dims stem silt slide smiled misled slimed

Blue/Pink

o	e	b	m	e	a	c
---	---	---	---	---	---	---

came beam comb become became

Blue/Pink

r	u	m	u	m	s	r
---	---	---	---	---	---	---

mums murmurs

Challenge 9

Correct the spelling mistakes.

They could be typed into this margin or written on a piece of paper or in your homework books

Year 3 and 4 Correct the Spelling Mistake (4)

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

- Put the date on the calinder or you might forget.
- We are going swimming in cwarter of an hour.
- The professor has a lot of knolidge about the planets and the universe.
- I herd you had won the Under-12s League yesterday.
- The bowler cort the ball.
- The bag seemed to apear like magic!
- Mum didn't notiss as I had sneaked upstairs.
- The strongman lifted the heaviest wate with no trouble at all.

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

- It was achully my turn next.
- That milk had a peckuliar taste.
- Queen Victoria's rane lasted 64 years.
- The horse would not go fourweds, only backwards!
- That mateeriyal feels so soft and silky.
- I asked Dad if he would increes my pocket money. He said, "No!"
- The number aight is between 7 and 9.
- It was an orrdinary day, when suddenly the sky went black.

Year 3 and 4 Correct the Spelling Mistake (4) Answers

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. Put the date on the calinder or you might forget.
2. We are going swimming in cwarter of an hour.
3. The professor has a lot of knolidge about the planets and the universe.
4. I herd you had won the Under-12s League yesterday.
5. The bowler cort the ball.
6. The bag seemed to apear like magic!
7. Mum didn't notiss as I had sneaked upstairs.
8. The strongman lifted the heaviest wate with no trouble at all.

calendar
quarter
knowledge
heard
caught
appear
notice
weight

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

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6. I asked Dad if he would increes my pocket money. He said, "No!"
7. The number aight is between 7 and 9.
8. It was an orddinary day, when suddenly the sky went black.

actually
peculiar
reign
forwards
material
increase
eight
ordinary

Challenge 1. Making 45

How many different ways can you make 40? Challenge yourself by including a division. . You can not use more than 6 numbers per calculation.

1 point	Only addition /subtraction	$30+15= 45$ $55-10=45$
2 points	Multiplication /division	$9 \times 5=45$ $90 \div 2=45$
		$6 \times 5 \times 3 \div 2 =45$
		$80 \div 2 +10 - 5 = 45$



I hope you are enjoying your tables and beginning to recall them

Challenge 2 TIME YOURSELF! How quickly can you write down each of your times tables . start with your trickiest-this is a great opportunity for you to practice this.

By the end of Yr 3 you should know your:

X10, x5, x2, x4, x8, x3, x6

There is a pattern in some multiplication tables because if you know your 10's you can halve them to find your 5's

If you know your x2 tables you can double the answers to find your x 4 and then double again to find your x8

Finally, if you know your x3 tables you can double your answers to find you x 6

The purple mash website is very useful to help you practice this.

Use hit the button and see if you can improve your score each time.

<https://www.topmarks.co.uk/maths-games/hit-the-button> - I hope you are able to use this website because it is a lot of fun to use.

Challenge 3 Mental maths 5 second questions . The timings for these is just a guide as to how quick you can become.

Question 1

Write the biggest number you can with these digits:

2 5 3

Question 2

Round 95 to the **nearest 10.**

Question 3

What number is 10 less than 701?

Question 4

How many vertices has a pentagon?

Question 5

What must I add to 35 to make 100?

Question 6

Find the total of **4, 7 and 16.**

Question 7

12 children line up in 4 equal rows. How many children are in each row?

4 children equally share 20 sweets. How many do they get each?

Question 8

What is the next multiple of 5 after 195?

Question 10

How many diagonals has a square?

Mental maths 10 second questions

Question 11

Linda has £5 in her money box. She spends £2.95 on a book. How much does she have left?

Question 12

What day of the week is 5th March 1999?

Friday
12th
March
1999

Question 13

Look at your sheet. Circle the fraction that is the same as 0.5 .

$\frac{3}{4}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$

Question 14

Write a number in each blank box so that the five numbers are in order.

697 701 706

Question 15

Joe has 92 stamps. Sam has 47 fewer stamps. How many stamps has Sam?

5 Second Answers

- Write the biggest number you can with these digits:
- 2, 5, 3 (**532**)
- Round 95 to the nearest 10. (**100**)
- What number is 10 less than 701? (**691**)
- How many vertices has a pentagon? (**5**)
- What must I add to 35 to make 100? (**65**)
- Find the total of 4, 7 and 16. (**27**)
- 12 children line up in 4 equal rows. How many children are in each row? (**3**)
- 4 children equally share 20 sweets. How many do they get each? (**5**)
- What is the next multiple of 5 after 195? (**200**)
- How many diagonals has a square? (**2**)

10 Second Answers

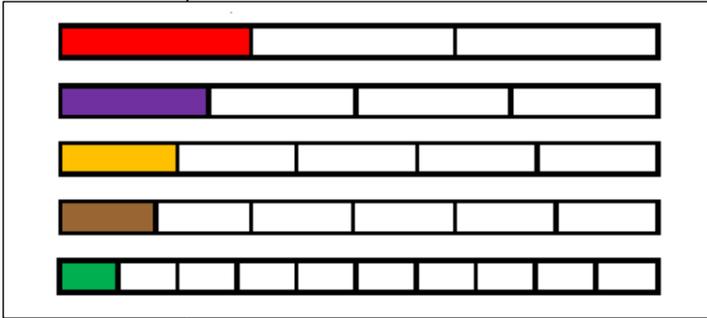
- Linda has £5 in her money box. She spends £2.95 on a book. How much does she have left? (**£2.05**)
- What day of the week is 5th March 1999? (**Friday**)
- Look at your sheet. Circle the fraction that is the same as 0.5 .
 $\frac{3}{4}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ (**$\frac{1}{2}$**)
- Write a number in each blank box so that the five numbers are in order.
697 701 706
(**698-700 inc.**) (**702-705 inc.**)
- Joe has 92 stamps. Sam has 47 fewer stamps. How many stamps has Sam? (**45**)

Compare fractions

<https://whiterosemaths.com/homelearning/year-3/>

Look at the white rose home learning pack for summer term week 5. There are video clips that cover:
 unit and non-unit fractions
 Making the whole
 Tenths
 Counting in tenths

Compare unit fractions or fractions with the same denominator. For unit fractions, you might want to say that $\frac{1}{2}$ is smaller than $\frac{1}{4}$, as 2 is smaller than 4. Discuss how dividing something into more equal parts makes each part smaller.



Discuss these questions.
 What fraction of the strip is shaded? What fraction of the strip is not shaded?
 Why is it important that the strips are the same length and are lined up underneath each other?
 Can you think of a unit fraction that is smaller than $\frac{1}{10}$?
 Can you think of a unit fraction that is larger than $\frac{1}{3}$?

Using the fraction strips above answer these questions.
 Use $>$, $<$ or $=$ to compare the fractions.

$\frac{1}{10} \bigcirc \frac{1}{4}$ $\frac{1}{3} \bigcirc \frac{1}{6}$ $\frac{1}{5} \bigcirc \frac{1}{4}$

When the numerators are the same, the _____ the denominator, the _____ the fraction.

 Use paper strips to compare the fractions using $>$, $<$ or $=$

$\frac{3}{4} \bigcirc \frac{1}{4}$ $\frac{1}{6} \bigcirc \frac{5}{6}$ $\frac{3}{8} \bigcirc \frac{5}{8}$

Complete this sentence.
 When the denominators are the same, the _____ the numerator, the _____ the fraction.

Word bank:
 larger smaller

Identify the unit fraction in each group.

1. $\frac{2}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{1}{8}$
2. $\frac{3}{4}$ $\frac{1}{4}$ $\frac{2}{4}$
3. $\frac{2}{6}$ $\frac{3}{6}$ $\frac{1}{2}$ $\frac{1}{6}$ $\frac{1}{3}$ $\frac{5}{6}$

Answers $\frac{1}{10} < \frac{1}{4}$ $\frac{1}{3} > \frac{1}{6}$ $\frac{1}{5} < \frac{1}{4}$
 When the numerators are the same, the larger the denominator the smaller the fraction eg $\frac{2}{4}$ is larger than $\frac{2}{6}$ or the smaller the denominator the larger the fraction.

$\frac{3}{4} > \frac{1}{4}$ $\frac{1}{6} < \frac{5}{6}$ $\frac{3}{8} < \frac{5}{8}$

1. $\frac{1}{8}$ 2. $\frac{1}{4}$ 3. $\frac{1}{2}$ $\frac{1}{6}$ $\frac{1}{3}$

Challenge 4

Unit fractions
Non-unit fractions
Making a whole
Tenths
Counting in tenths.

<https://whiterosemaths.com/homelearning/year-3/>

Look at the white rose home learning website. There is maths work set out for you to work through with videos to talk you through it. This week covers unit and non-unit fractions, making a whole, tenths and counting in tenths.

These video clips really help you to understand fractions.

Have fun with your home school learning. As long as you remember there are an equal number of fractions in a whole. Fractions are fantantistic fun and your family will think you are so clever (which of course you are)

If you are need a little reminder, go to the year 2 part about fractions.

Challenge 5

Compare Fractions

Reasoning and Problem Solving

Here are three fractions.

$$\frac{3}{8} \quad \frac{3}{5} \quad \frac{1}{8}$$

Which fraction is the largest? How do you know?

Which fraction is the smallest? How do you know?

Answers

Examples could include $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ etc

Answers:

$\frac{1}{3}$ is smaller because it is split into 3 equal parts, rather than 2 equal parts. You could draw a bar model to show this.

$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

Complete the missing denominator.
How many different options can you find?

$$\frac{1}{2} > \frac{1}{\square} > \frac{1}{10}$$



I know that $\frac{1}{3}$ is larger than $\frac{1}{2}$ because 3 is larger than 2

Do you agree with Dora?
Explain how you know.

Answers

$\frac{3}{5}$ is the largest when the numerators are the same, the smaller the denominator the larger the fraction. Children could also explain that $\frac{3}{5}$ is the only fraction larger than a half. $\frac{1}{8}$ is the smallest when the denominators are the same, the smaller the numerator, the smaller the fraction

Challenge 6
Countdown

Countdown 2

Green

100

50	3	7	1	8	4
----	---	---	---	---	---

Find two numbers that you can divide to make 2 then multiply it by the largest number.

Blue

300

50	3	7	1	8	4
----	---	---	---	---	---

Find two numbers that you can subtract to make 6 then multiply it by the largest number.

Pink

258

50	3	7	1	8	4
----	---	---	---	---	---

Find two numbers that you can divide to make 2 then add another number to make 5 . Multiply it by the largest number. Then add the other numbers

Pink

803

50	3	7	1	8	4
----	---	---	---	---	---

Find two numbers that you can multiply together to make 400. Then find two numbers to make 8 and divide it by another to make 2. Multiply this by the 400 then add the number you haven't used.

Challenge 6a You have been doing some work on money in the previous learning packs. The Nat West have a web site called budgeting basics. Try the Robot restaurant first.

<https://natwest.mymoneysense.com/home-learning/>

Home learning - Budgeting basics

Our fun and engaging budgeting activities introduce basic budgeting to your child – there are two activities available for 5-8s, 8-12s and 12-16s. Once you've completed these, why not try our [Saving activities?](#)



Game: Robot restaurant

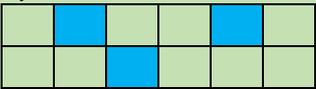
Age: 5-8

Challenge your child to stick to a budget as they dine out with robots.

Challenge 7

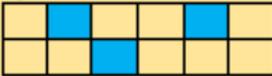
How many of these mental maths questions can you do in 30 mins?

Tip: Put a tick by the ones you know you can do quickly, a question mark by the ones you can do with some thought or written calculation and a x by the ones you think are really difficult for you.

Win it bin it save it for later!			Number 3
1) Circle the lowest value 45 35 25 15 55	2) $273 - 50 =$	3) Write the number that totals 8 tens 5 ones 3 tens 0 ones 0 tens 5 ones	$439 + \underline{\quad} = 639$
5) What is half of 22?	6) $149 + 500 =$	7) Put a circle around the highest value. forty six two hundred and three sixteen	8) What is $28 + 2$
9)  Circle the fraction that is shaded. $\frac{3}{8}$ $\frac{3}{20}$ $\frac{3}{100}$ $\frac{3}{12}$	10) $\frac{2}{10} + \frac{6}{10} = \underline{\quad}$	11) Fill in the boxes to complete the number pattern. 3 6 <u> </u> 12 <u> </u> 18 21 <u> </u>	12) Circle the number with the smallest value. One hundred 907 95 Nine hundred and five
13) Subtract 70 from 130	14) $36 \div 4 =$	15) $\begin{array}{r} 427 \\ + 348 \\ \hline \end{array}$	16) Is this statement true? There are exactly 5 hundreds in 405
17) What is the sum of 7, 4 and 16?	18) Divide 24 by 4.	19) $243 + 652 =$	20) Circle the numbers that have exactly 6 tens. 63 649 67 3
21) $57 - 27$	22) $45 \div 5$	23) $56 - 10$ is <u> </u>	24) Add 100 to 4
25) 247 add 10 is	26) $\begin{array}{r} 632 \\ - 278 \\ \hline \end{array}$	27) Tick 2 sums that equal 100 $84 + 6$ $23 + 77$ $34 + 66$ $68 + 42$	28) $120 \div 8 =$
29) 3×38	30) $239 - 189 =$	31) How many times does 4 divide into 39? What is the remainder?	32) $4 \times 74 =$

Answers

How well did you do in 30 mins?

Win it bin it save it for later! Answers		Number 3	
2) Circle the lowest value 45 35 25 15 55	2) $273 - 50 = 223$	3) Write the number that totals 8 tens 5 ones 85 3 tens 0 ones 30 0 tens 5 ones 5	$439 + 200 = 639$
5) What is half of 22? 11	6) $149 + 500 = 649$	7) Put a circle around the highest value. forty six two hundred and three sixteen	8) What is $28 + 23$? 51
9)  Circle the fraction that is shaded. $\frac{3}{8}$ $\frac{3}{20}$ $\frac{3}{100}$ $\frac{3}{12}$	10) $\frac{2}{10} + \frac{6}{10} = \frac{8}{10}$	11) Fill in the boxes to complete the number pattern. 3 6 9 12 15 18 21 24	12) Circle the number with the smallest value. <input type="text" value="One hundred"/> <input type="text" value="907"/> <input type="text" value="95"/> <input type="text" value="Nine hundred and five"/>
13) Subtract 70 from 130 60	14) $36 \div 4 = 9$	15) $\begin{array}{r} 427 \\ + 348 \\ \hline 79 \end{array}$	16) Is this statement true? There are exactly 5 hundreds in 405 False
17) What is the sum of 7, 4 and 16? 27	18) Divide 24 by 4. 6	19) $243 + 652 = 895$	20) Circle the numbers that have exactly 6 <u>tens</u> . 63 649 67 36
21) $57 - 27 = 30$	22) $45 \div 5 = 9$	23) $56 - 10$ is 46	24) Add 100 to 470 570
25) 247 add 10 is 257	26) $\begin{array}{r} 632 \\ - 278 \\ \hline 354 \end{array}$	27) Tick 2 sums that equal 100 $84 + 6$ $23 + 77$ $34 + 66$ $68 + 42$	28) $120 \div 8 =$ 15 8) 120 or you know that $10 \times 8 = 80$ and $5 \times 8 = 40$
29) 3×38 $\begin{array}{r} 38 \\ \times 3 \\ \hline 114 \end{array}$	30) $239 - 189 = 50$	31) How many times does 4 divide into 39? 9 What is the remainder? 3	32) $4 \times 74 =$ 74 $\times 4$ <u>296</u>



Art:

<https://www.youtube.com/watch?v=C7JulU6cyUI>

Finger Painting ! How To Draw a Tree Painting with Water ...

<https://www.youtube.com/watch?v=C7JulU6cyUI>



Using the chapter 3 'It warms you twice' use the finger painting technique to illustrate the tree that Stig and Barney chopped down. If you don't have paints use thick felt tips using repeating dots for the leaves.

History

<https://www.bing.com/videos/search?q=Cave+Paintings&qvvt=cave+paintings&FORM=VDRE>



Do some research and find some very well known cave paintings.

Use one of these ideas or the one from the text to create your own cave painting.

<https://www.bing.com/videos/search?q=how+do+to+a+cave+painting&docid=608000341868545363&mid=796A28EAC0276AD3B74A796A28EAC0276AD3B74A&view=detail&FORM=VIRE>

Here is a link to show how you might create a cave painting.

Why are cave paintings important to historians?

MUSIC - use this link on you tube <https://www.youtube.com/watch?v=zNpZD6a-fCw>



Music

I hope you have enjoyed listening to this song. It has been taken from our music curriculum . We will looking at this a bit more as the weeks go on.

Bringing Us Together

Review 1. Listen and Appraise Bring us together (start to recognise the style indicators of Disco music)

<https://www.bing.com/videos/search?q=Lyrics+to+Good+times+by+nile+Rodgers+you+tube&docid=608033696591448369&mid=77407D187C26D5B2924677407D187C26D5B29246&view=detail&FORM=VIRE> - link to Good Times by Nil Rodgers

Now listen to appraise - Good Times by Nile Rodgers: Play the music. Move to the music or sit down to listen with closed eyes.

After listening, talk about the song and answer the questions together using correct musical language



Does the music tell a story?
What can you hear?
What is the style of the music?
How does the music make you feel?
Did you like the song?

Possible answers



Possible answers

Does the music tell a story?

Perhaps the words tell a story or perhaps the music creates a story in your imagination

What can you hear?

Drums, percussion, keyboards, synthesizer, bass, electric guitar, female lead and backing vocals?

What is the style of the music?

This style is in a disco style

Fast Fact It is a disco song about friendship, peace, hope and unity.

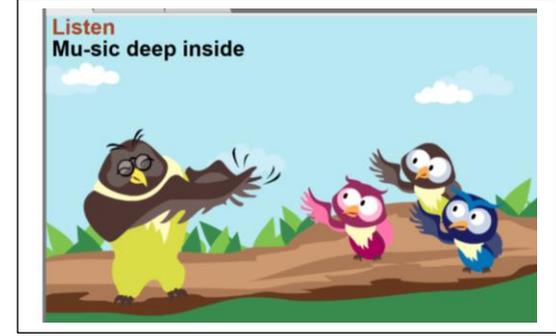
How does the music make you feel?

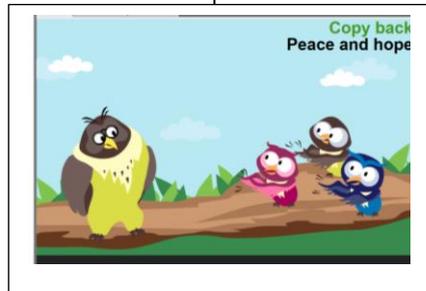
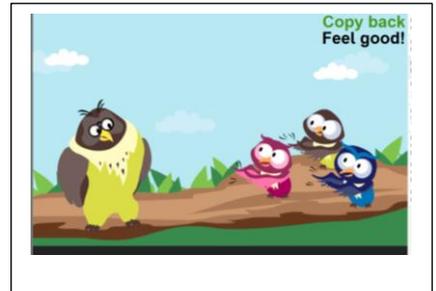
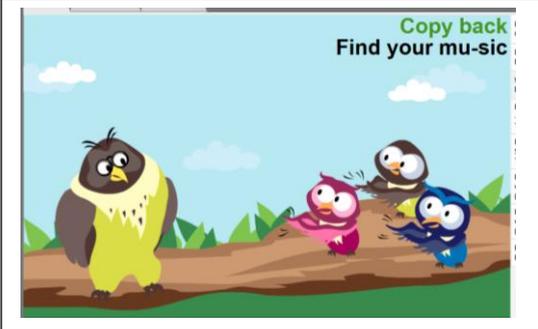
Music brings many emotions with it and often each person feels something different. Perhaps share with the family how the music makes you feel.

Did you like the song?

Think about the reasons why you do or don't

Warm-up Games (including vocal warm-ups) – Play Bringing Us Together





IN THE NEWS.

Find out about Ramadam and when it ends.

How and when are schools going back? What are the advantages and disadvantages of this?

How will you be able to social distance?



GEOGRAPHY

Find out where in the locality there might be some woods/forests in Shropshire and then Great Britain. Which one do you think is the most well known and what is it famous for?
Now think about the different forests in the world. Is the timber used just for fuel like in our story Stig of the Dump Chapter 3 'It warms you twice'.

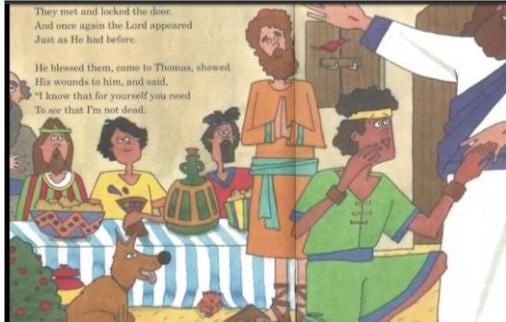


RE

Jesus appears to the apostles

Know what Jesus said to Thomas when he did not believe Jesus was risen from the dead.

<https://www.bing.com/videos/search?q=the+story+of+doubting+thomas+you+tube&docid=608046899323997297&mid=965F4BD0B5C1EB6CCD4C965F4BD0B5C1EB6CCD4C&view=detail&FORM=VIRE> link to this story



1. Imagine you are a reporter for the 'Jerusalem Times' You have been sent to interview Thomas about his experience. Ask him how he came to believe in Jesus' resurrection. Use this information to write a newspaper report.
2. Write this story as a little play. Have a narrator to introduce the story and decide how many characters you will need and who they should be. Learn your lines off by heart with the help of your family.

Design and technology

I hope you enjoyed building your fire from the learning pack 3



Stig of the dump Chapter 4 'Gone- hunting'

After reading this chapter 4 would like you to make a model of a spear – the type they would have used in the Stoneage. Use your instructions from above to help you.

Think about the different ways you can add extra details to make it personal to you.

Making a spear

History: Find out why the Stoneage people needed a spear.

Stone Age Design Technology Activity

Make a Stone Age Weapon

To use research and develop design criteria for functional products that are fit for purpose and aimed at a particular audience.

To design and make a stone age weapon.

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

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

You will need:

- strong card
- string
- scissors
- a variety of stones (flat, shaped, small, large)
- different types of wood (dowelling, sticks, driftwood)



What to do:

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



PE Continue with the below. Make a diary of what you have achieved each day. make sure you are staying fit and healthy, if you cant go out you can still exercise, try these: practice step exercises use the bottom and next step up and walk up and down then as many times as you can in 5 minutes, do this many times a day. Use 2 cans or beans or soup and practice some crunches to keep your arm muscles strong. Put on your favourite song and dance around the house. Help out with the house work, you can burn lots of calories off this way! Follow Joe Wicks each day at 9am .

	<p>I hope you are enjoying your exercise. I have made a little obstacle course in the garden for my 22mth old granddaughter to use which involves going up and down the slide, pushing a doll's pram around a course and rolling a ball.</p>
<p>Science 2cience</p>	<p>Comparative test – How hard are different rocks?</p> <p>This is a very important exercise for geologists; it allows them to classify all minerals (the building blocks of rocks).</p> <p>Look up some different minerals. It will show how each mineral is given a number from the Mohs scale. If possible, name some minerals . Look at the hardness of different pencils that geologist use to test minerals for hardness.</p> <p>Investigate how difficult it is to scratch different rocks that you might have collected on your daily walk using: their finger nail (between 2 and 3 on the Mohs scale), a 2p coin (between 3 and 4 on the Mohs scale) and a steel nail (about 6 on the Mohs scale). By doing this you will be able to give each of your rocks a rough score from the Mohs scale.</p> <p>Recording</p> <p>Record your results in a table.</p> <p>https://www.bing.com/videos/search?q=you+tube+clip+to+show+the+hardness+of+different+rocks&adlt=strict%2cstrict&view=detail&mid=6881A1A4C3B476F9B12A6881A1A4C3B476F9B12A&&FORM=VDRVRV&ajf=70 identifying minerals</p> <p>https://www.bing.com/videos/search?q=you+tube+clip+to+show+the+hardness+of+different+rocks&adlt=strict%2cstrict%2cstrict&view=detail&mid=AF1748C2F8F618436C4AAF1748C2F8F618436C4A&&FORM=VDRVRV identifying minerals</p>