Year 3 home learning pack

WC: 7.12.20

Group 2



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 - Solve mixed addition and subtraction problems.

https://vimeo.com/464179514

Lesson 2 - More addition and subtraction problems.

(Same video from yesterday).

Lesson 3 - Estimate the answers to check questions.

https://vimeo.com/466581257

Lesson 4 - Check the answer to calculations.

https://vimeo.com/466583700

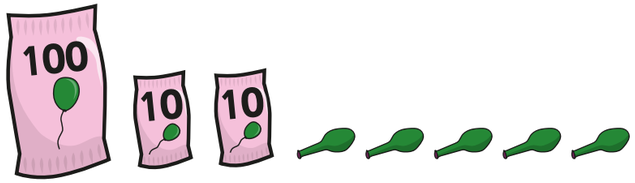
Timestables

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.

Mixed addition and subtraction problems

1 Mr Hall has these balloons.



a) He buys these balloons.



How many does he have now?

☐ + ☐ = ☐

b) Then, Mr Hall buys some more balloons.



How many does he have now?

☐ + ☐ = ☐

c) Finally, he buys these balloons.



How many does Mr Hall have now?

☐ + ☐ = ☐

2 Sam has 42 muffins.

She sells 6 muffins.

How many muffins does she have left?



☐

3 A piece of string is 348 cm long.

Jack cuts off a piece 20 cm long.

a) How much string does he have left?

☐ cm

Jack cuts off another piece of string.

Now he has 278 cm of string left.

b) How long is the second piece of string?

☐ cm

© White Rose Maths 2020

4 Miss Rose buys a toaster and kettle.



The kettle costs £12 more than the toaster.

How much do the toaster and kettle cost altogether?

£ ☐

5 A jug contains 775 ml of juice.



Tommy pours two glasses of juice.

He pours 200 ml into one glass

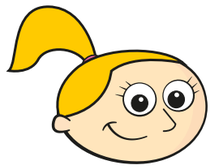
He pours 50 ml into the other glass.

How much juice is left in the jug?

☐ ml

6 Eva has 100 cubes.

She uses them to make two towers.



She has 55 cubes left over.

How many cubes are in the second tower?

☐

7 Here are two number cards.

83	☐

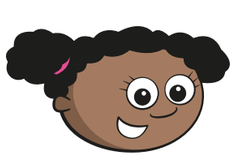
The difference between the two cards is 70

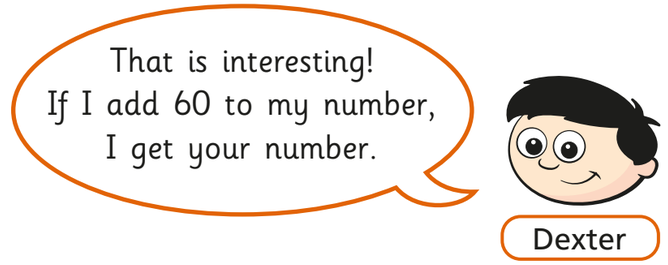
What could the number on the other card be?

☐ or ☐

8 Whitney and Dexter are thinking of a number.

They are thinking of a different number.





What number is Dexter thinking of?

☐

© White Rose Maths 2020

LO – Solved mixed addition and subtraction problems.	Lesson 2

Success Criteria	Me	Teacher
Read the questions carefully.		
Draw a bar model.		
Identify if you need to add or subtract the numbers.		
Choose a method to solve the problem.		
Solve problems that involve more than one step.		

Today I worked I WS	Today I worked using C P A

Mild

A cricket team score 234 in the first innings and 123 in the second innings. How many runs did they score altogether?	There are 315 children in the school. 172 of them have school meals. The rest have packed lunches. How many children have packed lunches?
Abi collects stamps. She has 350 in a box and 226 in a book. How many does she have altogether?	There are 358 people at a football match. 230 are children and the rest are adults. How many adults were at the match?
Lee has £451 in his bank account. He spends £120 on a new scooter. How much money does he have left?	Jen travels 206 miles to London than a further 171 miles to Brighton. How far does she travel in total?

Spicy

A cricket team score 326 in the first innings and 123 in the second innings. How many runs did they score altogether?	There are 345 children in the school. 172 of them have school meals. The rest have packed lunches. How many children have packed lunches?
Abi collects stamps. She has 358 in a box and 426 in a book. How many does she have altogether?	There are 598 people at a football match. 239 are children and the rest are adults. How many adults were at the match?
Lee has £451 in his bank account. He spends £190 on a new scooter. How much money does he have left?	Jen travels 236 miles to London than a further 171 miles to Brighton. How far does she travel in total?

Hot

Miss Rose buys a toaster and kettle. The kettle costs £18 more than the toaster. How much do the toaster and kettle cost altogether? 	Eva has 300 cubes. She uses them to make two towers.  She has 155 cubes left over. How many cubes are in the second tower?
A jug contains 800ml of juice. Tommy pours two glasses of juice. He pours 325ml into one glass. He pours 150ml into the other class. How much juice is left in the jug? 	The crisp factory needs to make 875 bags an hour. If a machine breaks down and the factory only makes 323 bags in one hour, how many does it need to make in the next hour to catch up.
Dorothy is saving her money for a new bike costing £286. If she already saved £139 and is then given £59 for her birthday, how much more does she need to save?	The cinema has 700 seats. 113 adults and 276 children come to see the film. How many empty seats are there?

Estimate answers to calculations

1 There are 195 people on a train.

There are 308 people on a plane.

a) Complete the sentences to estimate the total number of people.

195 is close to ☐ 308 is close to ☐

My estimate for the number of people in total is

☐ + ☐ = ☐

b) Work out the total number of people on the train and plane.

☐

Was it a good estimate? How do you know?

2 Estimate the answer to 395 + 49

395 is close to ☐ 49 is close to ☐

My estimate is ☐

Work out the exact answer.

How close was your estimate? Talk to a partner.

3 For each question work out an estimate and the exact answer.

Question	Estimate	Exact answer
705 – 194		
511 – 97		
187 + 203 + 19		

4 Why is it a good idea to estimate the answer to a calculation?

Write one reason.

© White Rose Maths 2019

5 Amir is working out 195 + 412

		H	T	O	
		1	9	5	
+		4	1	2	
	5	1	0	7	

Use an estimate to show how you know Amir is wrong.

_____

_____

6 Mr Jones cycles a number of kilometres each day.

The table shows the distance he cycles.

Monday	Tuesday	Wednesday	Thursday
189 km	88 km	215 km	53 km

Mr Jones planned to cycle 500 km in total by the end of Thursday.

a) Has Mr Jones cycled as many kilometres as he planned?
Give an estimate.

b) How far has Mr Jones cycled in total?

7 A bottle is full of 813 ml of orange juice.

A glass has a capacity of 495 ml.

Can you pour two full glasses of juice?

Give an estimate.

Explain your answer.



_____

_____

8 Whitney is estimating if she has saved enough money to buy a new dress and a new bike.





Whitney has so far saved £220

I have not saved enough. £65 is close to £100 and £153 is close to £200. That means I need about £300



Is Whitney correct? _____

Explain your answer.

_____

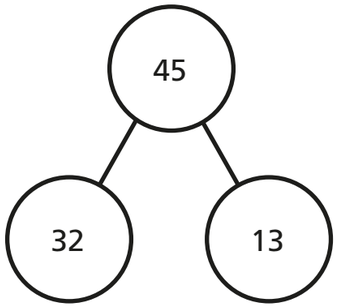
_____

© White Rose Maths 2019

Check answers

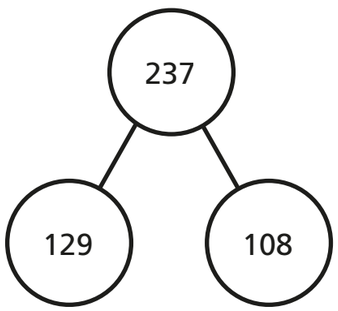
1 Complete the fact family for each model.

a)



	+		=	
	+		=	
	–		=	
	–		=	

b)



	+		=	
	+		=	
	–		=	
	–		=	

c)



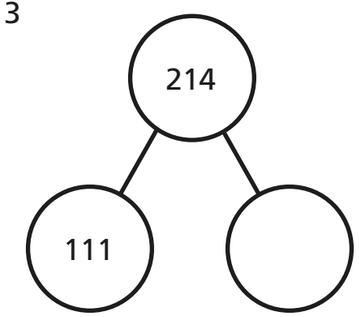
	+		=	
	+		=	
	–		=	
	–		=	

2 There is a mistake in each subtraction.

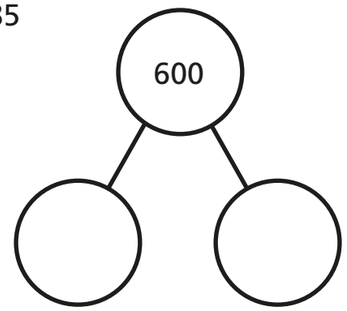
Use an addition to check each subtraction.

Complete the part-whole models.

a) 214 – 111 = 113

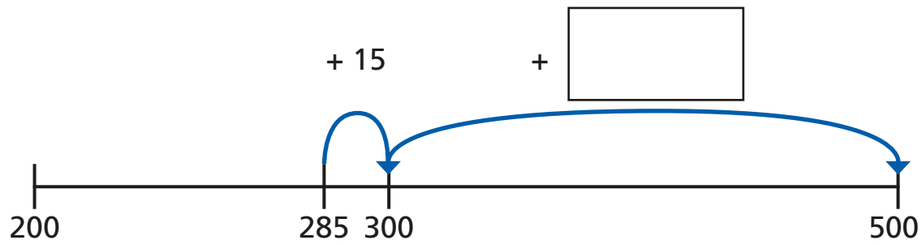


b) 425 = 600 – 185



3 Show an addition on the number line that could be used to work out the subtraction.

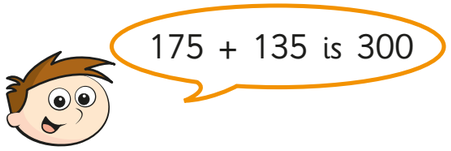
a) 500 – 285 = ☐



b) 750 – 683 = ☐

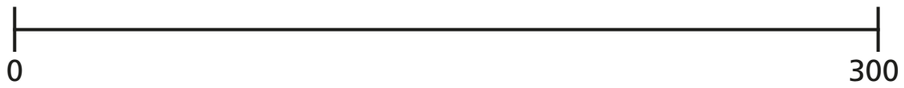
© White Rose Maths 2019

4 Teddy is working out an addition calculation.



a) What subtraction could Teddy do to check he is correct?

b) Draw the subtraction on the number line to show that Teddy is wrong.



c) What is the correct answer to Teddy's question?

5 Work out the problem and then check your calculation.

A crate contains 462 apples.

Some apples are used to make juice.

There are 187 apples left.

How many apples were used to make the juice?

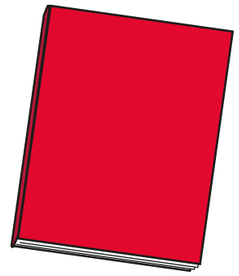
6 Work out the problem and then check your calculation.

Kim reads a book.

The book has 200 pages.

She reads 75 pages on Monday and 39 pages on Tuesday.

How many pages does she have left to read?



7 Use the digit cards to make two 3-digit numbers.

3	4	5	6	7	8

Write an addition using your numbers.

What is the answer to your addition?

Ask a partner to check your addition.

Talk about the different methods you can use.

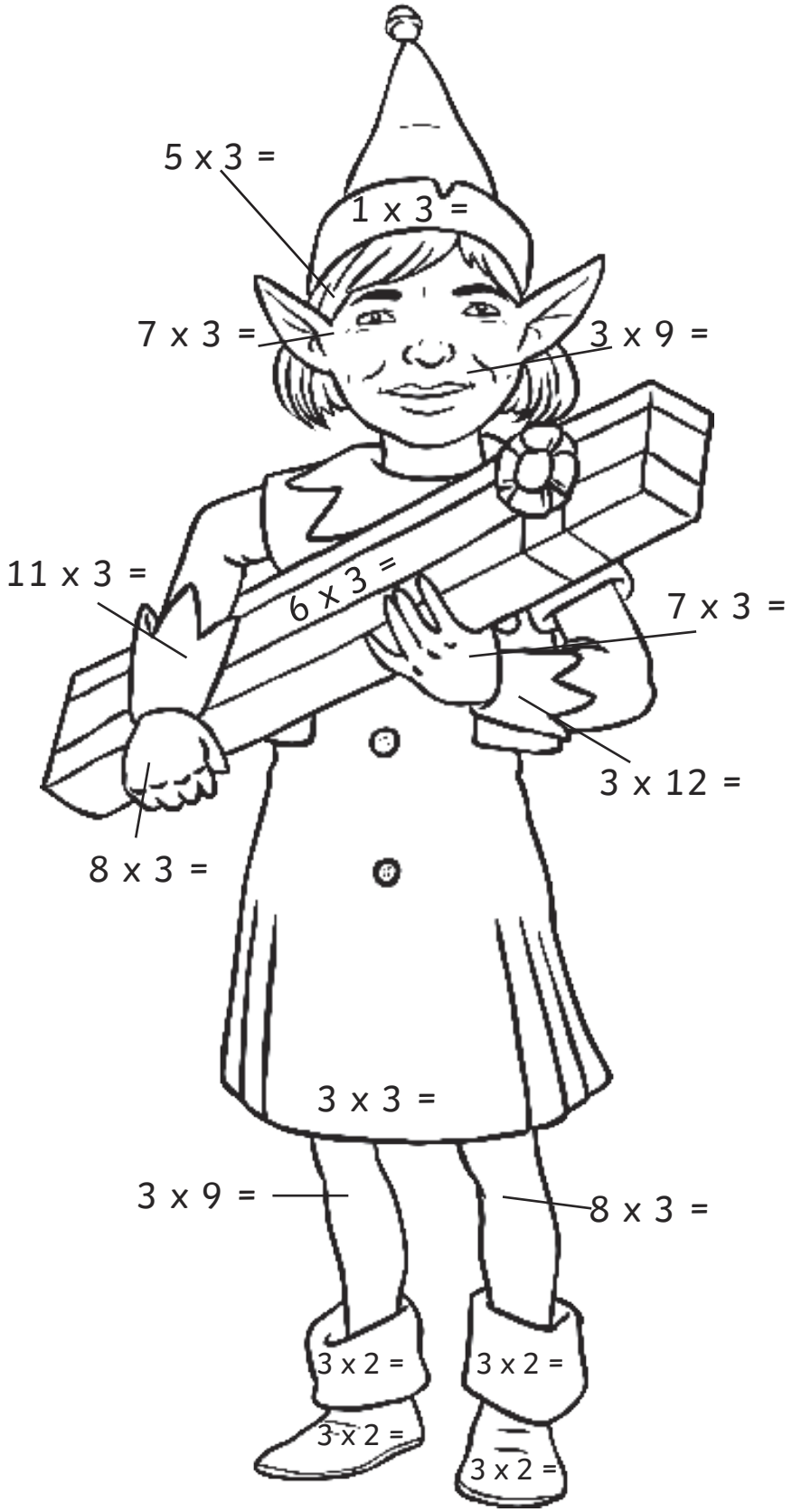
© White Rose Maths 2019

3 Times Table Christmas Colour by Calculation

Colour in the picture by solving the calculations.

Key:

1-10	green
10-20	brown
21-30	skin colour of your choice
31-36	red



Name:_____

Times Tables Rock Stars

2,3,5,10 Times Tables

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

Licensed to Lakeside Primary School, Doncaster

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

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

©Maths Circle Ltd 2020

Name:_____

Times Tables Rock Stars

2,3,5,10 Times Tables

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

Licensed to Lakeside Primary School, Doncaster

1	6 ÷ 3 =	21	120 ÷ 10 =	41	2 ÷ 2 =
2	12 ÷ 3 =	22	90 ÷ 10 =	42	45 ÷ 5 =
3	15 ÷ 3 =	23	16 ÷ 2 =	43	60 ÷ 5 =
4	22 ÷ 2 =	24	12 ÷ 2 =	44	35 ÷ 5 =
5	18 ÷ 2 =	25	20 ÷ 2 =	45	3 ÷ 3 =
6	80 ÷ 10 =	26	30 ÷ 3 =	46	20 ÷ 10 =
7	22 ÷ 2 =	27	12 ÷ 2 =	47	35 ÷ 5 =
8	18 ÷ 3 =	28	22 ÷ 2 =	48	33 ÷ 3 =
9	5 ÷ 5 =	29	6 ÷ 2 =	49	4 ÷ 2 =
10	100 ÷ 10 =	30	30 ÷ 10 =	50	2 ÷ 2 =
11	22 ÷ 2 =	31	5 ÷ 5 =	51	12 ÷ 2 =
12	15 ÷ 3 =	32	10 ÷ 10 =	52	80 ÷ 10 =
13	50 ÷ 5 =	33	36 ÷ 3 =	53	25 ÷ 5 =
14	20 ÷ 2 =	34	15 ÷ 3 =	54	33 ÷ 3 =
15	35 ÷ 5 =	35	22 ÷ 2 =	55	20 ÷ 5 =
16	30 ÷ 3 =	36	9 ÷ 3 =	56	70 ÷ 10 =
17	21 ÷ 3 =	37	30 ÷ 3 =	57	21 ÷ 3 =
18	45 ÷ 5 =	38	15 ÷ 3 =	58	90 ÷ 10 =
19	20 ÷ 2 =	39	60 ÷ 5 =	59	50 ÷ 5 =
20	60 ÷ 10 =	40	40 ÷ 5 =	60	30 ÷ 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

©Maths Circle Ltd 2020

Name:_____

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

Times Tables Rock Stars

2,3,5,10 Times Tables

Licensed to Lakeside Primary School, Doncaster

1	5 × 6 = _____	21	10 × 12 = _____	41	30 ÷ 10 = _____
2	5 × 10 = _____	22	10 × 11 = _____	42	15 ÷ 3 = _____
3	2 × 1 = _____	23	5 × 2 = _____	43	12 ÷ 2 = _____
4	10 × 7 = _____	24	3 × 2 = _____	44	33 ÷ 3 = _____
5	5 × 4 = _____	25	10 × 5 = _____	45	18 ÷ 3 = _____
6	2 × 3 = _____	26	10 × 10 = _____	46	50 ÷ 5 = _____
7	10 × 3 = _____	27	3 × 10 = _____	47	33 ÷ 3 = _____
8	2 × 4 = _____	28	3 × 11 = _____	48	9 ÷ 3 = _____
9	2 × 1 = _____	29	3 × 2 = _____	49	15 ÷ 5 = _____
10	10 × 11 = _____	30	5 × 2 = _____	50	21 ÷ 3 = _____
11	3 × 11 = _____	31	10 ÷ 2 = _____	51	10 ÷ 2 = _____
12	2 × 5 = _____	32	35 ÷ 5 = _____	52	6 ÷ 2 = _____
13	2 × 6 = _____	33	9 ÷ 3 = _____	53	60 ÷ 5 = _____
14	5 × 9 = _____	34	22 ÷ 2 = _____	54	18 ÷ 2 = _____
15	5 × 2 = _____	35	30 ÷ 10 = _____	55	100 ÷ 10 = _____
16	5 × 7 = _____	36	60 ÷ 5 = _____	56	4 ÷ 2 = _____
17	5 × 4 = _____	37	4 ÷ 2 = _____	57	35 ÷ 5 = _____
18	5 × 11 = _____	38	20 ÷ 5 = _____	58	5 ÷ 5 = _____
19	5 × 5 = _____	39	24 ÷ 2 = _____	59	80 ÷ 10 = _____
20	2 × 5 = _____	40	60 ÷ 5 = _____	60	10 ÷ 10 = _____

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 _____

©Maths Circle Ltd 2020

English

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

Writing activity: Building on from the writing you produced last week write a similar story but using your own setting (see instructions on the next page for more details).

Grammar activity: We are looking at different types of conjunctions and using these to extend sentences.

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 smile family and the misfits and then letters that join with a diagonal joining stroke and up to the top solid line to start the next letter.

English - Writing a story set in a different location.

We have been writing our stories set in a Chocolate Factory, now have a go at writing a story set in a different location. Your story could be set on a beach, in a busy city, in a different country or even a different planet! If you need ideas think of places you may have seen on television or read about in book or visited on holiday or a school trip. This is a chance to be imaginative.

As with our Charlie writing, you will need a main character - what will happen to them? What will they see? Will there be a warning like in Charlie and the Chocolate factory?

Use the plan on the next page to help you to plan your story.

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.		

Top

Top

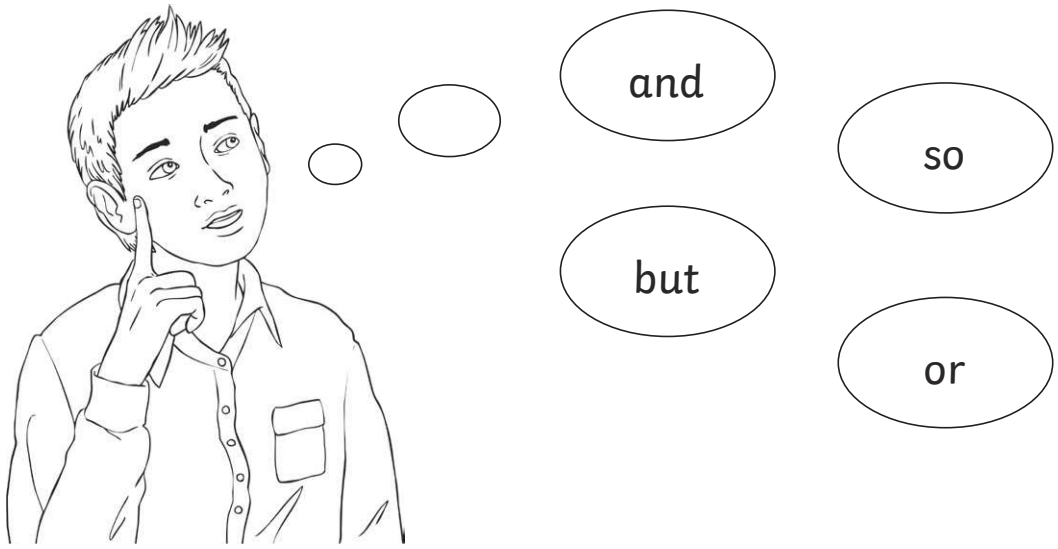
Top

Top

Top

Colin's Co-ordinating Conjunction Challenge

Colin needs your help to complete the sentences below. He needs to place the best conjunction into each sentence to help him to join both of the independent clauses together. Help him by writing the best co-ordinating conjunction in each sentence.



1. I wanted to play outside _____ it was raining.
2. Gemma was feeling really tired _____ she went to bed.
3. Sergio didn't know whether he should tidy his bedroom _____ whether he should do his homework first.
4. I like to watch gymnastics _____ I cannot perform any of the moves.
5. Aaron fell over _____ he bumped his head.
6. I took my dog for a walk _____ we both got muddy.
7. Would you like to play with building bricks _____ would you prefer to play with your action figures?
8. Amina was feeling hungry _____ she ate a sandwich.
9. I wanted to go to the beach _____ Dad said that we couldn't today.
10. Charlie went to the shop _____ he bought some chocolate.

A Birthday Party

Look at this picture of a birthday party scene. Write a paragraph to describe what is happening on the lines provided. Try to include each of the co-ordinating conjunctions below. Tick each conjunction as you use it in a sentence.



so	**and**	**but**	**or**

Misfits

s

f

z

x

s

f

z

x

Joins

ky

em

ip

lu

kn

A Monster Surprise

Beneath the leafy rooftop of the woods in Little Nook
Was a very hungry rabbit, who was searching by the brook.

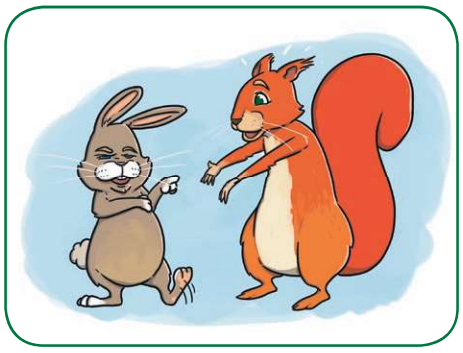


"My **flowers** have been stolen – almost every single bunch!"
Rabbit panicked, feeling sure that there was not enough for lunch.

He saw a clump of fur between some sticks upon the ground
And he thought that he might know just where the culprit might be found.



So, Rabbit marched to Squirrel's house to find his precious food
And to tell his friend that taking it was really rather rude.



"Excuse me!" shouted Rabbit, now with Squirrel in his sight.
"I was really looking forward to my marigold delight.
I know you took my flowers. Please return them right away."
But it wasn't only Rabbit who was missing food that day.

"My **acorns** have been stolen!" Squirrel shouted with a cry.
"And the villain left a bite mark in my tree as they went by."



The friends knew just one creature who would nibble on a tree

And they thought that they might know just where the culprit might now be.

So, on they marched to Beaver's house to find their precious food

And to tell their friend that taking it was really rather rude.



"Excuse me!" shouted Squirrel, now with Beaver up ahead.

"I was really looking forward to my toast with acorn spread.

I know you took my acorns. Would you kindly give them back?"

But it wasn't only Squirrel who was cross about her snack.

"My **branches** have been stolen!" snuffled Beaver, full of grief.

"And I'm sure I saw a pointy tusk belonging to the thief."



The friends knew just one creature with a tusk of any sort

And they thought that they might know just where the culprit might be caught.

So, on they marched to Boar's house, off to find their precious food

And to tell their friend that taking it was really rather rude.



"Excuse me!" shouted Beaver, now that Boar was in her view.

"I was really looking forward to my branch and bramble stew.

I know you took my branches and I'd like them back, unchewed!"

But it wasn't only Beaver who was longing for her food.

"My **berries** have been stolen!" snorted Boar, wide-eyed with shock.

"And the robber left some footprints leading right across that rock.



I've never seen a creature who has footprints of that kind

So I think that we should follow them to see what we can find."

The friends climbed up the rock and clambered down the other side

As they trekked to find their food with just the footprints as their guide.



They took a narrow path that formed a line between the trees...

And then crawled through thorny bushes that left scratches on their knees.

They climbed some jagged rocks until their feet could take no more.

Then, they came across a cave that had a boulder for a door.



The boulder started moving and the creatures stood in fright

As a silhouette inside began to shuffle into sight.

"A monster!" Rabbit shouted as the friends all turned to flee.



In the panic, Rabbit tripped, colliding head first with a tree.

The monster's hand loomed down and as it picked him up, he shook.

There was nothing quite so scary in the whole of Little Nook!

"Oh, please say you won't eat me!" Rabbit begged with fearful eyes.

"I would **never** eat a rabbit!" laughed the monster with surprise.

"Well, thank you!" answered Rabbit, as he brushed the dirt away.
And the friends were all relieved to see that Rabbit was OK.
The monster mumbled shyly as it bent down on one knee,
"I was hoping that you all would like to join me for some tea."



The monster clicked its fingers and the glow-worms shined their lights
On the most amazing party full of wonderful delights.
"Our missing foods!" said Rabbit, now the monster's plan was clear,
And the creatures all said sorry for reacting with such fear.

"Please join me," said the monster, as it headed for the seats.
"You can help yourself to cups of tea and lots of yummy treats."

When Rabbit's little tummy brimmed with marigold delight,
And when all the toast had gone with no more acorn spread in sight,

When Boar was full of berries and the stew was at an end,
They all thanked the gentle monster...
who was now their brand new friend.



Questions

1. What did the animals think had happened to their food? Tick one.
   - ◯ They thought it had been stolen.
   - ◯ They thought it had been cooked.
   - ◯ They thought it had been poisoned.

2. What do you think the word 'culprit' means?

   _____

   _____

3. List three pairs of rhyming words in the story.
   1. _____
   2. _____
   3. _____

4. Put these events from the story in order by numbering them 1 to 4. The first one has been done for you.

Beaver is looking for her branches.	
Squirrel is looking for her acorns.	
Rabbit is looking for his flowers.	**1**
Boar is looking for his berries.	

5. How do you think the animals felt when they first saw the monster?

   _____

   _____

6. Why do you think the monster wanted to have a tea party with the animals?

   _____

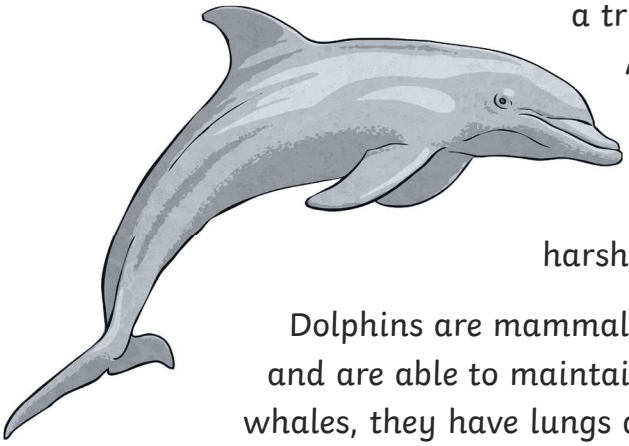
   _____

   _____

Dolphins

What Do Dolphins Look Like?

A dolphin is a marine animal that is part of the whale family.
Dolphins have smooth, rubbery skin and are usually a mixture of black, white and grey in colour. They have two fins on their sides, a triangular fin on their back and a tail.



A dolphin's tail is horizontal unlike fish. Like other whales, they have an insulating layer of fat under the skin called blubber to protect them in the harsh cold of the freezing seas.

Dolphins are mammals, not fish, so they are warm-blooded and are able to maintain their body temperature. Like other whales, they have lungs and breathe through a single nostril called the blowhole which is located on the top of their head.

Where Do Dolphins Live?



Dolphins live in the world's seas, oceans and rivers. They like to be with other dolphins, living together in groups called pods. In the wild, bottlenose dolphin pods are formed based on age, sex and family relationships. This could be mothers and their newborns or most recent offspring, a mix of male and female young dolphins and adult males either alone or in pairs. Dusky dolphins, commonly found off the coast of New Zealand, have been known to create superpods of over a thousand dolphins, due to being so well fed.
Some dolphin pods like to live in coastal areas while others choose to live in shallow waters away from the coast or further out to sea.

visit twinkl.com

Hunting Behaviour



Bottlenose dolphins are unique hunters - they hunt their prey by swimming around fish in large circles while beating their tails down hard to stir up the shallow silt (sea floor), making the water murky. The lead dolphin continues to do this, making the circle smaller and smaller, eventually trapping the fish like in a net. As the fish leap out of the circle to escape, the other dolphins catch them in their mouths.

A bottlenose dolphin can jump out of the water as high as 4.9 metres from the surface and can flip over onto their back, belly or side. This is known as breaching. They breach for many reasons, including to let other dolphins know there is food nearby.



visit twinkl.com

Dolphins Questions

1. What family does the dolphin belong to? Tick one.

   ◯ seal

   ◯ otter

   ◯ whale

   ◯ shark

2. Find and copy one word that means keeping warm.

   _____

3. Draw **four** lines to complete each sentence.

Dolphins are mammals, not fish, so they	are formed based on age, sex and family relationships.
Like other whales, they	have been known to create superpods of over a thousand dolphins, due to being so well fed.
In the wild, bottlenose dolphin pods	have lungs and breathe through a single nostril called the blowhole which is located on the top of their head.
Dusky dolphins, commonly found off the coast of New Zealand,	are warm-blooded and are able to maintain their body temperature.

4. Number the events from **1-5** to show the order in which they occur in the **Hunting Behaviour** section. The first one has been done for you.

	They beat their tail down hard to stir up the shallow silt.
	Other dolphins catch the fish in their mouth.
1	Bottlenose dolphins hunt their prey by swimming around fish in large circles.
	The water changes to become murky.
	The bottlenose dolphin makes the circle smaller and smaller to trap the fish like in a net.

visit twinkl.com

Dolphins Questions

5. What is the name of the action that dolphins perform as they jump out of the water and flip over onto their back, belly or side? Tick one.

- ◯ breach
- ◯ splash
- ◯ spin
- ◯ beach

6. Fill in the missing words.

A bottlenose dolphin can jump out of the water as high as 4.9 _____ from the surface and can flip over onto their back, _____ or side.

7. Summarise what you have learnt about dolphins using 25 words or fewer.

_____

_____

_____

visit twinkl.com

Y3/4 Spellings Words Search

q	s	f	h	k	h	d	g	z	c	d	p
u	w	a	k	n	t	e	n	r	a	e	l
e	j	k	e	o	n	y	i	a	t	o	p
s	n	j	j	w	g	r	n	g	l	w	w
a	v	k	f	l	a	o	t	f	h	s	h
e	u	e	k	e	p	t	e	k	e	t	i
r	r	n	n	d	h	s	r	m	o	z	z
c	j	i	q	g	u	i	e	i	c	i	h
n	t	g	e	e	y	h	s	f	e	o	t
i	f	a	o	r	z	j	t	b	i	f	p
i	x	m	t	n	a	t	r	o	p	m	i
o	g	i	o	r	l	e	n	g	t	h	s

height
history
imagine
increase
important
interest
island
knowledge
learn
length

Y3/4 Spellings Words Search

k	j	p	u	e	m	y	u	z	x	p	g
f	u	w	w	b	j	m	i	n	u	t	e
n	a	t	u	r	a	l	k	b	v	j	f
m	a	t	e	r	i	a	l	p	w	d	e
y	l	l	a	n	o	i	s	a	c	c	o
y	h	j	n	p	u	k	g	y	r	i	d
t	n	o	i	s	a	c	c	o	g	f	k
h	e	c	i	t	o	n	u	i	k	j	g
g	m	e	d	i	c	i	n	e	l	s	i
u	f	t	y	r	a	r	b	i	l	e	q
a	n	o	i	t	n	e	m	t	o	j	p
n	a	h	h	j	y	y	k	r	o	t	a

library
material
medicine
mention
minute
natural
naughty
notice
occasion
occasionally

Y3/4 Spellings Words Search

w	p	o	u	o	i	h	b	k	c	n	n
h	a	q	p	w	f	f	w	k	v	o	k
p	r	e	p	p	p	t	p	j	i	i	r
h	t	x	t	l	o	e	e	t	y	s	a
a	i	z	b	k	c	s	i	n	w	s	l
r	c	r	e	u	z	s	i	e	m	e	u
m	u	u	l	l	o	y	u	t	j	s	p
z	l	i	v	p	w	r	n	u	e	s	o
h	a	c	y	r	a	n	i	d	r	o	p
r	r	v	k	f	d	i	u	q	t	p	n
o	g	t	p	e	r	h	a	p	s	g	j
g	o	p	o	s	s	e	s	s	s	q	q

often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess
possession

Y3/4 Spellings Words Search

m	b	a	p	o	t	a	t	o	e	s	s
t	j	r	e	k	n	b	h	p	m	z	a
p	r	e	s	s	u	r	e	o	n	e	r
v	e	t	o	h	y	n	l	s	s	n	u
p	g	r	p	o	g	l	y	s	z	v	i
r	u	a	r	u	b	y	l	i	p	y	z
o	l	u	u	r	z	r	b	b	c	s	a
m	a	q	p	g	m	v	a	l	a	r	w
i	r	i	f	g	m	u	b	e	g	d	j
s	q	u	e	s	t	i	o	n	m	e	s
e	j	e	r	u	z	t	r	n	t	x	i
y	t	n	e	c	e	r	p	l	i	k	d

possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular

Y3/4 Spellings Words Search

v	w	r	n	g	i	e	r	u	n	s	b
i	m	j	f	l	a	i	c	e	p	s	n
f	k	k	h	t	g	n	e	r	t	s	l
q	e	s	i	r	p	r	u	s	n	s	y
o	k	m	s	e	n	t	e	n	c	e	s
k	u	l	e	g	n	a	r	t	s	e	e
o	p	d	e	e	s	o	p	p	u	s	p
p	t	r	r	e	b	m	e	m	e	r	a
c	s	t	r	a	i	g	h	t	j	l	r
o	c	c	c	z	e	l	o	f	e	w	a
x	q	i	c	g	u	x	t	z	j	z	t
y	c	l	m	l	l	r	m	k	y	x	e

reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise

Topic Overview

Lesson 1 (RE)- Look at the information about Christingles. What information have year learnt? Use your learning to answer the questions.

Lesson 2 (RE)- Use the information that you have learnt about Christingles to create your own acrostic poem.

Lesson 3 (DT)- Design your own Christmas treat. Look at examples of packaging that are found around your home. What information is included on the packaging? Design your own packaging for your treat. Don't forget to include the product name and a list of ingredients.

Christingles



What Are Christingles?

Christingles are used by some Christians in church during the time of Advent, to celebrate the birth of Jesus and Jesus as the Light of the World. The word Christingle means 'Christ's light'. They are made using particular objects and each one represents something special.

What the Christingle Represents

A Christingle begins with an orange, which is used to represent the whole world. A red ribbon is placed around the outside of the orange. This is a symbol of Jesus' love and how he gave his life to save mankind.

Four sticks are stuck into the orange to represent the four seasons: winter, spring, summer and autumn. The sweets or pieces of fruit on the end of the sticks represent the fruits of the earth and the gifts people are given by God.

The candle is a symbol of Jesus as the Light of the World, and the Christian belief that he brought light to the world with the love he shared with everyone, regardless of who they were.

The First Christingles

Christingles were first used in 1747 in Germany. A bishop called Johannes de Watteville was taking a service during Advent and he gave all the children who came a candle with a red ribbon around it. He wanted to give them a simple sign that reminded them of the happiness that can come from Jesus.

Did You Know?

The Children's Society helps children who do not have enough food, shelter or care.

In 1968, Christingles were used in a church service to raise money for a charity called The Children's Society. Those Christingles were made using oranges, sweets and sticks as well as the ribbon and candle which the bishop had used before.

What Happens at a Christingle Service?

Many people go to a Christingle service in church at Advent. Traditionally, all the lights are turned off and when people light their Christingle candle, they think about how the birth of Jesus brought light to the world.



Questions

1. What are Christingles used for? Tick one.

   ◯ to celebrate Christians ◯ to celebrate Jesus' birth ◯ to celebrate light

2. Find and copy one word which closely matches the meaning 'stands for'.

   _____

3. Match up these sentences.

The orange is a symbol of	gifts from God.
A ribbon is a symbol of	the world.
The sweets are a symbol of	Jesus' love.

4. Why is a candle part of a Christingle? Tick two.

   ◯ Christingle means 'Christ's light'.

   ◯ Jesus appeared at night.

   ◯ Jesus was like the light in the dark world.

5. In what year were Christingles first used? Tick one.

   ◯ 1757 ◯ 1747 ◯ 1774

6. What did Johannes de Watteville give children at his Advent service? Tick one.

   ◯ an orange with a candle in the top

   ◯ a red candle with a white ribbon around it

   ◯ a candle with a red ribbon around it

7. Why did he give this gift to the children at the service?

   _____

   _____

8. Why were Christingles used in 1968?

   _____

   _____

C

H

R

I

S

T

I

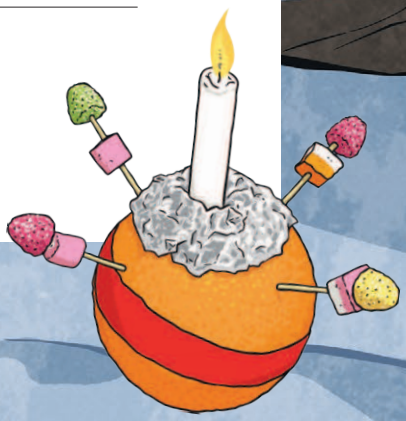
N

G

L

E





twinkl
visit twinkl.com

DT

Designing

LO - To plan my biscuit.			
Success Criteria		Me	Teacher
Choose my biscuit shape.			
Label your decorations.			
Record the ingredient that you will need.			
Think about any other equipment you will need.			
Make changes to the recipe to show what changes you will make.			
Adapt the biscuit in a different way by combining the best bits from different biscuits from the first attempt.			

Hot

My biscuit design

Other equipment that I need.

Ingredients list

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

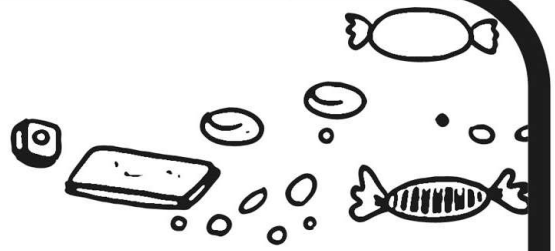
_____

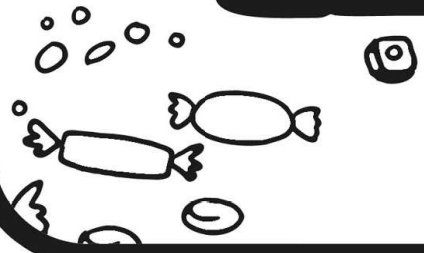
_____

_____

_____

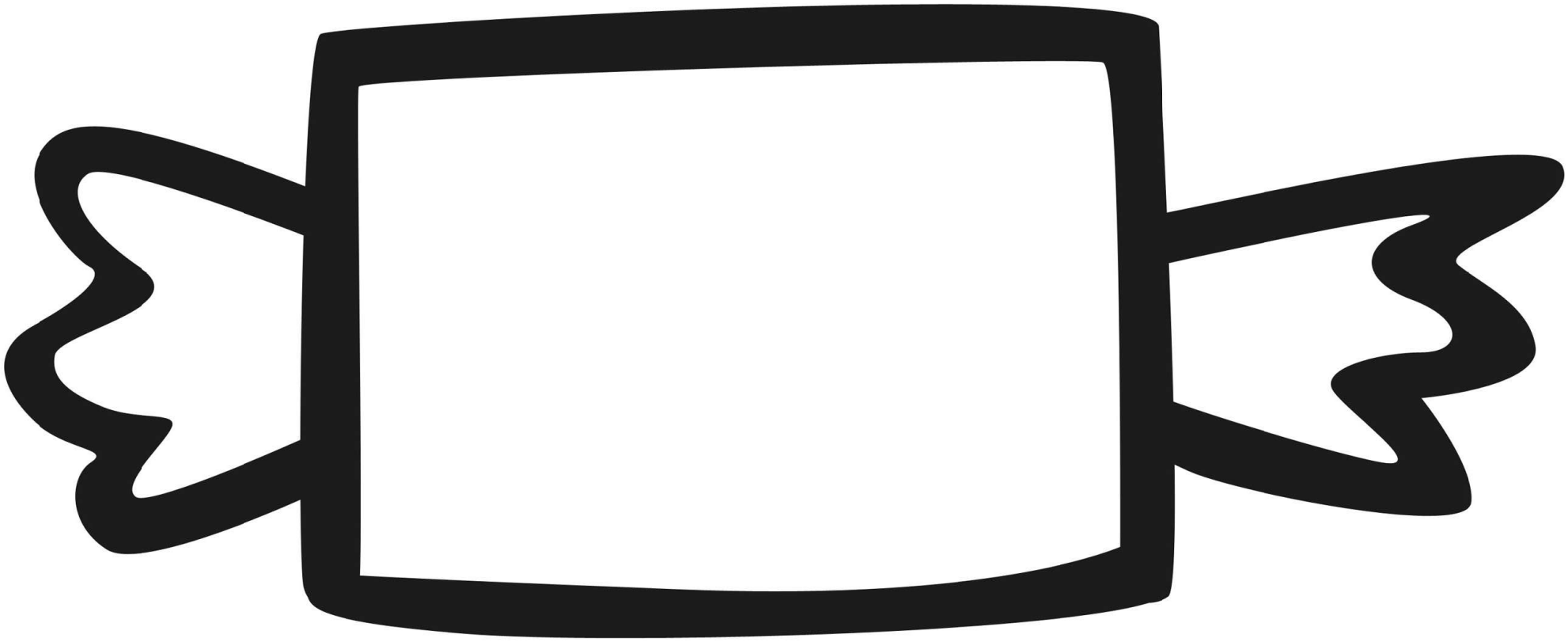
Wrapper Design

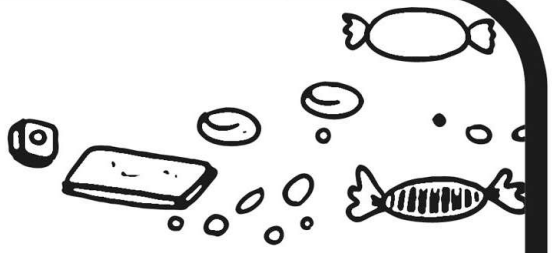


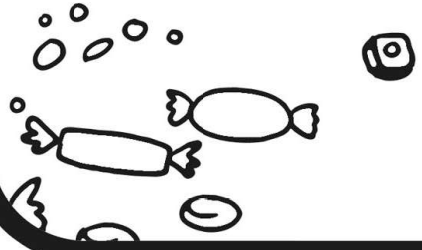


twinkl www.twinkl.co.uk

Wrapper Design







twinkl www.twinkl.co.uk