

Year 3 home learning pack

WC: 7.12.20

Group 4



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 from 10 or 20.

<https://vimeo.com/465728628>

Lesson 2 - Subtract a one digit from a two digit no crossing.

No video

Lesson 3 - Subtract a tens number from a two digit number.

<https://vimeo.com/468561808>

Lesson 4 - Subtract a one digit number from a two digit number crossing ten.

<https://vimeo.com/466497248>

Timestables

Complete the sheet by counting in 10s.

Colour the numbers in the ten times table on the grid and then use that to help you to complete the questions.

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.

LO - To subtract a one digit number from 10. (number bonds) (Adapted success criteria- B squared)		Lesson 1	
Success Criteria		Me	Teacher
Represent the number 10 in numicon.			
Read a subtraction question.			
Use counters to take away a given number of holes.			
Count how many holes are left.			
Extension- take away a number from 20.			
Today I worked	I WS	Today I worked using	C P A

$10 - 4 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$10 - 9 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$10 - 7 = \underline{\quad}$

$10 - 0 = \underline{\quad}$

Challenge

$20 - 4 = \underline{\quad}$

$20 - 10 = \underline{\quad}$

$20 - 6 = \underline{\quad}$

$20 - 11 = \underline{\quad}$

$20 - 13 = \underline{\quad}$

$20 - 15 = \underline{\quad}$

Draw a picture in your book to solve.

$10 - 3 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$10 - 6 = \underline{\quad}$

LO - To subtract a one digit number from a two digit number (no crossing). (Adapted success criteria- B squared)		Lesson 2	
Success Criteria		Me	Teacher
Read a subtraction question.			
Represent a number in base ten.			
Take away a given number of ones			
Record how many ones are left.			
Record how many tens are left.			
Today I worked	I WS	Today I worked using C P A	

Make a number in base 10 and then subtract the number of ones.

$$17 - 4 = \underline{\quad\quad} \quad 18 - 5 = \underline{\quad\quad\quad} \quad 23 - 2 = \underline{\quad\quad}$$

$$26 - 5 = \underline{\quad\quad} \quad 28 - 7 = \underline{\quad\quad\quad} \quad 38 - 5 = \underline{\quad\quad}$$

$$63 - 3 = \underline{\quad\quad} \quad 76 - 5 = \underline{\quad\quad\quad} \quad 89 - 6 = \underline{\quad\quad}$$

I have 35 sweets and eat 4. How many are left? $\underline{\quad\quad}$

I have 47p and I spend 5p. How much is left? $\underline{\quad\quad}$

Now put your base 10 away and draw a picture to solve the questions below.

$$24 - 3 = \underline{\quad\quad} \quad 37 - 4 = \underline{\quad\quad} \quad 58 - 7 = \underline{\quad\quad}$$

LO - To subtract a tens number from a two digit number (no crossing). (Adapted success criteria- B squared)		Lesson 3	
Success Criteria		Me	Teacher
Read a subtraction question.			
Represent a number in base ten.			
Record how many ones are left after subtracting zero.			
Take away a given number of tens.			
Record how many tens are left.			
Today I worked	I WS	Today I worked using	C P A

Make a number in base 10 and then subtract the number of ones.

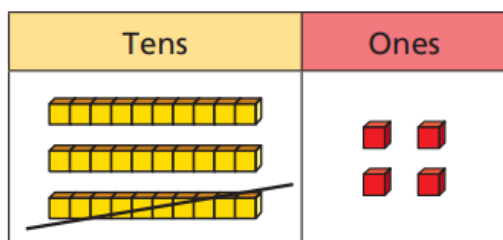
$$23 - 10 = \underline{\quad\quad} \quad 35 - 10 = \underline{\quad\quad} \quad 46 - 10 = \underline{\quad\quad}$$

$$34 - 20 = \underline{\quad\quad} \quad 62 - 20 = \underline{\quad\quad} \quad 75 - 20 = \underline{\quad\quad}$$

$$63 - 40 = \underline{\quad\quad} \quad 81 - 50 = \underline{\quad\quad} \quad 93 - 60 = \underline{\quad\quad}$$

What calculation is represented?

Complete the number sentence.



$$\square - \square = \square$$

Now put your base 10 away and draw a picture to solve the questions below.

$$32 - 10 = \underline{\quad\quad} \quad 45 - 20 = \underline{\quad\quad} \quad 53 - 30 = \underline{\quad\quad}$$

LO - To subtract a ones number from a two digit number (crossing 10). (Adapted success criteria- B squared)		Lesson 4	
Success Criteria		Me	Teacher
Read a subtraction question.			
Represent a number in base ten.			
Regroup a ten for ten ones.			
Take away the ones.			
Take away the tens.			
Record how many are left.			
Today I worked	I WS	Today I worked using	C P A

Complete the subtractions.

a) $14 - 9 =$

d) $15 - 7 =$

b) $14 - 8 =$

e) $15 - 9 =$

c) $17 - 8 =$

f) $12 - 3 =$

Complete the subtractions.

a) $31 - 7 =$

e) $74 - 9 =$

b) $46 - 9 =$

f) $64 - 9 =$

c) $32 - 8 =$

g) $54 - 8 =$

d) $32 - 3 =$

h) $41 - 3 =$

Counting in 10s

Cut out the numbers in the dashed boxes and stick them in the correct order.

	20							90	
--	-----------	--	--	--	--	--	--	-----------	--

10

80

30

60

70

40

100

50

10 Times Table Activities

Count in 10s 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	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Work out these answers:

a) $10 \times 2 =$ _____

d) $10 \times 6 =$ _____

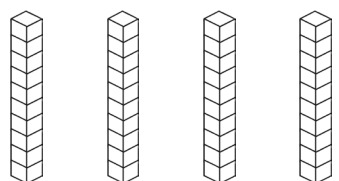
b) $10 \times 10 =$ _____

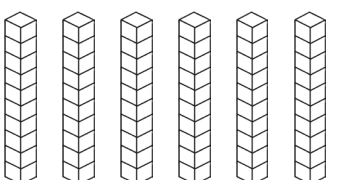
e) $10 \times 12 =$ _____

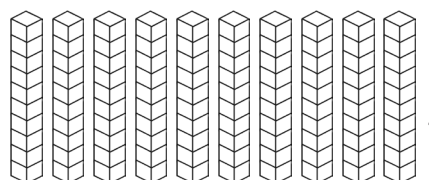
c) $10 \times 5 =$ _____

f) $10 \times 9 =$ _____

How many cubes are there? There are 10 cubes per stack.

a)  _____ \times _____ = _____

b)  _____ \times _____ = _____

c)  _____ \times _____ = _____

Name: _____

Week 2 Session 1

2020-21

Timestables for home

3 a week

Times Tables Rock Stars

10 Times Tables

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

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 \leq 3mins

ROCK LEGEND

All correct in \leq 2min

ROCK HERO

All correct in \leq 1 min

**TIMES TABLES
ROCK STARS**

Name: _____

Week 2 Session 2

2020-21

Timestables for home

3 a week

Times Tables Rock Stars

10 Times Tables

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

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: _____

Week 2 Session 3

2020-21

Timestables for home

3 a week

Times Tables Rock Stars

10 Times Tables

Licensed to Lakeside Primary School, Doncaster

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

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 _____

English

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

Writing activity: Write your own description of what you can see in the chocolate room. What can you see, hear and smell?



Grammar activity: Use *and* to join sentences together and write your own sentences using *and*.

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

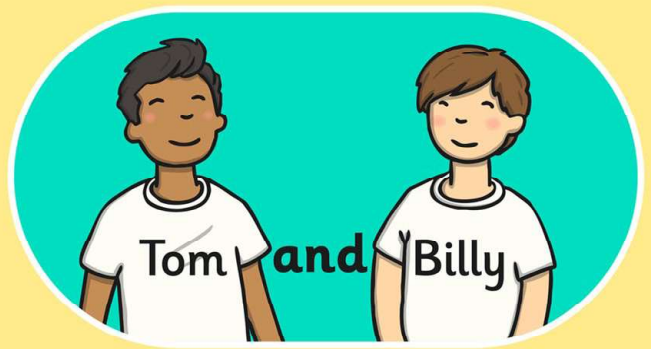
Spelling: Complete the spelling activities. Look carefully at the spelling of each word.

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.

Using **and** to Join Words and Sentences

- The word **and** is very helpful.
- We can use **and** to join two words, sentences or parts of sentences together.
- Using **and** helps our writing flow more smoothly.
- Using **and** lets us add more information to a sentence.

Joining Words



Joining Sentences

The boys were good friends. They always played together.

The boys were good friends **and** they always played together.





Theo's Party

I can join two sentences using **and**.



1. Which sentences go together? Draw lines to match them up.

Lots of people went to the party.

Theo blew them out.

There was a cake with six candles.

It was yummy.

We played pass the parcel.

He will be seven.

It is Farhan's birthday next week.

They all had fun.

We ate party food.

Jess won.

Challenge:

2. Now join the two sentences using **and** to make a longer sentence.

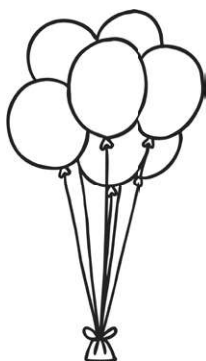
a) Lots of people went to the party **and** _____.

b) There was a cake with six candles **and** _____.

c) We played pass the parcel _____.

d) It is Farhan's birthday next week _____.

e) We had party food _____.



Writing sentences with and

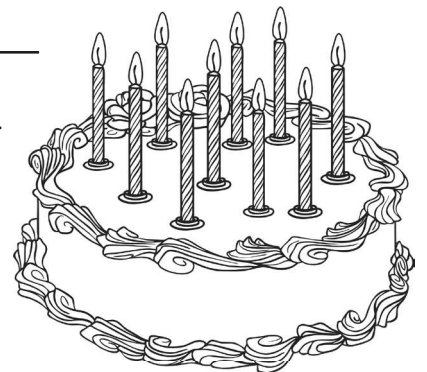
I can use **and** to write a longer sentence of my own.



1. Use the ideas bank to help you plan your own special party. Remember to use **and** to join together your ideas.

balloons	sandwiches	party games
cake	friends	dancing
singing	pass the parcel	musical statues
fun	laugh	birthday
card	present	

My Special Party



Misfits

s

f

z

x

s

f

z

x

Joins

ky

em

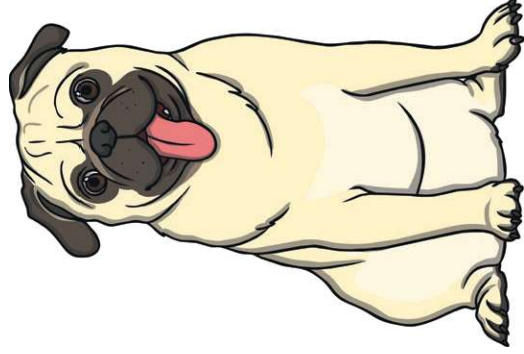
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kn

Home Alone

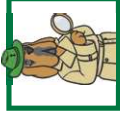
9 My name is Spoon and I am a pug.
17 I am home alone in the daytime. My
28 owner goes out and it is time for me to
39 have some fun. I like to jump on all of the
48 beds. I drink from the pond and eat the
56 slippers. Sometimes, I like to chew up all
66 of the tissues in the box. I slide down the
75 stairs on my tum. Then, I run back to
84 my bed when I hear the key turn in
86 the door.



Read Together Quick Questions



1. What type of dog is Spoon?



2. What is Spoon's favourite thing to do when he is left alone?



3. Find and copy a word that rhymes with **hide**.



4. Number the events from 1 to 3 to show the order that they appear in the text.

☐

I drink from the pond.

☐

I slide down the stairs.

☐

I liked to jump on all of the beds.

Pete's Silver

- 8 Pete sails the seas and looks for silver!
- 17 His ship is called The Silver Finder and he has a crew of five shipmates.
- 32 Philip is the cook. He likes to make meat pies and stew.
- 43 Prue is the lookout. She scouts out new spots to dig for silver!
- 57 Roy cleans the deck and Floyd helps in the galley.
- 67 Paul is a bird. He squawks all day long.
- 75 The shipmates have not found the silver yet.
- 80 Will X mark the spot?



Read Together Quick Questions



1. What is Philip's job on the ship?



2. Why do you think that Pete named his ship The Silver Finder?



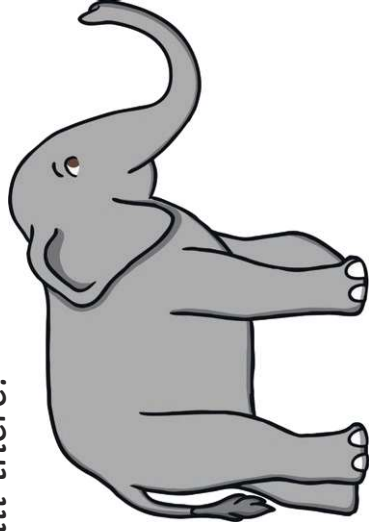
3. Sum up the crew on Pete's ship using 20 words or fewer.



4. What would you like to find out about Pete and his ship? Write a question.

The Queen's Elephant

- 8 People say that The Queen has a big
15 elephant in her garden. The elephant sleeps
24 in the shed and eats cream buns. She has
32 never been seen outside of the garden but
40 lots of people think that it is true.
49 I think that The Queen likes to ride her
52 elephant at night.
60 One day, the elephant broke a statue of
70 The King and ate all of the cakes that the
77 cook had made. "That elephant must go!"
80 said The King.
87 I think that she is still there!



Read Together Quick Questions



1. Where does the elephant sleep?



2. Why do you think that The King said '**That elephant must go!**'



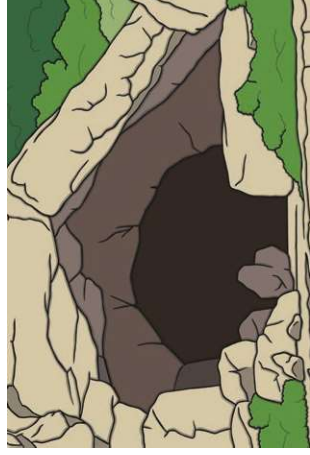
3. Find and copy one adjective used to describe the elephant.



4. What do you think might happen next to The Queen's elephant?

The Whoopsit

- 8 The whoopsit has nine claws on his big
17 paws. His fur is black and brown. He lurks
27 in a dark cave at the top of a hill.
39 The cave is so high up that it is near the clouds.
48 He sings a tune all day long in the
56 summer. He likes to shout and moan in
58 the winter.
67 We saw his footprints in the mud near the
74 river. Some people are afraid of the
84 whoopsit but I am not. I hope that I can
93 meet him and we can play games all day
94 long.

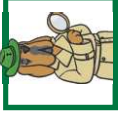


Read Together Quick Questions

1. Where does the whoopsit live?



2. Do you think that the whoopsit is happier in the summer or in the winter?



3. Find and copy one word that describes how some people feel about the whoopsit.



4. What do you think that the child and the whoopsit might play if they met?



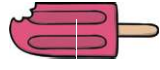
Common Exception Word Activity Mat: here

1

Find and circle the word **here**.

here ve there
has here here
here he there
his has here his

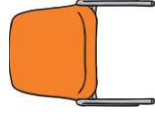
Highlight the word **here** in these sentences.



Here we go.



Summer is here.



Please sit here.



Here is some water.

Trace the word **here**.

here
here
here

Finish off the word **here**.

he ____
h ____
____re
____e

Now write the full word.

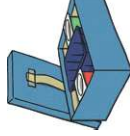
Add the word **here** to these sentences.



Come _____ quickly!

_____ comes the bus.

Can I eat my lunch _____?



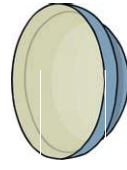
Common Exception Word Activity Mat: there

2

Find and circle the word **there**.

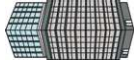
there here where
here there where
here here here
there where there

Highlight the word **there** in these sentences.



There were no biscuits left.

There is a rush.



I live over there.

Will you take me there?



Trace the word **there**.

there
there
there

Write the letters from the word **there** inside the boxes.

--	--	--	--	--

Clap the word **there**.



Finish off the word **there**.

the ____	____ ere
t ____	____ e

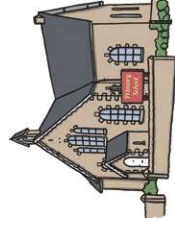
Now write the full word.

Add the word **there** to these sentences.

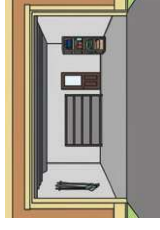


Who did you meet _____?

_____ was nobody _____.



_____ is no school today.



Common Exception Word Activity Mat: where

3

Find and circle the word **where**.

where was were
where where there
there where when
where were when
where were was

Highlight the word **where** in these sentences.



Where is Paris?

Where is my tortoise?



Where is your key?



Do you know where I live?



Trace the word **where**.

where
where
where

Write the letters from
the word **where** inside
the boxes.

--	--	--	--	--	--

Clap the word **where**.

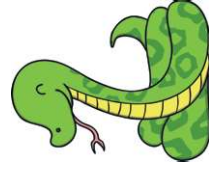


Finish off the word **where**.

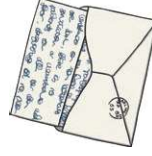
where__	_____ere
w_____	_____e

Now write the full word.

Add the word **where** to these sentences.

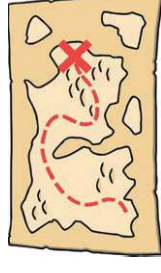


He asked me _____ my snake was.



_____ are you going?

_____ is the postbox?



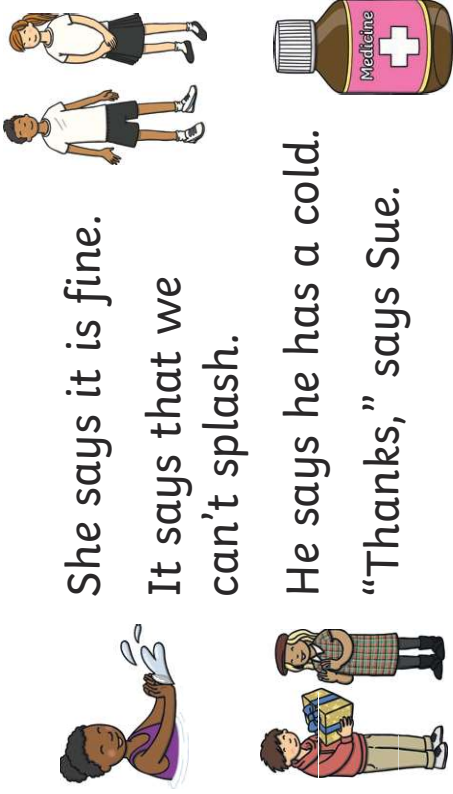
Common Exception Word Activity Mat: says

4

Find and circle the word **says**.

said she says
some she says
some says says
says some said she

Highlight the word **says** in these sentences.



Trace the word **says**.

says
says
says

Write the letters from the word **says** inside the boxes.

--	--	--	--

Clap the word **says**.



Finish off the word **says**.

sa _ _ _	_ _ _ ys
_ _ _ s	s _ _ _ _

Now write the full word.

Add the word **says** to these sentences.



Gran _ _ _ _ I look just like Mum.

He _ _ _ _ it is only a few miles.

Uncle Henry always _ _ _ _ _ , "I am the best!"



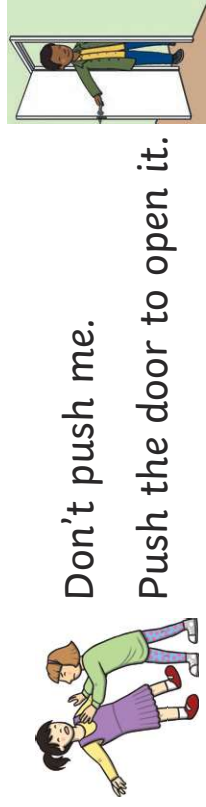
Common Exception Word Activity Mat: push

5

Find and circle the word **push**.

push pull put
put pull push
push pin push
pull push pin put

Highlight the word **push** in these sentences.

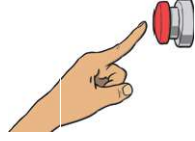


Don't push me.

Push the door to open it.

"Push!" shouted Harry.

Do not push the button.



Clap the word **push**.



Finish off the word **push**.

pu _ _ _	_ _ _ sh
p _ _ _ _	_ _ _ _ h

Now write the full word.

Write the letters from the word **push** inside the boxes.

--	--	--	--	--

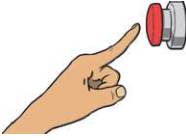
Trace the word **push**.

push
push
push

Add the word **push** to these sentences.



Be careful not to _ _ _ _ too hard.



She gave the bike a little _ _ _ _ the button to turn it on.



Topic Overview

Lesson 1 (RE)- Look at the information about Christingles. What information have you 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
A ribbon is a symbol of
The sweets are a symbol of

gifts from God.
the world.
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.

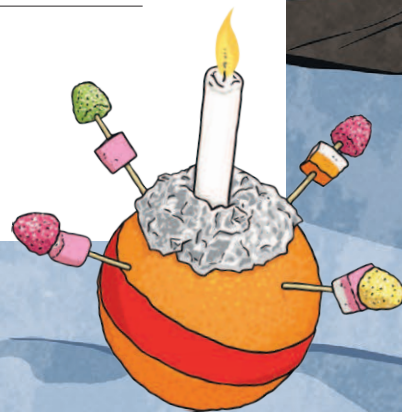
☐ 1757 ☐ 1747 ☐ 1774

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?



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.			

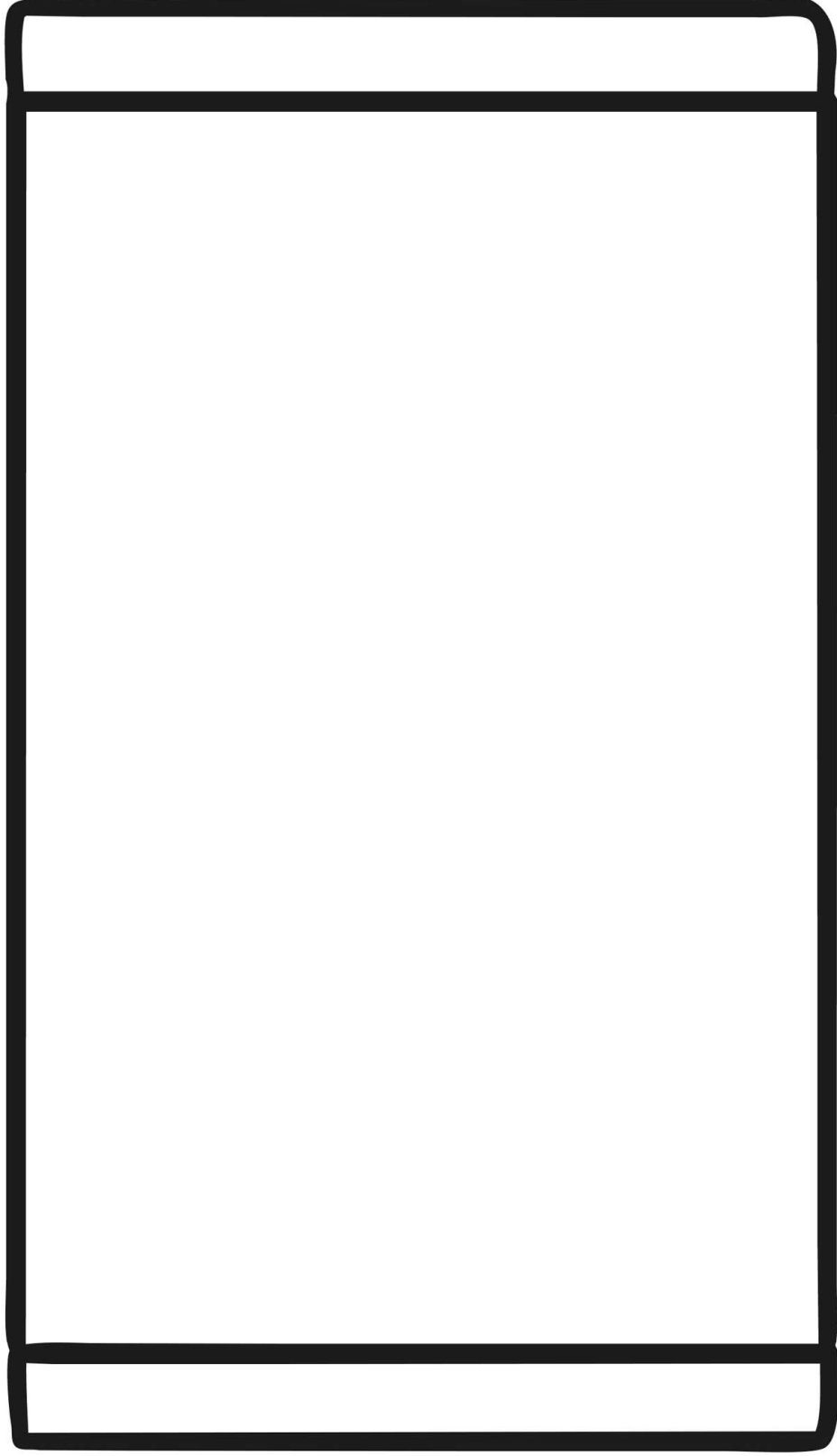
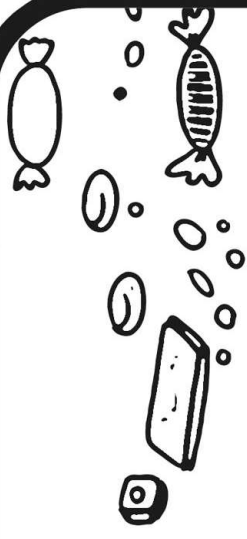
Hot

My biscuit design

Ingredients list

Other equipment that I need.

Wrapper Design



Wrapper Design

