YEAR 3

HOME LEARNING PACK - 2

NAME: _____

CLASS: _____

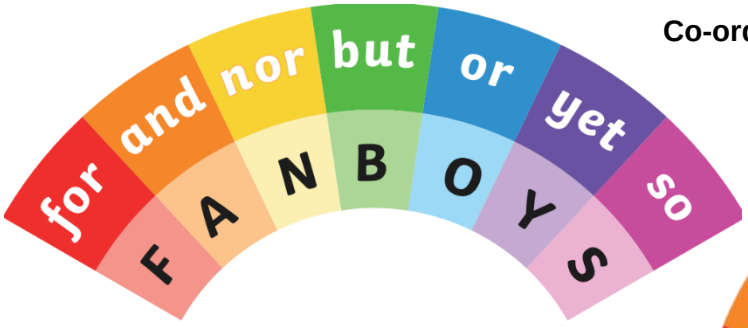
Contents

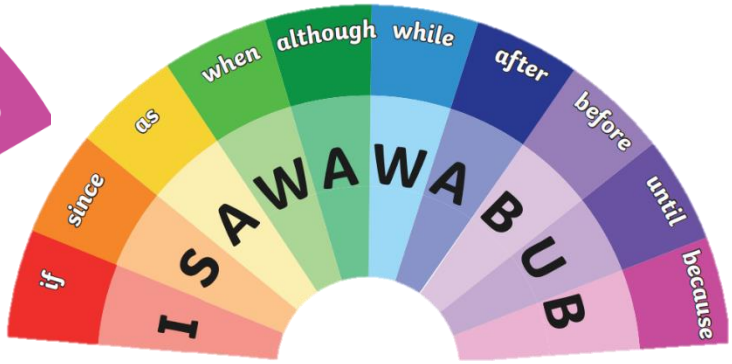
ENGLISH

There are a range of different activities in this booklet based on things we have already been learning about.

There are 2 writing tasks – one fiction and one non-fiction. You should be practising your spellings every day, like your times tables. When you're confident with the spelling pattern listed on the sheet you should continue to work on the Year 3/4 spelling list.

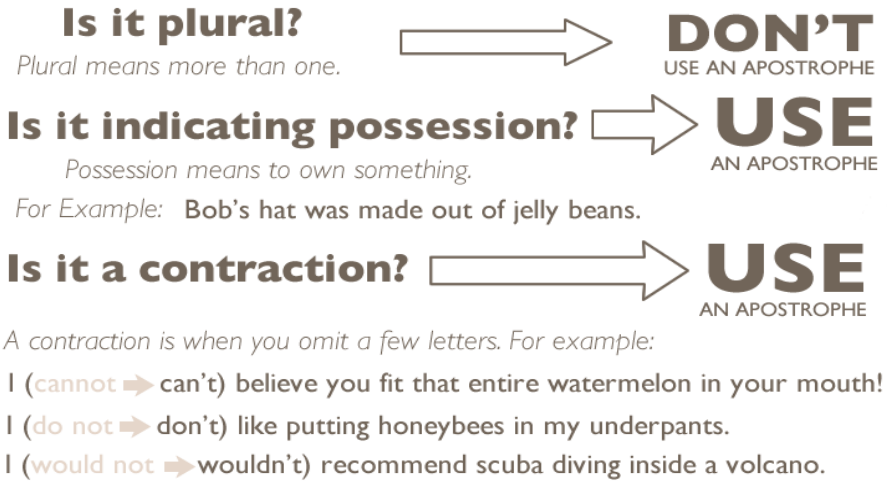
Co-ordinating and Subordinating Conjunctions





Using inverted commas and other punctuation in direct speech

Apostrophes for contraction and possession



ENGLISH

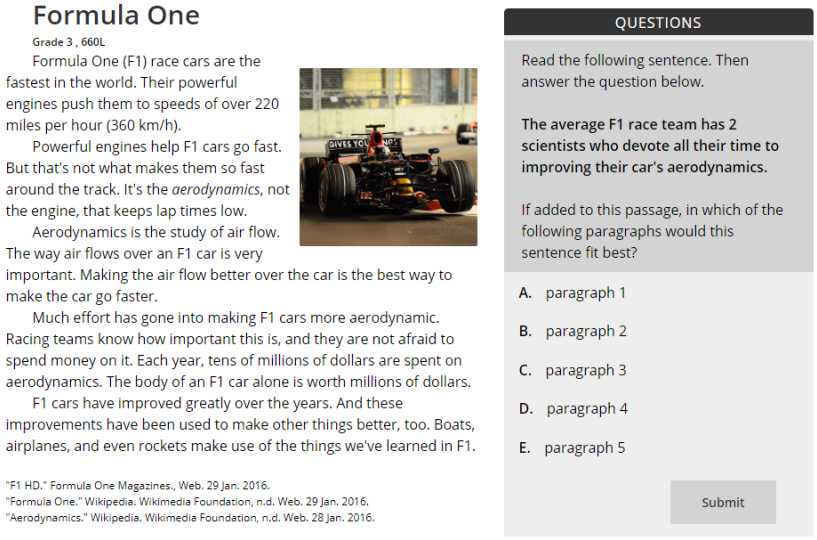
READING

Just like your normal homework, you are expected to read for at least 20 minutes 4 times per week. You can read to a parent, carer, sibling or friend. Remember, it doesn't just have to be a book, it can be a magazine, leaflet, online article or poem too.

You can also log onto readtheory.org using the username and password your teacher has given you OR which is included at the end of this booklet.

When you log into read theory you will have a short text and questions related to it. The website will give you harder or easier texts depending on how you answer the questions.

You earn individual and class points by getting questions correct and earn badges when you reach different levels.



Formula One

Grade 3 , 660L

Formula One (F1) race cars are the fastest in the world. Their powerful engines push them to speeds of over 220 miles per hour (360 km/h).

Powerful engines help F1 cars go fast. But that's not what makes them so fast around the track. It's the *aerodynamics*, not the engine, that keeps lap times low.

Aerodynamics is the study of air flow. The way air flows over an F1 car is very important. Making the air flow better over the car is the best way to make the car go faster.

Much effort has gone into making F1 cars more aerodynamic. Racing teams know how important this is, and they are not afraid to spend money on it. Each year, tens of millions of dollars are spent on aerodynamics. The body of an F1 car alone is worth millions of dollars.

F1 cars have improved greatly over the years. And these improvements have been used to make other things better, too. Boats, airplanes, and even rockets make use of the things we've learned in F1.

"F1 HD." Formula One Magazines., Web. 29 Jan. 2016.
"Formula One." Wikipedia. Wikimedia Foundation, n.d. Web. 29 Jan. 2016.
"Aerodynamics." Wikipedia. Wikimedia Foundation, n.d. Web. 28 Jan. 2016.

QUESTIONS

Read the following sentence. Then answer the question below.

The average F1 race team has 2 scientists who devote all their time to improving their car's aerodynamics.

If added to this passage, in which of the following paragraphs would this sentence fit best?

A. paragraph 1
B. paragraph 2
C. paragraph 3
D. paragraph 4
E. paragraph 5

Submit

Scholastic Pro

Don't forget to login to Scholastic Pro where you can find a range of books to read online. When you first login, you can complete an initial test which gives you a Lexile rating. This in turn can be used to guide you to appropriate books in the Scholastic Library. If you are having any difficulties logging in then message your teacher via the school's learning platform.

READING JOURNAL – Year 3 and 4

Remember that you should be reading for 20 minutes each day. Hopefully, you will be able to find the opportunity to read aloud to someone for that amount of time. You may also be spending further time reading independently, or perhaps enjoying a bedtime story read by a family member.

A good way to ensure you are using all of your reading skills is to keep a reading journal. Each day you can record the title of the book you are reading and which pages you have read. Then choose a prompt from below that is relevant to the section you have just read. Some prompts will be better suited to the opening of a story, whereas others will be easier to respond to when you are further into the plot. Record your written response to the prompt in as much detail as you can. Remember that a really valuable reading skill is being able to support or justify your opinions with details or quotes from the text itself.

Keep enjoying your reading and we look forward to hearing your responses!

List 10 powerful verbs or adjectives. Pick your favourite and explain how it affects you as the reader.	**Where is the story set? Do you think the setting is important to this story?**	**Which section of the story do you think you are currently reading – introduction, problem, build-up, climax or resolution? Explain why you think this.**
Predict what you think might happen next. Make sure you refer to clues in the text.	**Pick 5 words that are new to you. Try to use the text to work out what they might mean. Then check in a dictionary.**	**Pick one of the characters. List 5 questions that you would like to ask them at this point in the story.**
Pick one character. Who do they remind you of? Explain why.	**Choose your favourite phrase or sentence from the section you have read. Explain why it caught your interest.**	**Draw a graph (highs and lows) of the emotions you have experienced so far whilst reading this book. Label the emotions you have felt.**

SPELLING

Spelling Activities:

Using some of the different strategies included on the next page, practise spelling the words from the following two lists:

Homophones (words that sound the same but have different meanings and spellings):

See how many of these homophones you can find in your reading. Come to school with ideas on how to remember which spelling to use:

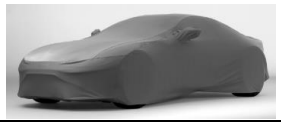
- Meat / meet
- Hear / here
- Knot / not

What other homophones can you find?

Words with the /k/ sound spelt 'ch' (Greek origin)

- Ache
- School
- Choir
- Anchor
- Christmas
- echo

You can also practise the words on the Year 3/4 spelling list which are included in this pack. In addition to the strategies included on the following page, you can also use the look, say, cover, write, check technique explained below. Just use your ideas book and remember to tick them off in your reading records when you have mastered them.

Look 	Look at the word. How many parts are there? What are the tricky bits? Can you find any spelling patterns?
Say 	Say the word to yourself. Break the work up into syllables. How many parts are there? What sounds can you hear?
Cover 	Cover up the word so you can't see it. Picture the word in your mind.
Write 	Write down the word, remembering how it sounds and what it looks like.
Check 	Check to see if it's correct. Tick the letters you got correct. Write the word correctly if you made a mistake.

You can also play some spelling games here: https://spellingframe.co.uk/

Colourful Words

Write each of your spelling words. Write each letter using a different coloured pencil!

colourful

Across and Down

Write each of your spelling words across and then down (starting with the first letter).

w	h	e	n		f	o	u	r
	h					o		
	e					u		
	n					r		

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

where erehw

Acrostic Poem

Choose one of your spelling words. Write an acrostic poem for that world.

Illustrate your poem.

fly
Fun in the sky.
Laps around clouds
Yes! I'm free!

Air Writing

Write your spelling words in the air using your finger. Have a partner read your words as you write them OR your partner can air write the words and your job is to read.

Dusty Words

Write your words in flour or sand.

Be sure to clean up afterwards!

Flash Writing

In a darkened room, use a flashlight to write you spelling words in the air.

Have a partner read your words as you write them OR your partner can "flash write" the words and your job is to read.

Hopscotch Words

Make a hopscotch board.

Write letters instead of numbers and HOP your words!

Vowel Circle

Write each of your spelling words.

Then go back and circle all the vowels in each word.

Don't forget to write neatly!

Consonant Circle

Write each of your spelling words.

Then go back and circle all the consonants in each word.

Don't forget to write neatly!

Scrambled Words

Fold a piece of paper three times lengthwise (making three long rectangular columns). Write your words in the first column. Then write them again with the letters all mixed up (scrambled) in the second column. Put your words aside. Come back later to unscramble your words. Write the unscrambled words in the third column.

30 Second Words

Write a TV commercial using all of your spelling words.

Read it to a parent or sibling.

Silly Sentences

Write silly sentences using a spelling word in each sentence. Underline your spelling words. Write neatly!

My dog wears a blue and
purple dress when he takes a bath.

Words Without Vowels

Write your spelling words in a list but replace all the vowels with a line. Then go back to the beginning of your list and see if you can fill in the missing vowels.

Spelling Flashcards

Make a set of flashcards to practise your spelling words. When you look at each flashcard, read the word and then spell it out loud.

there t-h-e-r-e

Make Some Music

Write a song or rap that includes your spelling words!

Share with a friend or family member.

Word list – years 3 and 4

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

If you have a brown spelling book of your own, you can choose to practise those spellings instead.

GRAMMAR

Take a look at the Espresso website for some grammar activities (https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso). Login to Espresso using the school username and password below:

Username: Student4749 Password: Apples

Then, navigate your way to the Grammar activities. When you are all clued up, try correcting the grammar errors in this passage:

---

it was early in the morning when charlie decided to go for a walk to his local park. his friend, tom had said he would be there. Meet me by the swing's at 8 o'clock he had shouted as they parted at the school gates. But, when charlie arrived, there was no one there, only a brightly coloured scarf that Charlie recognised as toms. where was he. what had happened. As Charlie looked around he noticed muddy footprints crossing the path that went around the park. cautiously he decided to follow them. no sooner had he rounded the corner of the park when oi over here. Charlie turned to the sound of the voice and there was tom smiling happily and playing football with another friend sam in the field. before long lunchtime arrived and Charlie invited his friends to his house for something to eat. when they arrived at charlie's house they had a delicious lunch of nuggets and chips, washed down with some delicious orange juice. Smiling later as he climbed into bed Charlie felt he couldnt have had a better day

ENGLISH - FICTION

WRITING: NARRATIVE

Story starter!

The books had minds of their own...

This was no ordinary library.

Books about knights and castles would gallop all over the library, bravely and boldly ordering the other books around. The books about thieves would sneak around, lurking behind bookshelves in the shadows. Books about wild animals would occasionally roar and bite other books. The ones containing stories set in the winter would often shiver, covering their neighbours with snow and frost.

Lucy loved this place like no other. Reading was the most exciting thing in the world here: everything she read seemed to come alive out of the pages...

Can you continue this story about The Greatest Library?

Before writing, you might like to think about:

How is this library different from a normal library?

What are you favourite types of books?

If you could choose for one of your books to come alive, which one would it be and why?

If you could be a character in a book, who would you like to be?

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- **Lucy sat in the chair. Books went around the big library like flying books. There was piles of books on the floor like towers.**

Perfect picture!

Can you design a new front cover for your favourite book?

Use the success criteria below to write your story in your ideas book.

1. Expanded noun phrases + punctuation	2. Make improvements with peer	4. Fronted adverbials of time (place + manner)	5. Prepositions for time, place or cause
7. Punctuation A . ? ! , “ ” 8. ‘ contraction	9. Prefixes (anti-, im-, auto-, super-, sub-) 10. Use -ly to form adverbs 11. Year 3/4 Spelling (begin)	PLUS Conjunctions Adverbs a/an	CHALLENGE Use: adjectives and adverbs to describe a character; Paragraphs; subordinating conjunctions

WRITING: DIARY ENTRY

Everyone needs a holiday every now and then. Superheroes are no different.

Can you write a diary entry in the 1st person from the perspective of one of the characters? You could describe where you go on holiday and what activities you do. Does it all go to plan? Do you always get on with your fellow superheroes?

Question time!

- If you could go anywhere on holiday where would it be?
- Who would you take with you?
- Which of the superheroes would you most like to have on holiday with you?
- What activities or sports do you think each of the characters would be good at?
- Which of the characters would you most like to be? Why?

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help? Could you add an adverb?

- Hulk had big arms and a big chest.
- He wore trousers.

Perfect picture!

Can you draw or describe one of the superheroes doing an activity that you like doing?

Use the success criteria below to write a diary entry.

1. Expanded noun phrases + punctuation	3. Use a greeting	4. Fronted adverbials of time (place + manner)	5. Prepositions for time, place or cause
7. Punctuation A . ? ! , " " 8. ' contraction	9. Prefixes (anti-, im-, auto-, super-, sub-) 10. Use -ly to form adverbs 11. Year 3/4 Spelling (begin)	PLUS Adverbs a/an Paragraphs Past tense 1st person (I)	CHALLENGE Use: adjectives and adverbs to describe a character; subordinating conjunctions

MATHS

Times Tables

There are plenty of great ways to practise your times tables while you're not at school. There are lots of strategies on the next page, very similar to the spelling ones.

There are also a range of great websites you can use to practise your times tables too:

www.topmarks.co.uk has lots of great games

www.timestables.co.uk has some games as well as the practice area for the Multiplication Tables Check.

www.mathsframe.co.uk has lots of different games and activities to try.

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Rainbow Multiplication

Write out your times tables in multi colours.
Make sure you go all the way from 1x to 12x for each table.

Curly Times Tables

Write your times tables out in lots of different fonts/handwriting styles.

$2 \times 3 = 6$

Three Times

Write out your times tables in three different ways. How will you do it? Different handwriting? Different colours? Different sizes?
You choose!

Dice Roll

Roll a die twice and multiply the numbers together. Play with a partner. Who can roll to reach the biggest product?

Odd Circles

Write out your times tables and then circle all of the odd numbers. 1, 3, 5, 7 and 9 are all odd.

(7) x 2 = (14)

Forwards and Backwards

Write your times table fact, then the invers division. Finish by writing the original fact.

2 x 3 = 6 6 ÷ 2 = 3 2 x 3 = 6

Blue Evens

Write each of times tables facts.

You will need a blue coloured pencil.
Trace over the even numbers with your blue colouring pencil.

Even numbers = 0 2 4 6 8

Times Tables Shapes

Draw 12 different shapes. Write a different times table fact in each shape so that it fits in perfectly.

Pyramid Tables

"Pyramid write" your times tables.
Example: 5
5 x
5 x 2
5 x 2 =
5 x 2 = 1
5 x 2 = 10

Create an Activity

Can you think of a really fun way to practice your times tables?
Then go for it!
Be sure to write an explanation of your activity so that we can share it with the class!

Connect the Dots

Write your times tables facts in dots.

Then connect the dots by tracing over them with a coloured pencil.

Code Words

Come up with a code for each number 0-9. Write down your code.

Example: 0=  1=  2= 

Write your times tables in code. Then write the calculation next to it.

Odds and Evens

Write out the facts for one set of times tables. Write down whether the tens and ones digit is odd or even.

9 x 5 = 45
T = even O = odd

Bubble Numbers

Write out your times tables facts in bubble writing.

30 Second Test

Set a timer for 30 seconds or ask someone to time you.
How many of your times tables can you write out in that time?

Across and Down

Write each of your times tables facts across and then down, starting in the same place.

5 x 2 = 10
x
2
=
10

Times Tables Rock Stars

Login here:

https://ttrockstars.com/

You will have been sent login usernames and passwords.

You can download worksheets to practice each of your times tables.

Additional Maths Activities at Education City

Login here:

https://ec1.educationcity.com/

You will have been sent login usernames and passwords.

We have set a series of tasks relating to times tables, time and length and perimeter. You will also find worksheets on the following pages to support this learning.

Calculation revision:

Please continue to practise the calculation methods that we included in the previous pack.

Maths Home Learning:

Go to the following website where you can continue the work you started on Fractions before the school closed.

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

There is an online tutorial and then worksheets with answers to print out and complete. These are attached below if you would like to work on them in the booklet. The questions get more difficult as you go through each activity so you should start on the first page if you feel less confident or want more practice.

MATHS

Unit and non-unit fractions

1 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

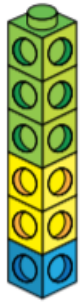
b) ☐ of the counters are red.

2 Write fractions to complete the sentences.

a) ☐ of the tower is green.

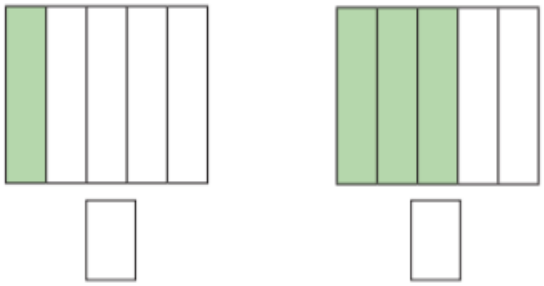
b) ☐ of the tower is yellow.

c) ☐ of the tower is blue.

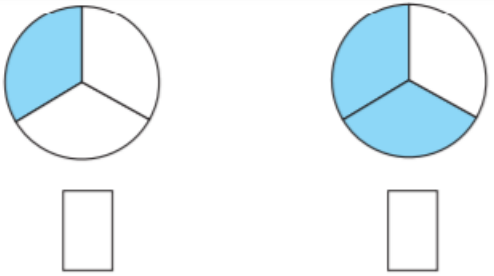


3 What fraction of each shape is shaded?

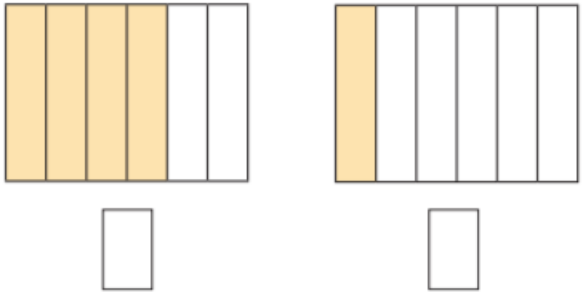
a)



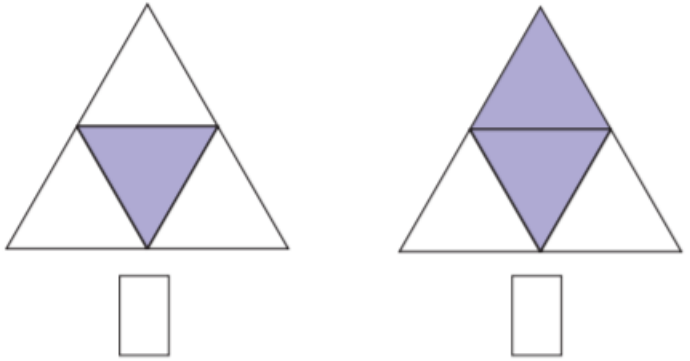
b)



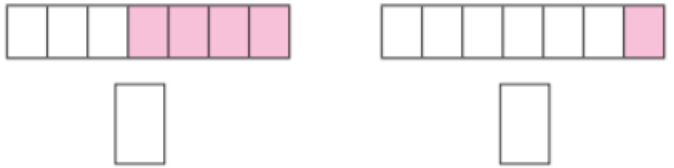
c)



d)



e)



Tick the unit fraction in each pair of shapes.

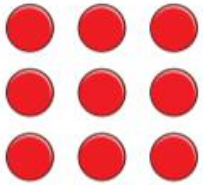
How did you know which was the unit fraction?

4 **a)** Colour $\frac{1}{5}$ of each shape.

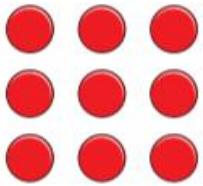
b) Colour $\frac{3}{5}$ of each shape.

What is the same and what is different about your answers?

5 **a)** Circle $\frac{1}{3}$ of the counters.



b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

7 **a)** What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is ☐

The numerator is always ☐

An example of a non-unit fraction is ☐

The numerator is always greater than ☐

MATHS

Making the whole

1 Here are some counters.

a) What fraction of the counters are yellow? ☐

b) What fraction of the counters are red? ☐

c) Complete the number sentence. ☐ + ☐ = ☐

2 Here is a tower of cubes.

a) What fraction of the tower is green? ☐

b) What fraction of the tower is blue? ☐

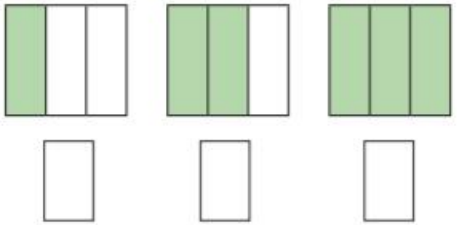
c) Complete the number sentence. ☐ + ☐ = ☐

3 What fraction of each shape is shaded?

Which fraction represents a whole?

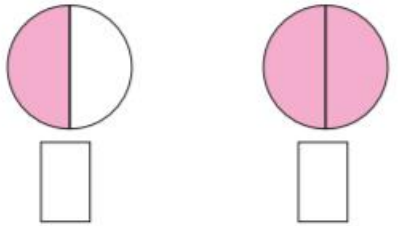
Fill in the missing fractions.

a)



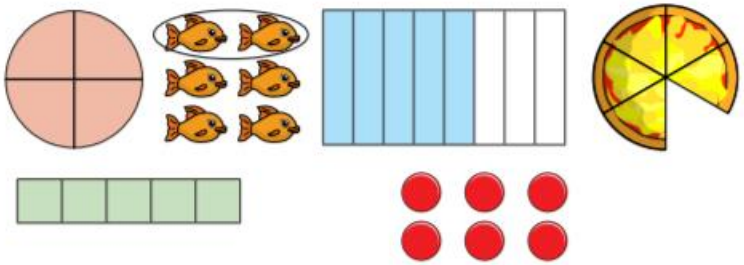
☐ = one whole

b)



☐ = one whole

4 Here are some pictures.



Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.

☐ ☐ ☐

b) Write three fractions that are equal to one whole.

What do you notice? Talk about it with a partner.

5 Choose a phrase to complete the sentences.

greater than	less than	equal to

When the numerator is _____ the denominator, the fraction is less than one whole.

When the numerator is _____ the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

$\frac{3}{5}$	$\frac{4}{4}$	$\frac{6}{10}$	$\frac{2}{2}$
$\frac{10}{10}$	$\frac{8}{9}$	$\frac{3}{3}$	$\frac{5}{5}$

7 Here are $\frac{1}{3}$ of Jack's marbles.

Draw the rest of Jack's marbles in the bar model.

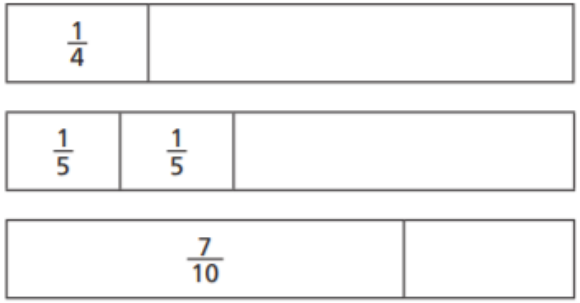
8 $\frac{2}{7}$ of a group of children are girls.

What fraction are boys?

[ ] are boys.

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.



10 Complete the number sentences.

a) $\frac{3}{5} + \square = 1$

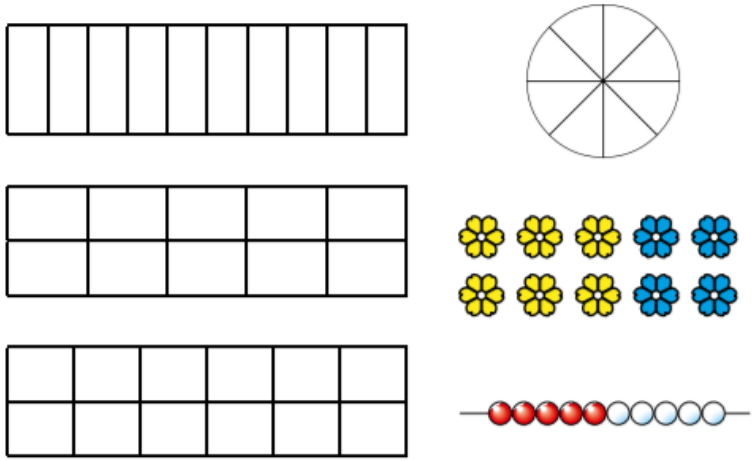
b) $\square + \frac{4}{10} = 1$

c) $\square = \frac{2}{7} + \frac{5}{7}$

d) $\frac{9}{9} = \square + \frac{5}{9}$

Tenths

1 Tick the pictures that show tenths.



2 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

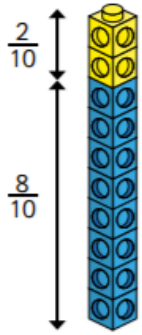
b) ☐ of the counters are red.

c) ☐ of the counters are green.

3 Amir has some blue and yellow cubes.

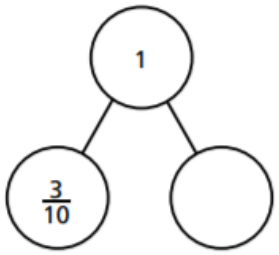
He makes a tower using 10 cubes.

Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

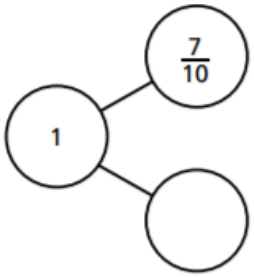


4 Complete the part-whole models.

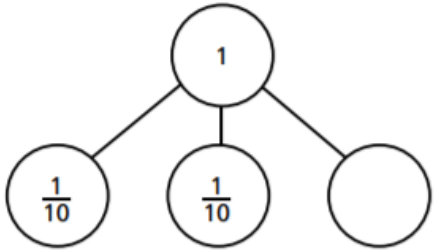
a)



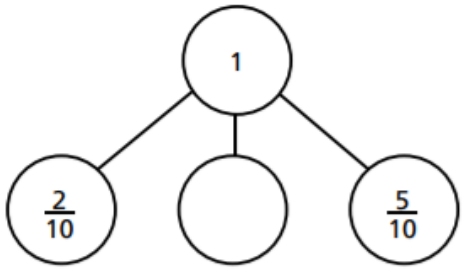
b)



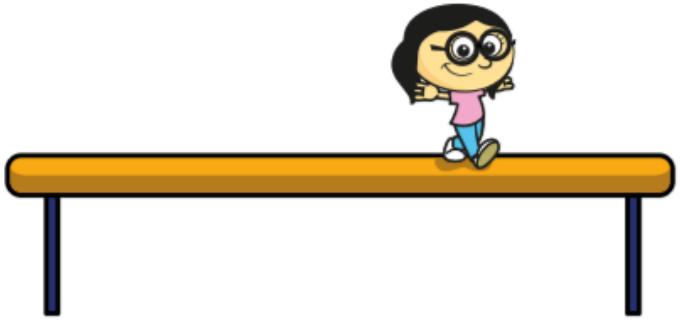
c)



d)



5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

6 10 boys share 3 pizzas equally.

What fraction of a pizza do they each get?

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

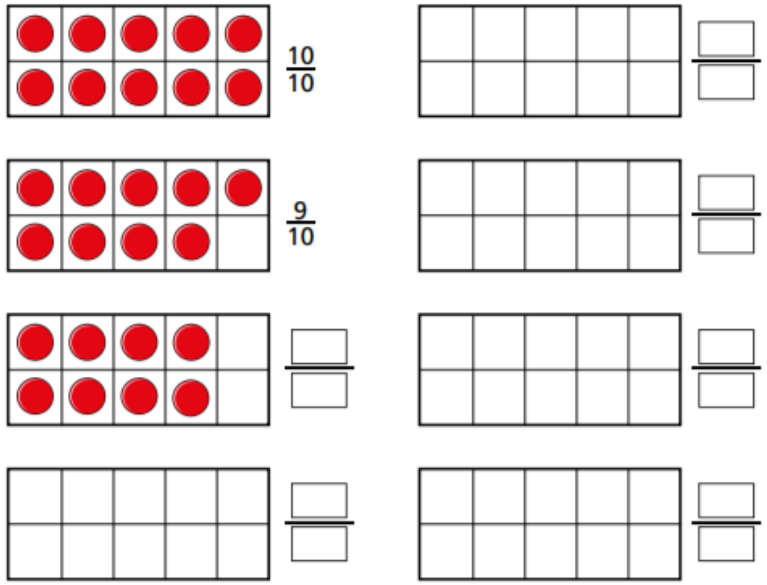
How many possible answers can you find?

Compare answers with a partner.

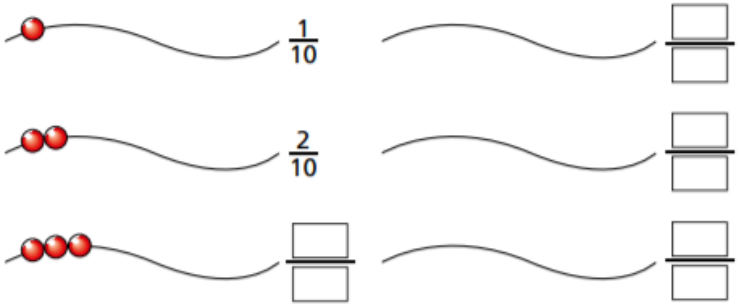
MATHS

Count in tenths

1 Continue the sequence.



2 Continue the sequence.



3 Write the missing fractions in each sequence.

a)

1/10	2/10		4/10	
6/10	7/10		9/10	10/10

b)

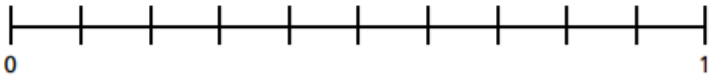
10/10	9/10		7/10	
5/10			2/10	1/10

4 What fraction is each arrow pointing to?

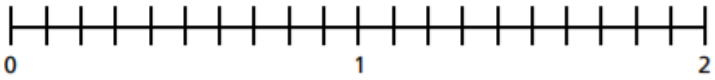
A = ☐ B = ☐ C = ☐

5 Write the fractions in the correct places on the number lines.

a) $\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$

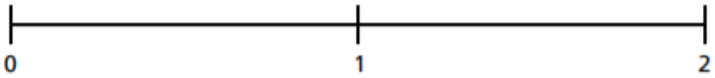


b) $\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$

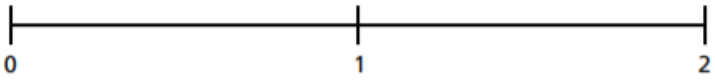


6 Draw and label arrows to estimate the position of the fractions on the number lines.

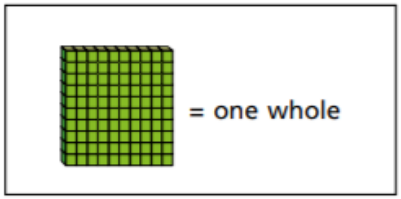
a) $\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$



b) $\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$

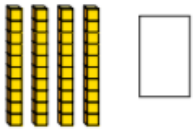


7

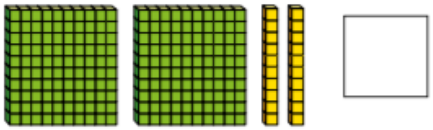


What number is represented in each picture?

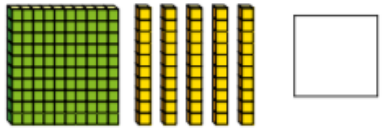
a)



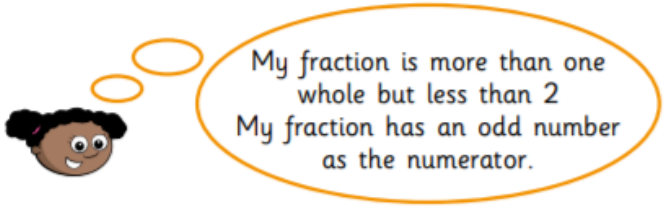
c)



b)



8 Whitney is thinking of a fraction.



What could Whitney's fraction be?

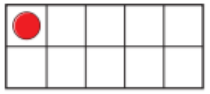
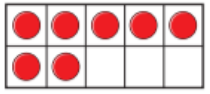
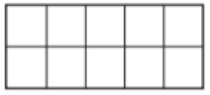
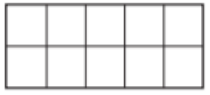
List all the possible fractions.

Compare answers with a partner.

Tenths as decimals

White Rose Maths

1 Complete the table.

Representation	Words	Fraction	Decimal
	1 tenth		0.1
		$\frac{7}{10}$	
			0.3
	5 tenths		

2 Match each bar model to the equivalent decimal.

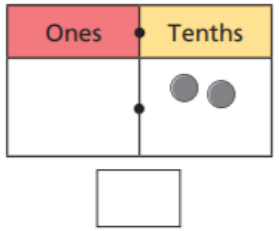
0.8

0.6

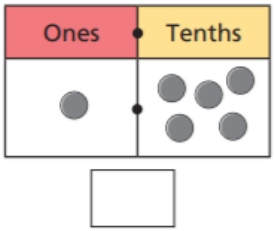
3 Mo is using a place value chart to represent numbers.

Write each number as a decimal.

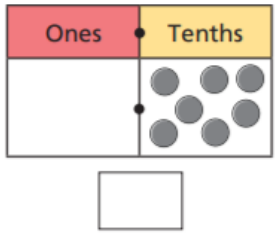
a)



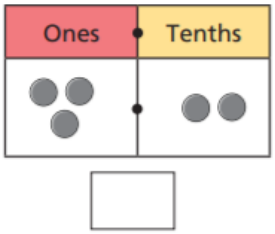
c)



b)

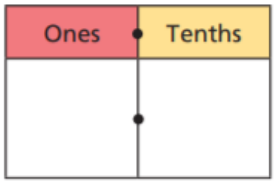


d)

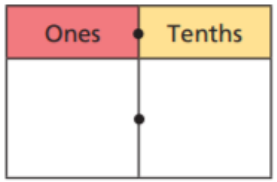


4 Draw counters to represent the numbers.

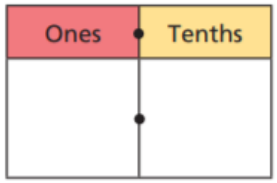
a) 0.3



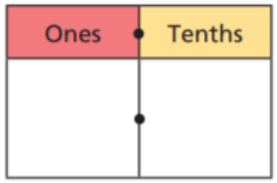
c) 1.3



b) 3



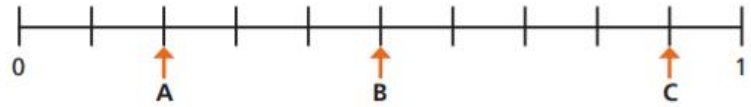
d) 3.1



5 Continue the pattern.

$\frac{1}{10}$	0.2	3 tenths	$\frac{4}{10}$	0.5
6 tenths				

6 What decimal is each arrow pointing to?

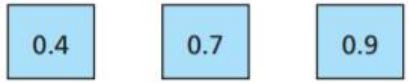


A = ☐ B = ☐ C = ☐

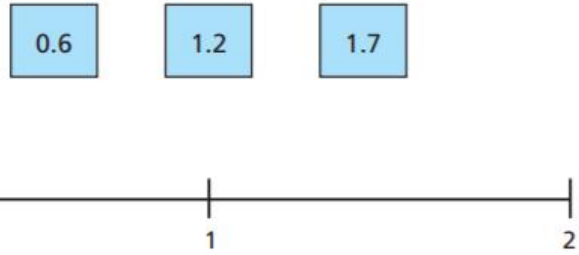
7 Estimate the position of the decimals on the number lines.

a)

b)



c)



8 Complete the statements.

a) 0.2 > ☐/10

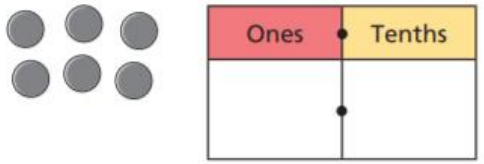
b) 0.8 < ☐/10

c) ☐ tenths = 0.7

d) ☐ = $\frac{12}{10}$

Is there more than one answer for each?

9 Aisha places 6 counters onto this place value chart.



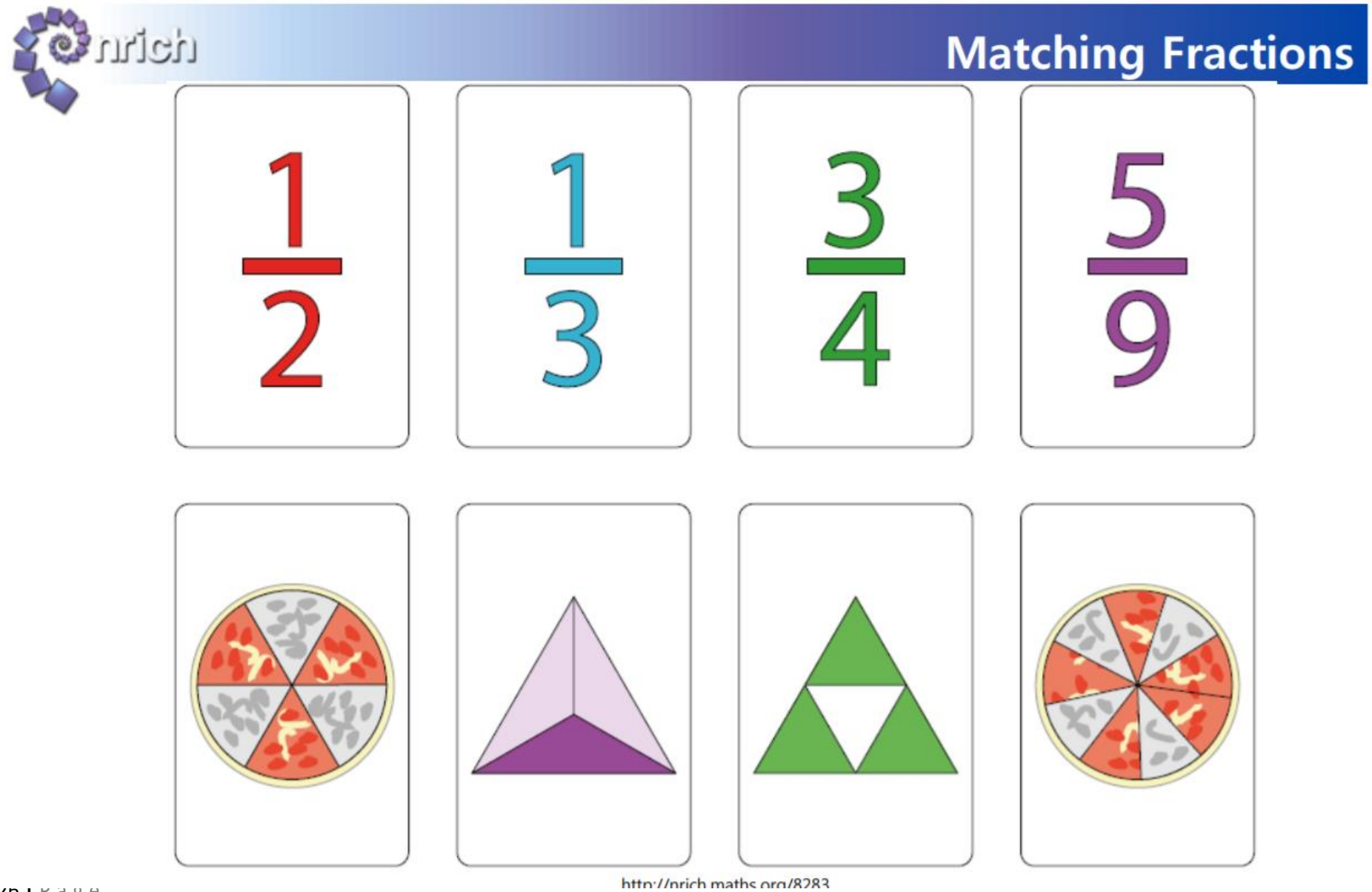
List all the possible numbers she could represent.

_____

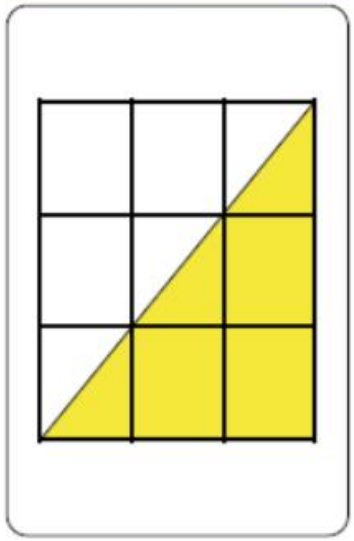
_____

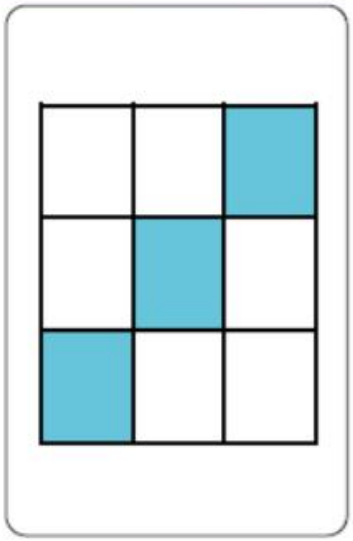
MATHS

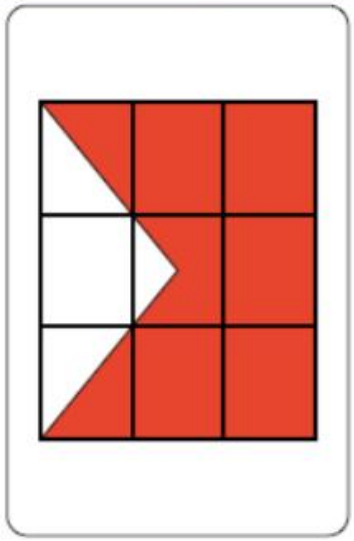
For some of you, this will be revision of work you did at school before we closed. If you would like further challenge, please look at the following activities from NRICH – a fantastic site for 'out of the box' thinking. Try this fraction matching game; play as snap or pairs.

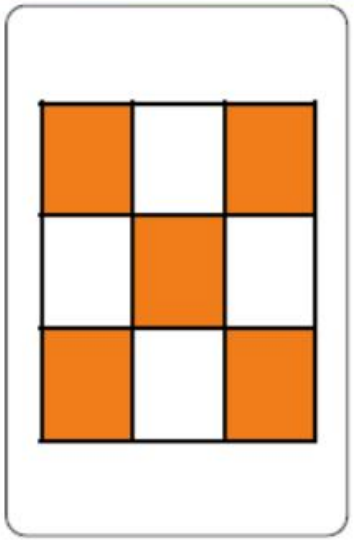


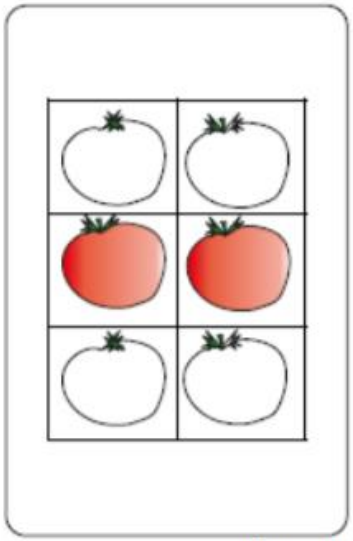
Matching Fractions

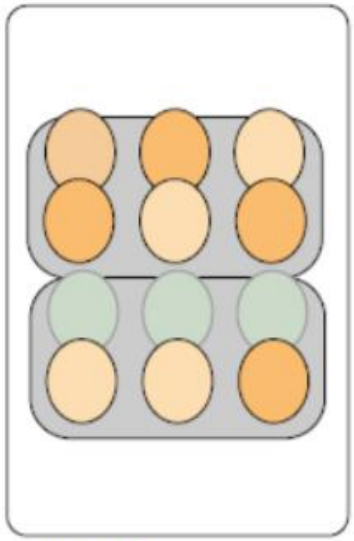


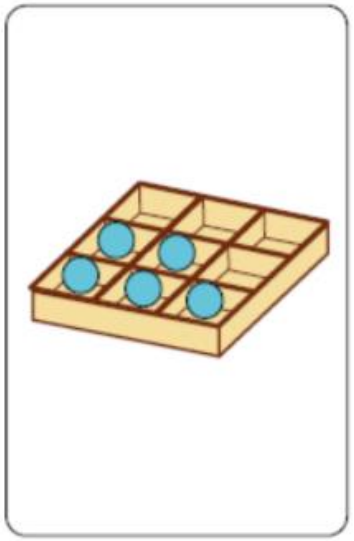






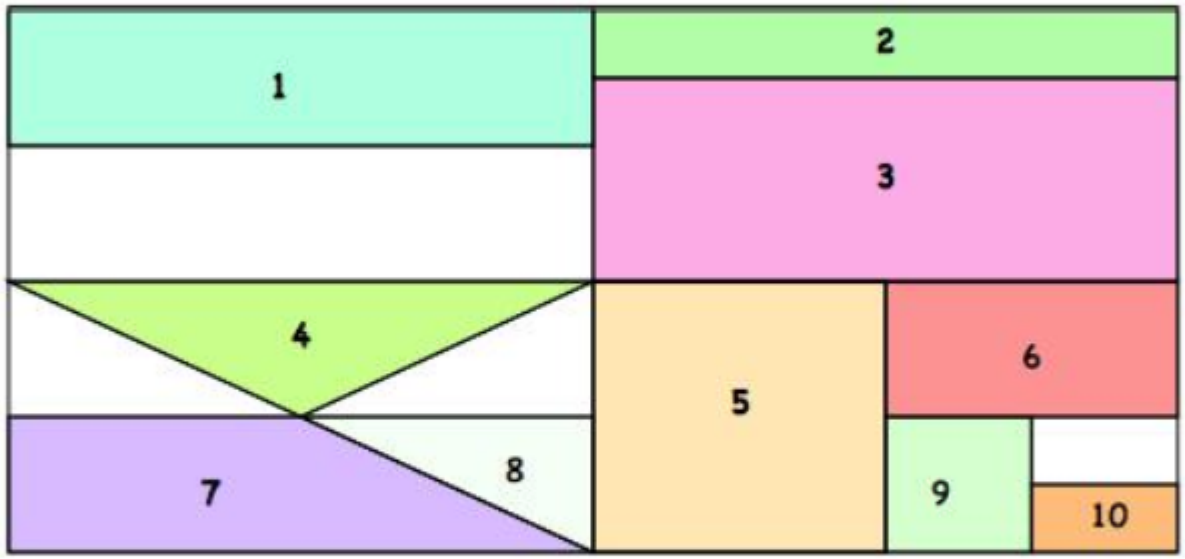






Rectangle Tangle

Age 7 to 11 ★



The large rectangle above is divided into a series of smaller quadrilaterals and triangles. Each of the shapes is a fractional part of the large rectangle.

Can you untangle what fractional part is represented by each of the ten numbered shapes?

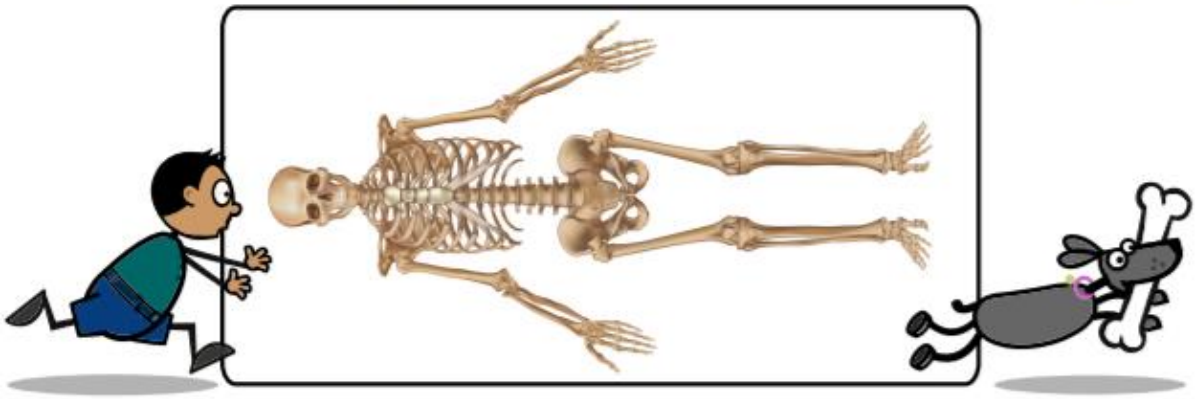
SCIENCE – ANIMALS INCLUDING HUMANS

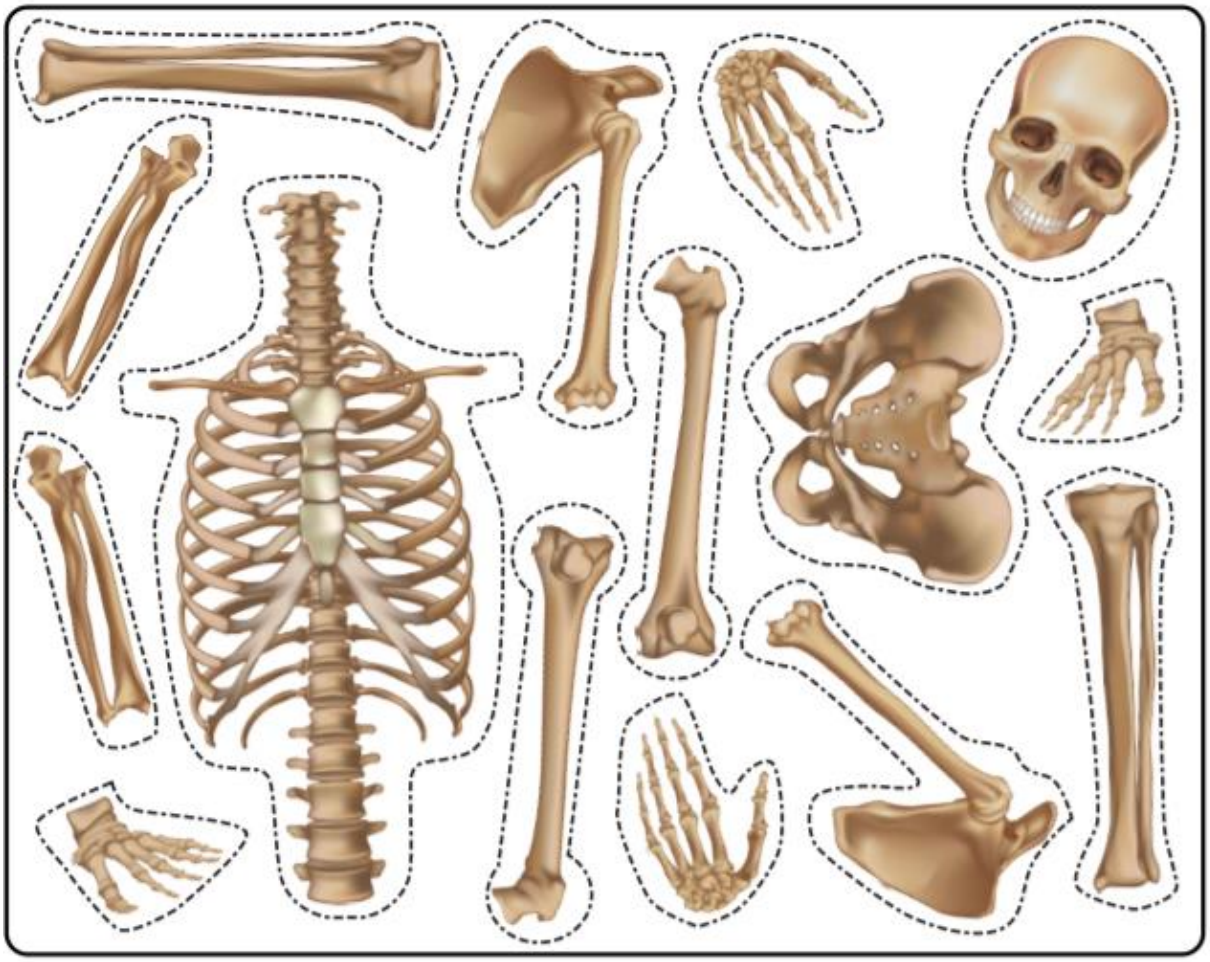
To complete our work on this topic, login to Espresso again – there are a range of videos to watch and a whole range of activities to complete. Some are included below as paper copies for those who need it.

Cut out the pieces and reassemble the skeleton in your books. Once complete, label the key parts of the skeleton.

Put me back together!

This skeleton has fallen apart! Can you cut out the parts and put it together again? Use the picture as a guide.





Make sure you include all these different bones: skull, feet, hands, ribcage, spine, pelvis, thigh bones, leg bones, upper arms and shoulder, lower arms.

SCIENCE - LIGHT

Login to Education City and work through slides and activities relating to 'Light'.

Human sundial

For thousands of years people have used the position of the Sun to tell the time and divide the day. Using this worksheet you can find out what happens to your shadow at different times of the day and explore how a simple sundial works.

Working with a partner, find a space in a sunny part of the playground. Mark the spot where you are standing and ask your partner to draw around your shadow with chalk.

Write the time next to the shadow and use the metre rule to measure your shadow's length, then use the compass to make a note of your shadow's direction.

Record the direction and the length of your shadow on the chart.

Repeat the steps above every hour.

Things you'll need:

A clear sunny day

A playground or sunny outside space to work in

A stick of chalk

A compass (to find north)

A metre rule

The table below to record your findings

/4#/s

 045

Time of day	Shadow length	Shadow direction
10.00		
11.00		
12.00 (noon)		
13.00		
14.00		
15.00		
16.00		

What did you notice about your shadow?

When was your shadow the longest?

When was your shadow the shortest?

Why do you think this happens?

HISTORY

Please go to this website and complete Enquiry 1.

Enquiry 1 - How has life changed within living memory?

The aim of this pack is to introduce children to the concept of living memory as a chronological term and the disciplinary concepts of continuity and change, evidence and similarity and difference. All evidence can be gathered by speaking to family members over the phone, e-mail or via Skype.

The findings of the enquiry can be presented in whichever way suits your child best - be that using PowerPoint, a non-chronological report or drawing.

This pro-forma is a guide through the process of creating the criteria that will be researched as part of the enquiry. Children can fill it in completely or use the principles as a guide - the choice is theirs!

The attached video is intended as an explanation to enable children to understand the enquiry process they are following and the historical concepts they will be considering.

https://www.mrtdoeshistory.com/home-learning-packs

LOCAL HISTORY – Blue Plaque Trail in Wokingham

You will recall from our field trip to Wokingham town centre that there were a number of blue plaques on buildings signifying something or someone of importance related to that building.

Take a look at the extracts from the Blue Plaque Trail leaflet below. See if you can locate the buildings on the map and make notes about why this building is of particular significance. You can find the actual map here: but see if you can locate the buildings first (try asking a family member to help you).

1. **31 Rose Street**

Although originally a school for young ladies, this property became particularly well known for its later inhabitant, James Seward, a chimney sweep with a wife and a growing family; he lived in this two-bedroomed cottage for 44 years.

James, 'Sooty', Seward is reputed to be the inspiration for Charles Kinglsey's 'Tom; in his classic book "The Water Babies".

Described as a fairy tale for the land baby, this story highlights the plight of young Victorian children who were forced to clean chimneys.

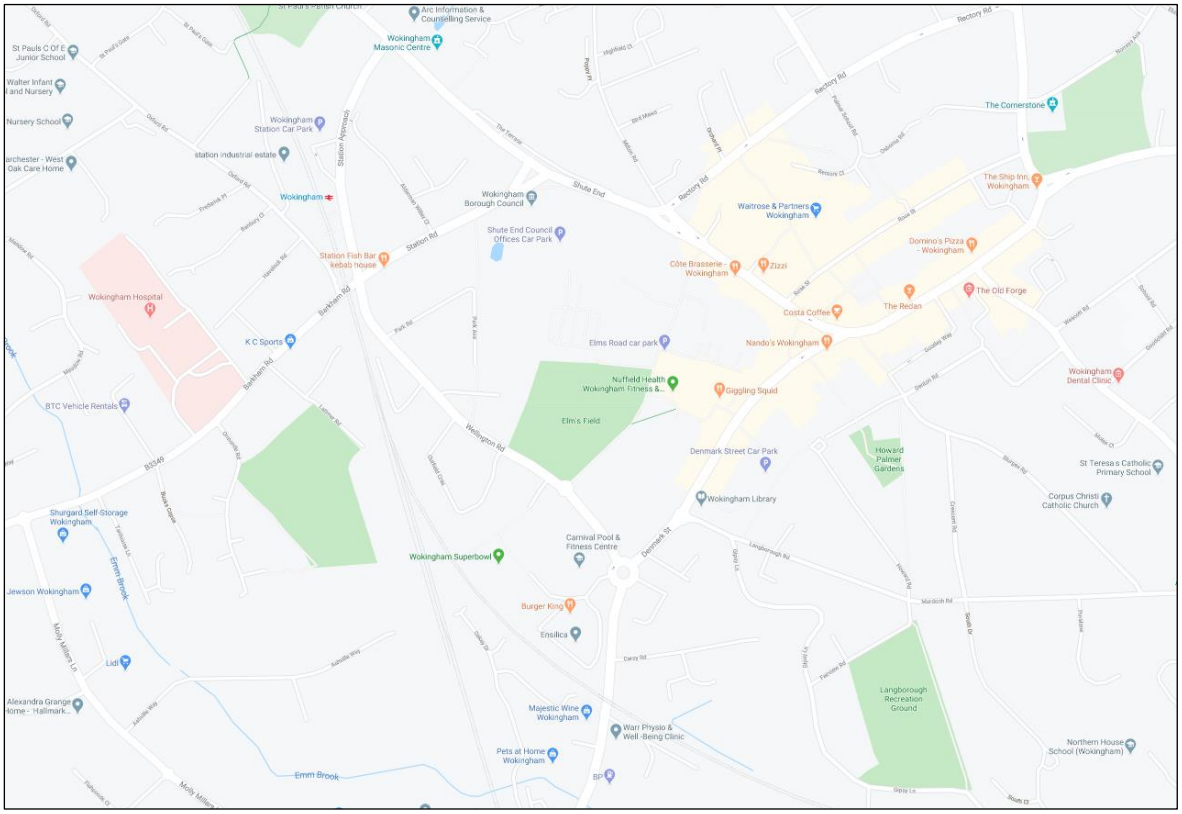
A statue in recognition of this association was placed at the entrance to Wokingham Library.

Notes:

2. Wokingham Town Hall

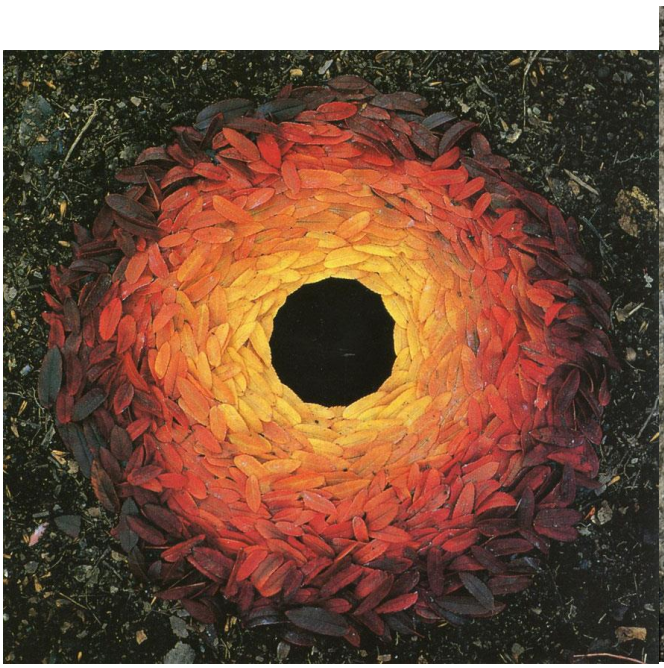
Notes:

Find out all you can about the interesting history of this beautiful building. Take a look at this film: https://www.britishpathe.com/video/gallant-miss-spooner-aka-gallan-miss-spooner/query/wokingham
Winifred Evelyn Spooner (11 September 1900 – 13 January 1933), was an aviator of the 1920s and 1930s, and the winner of the Harmon Trophy as the world's outstanding female aviator of 1929. Read up about her history and her move to Wokingham. Can you locate her house/street on your map as well?



ART

Please continue to research Andy Goldsworthy, a sculptor who specialises in working both in and with nature.



You could then have a go at creating your own sculpture or collage, either using natural materials from outside if you are able to, or using recycled materials. Take a picture of your creation and stick it in your ideas book.

OTHER IDEAS

Using your login to Espresso coding will not only allow you to carry on with your coding activities, but also gives to access to a huge range of other activities that covers the whole curriculum.

Have fun exploring!

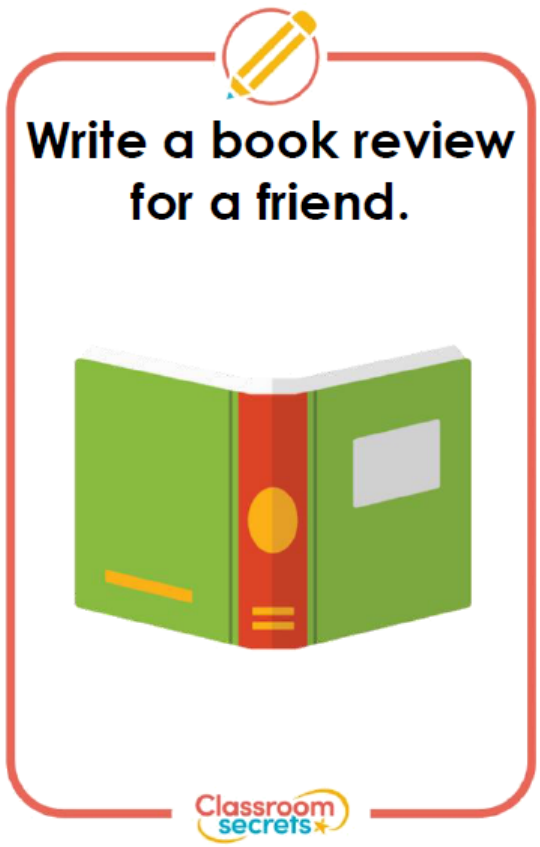
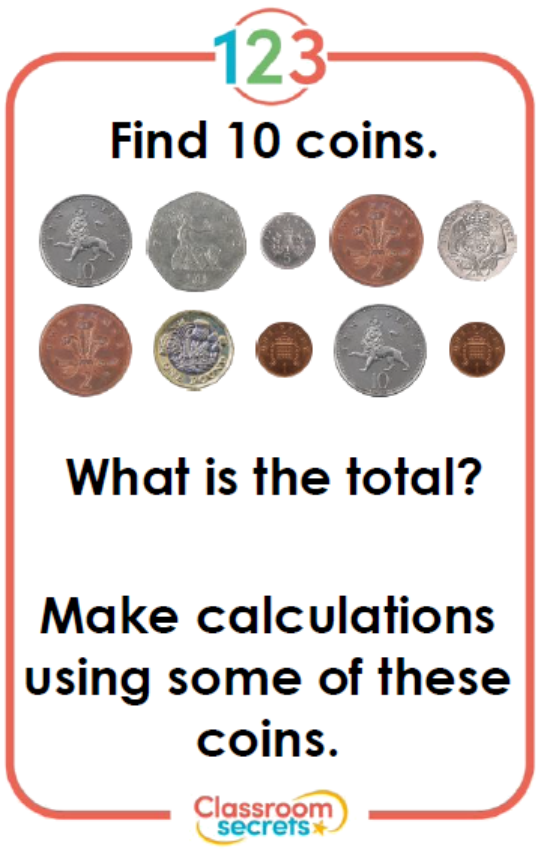
Website Link

https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso

Username: student4749

Password: apples

Practical Ideas

		
Ensure children accurately punctuate their sentences. Discuss ideas for descriptive phrases that children could use to add extra detail.	Discuss the value of each coin. Discuss strategies for adding and create calculations, for example: £1 + 50p + 2p = £1 and 52p.	When tasting, discuss ideas for adjectives that can be used. Look at different advertisements and discuss things you like and dislike.

OTHER IDEAS

Practical Ideas

How many times tables questions can you answer in 30 seconds?  **Can you beat your record?**	**Go on a number hunt.**  **Create calculations using the numbers you have found.**	**Find objects to make arrays.**  **Show each calculation in the 8 times table.**
Give children quick fire multiplication questions from the 2, 3, 4, 5, 8 and 10 times tables.	Discuss different places to collect numbers. Encourage children to create addition, subtraction, multiplication and division calculations.	Discuss how the arrays add a row of 8 each time, so calculations can be answered by repeated addition → 8 + 8 + 8 (shown above).

OTHER IDEAS

Practical Ideas

Choose your favourite fairy tale and write an alternative ending. 	**Choose a book title. Act it out in front of your family.**  **Can they guess your book title?**	**Read a magazine article.**  **Write:** • **3 new things you have learnt.** • **2 things you want to research.** • **1 thing you liked about it.**
Talk about what needs to be included in the story. Talk about different endings and how the events could be changed.	With a friend or family members, take it in turns to play. Choose different children's books, and act out without speaking.	Provide articles that your child might find interesting. Read the text together. Explain any unfamiliar words. Discuss ideas for the questions together.

OTHER IDEAS

Practical Ideas

Generate a 2-digit number.  **How many ways can you partition this number?**	**Design your own board game.**  **Write instructions to explain how to play.**	**Draw a picture of your favourite animal.**  **Create a fact file to share with a friend**
Roll a dice twice to generate a 2-digit number. Discuss how this number can be partitioned. Can the number be partitioned into more than 2 parts?	Discuss games that children like to play and ideas that they can take from this to create their own. Talk about the layout and features of instructions.	Discuss what different resources could be used depending on what is available, for example: paint, pencils or collage. Discuss where/how to find facts.

Non-screen activities you can do at home

Pobble

25 ideas!

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.

1 **How many different words can you make from the letters in this sentence, below?** Grab a pencil and paper and write a list!

'Learning from home is fun'

2 **Thank a community hero.** Think of someone that helps you in some way and write a short letter to thank them.

Thanks!

3 **Get building!** You could build a Lego model, a tower of playing cards or something else!

4 **Can you create your own secret code?** You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?

5 **Start a nature diary.** Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?

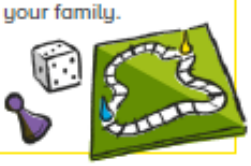
6 **Hold a photo session.** Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?

7 **Build a reading den.** Find somewhere cosy, snuggle up and read your favourite book!

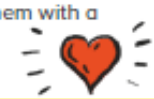
8 **Use an old sock to create a puppet.** Can you put on a puppet show for someone?

9 **Make a list of all the electrical items in each room of your home.** Can you come up with any ideas to use less electricity?

10 **Design and make a homemade board game** and play it with your family.



11 **Do something kind for someone.** Can you pay them a compliment, make them something or help them with a task?



12 **Can you create a story bag?** Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

13 **List making!** Write a list of things that make you happy, things you're grateful for or things you are good at.

14 **Design and make an obstacle course at home or in the garden.** How fast can you complete it?

15 **Can you invent something new?** Perhaps a gadget or something to help people? Draw a picture or write a description.

16 **Keep moving!** Make up a dance routine to your favourite song.

17 **Write a play script.** Can you act it out to other people?

18 **Read out loud to someone.** Remember to read with expression.

19 **Write a song or rap about your favourite subject.**

20 **Get sketching!** Find a photograph or picture of a person, place or object and sketch it.

21 **Junk modelling!** Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.

22 **Draw a map of your local area** and highlight interesting landmarks.

23 **Write a postcard to your teacher.** Can you tell them what you like most about their class?

24 **Draw a view.** Look out of your window and draw what you see.

25 **Get reading!** What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?

Pobble.com – More writing. More progress.

READING PASSWORDS