Year 3 home learning pack

WC: 30.11.20

Group 1

Please complete the activities in this pack and return it to school to be marked and reviewed when we return to school. Video links will be added to the VLE on the school website.

If you need any help please contact your child's class teacher using the email address below.

admin@lakeside.doncaster.sch.uk

Maths

Watch the video link for each lesson and then have a go at the sheets.

Lesson 1 - Subtract a two digit number from a three digit number.

https://vimeo.com/465481885

Lesson 2 - Subtract a three digit number from a three digit number (no exchanges).

https://vimeo.com/466580214

Lesson 3 - Subtract a three digit number from a three digit number.

https://vimeo.com/466609834

Lesson 4 - Revising subtracting three digit numbers from yesterday.

(no video)

Timestables

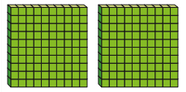
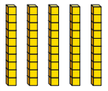
Rehearse you 2, 3, 5 and 10 x table.

When you are confident see how many of the Timestable Rockstars questions you can answer in 3 minutes. There are 3 different sheets so you can try and beat your score each time.

Subtract 2-digit numbers from 3-digit numbers – crossing 10 or 100

1 Use base 10 to make the number 253

Subtract 27 from 253

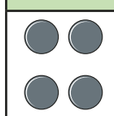
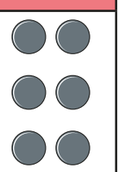
Hundreds	Tens	Ones
		

a) Show a partner the method you used.

b) Complete the column subtraction.

		H	T	O	
		2	5	3	
	–		2	7	

2 Work out 426 – 82

H	T	O
		

		H	T	O	
		4	2	6	
	–		8	2	

3 Work out the subtractions.

a)

		H	T	O	
		2	6	5	
	–		3	8	

b)

		H	T	O	
		1	7	2	
	–		3	9	

c) 538 – 75

d) 212 cm – 42 cm

e) 413 – 65

f) 847 – 79

4 A film is shown 3 times in a day.

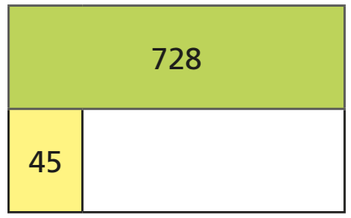
The table shows how many children watch each showing.

Showing time	11 am	3 pm	7 pm
Number of children	462	295	78

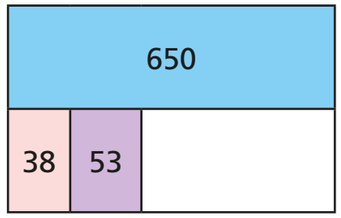
How many more children watch the 11 am showing than the 7 pm showing?

5 Find the missing values.

a)



b)



6 What mistakes have been made in these column subtractions?

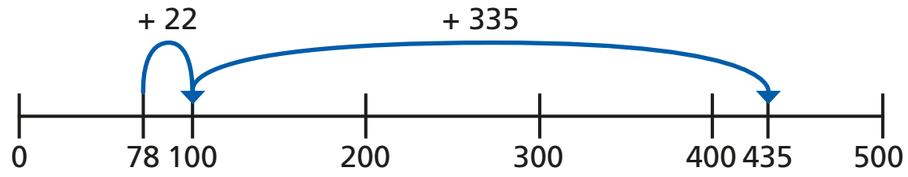
a)

$$\begin{array}{r} 357 \\ -\ 29 \\ \hline 332 \end{array}$$

b)

$$\begin{array}{r} {}^{4}\cancel{6}{}^{1}{}^{1}02 \\ -\ 35 \\ \hline 477 \end{array}$$

7 Whitney uses a number line to show that 435 – 78 = 357



Explain what you think Whitney has done.

8 Work out the missing digits.

a)

		H	T	O	
			4	5	
	–		2		
		7		6	

b)

		H	T	O	
		3			
	–		7	8	
			2	8	

9 **a)** Use three different methods to work out 470 – 79

Compare methods with a partner.

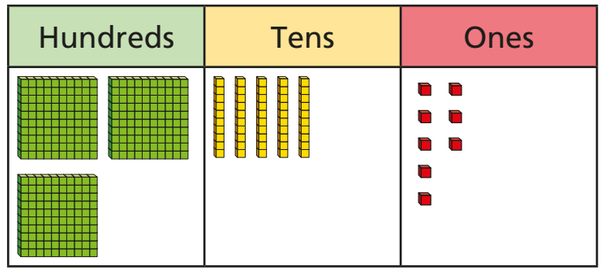
b) How can you work out 500 – 68 in your head?

What method did you use?

Subtract 3-digit numbers from 3-digit numbers – no exchange

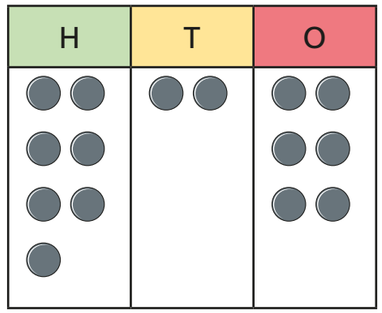
1 Complete the column subtractions.

a) 358 – 226



		H	T	O	
		3	5	8	
	–	2	2	6	

b) 726 – 303



		H	T	O	
		7	2	6	
	–	3	0	3	

2 Complete the subtractions.

a)

		H	T	O	
		6	7	2	
	–	4	7	1	

b)

		H	T	O	
		5	6	3	
	–	1	5	1	

3 Ron is working out 785 – 257

		H	T	O	
		2	5	7	
	–	7	8	5	

Do you agree with the way Ron has set out the subtraction?

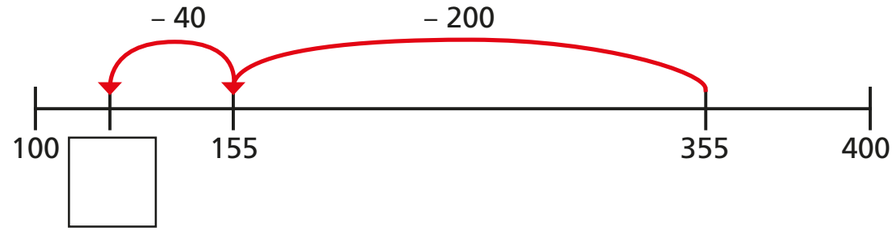
Why?

_____

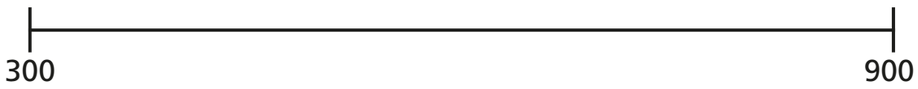
_____

4 Use the number line to work out the subtraction.

a) 355 – 240 = ☐



b) 835 – 501 = ☐



5 A TV costs £120 less than this computer.

How much does the TV cost?

6 There are 849 people at a concert.

There are 625 adults at the concert.

a) How many children are at the concert?

b) How many more adults than children are at the concert?

7 What are the values of each of the shapes?

a)

	6	★	8
–	★	▲	▲
	●	1	5

★ = ☐ ▲ = ☐

● = ☐

b)

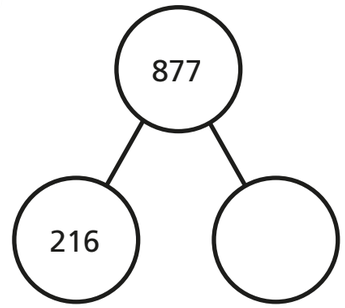
	9	✚	◆
–	✚	4	⬟
	◆	⬟	◆

✚ = ☐ ⬟ = ☐

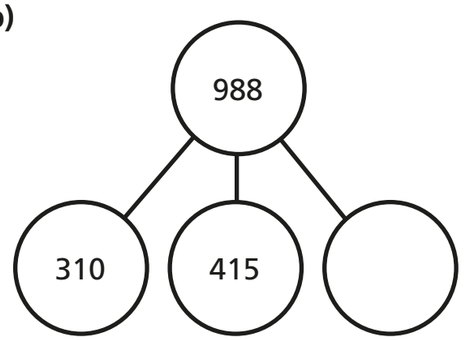
◆ = ☐

8 Complete the part-whole models.

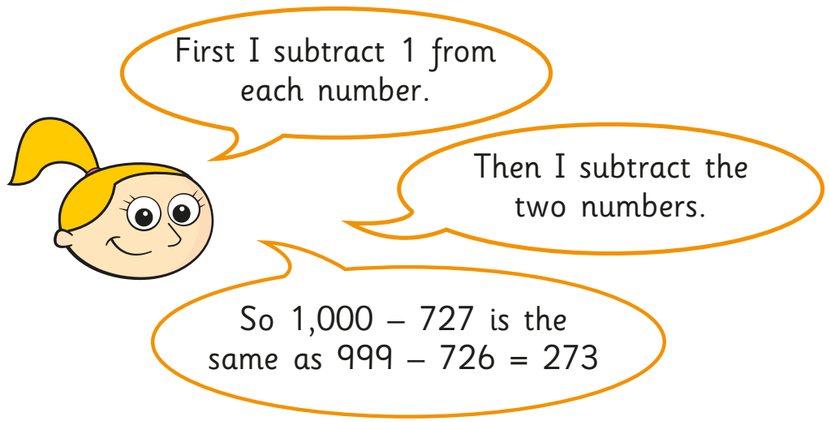
a)



b)



9 Eva is subtracting 727 from 1,000



Why does Eva's method work?

Talk about it with a partner.

Use Eva's method to complete the subtractions.

1,000 – 285 = ☐ 800 – 636 = ☐

Subtract a 3-digit number from a 3-digit number – exchange

1 Complete the column subtractions.

a) 254 – 126

Hundreds	Tens	Ones
100 100	10 10 10 10 10	1 1 1 1

		H	T	O	
		2	5	4	
	–	1	2	6	

What exchange did you have to make?

b) 532 – 281

Hundreds	Tens	Ones
100 100 100 100 100	10 10 10	1 1

		H	T	O	
		5	3	2	
	–	2	8	1	

What exchange did you have to make?

2 Which of these calculations need an exchange?

Tick your answers.

		H	T	O	
		6	5	8	
	–	1	4	4	

		H	T	O	
		3	2	3	
	–	1	1	7	

		H	T	O	
		4	2	9	
	–	1	7	2	

How do you know?

3 Work out the subtractions.

a) 735 – 218

		H	T	O	
		7	3	5	
	–	2	1	8	

c) 415 – 179

		H	T	O	
		4	1	5	
	–	1	7	9	

b) 428 – 163

		H	T	O	
		4	2	8	
	–	1	6	3	

d) 382 – 194

		H	T	O	
		3	8	2	
	–	1	9	4	

4 Talk about the mistake that has been made.

$$\begin{array}{r} 546 \\ -\ 283 \\ \hline 343 \end{array}$$

5 Complete the subtractions.

a)

		H	T	O	
		7	0	0	
	–	5	4	6	

b)

		H	T	O	
		8	0	5	
	–	1	7	9	

6 Work out the missing digits in these subtractions.

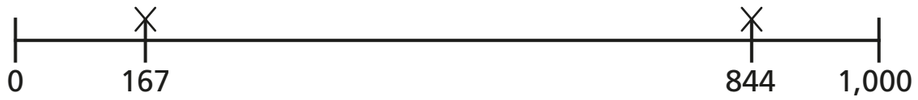
a)

		H	T	O	
		7		5	
	–	3	4		
			7	3	

b)

		H	T	O	
			2	0	
	–	1		8	
		2	9		

7 Two points are marked on a number line.



What is the difference between the two points?

8 Fill in the missing numbers.

a) 179 + ☐ = 595

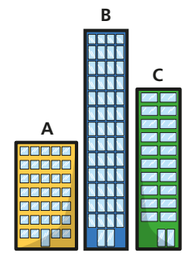
b) 718 – ☐ = 348

c) 95 + ☐ + 138 = 870

d) ☐ – 446 = 503

9 Here are 3 buildings.

- A is 150 m tall
- B is 317 m taller than A
- C is 223 m shorter than B



How much taller is C than A?

10 Aisha buys these items.

How much change does she have from £1,000?

3-Digit Subtraction Activity Sheet

a) 159 − 111 = _____

b) 620 − 478 = _____

c) 523 − 473 = _____

d) 423 − 335 = _____

e) 281 − 243 = _____

f) 756 − 464 = _____

g) 364 − 109 = _____

h) 810 − 627 = _____

a) 947 - 796 = _____

b) 907 - 216 = _____

c) 565 - 384 = _____

d) 525 - 126 = _____

e) 888 - 396 = _____

f) 898 - 143 = _____

g) 913 - 354 = _____

h) 680 - 204 = _____

i) 163 - 159 = _____

a) $\begin{array}{r} {}^{6}\cancel{7}\,{}^{1}2\,\square \\ -\ 3\ 6\ 5 \\ \hline \square\ \square\ 6\ 4 \end{array}$

b) $\begin{array}{r} 7\,\square\,\square \\ -\ \square\ 0\ 0 \\ \hline 4\ 4\ 6 \end{array}$

c) $\begin{array}{r} 9\,\square\,5 \\ -\ 5\ 1\ \square \\ \hline 3\ 9\ 4 \end{array}$

d) $\begin{array}{r} 5\ {}^{7}\cancel{8}\ {}^{1}3 \\ -\ \square\ \square\ \square \\ \hline 1\ 3\ 9 \end{array}$

e) $\begin{array}{r} 3\,\square\,\square \\ -\ \square\ 2\ 3 \\ \hline 9\ 6 \end{array}$

f) $\begin{array}{r} \square\ 1\ \square \\ -\ 2\ \square\ 3 \\ \hline 1\ 0\ 4 \end{array}$

g) $\begin{array}{r} 2\ 8\ \square \\ -\ \square\ \square\ 0 \\ \hline 1\ 7\ 9 \end{array}$

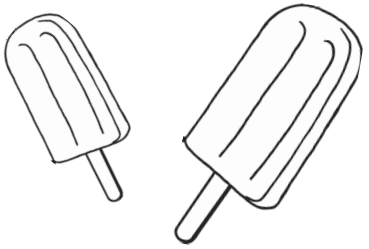
h) $\begin{array}{r} \square\ \square\ \square \\ -\ 7\ 7\ 7 \\ \hline 1\ 7\ 2 \end{array}$

a) At a football cup final, 523 people support one team and 499 people support the other. What is the difference in the number of supporters for each team?

_____

b) An ice cream van has a stock of 882 ice lollies in the freezer. At the end of the day, 395 are left. How many ice lollies were sold?

_____



3 Times Table Activities

Count in 3s and colour in the grid:

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Work out these answers:

a) 3 × 4 = _____

b) 3 × 3 = _____

c) 3 × 5 = _____

d) 3 × 2 = _____

e) 3 × 9 = _____

f) 3 × 6 = _____

g) 3 × 7 = _____

h) 3 × 1 = _____

i) 3 × 11 = _____

j) 3 × 8 = _____

k) 3 × 10 = _____

l) 3 × 12 = _____

How many pieces of fruit are there?

a)  _____ × _____ = _____

b)  _____ × _____ = _____

c)  _____ × _____ = _____

d)  _____ × _____ = _____

Name:_____

Times Tables Rock Stars

2,3,5,10 Times Tables

Week 1 Session 1
2020-21
Timestables for home
3 a week

1	10 × 2 =	21	10 × 3 =	41	6 × 2 =
2	5 × 2 =	22	3 × 10 =	42	3 × 3 =
3	3 × 11 =	23	3 × 12 =	43	6 × 10 =
4	3 × 7 =	24	10 × 8 =	44	7 × 2 =
5	10 × 2 =	25	10 × 12 =	45	5 × 3 =
6	5 × 8 =	26	10 × 4 =	46	2 × 10 =
7	5 × 1 =	27	10 × 12 =	47	2 × 2 =
8	3 × 5 =	28	5 × 8 =	48	2 × 5 =
9	3 × 7 =	29	2 × 1 =	49	11 × 3 =
10	10 × 6 =	30	2 × 2 =	50	4 × 3 =
11	5 × 10 =	31	2 × 10 =	51	7 × 10 =
12	10 × 11 =	32	11 × 10 =	52	10 × 3 =
13	2 × 8 =	33	12 × 2 =	53	12 × 10 =
14	10 × 1 =	34	9 × 10 =	54	1 × 2 =
15	10 × 7 =	35	5 × 5 =	55	10 × 3 =
16	5 × 4 =	36	3 × 3 =	56	3 × 10 =
17	2 × 7 =	37	3 × 3 =	57	12 × 3 =
18	3 × 11 =	38	1 × 10 =	58	2 × 3 =
19	5 × 8 =	39	11 × 5 =	59	8 × 3 =
20	3 × 1 =	40	4 × 10 =	60	5 × 5 =

Time taken

:

3 minute time limit

Score

60

What's your rock status?

WANNABE
< 18 correct in 3 mins

GARAGE ROCKER
18-19 correct in 3 mins

BUSKER
20-21 correct in 3 mins

GIGGER
22-24 correct in 3 mins

UNSIGNED ACT
25-29 correct in 3 mins

BREAKTHROUGH ARTIST
30-35 correct in 3 mins

SUPPORT ACT
36-44 correct in 3 mins

HEADLINER
45-59 correct in 3 mins

ROCK STAR
All correct in ≤ 3mins

ROCK LEGEND
All correct in ≤ 2min

ROCK HERO
All correct in ≤ 1 min

TIMES TABLES ROCK STARS

Name:_____

Times Tables Rock Stars

2,3,5,10 Times Tables

Week 1 Session 2
2020-21
Timestables for home
3 a week

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1	60 ÷ 10 =	21	10 ÷ 5 =	41	80 ÷ 10 =
2	40 ÷ 5 =	22	30 ÷ 5 =	42	8 ÷ 2 =
3	12 ÷ 2 =	23	25 ÷ 5 =	43	60 ÷ 5 =
4	6 ÷ 2 =	24	10 ÷ 5 =	44	15 ÷ 3 =
5	50 ÷ 5 =	25	27 ÷ 3 =	45	60 ÷ 5 =
6	18 ÷ 3 =	26	6 ÷ 2 =	46	22 ÷ 2 =
7	50 ÷ 10 =	27	40 ÷ 5 =	47	60 ÷ 5 =
8	30 ÷ 3 =	28	15 ÷ 3 =	48	5 ÷ 5 =
9	10 ÷ 5 =	29	33 ÷ 3 =	49	50 ÷ 5 =
10	5 ÷ 5 =	30	50 ÷ 5 =	50	60 ÷ 10 =
11	22 ÷ 2 =	31	15 ÷ 3 =	51	80 ÷ 10 =
12	45 ÷ 5 =	32	55 ÷ 5 =	52	18 ÷ 3 =
13	30 ÷ 10 =	33	22 ÷ 2 =	53	90 ÷ 10 =
14	50 ÷ 5 =	34	27 ÷ 3 =	54	20 ÷ 5 =
15	45 ÷ 5 =	35	18 ÷ 2 =	55	12 ÷ 2 =
16	14 ÷ 2 =	36	6 ÷ 3 =	56	9 ÷ 3 =
17	4 ÷ 2 =	37	33 ÷ 3 =	57	35 ÷ 5 =
18	6 ÷ 3 =	38	120 ÷ 10 =	58	90 ÷ 10 =
19	20 ÷ 10 =	39	10 ÷ 2 =	59	24 ÷ 2 =
20	2 ÷ 2 =	40	50 ÷ 10 =	60	80 ÷ 10 =

Time taken

:

3 minute time limit

Score

60

What's your rock status?

WANNABE
< 18 correct in 3 mins

GARAGE ROCKER
18-19 correct in 3 mins

BUSKER
20-21 correct in 3 mins

GIGGER
22-24 correct in 3 mins

UNSIGNED ACT
25-29 correct in 3 mins

BREAKTHROUGH ARTIST
30-35 correct in 3 mins

SUPPORT ACT
36-44 correct in 3 mins

HEADLINER
45-59 correct in 3 mins

ROCK STAR
All correct in ≤ 3mins

ROCK LEGEND
All correct in ≤ 2min

ROCK HERO
All correct in ≤ 1 min

TIMES TABLES ROCK STARS

Name:_____

Times Tables Rock Stars

2,3,5,10 Times Tables

Week 1 Session 3
2020-21
Timestables for home
3 a week

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1	3 × 1 = _____	21	3 × 2 = _____	41	110 ÷ 10 = _____
2	3 × 3 = _____	22	2 × 3 = _____	42	10 ÷ 5 = _____
3	2 × 4 = _____	23	10 × 9 = _____	43	22 ÷ 2 = _____
4	2 × 10 = _____	24	3 × 6 = _____	44	10 ÷ 5 = _____
5	10 × 2 = _____	25	2 × 11 = _____	45	55 ÷ 5 = _____
6	5 × 4 = _____	26	2 × 5 = _____	46	50 ÷ 10 = _____
7	2 × 7 = _____	27	3 × 11 = _____	47	5 ÷ 5 = _____
8	5 × 6 = _____	28	5 × 10 = _____	48	10 ÷ 10 = _____
9	5 × 8 = _____	29	2 × 2 = _____	49	30 ÷ 5 = _____
10	3 × 2 = _____	30	5 × 12 = _____	50	15 ÷ 3 = _____
11	5 × 8 = _____	31	50 ÷ 5 = _____	51	18 ÷ 3 = _____
12	3 × 8 = _____	32	21 ÷ 3 = _____	52	33 ÷ 3 = _____
13	2 × 3 = _____	33	60 ÷ 10 = _____	53	10 ÷ 5 = _____
14	3 × 2 = _____	34	8 ÷ 2 = _____	54	30 ÷ 5 = _____
15	2 × 7 = _____	35	30 ÷ 5 = _____	55	22 ÷ 2 = _____
16	3 × 8 = _____	36	30 ÷ 5 = _____	56	6 ÷ 3 = _____
17	5 × 4 = _____	37	12 ÷ 2 = _____	57	5 ÷ 5 = _____
18	2 × 3 = _____	38	6 ÷ 3 = _____	58	100 ÷ 10 = _____
19	3 × 12 = _____	39	24 ÷ 3 = _____	59	6 ÷ 2 = _____
20	10 × 2 = _____	40	24 ÷ 2 = _____	60	30 ÷ 5 = _____

Time taken

:

3 minute time limit

Score

60

Add up your time

Mins

S1 _____

S2 _____

S3 _____

Total _____

Secs

S1 _____

S2 _____

S3 _____

Total _____

Add up your score

S1 _____

S2 _____

S3 _____

Total _____

English

In this section you will find activities for reading, writing, grammar, spelling and handwriting.

Writing activity: This week we are writing our own version of when the characters enter the chocolate room. We started planning ideas in school so you should have loads of these. I have included the talk for writing text to help you and also a planning sheet in case you want to create a new plan too. Remember to think very carefully about the adjectives you choose and to check your punctuation.

Grammar activity: We have been looking at the different type of sentence. Read each one and decide if it is a statement, question, command or exclamation. You will find an example of each at the top of the sheet. Then write one of each type of sentence about the picture.

Reading: Carefully read the text and answer the questions. Remember to find the evidence in the text.

Spelling: Complete the spelling activities.

Handwriting: Forming letters of the bridge family and then letters that join with a diagonal joining stroke and up to the top broken line to start the next letter.

English - Charlie and the Chocolate Factory

This week you are going to write about your own character entering the chocolate factory. Organise your writing as follows:

- Describe your character (how they look, behave etc.)
- Describe the chocolate room your character enters (what tasty treats are there? Remember to use lots of description!)
- Warning! What is the warning they are issued? What will happen if they ignore it?
- Consequence - when you character ignores the warning what happens to them?

Remember full stops and capital letters, and to check what you have written. You could draw a picture to illustrate your story.

Willy Wonka and the Chocolate Factory - T4W text

The children stood excitedly outside the chocolate room. Augustus Gloop pushed his way to the front. He was a nine-year-old greedy boy who didn't like being told to wait. He ate and ate and did not like being told to wait!

Mr Wonka opened the door and spread out his arms wide and welcomed the children into the Chocolate Room. He warned them not to touch his precious chocolate river because they would get sucked in to the pipe!

As they entered the chocolate room, they could not believe their eyes! Mr Wonka explained with glee about his magnificent waterfall which mixed and churned up the chocolate. The buttercups, the leaves, and even the trees were edible! The grass they were standing on was made of a soft, minty sugar. Mr Wonka described it as delectable! He invited the group to taste the blades of grass.

Augustus Gloop quietly sneaked down to the riverbank before anybody could stop him. He was scooping hot melted chocolate in to his mouth as fast as he could even after Mr Wonka had warned him not to. He carried on greedily drinking the chocolate. Suddenly, there was a shriek, then a splash. In to the river went Augustus Gloop, and in one second he has disappeared under the brown surface.

Original	New Plan	Key Vocab
Opening - describe your character. Augustus Gloop pushed his way to the front. He was a nine-year-old greedy boy who didn't like being told to wait. He ate and ate and did not like being told to wait!		
Describe the scene - what does your room in the chocolate factory look like? As they entered the chocolate room, they could not believe their eyes! Mr Wonka explained with glee about his magnificent waterfall which mixed and churned up the chocolate.		
Warning - what is your character warned NOT to do? Why? He warned them not to touch his precious chocolate river because they would get sucked in to the pipe!		
Action - what does your character do that is wrong? He was scooping hot melted chocolate in to his mouth as fast as he could even after Mr Wonka had warned him not to.		
Consequence - what happens to your character as they ignore the warning? Suddenly, there was a shriek, then a splash. In to the river went Augustus Gloop, and in one second he has disappeared under the brown surface.		

Types of Sentences

Statements - Statements are sentences which tell you something. They end with a full stop.

Questions - Questions are sentences that ask you something. They usually end with a question mark.

Commands - Commands are sentences that tell you to do something. They are often urgent or angry and can be very short.

Exclamations - Exclamations are sentences that state something with strong feeling or emotion. They begin with 'what' or 'how', are full sentences, include a verb or a noun and end with an exclamation mark.'

Look at the text below and <u>underline</u> each type of sentence in a different colour.

One warm, sunny day Jessica and Lilly went to play at the park.

When they arrived there were lots of people at the park.

"What a lot of people there are today " cried Jessica.

"None of the swings are free for me to go on " said Lilly, sounding upset.

"Would you like to go on the slide instead " asked Jessica.

The girls made their way over to the slide.

"You go down the slide first " Lilly told Jessica.

After quite a few slides Jessica noticed the swings were empty.

"Do you want to go to the swings now " she asked Lilly.

"Yes. Let's go over now " replied Lilly.

"How exciting to be at the park with my best friend " exclaimed Jessica as she whizzed down the slide.

The girls ran over and Jessica jumped on a swing.

"Can you push me please " she asked.

Lilly nodded and pushed Jessica on the swing.

"Put your feet down " said Lilly. "I don't want to be hit in the face " she added.

Eventually it was time to go home.

"What a lovely day it was " shouted Jessica.

"I'd like to come back tomorrow " said Lilly.

"Do you want to come with me " she asked Jessica.

Now punctuate each of the sentences correctly in the text above.

How many commands did you find? _____

How many statements did you find? _____

How many questions did you find? _____

How many exclamations did you find? _____

Challenge yourself – Look through your reading books, find five examples of:

a. Commands

b. Statements

c. Questions

d. Exclamations

Write one of each of the four sentences to go with the picture.

Statement

Command

Exclamation

Question

Bridge family

n

m

h

b

p

k

r

joins

ab

th

ck

if

ll

Treasure Island

This extract is based on Chapter 12 of 'Treasure Island' by Robert Louis Stevenson.

After finding a map that used to belong to a pirate (Captain Flint), Jim Hawkins sets off to look for the treasure. While onboard the ship, Jim overhears one of the crew members, Long John Silver, talking about his plans to take the treasure for himself. Jim is about to warn the captain when someone shouts that they can see land ahead.

Captain Smollett gathered the crew on the deck and pointed at the island that had appeared in the distance. "Have any of you ever seen that land before?" he asked.

Long John Silver replied in a rough voice, "I have, sir. I was a cook on a ship that landed here once."

"Can you remember anything about it?" replied the captain. He turned away from Silver to look back at the island.

"Yes, sir. It used to be a main meeting point for pirates. They called it Skeleton Island." Pointing at the greatest hill, Silver continued, "You see that hill there? They called that Spy-Glass because it's where they kept a lookout." The crew followed Silver's gaze and saw a vast, shadowy hill that was surrounded by clouds.

Captain Smollett pulled a chart from his pocket and spread it out on the deck. Silver's eyes grew wide at the sight of the map. However, when he saw that there was no big, red cross that would show him where to find the treasure, he felt disappointed. 'Not to worry,' he thought to himself. Captain Flint's treasure map is onboard somewhere. I'll find it soon enough. Bringing himself back to reality, Silver leant in for a closer look.

"This is a very detailed map, sir," he said slowly. "Pirates definitely didn't make this but I wonder who did." Silver paused before pointing at a section on the map. "There it is. Captain Kidd's Anchorage. That's where you want to head for."

"Excellent," said Captain Smollett. "I'll call you if I have any further questions." With that, Silver moved away.

As Silver moved closer to Jim, the young boy felt scared. Surely, the pirate didn't know that he had overheard the plans. Suddenly, Silver put a hand on Jim's shoulder. "It's lovely, this island. Perfect for a lad like you to visit. In fact, I'm sure the cook would even make you a snack to take with you when you're exploring." He squeezed Jim's shoulder and a nasty grin spread across his face. As the pirate walked away, Jim could feel himself shaking. Maybe Silver did know something after all.

Questions

1. Who has visited Skeleton Island before? Tick one.
   - ○ Jim Hawkins
   - ○ Long John Silver
   - ○ Captain Smollett
   - ○ nobody - it's a deserted island

2. Number the events from 1-4 to show the order that they happened in.
   - ☐ Silver notices that there is no red cross on the captain's map.
   - ☐ Captain Smollett thanks Silver and sends him away.
   - ☐ Jim overhears Silver talking about his plans for the treasure.
   - ☐ Jim finds an old pirate's treasure map.

3. **...Jim could feel himself shaking. Maybe Silver did know something after all.**
   How is Jim feeling at this point in the story? Tick one.
   - ○ scared
   - ○ excited
   - ○ angry
   - ○ happy

4. Draw **four** lines and complete each sentence.

Jim Hawkins...	used to own the map that Jim now has.
Captain Smollett...	wants to warn the captain about Silver.
Captain Flint...	plans to keep the treasure to himself.
Long John Silver...	gathered all of the crew on the deck.

5. Who wrote the book 'Treasure Island'?

   _____

6. Look at the paragraph beginning, **"Yes, sir. It used to be..."**
   Find and copy one word that means the same as **covered.**

   _____

7. Describe Long John Silver's character.

8. Summarise what has happened in this text using 25 words or fewer.

How Weeds Get Everywhere!

Ever wondered how weeds seem to get everywhere in our gardens? One minute your lawn can be lovely and green and the next it's covered - and I mean covered - in dandelions! Well, it's all to do with the clever way that plants reproduce, and spread their seeds far and wide to keep their species alive.

Making the Seeds

So, how do the plants make so many seeds?

Many plants have female parts (including the ovule and stigma) and male parts (including the stamen). Bees and other insects are attracted to the flowers because of their lovely aromas and colours. While they're at the flower, they help move pollen from the male parts to the female parts in order to fertilise the plant. This process is called pollination. Sometimes the wind can also help with this.

Once the plant is fertilised, the seeds can grow. When this happens in a dandelion, the yellow flower turns into what we call a dandelion 'clock'. If you look closely at a dandelion clock, or 'seed head', it is full of dark coloured seeds with light, feathery, white tops that look like umbrellas.

Fact File

- A weed is only a plant that someone does not want in their garden. They can be very pretty!
- Nettles can be used for making tea and medicines, so they are actually very useful.
- The world's largest weed is giant hogweed. It can grow up to 3.65m in height and have leaves that measure 91cm long.
- Some people think that if you hold a buttercup under your chin and the yellow reflects on your skin, it means that you like butter.

Spreading the Seeds

So, how do the seeds get everywhere?

This is the clever bit...

As we said before, dandelions make lots and lots of seeds. They all have feathery, white tops that look like umbrellas. This makes the seeds perfect for floating and flying through the air. So, all they need is the wind, which carries them off landing near and far – some up to 500m away from the parent plant. Before you know it, there are hundreds of seeds all over your lawn, which are all ready to germinate and make yet more dandelions. Other flowers and plants also have other clever ways of spreading their seeds, including putting them inside tasty fruit so that animals eat them. Eventually, the seeds come out of the other end in their poo and start to germinate!

Questions about How Weeds Get Everywhere!

1. Name one of the female parts of the flower.

2. Name something mentioned in this text, other than bees and other insects, that can move pollen around in the flower to help with pollination.

3. What is another name for a dandelion 'clock'?

4. What is a good thing that nettles can be used for?

5. What makes dandelion seeds good at floating in the air?

6. Name another way mentioned in this text, apart from the wind, that seeds can be dispersed.

7. What is the furthest distance a seed can float away from the parent dandelion?

8. What does 'germinate' mean in the final paragraph?

9. In paragraph two the author has written the contracted word **they're**. Write the full words without the apostrophe.

10. In the first paragraph, what does the word 'reproduce' mean?

sounds & syllables
the sensible spelling system

tier 3 | phase 2 | unit 13

words with /s/ spelled <c>

/s/ = <c>			
b i | c y | cle	c e n | t i | p e d e	c ir | c u s	f a n | c y
c a n | c e l	c e n | t re	c i | t y	j ui | c y
c e | l e | b r a te	c e n | t u | r y	c y | c l o ne	p e n | c i l
c e | l e | r y	c er | t ai n	c y | l i n | d er	p r i n | c e ss
c e | ll a r	c ir | c le	d e | c i de	rh i | n o | c e | r o s

teaching notes

<c> is a single-letter spelling that most commonly represents /k/ but represents /s/ when followed by <e> (ce|lery, ce|llar, prin|cess), <i> (cir|cle, ci|ty, de|cide) or <y> (cy|clone, fan|cy, jui|cy).

The <e> or <i> following /s/ spelled <c> might be a single- or multi-letter spelling.
In ce|llar the <e> is a single-letter spelling representing /e/, and in ci|ty the <i> is a single-letter spelling representing /i/. However, in cer|tain the <e> is the first letter in the two-letter spelling <ur> representing /ur/, and in cir|cus the <i> is the first letter in the two-letter spelling <ir> representing /ur/.

If /s/ is not followed by <e>, <i> or <y> it is likely to be spelled <s> (sad, scar, sun).* Although it is generally true that /s/ is only spelled <c> before <e>, <i> and <y>, be careful not to communicate that /s/ is always spelled <c> before <e>, <i> and <y>. <s> also occurs before <e> (sell, send, set), <i> (sick, side, sip) and <y> (sy|lla|ble, sy|phon, sy|rup).**

Because <c> represents /s/ when followed by <e>, <i> or <y>, <k> is preferred when representing /k/ before <e> (bro|ken, ke|ttle, key) <i> (king, ki|tten, skin) and <y> (in|ky, ky|ak, sky).

You might sort words into those in which /s/ is spelled <s> and those in which it is spelled <c>. A word sort has been included for this purpose. When identifying a pattern within the word sort you might note that:

- <c> is only followed by <e>, <i> and <y>
- <s> is also followed by <e>, <i> and <y> but is also followed by other letters

You might sort words into this in which <c> represents /s/ and those in which it represents /k/. A word sort has been included for this purpose. When identifying a pattern within the word sort you might note that:

- <c> represents /s/ before <e>, <i> and <y>
- <c> represents /k/ before all other letters

You might sort words into those in which <c> precedes <e>, <i> and <y> and those in which <k> precedes <e>, <i> and <y>. A word sort has been included for this purpose. When identifying a pattern within the word sort you might note that:

- <c> represents /s/ before <e>, <i> and <y>
- <k> represents /k/ before <e>, <i> and <y>

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MAP MATCH

words with /s/ spelled <c>

Match each word to a map.
Say the word clearly in a spelling voice.
Copy the word onto the word map.
Say each sound as you write the spelling.

cancel centre certain circle city

cyclone cylinder juicy pencil princess

1 __ __ __ | __ __ __

2 __ __ | __ __ __ __

3 __ __ __ | __ __ __

4 __ __ | __ __

5 __ __ __ | __ __

6 __ __ | __ __

7 __ __ | __ __ __

8 __ __ __ __ | __ __ __

9 __ __ | __ __ __ | __ __

10 __ __ | __ __

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WORD SORT

how is /s/ spelled?

centre	salad	certain	second	station	scratch	circle
syrup	city	spider	cycle	suddenly	cyclone	simple

<s>	<c>

pattern

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say snip sound & say spell & say target	say snip sound & say spell & say target	say snip sound & say spell & say target	say snip sound & say spell & say target
city	city	_	
juicy	juicy	_	
circle	circle	_	
cancel	cancel	_	
pencil	pencil	_	
cyclone	cyclone	_	
centre	centre	_	
certain	certain	_	
princess	princess	_	
cylinder	cylinder	_	_

Topic Overview

Lesson 1 (DT)- Follow a recipe to make a meal or dessert. This could be a family favourite or we have included a biscuit recipe that we would follow in school.

Lesson 2 (DT)- Evaluate what you made using the evaluation sheet in the pack. What went well and what would you do differently next time?

Lesson 3 (cross curricular maths)- Look at the information that has been collected in the table and put it on the pictogram. Now use this to answer the questions.

Basic Biscuit Recipe

Ingredients

250g butter, softened

140g caster sugar

- 1 egg yolk
- 2 tsp vanilla extract
- 300g plain flour

Method

1. Heat the oven to 180C/ gas mark 4 and grease a baking tray.
2. Mix 250g softened butter and 140g caster sugar in a large bowl with a wooden spoon, then add 1 egg yolk and 2 tsp vanilla extract and briefly beat to combine.
3. Sift over 300g plain flour and stir until the mixture is well combined - you might need to get your hands in at the end to give everything a really good mix and press the dough together.
4. Roll out the mixture until it is about 1cm thick.
5. Use the cutters to cut out biscuit shapes.

6. Place the shapes on a baking tray and bake for 12 minutes until golden brown.
7. Carefully take the biscuits out of the oven and place them on a wire rack to cool.

Adaption 1- Lemon fingers

Make the basic biscuit dough, adding the zest of two lemons to the dough.
For the icing, mix 140g sifted icing sugar with 4-5 tablespoons of lemon juice and the zest of 1 lemon. When the biscuits are cool, half dip them into the icing, then leave on a rack to set.

Adaption 2 - Triple chocolate biscuits

Make a batch of basic biscuit dough, substituting 50g plain flour for 50g cocoa powder. Add 85g white chocolate chunks and 85g milk chocolate chunks, then mix well. Scoop the mixture into 12 large balls onto a non-stick baking sheet. Space well apart, as they will spread. Flatten slightly, bake for 12-15 mins, then transfer the soft, warm cookies to a cooling rack to firm up.

DT

Evaluation

LO - To evaluate my finished product.			
Success Criteria		Me	Teacher
Give my product a rating out of 5.			
Evaluate the appearance of my product.			
Evaluate the taste of my product.			
Say if my design matched my plan.			
Explain what others thought of my design.			
Describe any difficulties that I had.			
Explain how I could improve my design further.			
Explain why I would make this change to my product.			

Mild

The star rating for my product was ...

My finished recipe looked ...

My finished recipe tasted ...

How would you improve your final product next time?

Maths Data Handling

LO - To present and answer question about data.			
Success Criteria		Me	Teacher
Count how many children vote for each item.			
Record the information in a tally chart.			
Represent the information in a pictogram.			
Represent the information in a pictogram where one symbol represents two children.			
Answer questions about the date you have collected.			
Ask questions about the date you have collected.			

Collect data to show which type of biscuit was the most popular in class.

Biscuit	Tally	Total
Vanilla	𝍸 IIII	
Lemon	III	
Orange and cranberry	𝍸 III	
Raisin	I	
Smarties	𝍸 𝍸	
Salted caramel	II	
Triple chocolate	𝍸 𝍸 I	
Cheese		

Pictogram = 2 children

Vanilla	
Lemon	
Orange and cranberry	
Raisin	
Smarties	
Salted caramel	
Triple chocolate	
Cheese	

Which was the most popular flavour?

Which was the least popular flavour?

How many children chose Lemon?

How many children chose triple chocolate?

How many more children liked smarties than salted caramel?

How many more children liked vanilla than lemon?

How many children took part in the survey altogether?