Monday

Year 3

2s, 5s and I0s

Recall the multiplication and division facts for the 2, 5 and 10 multiplication tables
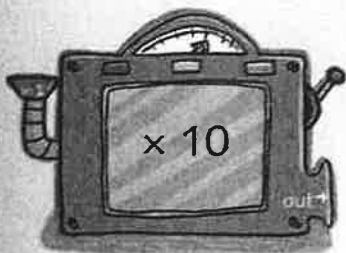
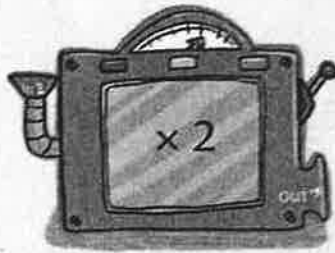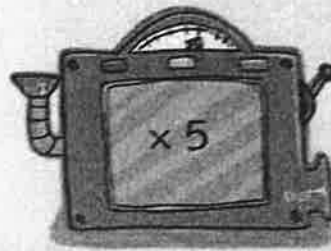**Write a multiplication fact for each number coming out of the machine.**

1

4
8
7
3
9

× 10

2

6
9
4
7
8

× 2

3

9
5
8
6
7

× 5

**The answers to some of these facts are incorrect.
Find the incorrect facts and write them correctly.**

a $5 \times 5 = 25$

b $8 \times 2 = 14$

c $3 \times 2 = 6$

d $24 \div 2 = 12$

e $7 \times 5 = 40$

f $9 \times 5 = 45$

g $100 \div 10 = 10$

h $30 \div 6 = 5$

i $5 \times 3 = 12$

j $7 \times 10 = 70$

k $4 \times 5 = 15$

l $60 \div 5 = 11$

m $40 \div 5 = 9$

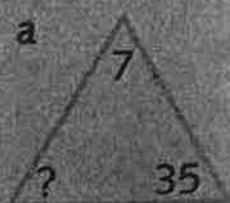n $6 \times 5 = 30$

o $20 \div 4 = 5$

p $9 \times 3 = 37$

q $25 \div 5 = 6$

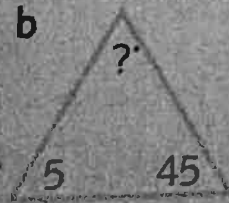r $3 \div 3 = 3$

One number in each trio is missing. Work out the missing number in each set of trios, then write two multiplication and two division facts for each.
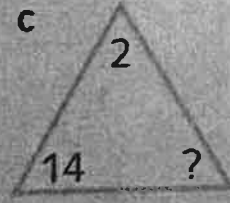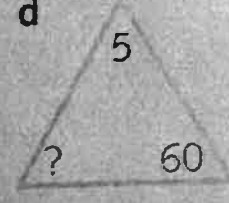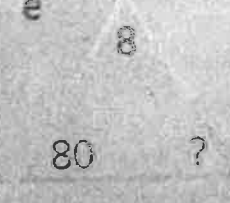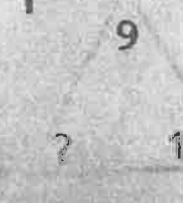
a

7
? · 35

b

?
5 · 45

c

2
14 · ?

d

5
? · 60

e

8
80 · ?

f

9
? · 1

3 Toni and Jen both have a number square but Toni's square has been ripped. Look at each number square. Can you explain what is the same and what is different?

		12	16
		28	32
36	40	44	48
52	56	60	64

8	16	24	32
40	48	56	64
72	80	88	96

4 Amy makes this sequence using matchsticks.
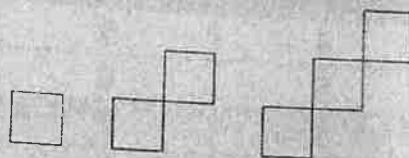
a) Dan says for the 20th term in the sequence Amy will need 24 matchsticks because the first term uses four matchsticks so 20 + 4 = 24. Explain why Dan is incorrect.

b) What is the rule for this sequence?

c) Now that you know the rule for this sequence, work out the first two numbers in the sequence above 118.

Challenge 2

5 Use different first terms and make as many different number sequences using the rule add 3. How many different number sequences can you find where the terms:

a) are multiples of 3?

b) are all odd numbers?

c) include 24 and 33?

6 There are always five odd numbers between **any** two consecutive multiples of 10 (e.g. between 10 and 20, or 30 and 40). Is this always true, sometimes true or never true?

Use **ISPACE** to help you remember six different ways to create fronted adverbials

I -Ing word e.g. Shaking with fear,...

S Simile e.g. Like a raging bull,...

P Preposition e.g. Behind the clouds,...

A Adverb e.g. Anxiously,...

C Conjunction e.g. After he opened his eyes,...

E -Ed word e.g. Exhausted,...

Harriet's Hare

Harriet's Hare by Dick King-Smith tells the story of a young girl, Harriet, who wakes one day to find a crop circle in her father's wheatfield. The alien that made the crop circle has taken on the form of a hare, and in this extract, Harriet meets the hare for the first time....

The farmhouse and its buildings were tucked into the side of a gentle hill, and in the little flat valley below were two large fields, the nearer one green, the further one gold.

5 In the first, her father's cows would normally have been waiting around the gateway for him to come and fetch them in for morning milking. But now the whole herd was galloping and buck-jumping around the pasture as though something had scared the wits out of them.

The second field was of wheat, almost ready for harvesting, that looked 10 from the house above like a square golden blanket, glowing in the morning sunlight. But there seemed to be a hole in the blanket. In one corner of the wheatfield, Harriet could see, there was a perfect circle of flattened corn.

It took Harriet a quarter of an hour to dress and slip out of the house and run down the dewy hillside. By now the cows had quietened, and she 15 ran through them to the wheatfield beyond, climbed over its gate and pushed through the standing corn to step into that perfect circle.

What had made it? What had made the noise that had woken her and terrified the cows? Whatever had happened in the field called Ten Acre on Longhanger Farm at the start of this July day?

20 Harriet walked into the middle of the circle. It was big, perhaps twenty metres across, and all the corn in it was squashed down to the ground, flat, as though an enormously heavy weight had rested there.

As she stood there now, in the stillness, with no sound but distant birdsong, a hare suddenly came 25 out into the corn circle and stopped and sat up. It turned its head a little sideways, the better to see her.

[...]

For a moment the hare stayed where it was, watching her. Then, to her great surprise, it lolloped right up to her.

30 Surprise is one thing, but total amazement is quite another, and that was what Harriet next felt when all of a sudden the hare said, loudly and clearly, 'Good morning.'

An extract from *Harriet's Hare* by Dick King-Smith
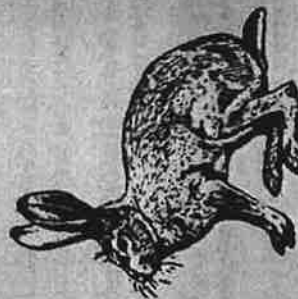
1) Why is one field described as green and the other as gold?

1 mark

2) What is unusual about the behaviour of the cows in the second paragraph?

2 marks

3) Why is the wheatfield described as a "square golden blanket" in line 9?
Why does the author say "there seemed to be a hole in the blanket" in line 10?

2 marks

4) Why does Harriet run out to the wheatfield?

1 ...

5) The hillside is described as "dewy" (line 13). What does this mean?
Use a dictionary to help you.

6) Why do you think the author uses lots of questions in lines 16-18?

7) Why does Harriet feel "great surprise" (line 27) and then "total amazement" (line 29...

Total

_____

_____

Missing Commas

Can you put the missing commas back into these sentences? Remember, we've been looking at: using commas in lists, using commas following an adverb opener, using commas after starting with a subordinate clause and using bracketing commas for embedded clauses. Use your BLUE pencil.

1) Grandma went to the shop and bought carrots broccoli pork and gravy granules.

2) Unusually Bob drove slowly through the town centre.

3) I have lots of pets. I've got dogs cats ducks hamsters chickens rabbits and budgies.

4) Carefully Alice walked towards the tree and searched for the rabbit.

5) Because of the weather Carly put her raincoat on.

6) Accidentally Graham slipped and hurt his ankle.

7) I needed flour eggs butter and icing sugar for the cake.

Name: _____   **Date:**

_____

WALT:

_____

_____

Missing Commas

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1) Grandma went to the shop and bought carrots broccoli pork and gravy granules.

WALT:
_____
_____

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1) Grandma went to the shop and bought
carrots broccoli pork and gravy
granules.

2) Unusually Bob drove slowly through
the town centre.

3) Because of the weather Carly put her
raincoat on.

4) Roger who was very tired stayed up
all night.

2) Unusually Bob drove slowly through the town centre.

3) Because of the weather Carly put her raincoat on.

4) Although he was tired Roger stayed up all night.

5) I needed flour eggs butter and icing sugar for the cake.

6) Oddly Alex didn't play on his computer all day.

7) So she didn't get bored Louisa coloured in her homework.

5) Oddly Alex who loved gaming didn't play on his computer all day.

6) Because of the speed camera the car which was yellow and purple slowed down.

7) Fortunately the cat which was in danger had nine lives.

Commas

Copy these sentences into your book and make sure you find the right place to put commas, full stops and capital letters!

1. the monster was huge spiky and fat
2. everyone threw spears stones and boiling oil at the creature
3. it roared spat and groaned but still it did not die
4. a tall handsome and kind knight appeared
5. he held his magic sword in the air chased the monster and killed the beast
6. the huge beast screamed fell to the floor and died
7. the king rewarded the knight with gold rubies and other precious things
8. the robber climbed through the window crept up the stairs and peered into the bedroom
9. she called as loudly as she could but no one could hear her
10. the telephone was not far away yet there she couldn't reach it
11. she switched on all the lights so the man ran away
12. the policeman who arrived later told her to put a lock on her window

Well done! Now draw a picture of the monster and the knight.

Commas

Copy out the paragraph and put in capital letters, full stops and commas. There are six sentences in A and five sentences in B.

A.
there once was a time when a huge fat and spiky monster lived in the mountains everyone threw spears stones saws and boiling oils at the creature it roared growled spat and groaned but still it did not die a knight appeared wearing bright shining armour and pierced the bear with his special magic sword the huge beast screamed fell to the floor rolled over and died the king rewarded the knight with gold silver diamonds rubies and other precious things

B.
the robber climbed through the window crept up the stairs and peered into the bedroom she called as loudly as she could but no-one could hear her the telephone was not far away yet there was little she could do to reach it she switched on all the lights so the man ran away in a panic the policeman who arrived later told her to put a lock on her window

What Is a Fronted Adverbial?: ISPACE Dice Game

Roll the dice to see what sort of fronted adverbial to use for your next sentence!
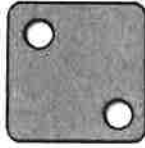
I -Ing word
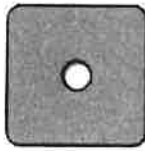
Examples:
Stumbling and tripping, he walked on into the gloom.

Yelping and squeaking with delight, the dog dashed into open country.

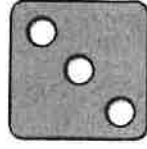## S Simile

Examples:
Like the tears of a unicorn, the rain was soft and fragrant.

As strong as a mountain, he faced his fear once more.

P Preposition

Examples:
Above them all, high in the sky, was a glowing orb.

Between the rock and the tree, there grew a tiny precious flower.

A Adverb
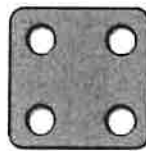
Examples:
Gradually and with a steady hand, she drew back the curtain.

Lazily, he stretched an arm out towards the remote control.

C Conjunction
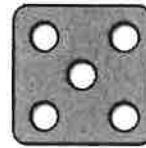
Examples:
Although he was the youngest, he was the most ambitious.

Unless they could find shelter by midnight, they would be in grave danger.

E -Ed word
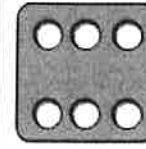
Examples:
Exhausted and wet through, she hauled herself back onto the boat.

Exhilarated, he smiled at the mysterious animal sounds coming from the trees.

Stone Age Homes

Why do we we need shelter?

What do houses look like today?

How do they differ around the world?

What is important when it comes to building a house?
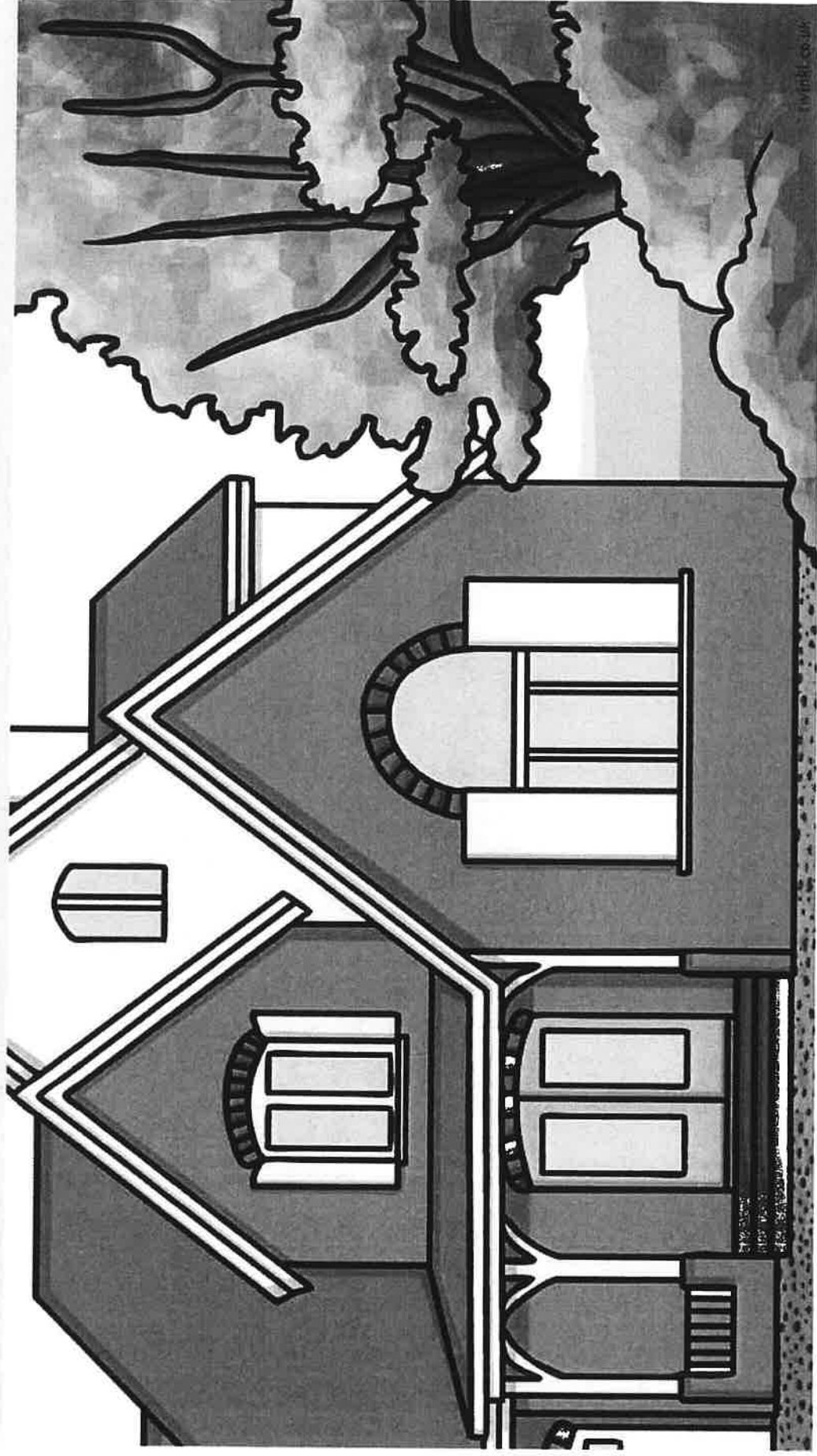
What shelter might early humans have found or made in Britain?
What materials would they have had available?
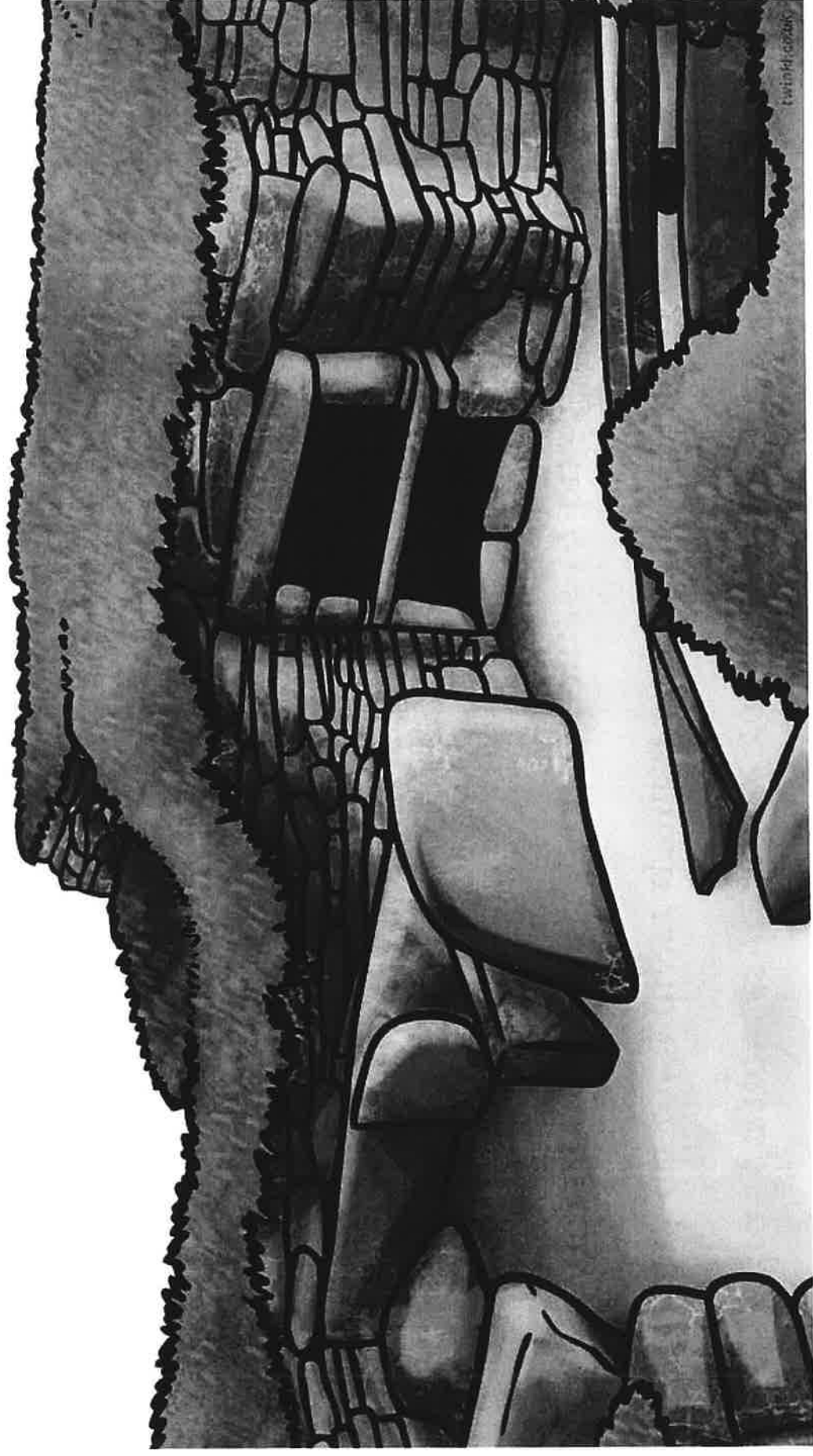
What evidence do we have?

Do you think the houses were all the same? Why?
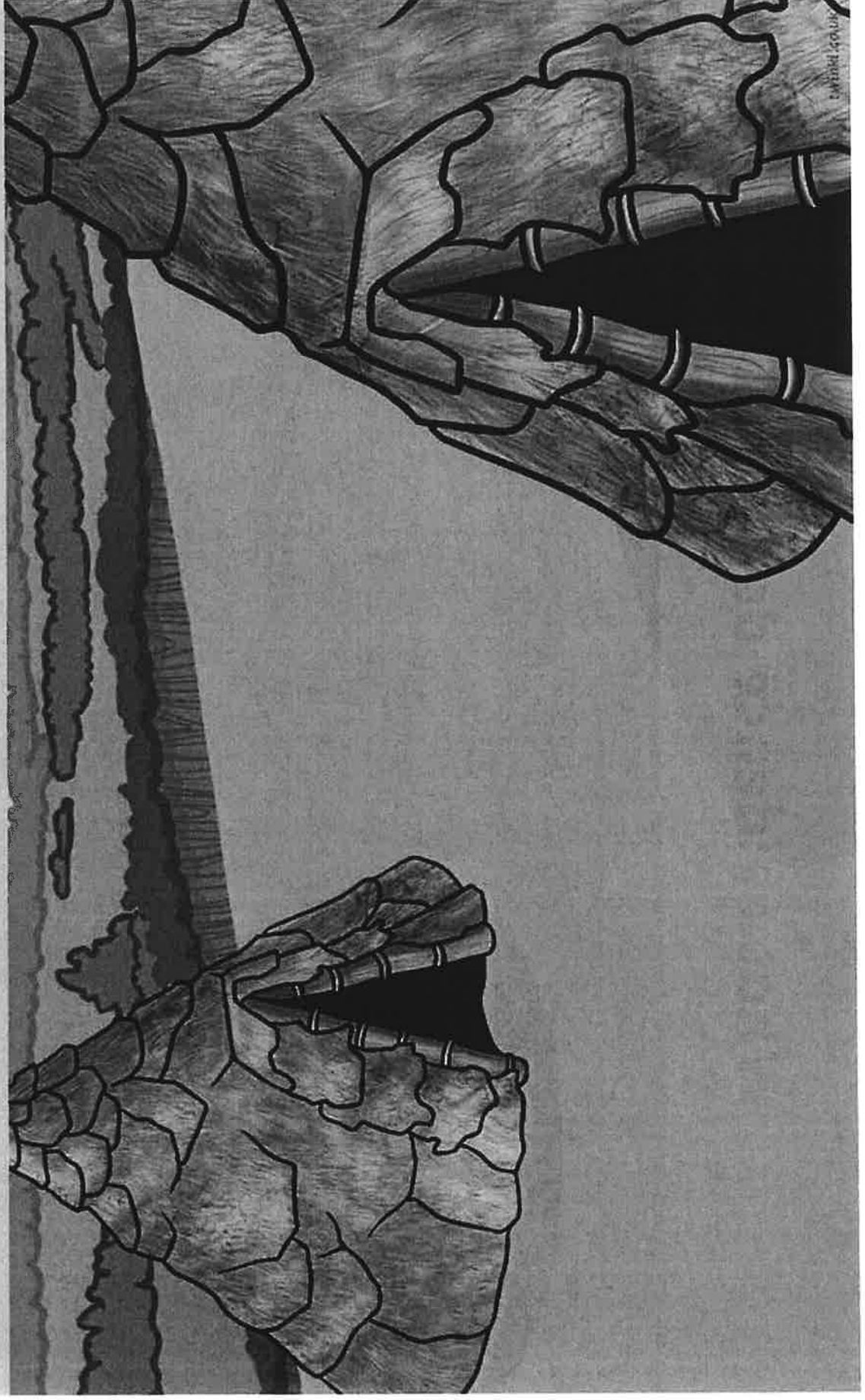
What Types of Houses Did They Live in?
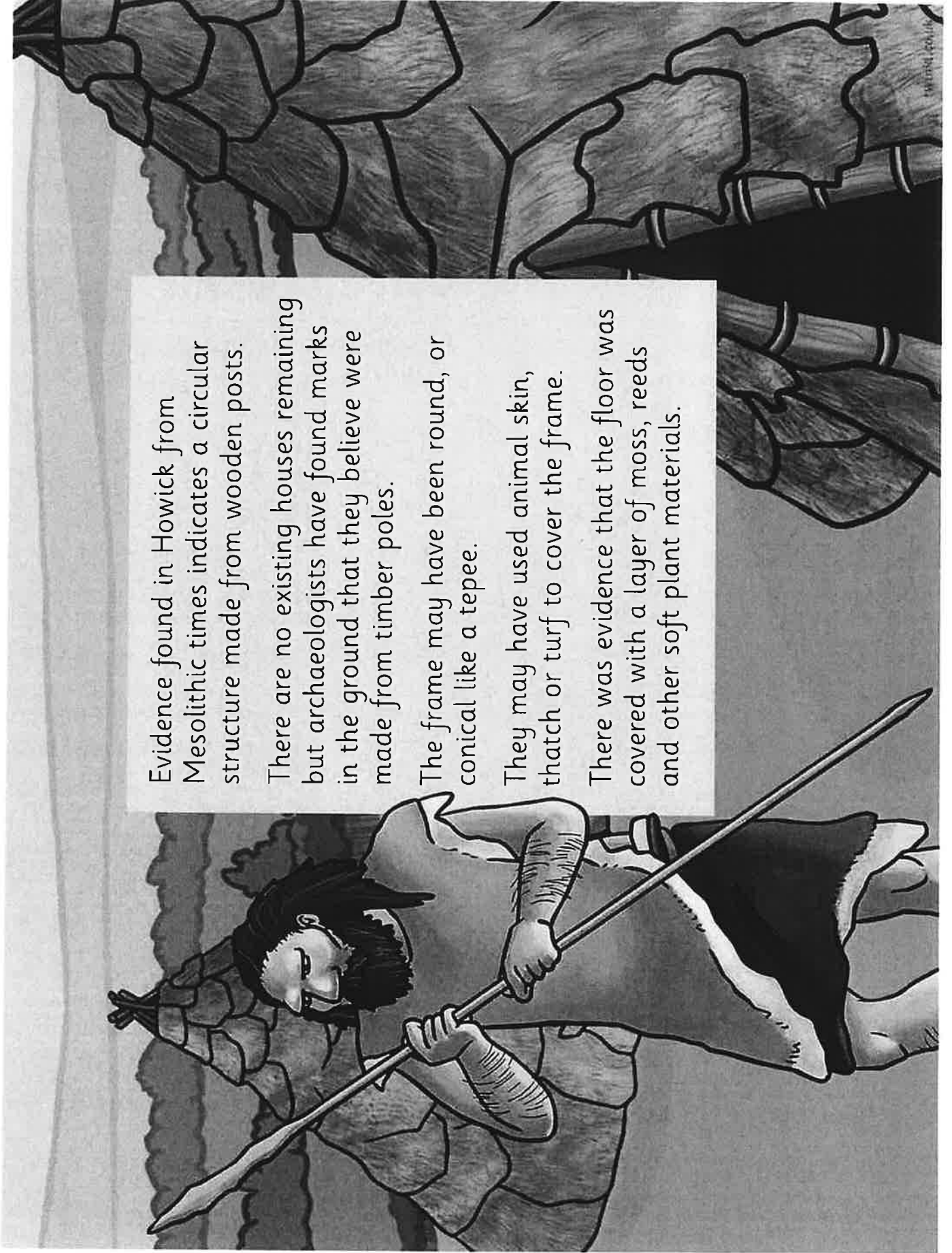
This depended on the time and the country.

In Britain, archaeologists have found evidence of four different types of dwelling.
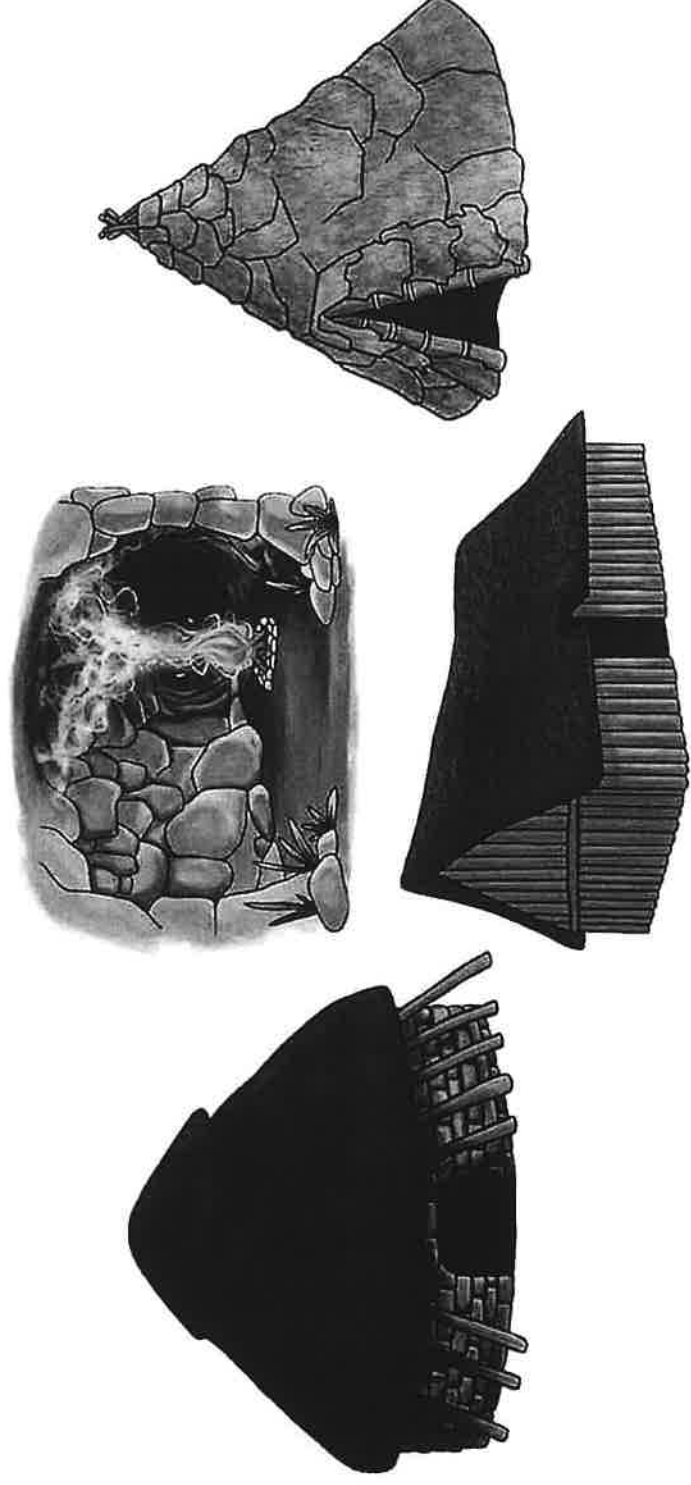
During the Palaeolithic time period, when the ice came, some early humans sheltered from the cold inside caves.

Why build your own house when there's one already available?
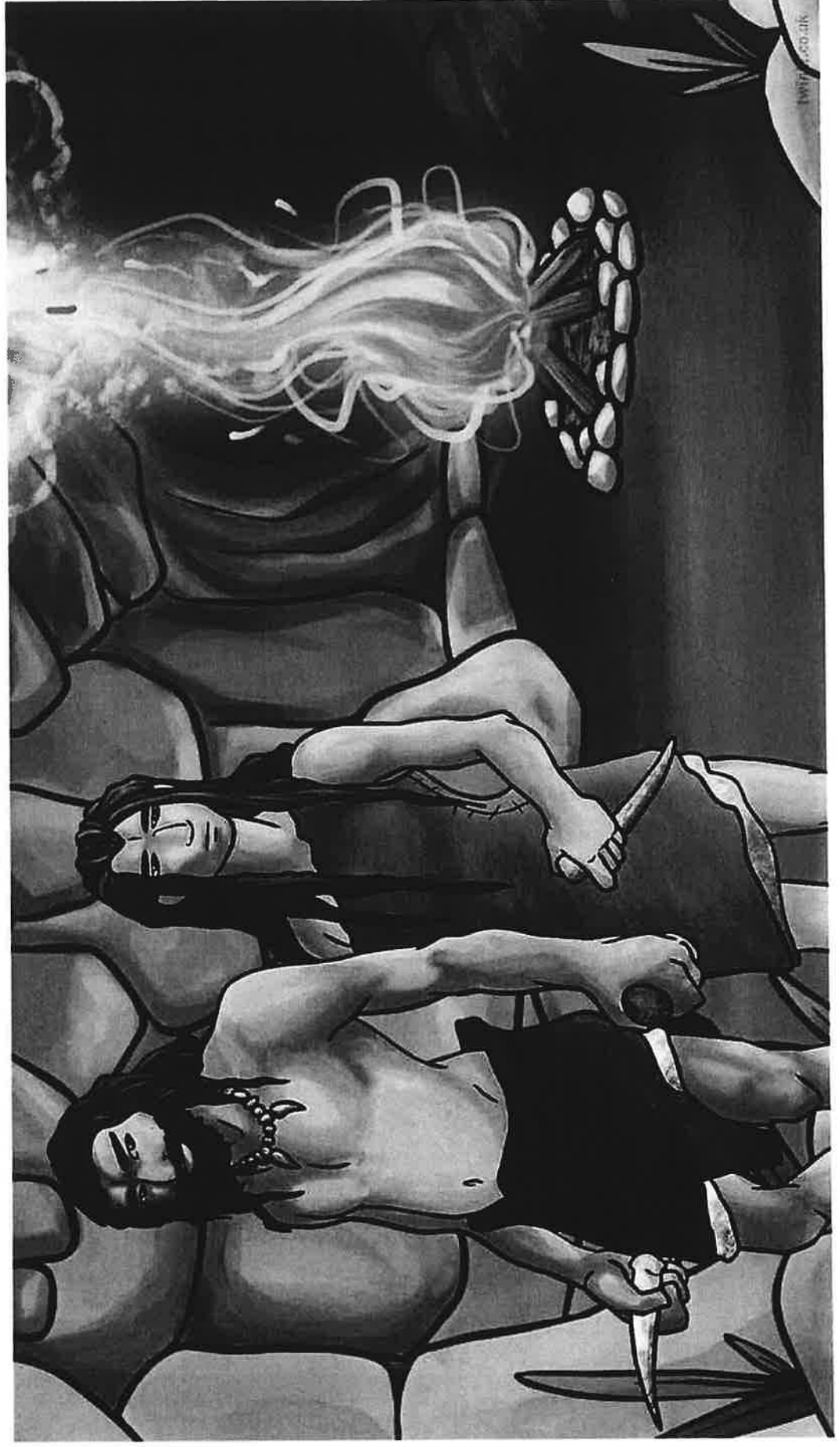
Evidence found in Howick from Mesolithic times indicates a circular structure made from wooden posts.

There are no existing houses remaining but archaeologists have found marks in the ground that they believe were made from timber poles.

The frame may have been round, or conical like a tepee.

They may have used animal skin, thatch or turf to cover the frame.

There was evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.

Evidence suggests that houses were usually rectangular and constructed from timber in the Neolithic period.

None of these houses remain, but we can see the foundations. Some houses used wattle and daub (a mixture of manure, clay, mud and hay stuck to sticks that have been woven in and out of the timber frame) for the walls and had thatched roofs.
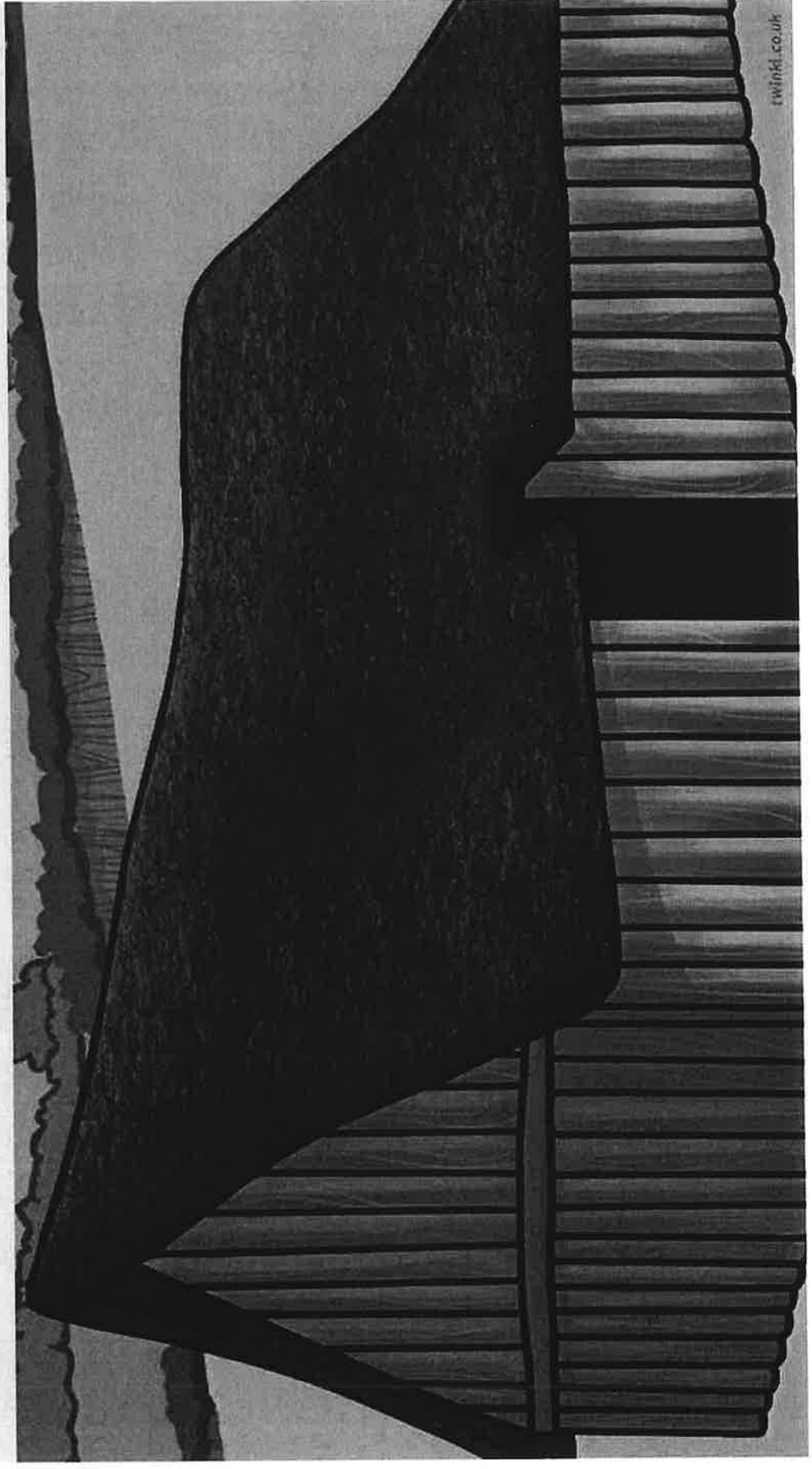
Some houses in the Neolithic period, like those uncovered at Skara Brae, were built from stone.

They were built into mounds of rubbish known as midden. This could include small stones, shells, mud and animal bones.

It would provide some stability as well as insulation.

These houses were usually round.

They had beds and storage shelves, and a hearth in the middle.
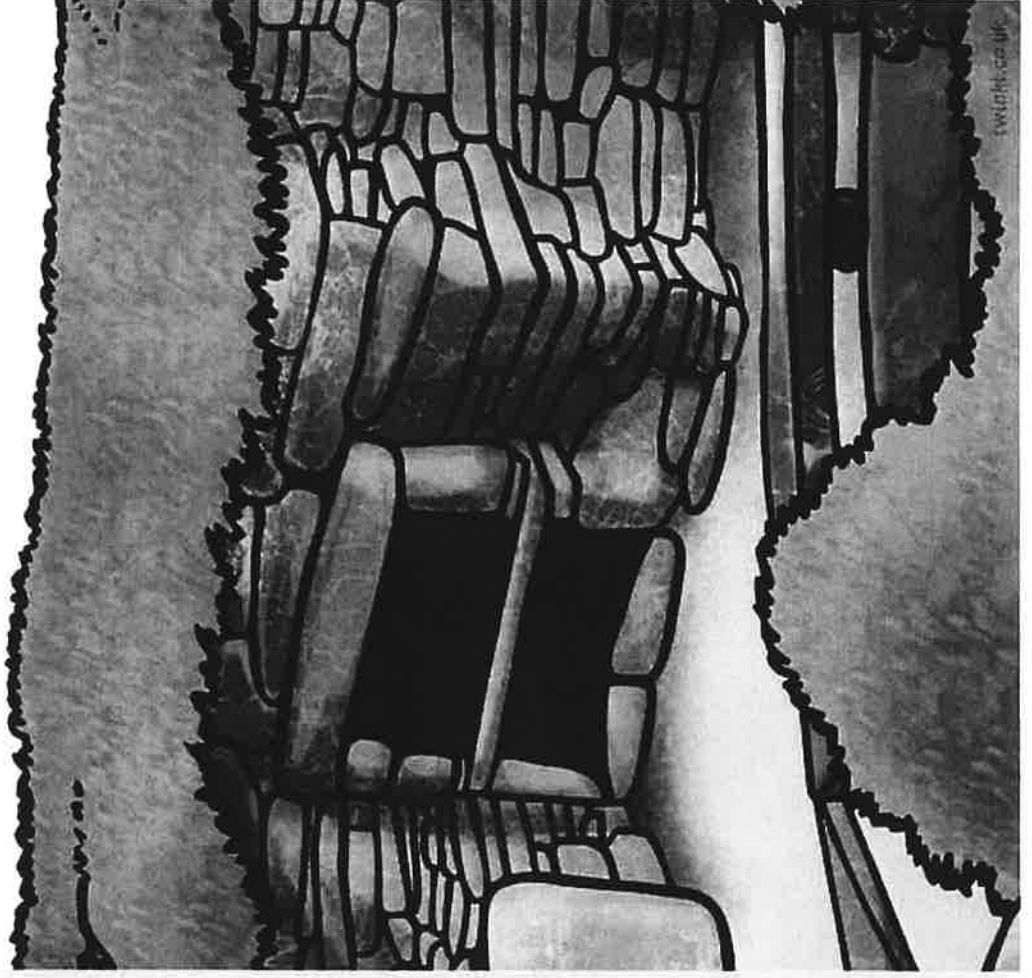
None of the houses still have a roof, so they must have been made from something that has since perished.

A common early roofing material in Orkney was seaweed, fixed with ropes and stones.

They could also have used straw, animal skins or turf, laid over a frame of driftwood or whale bones found on the seashore.
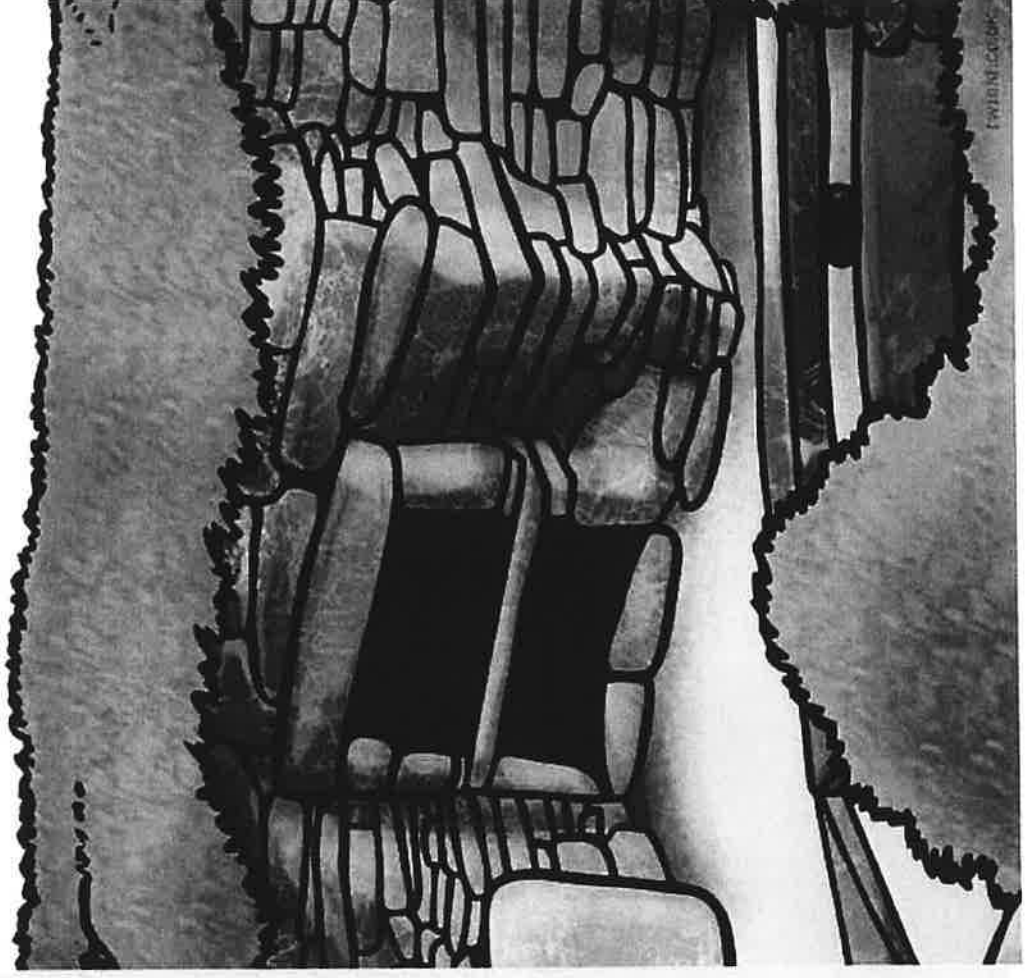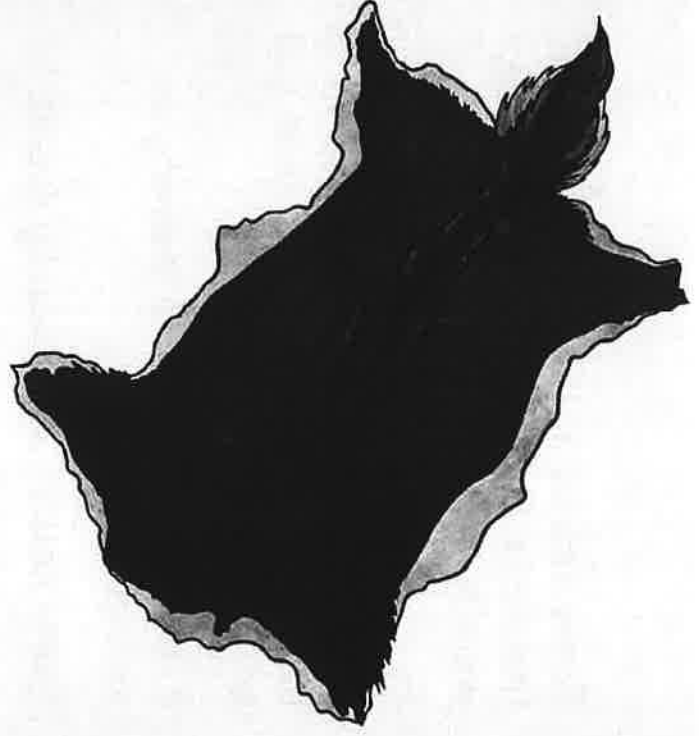
Tuesday

Year 3

Simple Noun Phrases

A note to parents: A simple noun phrase is a group of words that includes a noun at its head –the noun is the main word in the phrase and other words give information about it.

| a cat | his toy | those shoes | the house | two children |

The example simple noun phrases above, all contain a determiner and a noun to make a noun phrase. Most noun phrases contain a determiner. In the sentence below, the noun phrase has been underlined.

Bring your children with you.

For more information on determiners, please see **this**.

Circle or underline the **simple noun phrases** in each sentence below.

1. The girl played at the park.

2. "My leg hurts!" shouted the boy.

3. That's his bike over there.

4. Three cats sat on the fence.

5. An elephant was walking through the forest.

6. Early in the morning, a parrot landed on the balcony.

7. Whose coat is this?

8. Their house is in Manchester.

9. The car splashed through the puddle.
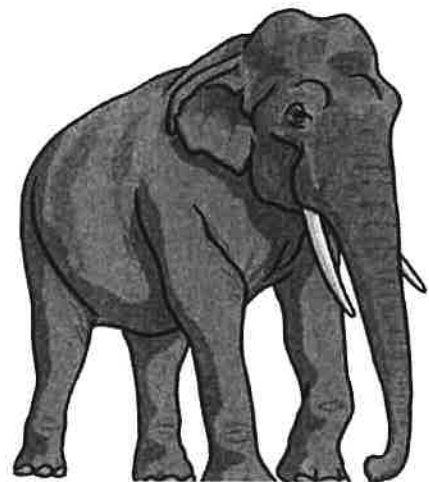
Simple Noun Phrases

A note to parents: Encourage your child to use a range of determiners with the pictures below rather than using 'the', 'a' or 'an' repeatedly. You could use the 'Types of Determiners' display mat to help your child choose a determiner to go with each picture.

Write a sentence about each picture and underline the **simple noun phrase(s)** in each one.
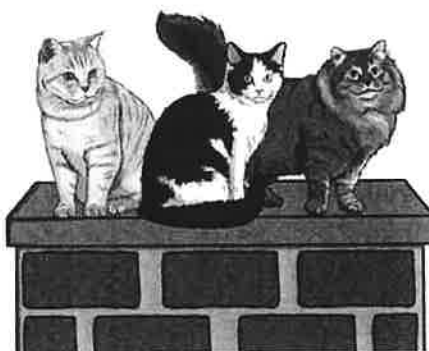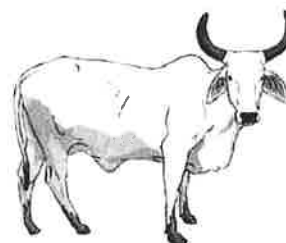
1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____
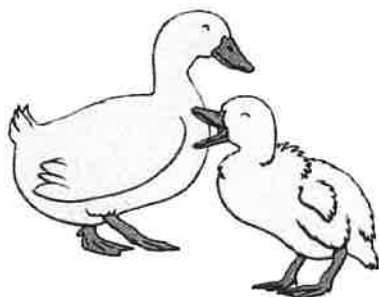
7. _____ 8. _____

Expanded Noun Phrases

A note to parents: An **expanded noun phrase** gives more detail or information about a noun in a simple noun phrase. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through <u>the **dark, mysterious** forest</u>.

In the example above, the expanded noun phrase is 'the dark, mysterious forest', the words 'dark' and 'mysterious' have been used to expand the noun phrase. They make writing more interesting as they help the reader to build an image in their mind.

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.

2. After his lunch, Harold ate a sweet, delicious chocolate brownie.

3. Under the waves, the stripy fish swam quickly through the reef.

4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.

5. "Pass me the blue shoes please," Mum asked Sophia.

6. As John sat at the bus stop, he saw three, large black cars go past.

7. "These strawberry yoghurts are out of date!" complained the customer in the shop.

8. "Whose is this writing pencil?" asked the teacher as she held it in the air.

9. When he reached the top, the climber stared at the vast, breath-taking view.

10. Happy and elated, the winning team held their trophy in the air.

Expanded Noun Phrases 2

A note to parents: Another way to create an expanded noun phrase is to add a prepositional phrase to add further information about the noun and to enable the writing to be more efficient. For example, where it takes two sentences to say:

The man was sat on the bench. He was wearing a red hat.

We can write this more succinctly by expanding the noun phrase with:

The man **with the red hat** sat on the bench.

For further information on prepositional phrases, please see **this**.

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.

2. The cat under the bush was drenched and shivering.

3. From the cave, a dragon with deadly claws came crashing out.

4. At the stables, Aisha chose to ride the horse with a black mane.

5. Charlie reached for the chocolates on the top shelf.

6. The wizard in the purple robe waved his magic wand and they all disappeared.

7. Jason had always known that the house adjacent to the park was occupied by witches.

8. "Please pass me the keys from the top drawer," Dad said to Brian.

9. Make sure you water the plant on the windowsill whilst we are gone.

Vikings Expanded Noun Phrases

A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the **dark, mysterious** forest.

Or by adding a prepositional phrase to add further information about the noun, such as:

The man **with the wooden walking stick** walked slowly across the road.

Below the picture, you will see some sentences describing this Viking scene. Underline a **simple noun phrase** in each sentence and then rewrite each sentence with an **expanded noun phrase**. The first has been done for you.

1. In the distance, <u>the sound</u> of waves could be heard crashing against the shore.
   In the distance, the gentle sound of waves could be heard crashing against the shore.

2. The Viking raised his sword in the air whilst marching forward.

   _____

   _____

3. The tower stood in the background, watching as the Vikings marched on.

   _____

   _____

4. In his hand, he held a shield which was used for protection.

   _____

   _____

5. Below the helmet, his eyes were intensely staring at the monastery.

   _____

   _____

6. Ragnor held his shield aloft in one hand and an axe in the other.

   _____

   _____

7. Behind the warriors, Eldrid held a spear ready to throw at the enemy.

   _____

   _____

8. Canute wore chainmail armour over his tunic.

   _____

   _____

Well done expanding the noun phrases above. Now write two sentence of your own about the picture that contain **expanded noun phrases**.

1. _____

   _____

2. _____

   _____

Under the Sea Expanded Noun Phrases

A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the **dark, mysterious** forest.

Or by adding a prepositional phrase to add further information about the noun, such as:

The man **with the wooden walking stick** walked slowly across the road.

Look at the picture of the underwater scene below. Dori has been writing some sentences about the picture. Can you improve her sentences by expanding the underlined **simple noun phrase** in each sentence by adding an adjective(s) or prepositional phrase? The first one has been done for you.
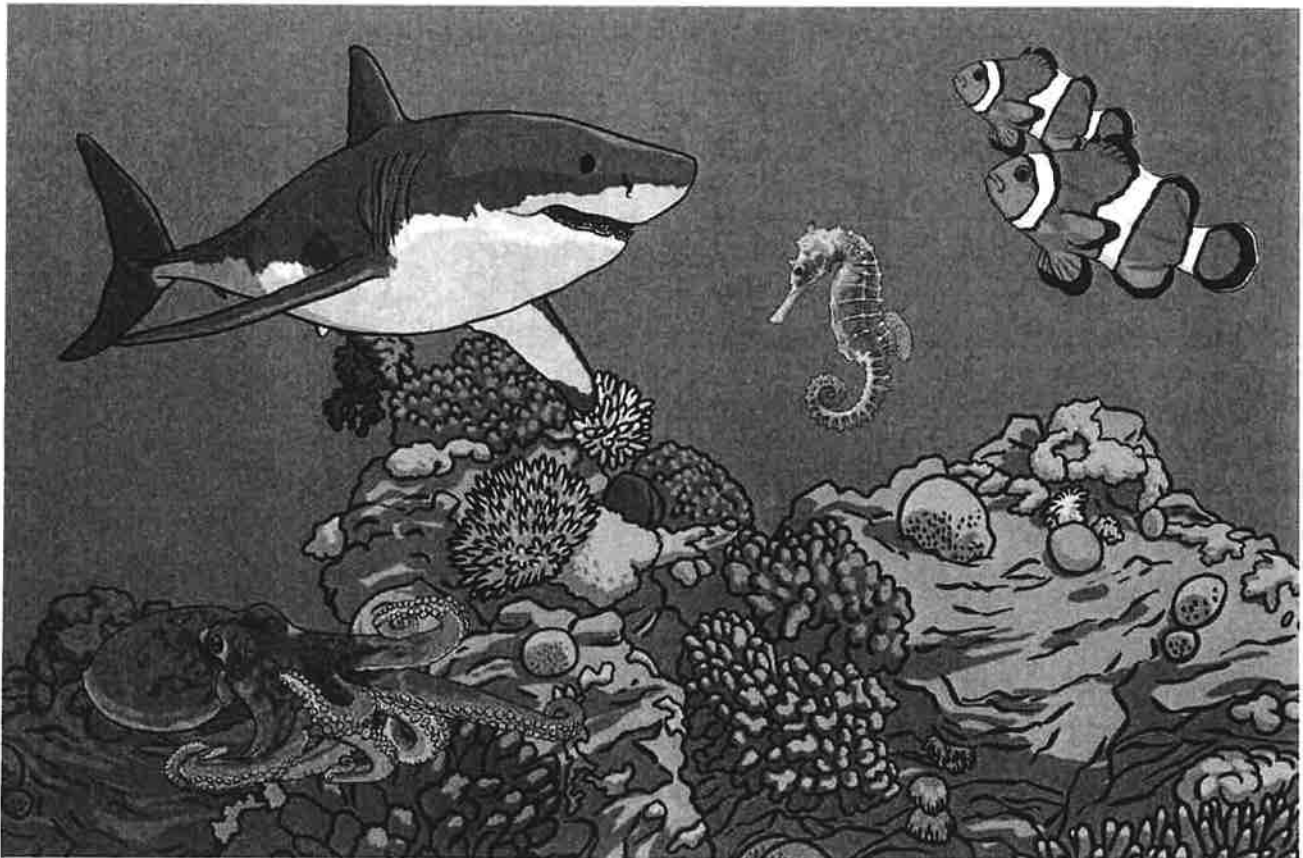
1. The shark swam below <u>the waves</u>.
   The shark swam below the crashing waves.

2. <u>The shark</u> swam below the crashing waves.

   _____

3. In the distance, <u>an octopus</u> meandered through the reef looking for prey.

   _____

4. <u>The colours</u> on the octopus's body undulated in the shimmering water.

   _____

5. On the bottom of the ocean, <u>the seaweed</u> gently drifted in the warm currents.

   _____

6. Covering the ocean floor, <u>lots of coral</u> glittered in the sun's rays.

   _____

7. Unaware of <u>the shark</u>, two clownfish drifted by.

   _____

8. Unaware of the shark, <u>two clownfish</u> drifted by.

   _____

9. Dappled light broke through the surface of <u>the sea</u>.

   _____

10. <u>A seahorse</u> hovered above the reef catching plankton as it passed.

   _____

Well done for adding an expanded noun phrase to each sentence above. Now write some of your own sentences about the picture which include expanded noun phrases.

1. _____

   _____

2. _____

   _____

3. _____

   _____

Titanic Expanded Noun Phrases

A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through <u>the **dark, mysterious** forest</u>.

Or by adding a prepositional phrase to add further information about the noun, such as:

<u>The tall **man with the wooden walking stick**</u> walked slowly across the road.

Read the newspaper extract below. It has lots of **simple noun phrases** in it and is a very boring article. Please improve the article by **expanding the noun phrases**. Use the adjectives next to the picture to help you to improve the text.
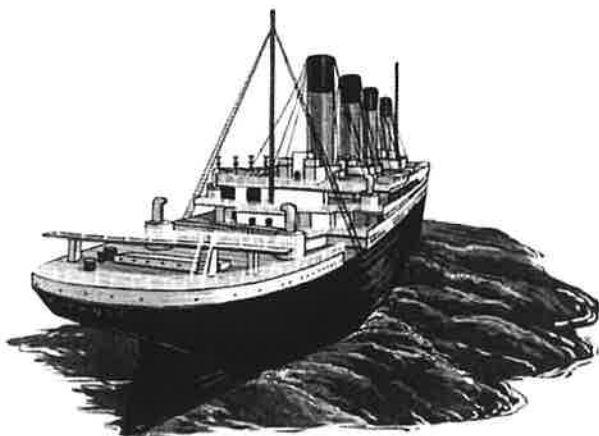
unsinkable	deadly
cold	mighty
hardworking	terrified
confused	frightened
monstrous	vast
mountainous	
experienced	

On that night, the Titanic hit an iceberg that was floating through the North Atlantic. Ignoring several warnings about icebergs, the captain ordered his crew to sail at full speed which caused several sections of the ship to come apart upon impact. At first, passengers did not realise what a situation they were in. But gradually, water began filling the decks of the ship which could not be ignored. Many passengers placed their life jackets on and headed towards the ship's deck. Faces looked around in shock whilst some passengers began to get into the lifeboats...

Rewrite the newspaper extract with expanded noun phrases. Remember, use the adjectives by the picture to help you create your own expanded noun phrases. For example: 'faces' could be changed to 'terrified faces'.

Writing Expanded Noun Phrases

A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through <u>the **dark, mysterious** forest</u>.

Or by adding a prepositional phrase to add further information about the noun, such as:

The man **with the wooden walking stick** walked slowly across the road.

Look at each of the images below. Write a sentence with an expanded noun phrase about each image. The first one has been done for you.

The kind boy with the blond hair helped his friend to carry the books.

_____
_____
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twinkl
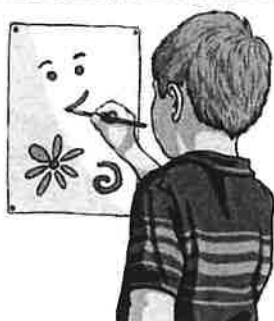
Building Stonehenge

This extract is from a book about British history. Located in Wiltshire in the south of England, Stonehenge is one of the best-known prehistoric monuments in the world. It is an impressive structure and a popular tourist attraction, but how and why it was built remains a mystery...

The early Britons were so good at building structures from stone that some are still standing today. No one really knows what these strange structures were used for, but many archaeologists believe they were made to celebrate the changing seasons or to worship the sun.

5 Stonehenge is a prehistoric structure, found in Wiltshire, that is made up of a ring of vertical slabs of stone. Here is a brief history of the three main phases of its construction.

Stonehenge I

By around 3100 BC, people using deer antlers to break the earth dug a ditch about 2 metres deep and roughly 6 metres wide, forming a circle 98 metres across. Two tall stones marked the entrance on the northeast side of the circle. A wooden henge (which means a circular area) may also have been built at this time.

Stonehenge II

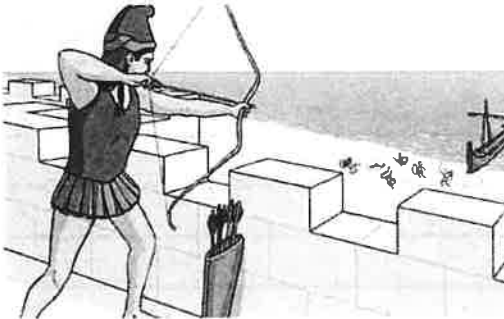A bigger and better henge was built around 2300 BC. About 80 stones, each 15 weighing up to four tonnes, were placed upright in the centre of the site, forming another two circles. The stones were brought about 380 kilometres from a quarry in Wales — but no one really knows how. Many of the stones were carefully angled to line up with the position of the sun at different times of the year.

Stonehenge III

20 Around 2000 BC, more work was carried out and a new circle, with a horseshoe-shape of large stones, was created. A ring of 30 upright stones, weighing up to 50 tonnes each and standing up 25 to 9 metres tall, were added, and these were connected by a ring of stones that were laid on top.

An extract from *Off With Their Heads! All the Cool Bits in British History* by Martin Oliver.

---

1 What makes the author think that early Britons were good at building stone structures?
....
☐ 1 mark

2 Give two reasons why archaeologists believe the stone structures were built.
....
....
☐ 2 marks

3 Which of these statements are true about the stones used around 2300 BC? Circle two.

a. They weighed up to 4 tonnes.   c. They were placed horizontally.

b. They were brought from Scotland.   d. They formed another two circles.
☐ 2 marks

4 What connected the ring of thirty stones added around 2000 BC?
....
☐ 1 mark

5 How does this text's layout help to make it easier to read?
....
....
☐ 2 marks

6 Having read the text, would you like to visit Stonehenge? Explain your answer.
....
....
....
☐ 2 marks

Total
out of 10

3 Is it always true, sometimes true or never true that the largest 3-digit number will have the digit 9 in the hundreds column?

4 The number 541 is shown on the grid.

Hundreds	Tens	Ones
● ● ● ● ●	● ● ● ●	●

Use all the counters to show all the different 3-digit numbers that can be made on the grid.

5 Sarah says 301 is the same as three hundred and ten. Do you agree? Explain your reasoning.

Challenge 2

6 Amy uses the digit cards 2, 3 and 4 to make 3-digit whole numbers. She makes these numbers:

Two hundred and thirty-four

Three hundred and forty-two

Four hundred and twenty-three

Jon says that there are other possible numbers missing from her list.

Write all the other possible numbers in words that Amy could make.

7 Jan says that the number 103 is larger than the number 201 because the sum of the digits in 103 totals 4, which is greater than the sum of the digits in 201, which totals 3. Do you agree? Explain your reasoning.

8 What is the same and what is different about these sets?

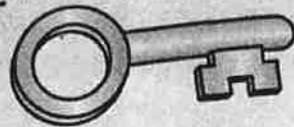| Set 1	Set 2
5 hundreds, 8 tens, 4 ones	500 + 80 + 4
58 tens, 4 ones	400 + 180 + 4
5 hundreds, 84 ones	300 + 280 + 4

3 multiplication table

Recall the multiplication and division facts for the 3 multiplication table

Challenge 1

1 a $1 \times 2 =$

b $2 \times 2 =$

c $5 \times 2 =$

d $10 \times 2 =$

2 a $1 \times 5 =$

b $2 \times 5 =$

c $5 \times 5 =$

d $10 \times 5 =$

3 a $1 \times 10 =$

b $2 \times 10 =$

c $5 \times 10 =$

d $10 \times 10 =$

4 a $1 \times 3 =$

b $2 \times 3 =$

c $5 \times 3 =$

d $10 \times 3 =$

Challenge 2

Find the missing number in each calculation.

a $\bullet \times 3 = 12$

b $8 \times \bullet = 24$

c $6 \times \bullet = 18$

d $\triangle \times 3 = 36$

e $11 \times \blacksquare = 33$

f $15 = 3 \times \triangle$

g $\triangle \times 3 = 21$

h $27 \div \blacksquare = 3$

i $9 \div \bullet = 3$

j $\bullet \div 3 = 5$

k $9 = \blacksquare \times 3$

l $12 \div \bullet = 3$

2 Write two multiplication and two division facts for each set of trios.

a 3 6 18

b 7 21 3

c 3 8 24

d 3 36 12

e 1 3 3

f 3 27 9
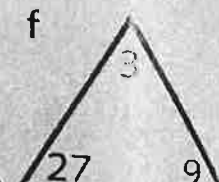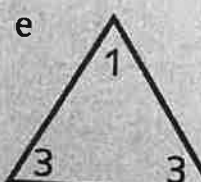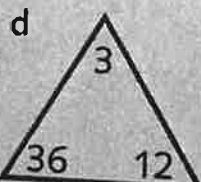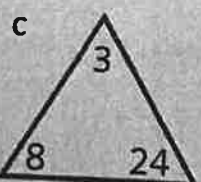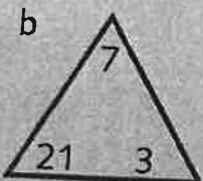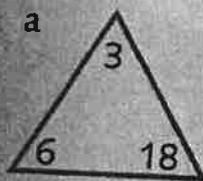
Challenge 3

Read the clues to find the number.

a I am a multiple of 3. — I am between 20 and 30. — I am an even number. — I am...

b I am a multiple of 2 and 3. — I am between 15 and 25. — I have a 4 in the units place. — I am...

c I am a multiple of 3, 5 and 10. — I am an even number. — I am less than 40. — I am...

The Stone Age

When was the Stone Age?

The Stone Age covers a huge period of time, over 3 million years! It starts from when the first human like animals came into existence. The earliest evidence has been found in Africa.

Early humans arrived in Britain more than 800,000 years ago but Britain has not been constantly lived in since that time due to climate changes. The ice and the cold temperatures during the last period of time known as the Ice Age meant that early humans left Britain in search of warmer climates.

At this time Britain was not an island so they could walk across the land into Europe and Africa.

Stone Age Time Periods

Palaeolithic – around 3,000,000 BC

During this long period of time, the earliest hominids (humans or close relatives of humans), Homo habilis, who used simple stone tools, slowly developed into the modern humans we call Homo sapiens.

Britain was still connected by land to France and Denmark.

Mesolithic – around 10,000BC

People led largely nomadic lives as hunter-gatherers, constantly on the move in order to survive.

It was during this time that Britain became an island.

Neolithic – around 4,500 BC – 2,400BC

This is the time that farming began, pottery was developed and villages were built.

Why is it called the Stone Age?

The Stone Age is so called because the earliest humans used stone to make tools with a sharp edge or point. Stone was the material predominantly used for tools throughout the Stone Age.

Which countries were populated?

Today there are over seven billion people in the world (7,000,000,000).

Even at the peak of the stone age it was likely that there were less than five million (5,000,000).

- About 2 million years ago Homo habilis appeared in eastern Africa.
- About 1.5 million years ago Homo erectus were living in the Southern Caucasus and Northern China.
- By 400,000 years ago the early human population had spread to Indonesia and Europe.
- By 27,000 years ago they had set foot in Australia, Poland, Japan and Siberia.
- It wasn't until around 10,000 BC that early humans reached North and South America via the Bering land bridge that at that time connected Siberia and North America.

What type of houses did they live in?

This depended on the time, and the country. In Britain, archaeologists have found evidence of four different types of dwelling.

What clothes did they wear?

People wore animal skins to keep them warm, sewn together using bone needles.

The fine bone needles that have been found were probably used for embroidery as well.

The bodies of a boy and a girl buried around 28,000 years ago in Russia were found with thousands of ivory beads and fox teeth covering them, work that would have taken years to complete.

We also know that people were weaving fabric back then (which could have been used for clothes) and dying spun plant fibres different colours, so maybe fashion started a lot earlier than you might think!

What food did they eat?

Animals were the main source of food. They would eat all of the animal. When all the meat was stripped off bones, the bones would be smashed so the marrow could be eaten from the inside.
Marrow is high in fat and would have been a good energy source.
Although it is thought that farming largely began in the Neolithic time, when many more plant based foods became part of people's diets, there is evidence that people were eating food such as beans, seeds, lentils, nuts and grains over 23,000 years ago in the Palaeolithic period.
Their diet was a lot more varied than you might think, including many plants that today we treat as weeds.

How did they communicate?

Symbols have been found alongside cave paintings in Europe, used repeatedly in the same clusters in different caves. Similar symbols have also been found on jewellery, suggesting that there was possibly a communication system in existence 30,000 years ago.

Dogs

Dogs would help with hunting. Graves have been found where dogs had been buried with tools, like they buried humans with. This tells us that dogs were treated like part of the family.

Stone Age Comprehension Task

1) Where was the earliest evidence of the Stone Age found?
2) During which time period were villages built?
3) Why is it called the Stone Age?
4) When did early humans reach North and South America and how did they get there?
5) How many different types of Stone Age dwelling have archaeologists found in Britain?
6) What did people wear to keep warm?
7) What was the main source of food for Stone Age people?
8) Explain what Marrow is and why it was good to eat.
9) How did they communicate?
10) How do we know dogs were treated like part of the family?

My Stone Age Research Map

Research the Stone Age using the internet and books. Create your own sub-headings such as Food, Homes, Hunting or Clothing.

Add writing and pictures under each sub-heading.

Stone Age
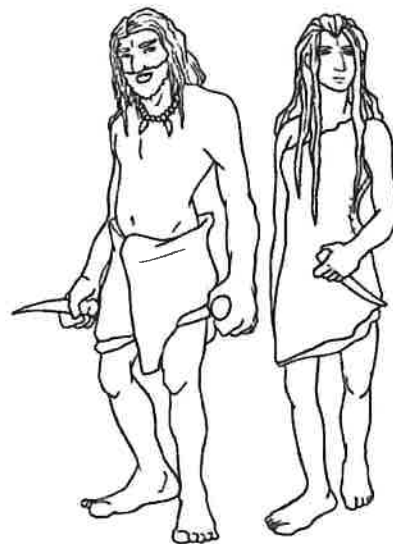
Wednesday

Year 3

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose the correct type of conjunction from the box to complete these sentences.

Coordinating Conjunctions

and	but	or	if	so

Subordinating Conjunctions

although	because	so that	even if	whenever	before	even though	until

Correlative Conjunctions

whether/or	either/or	both/and	not only/but

Use a coordinating conjunction to rewrite these pairs of sentences as one sentence.

1. We enjoy watching films. We enjoy going bowling.

2. He wants to win the race. He is running more slowly than the others.

3. My mum loves cake. I am going to bake a cake for her birthday.

Use a subordinating conjunction to rewrite these pairs of sentences.

4. My hands are freezing cold. I forgot to bring my gloves today.

5. My mum takes me to the match every week. She doesn't like football.

6. I take the dog for a walk every day. Sometimes it is raining.

Use a pair of correlative conjunctions to rewrite these pairs of sentences.

7. I like carrots. I like asparagus.

8. I don't know if it's going to be sunny. I don't know if it's going to be raining.

9. She is the regional champion. She is also the national champion.

Compound Sentence Jigsaws

Use your super sentence writing skills to create a compound sentence using different co-ordinating conjunctions and your own main/independent clauses. Read the clause in the first puzzle piece, circle an appropriate co-ordinating conjunction in the second, and then add your own clause in the final piece to create different compound sentences.

1. The sun shone down on the people | for and nor but or yet so | _____

2. The anxious boy screamed | for and nor but or yet so | _____

3. Kaitlyn looked surprised | for and nor but or yet so | _____

4. I love to play video games | for and nor but or yet so | _____

5. Justin dreams of becoming a professional footballer | for and nor but or yet so | _____

6.

The air turned cold | for and nor but or yet so | _____

7.

The kind man bought flowers | for and nor but or yet so | _____

8.

The wicked witch cackled loudly | for and nor but or yet so | _____

9.

I am not keen on watching scary | for and nor but or yet so | _____

10.

Francesca beamed with delight | for and nor but or yet so | _____

Compound Sentence Jigsaws

Challenge: Now write three complete compound sentences of your own.

Nature Trail

Nature Trail was written by the poet, author and playwright Benjamin Zephaniah. Zephaniah enjoys being close to nature and animals, and in this poem, he describes all the wildlife that he sees in his garden. He encourages us to think about the importance of having a garden.

At the bottom of my garden
There's a hedgehog and a frog
And a lot of creepy-crawlies
Living underneath a log,
5 There's a baby daddy long legs
And an easy-going snail
And a family of woodlice,
All are on my nature trail.

There are caterpillars waiting
10 For their time to come to fly,
There are worms turning the earth over
As ladybirds fly by,
Birds will visit, cats will visit
But they always chose their time
15 And I've even seen a fox visit
This wild garden of mine.

Squirrels come to nick my nuts
And busy bees come buzzing
And when the night time comes
20 Sometimes some dragonflies come humming,
My garden mice are very shy
And I've seen bats that growl
And in my garden I have seen
A very wise old owl.

25 My garden is a lively place
There's always something happening,
There's this constant search for food
And then there's all that flowering,
When you have a garden
30 You will never be alone
And I believe we all deserve
A garden of our own.

Benjamin Zephaniah

---

1. Where do the creepy-crawlies live?
....
☐ 1 mark

2. Why do you think the poet describes the snail as "easy-going" (line 6)?
....
☐ 1 mark

3. Which two animals pick carefully when to visit the garden? Why do you think this is?
....
☐ 2 marks

4. Which animal does the author seem most surprised to have seen in his garden?
....
☐ 1 mark

5. Write down one word that has a similar meaning to "nick" (line 17).
....
☐ 1 mark

6. What two things does the poet say are always happening in his garden?
....
☐ 2 marks

7. Why do you think the poet believes "we all deserve a garden of our own" (lines 31-32)?
....
☐ 2 marks

Total
out of 10

Getting started

1 Work out which calculations are true and which are false.

 a) 632 + 254 = 886

 b) 463 + 736 = 999

 c) 704 + 285 = 9089

 d) 629 + 390 = 1019

 e) 187 + 298 = 4815

 f) 684 + 976 = 1660

For the statements that are false explain what the error is.

2 Sarah has written four calculations. Can you explain 'What is the same? What is different?'

 a) 735 + 265

 c) 754 + 246

5 Bev sa
agree?

6 Use th
that a
differ

7 Each
numb

Solving word problems (1)

Solve word problems and reason mathematically

Challenge 1

1 a $4 \times 3 =$
  b $40 \times 3 =$

2 a $3 \times 3 =$
  b $30 \times 3 =$

3 a $3 \times 2 =$
  b $30 \times 2 =$

4 a $5 \times 3 =$
  b $50 \times 3 =$

5 a $4 \times 5 =$
  b $40 \times 5 =$

6 a $6 \times 5 =$
  b $60 \times 5 =$

7 a $7 \times 3 =$
  b $70 \times 3 =$

8 a $9 \times 3 =$
  b $90 \times 3 =$

Challenge 2

a Josh earns £3 pocket money per month. How much does he earn in 1 year?

b There are 7 tricycles in the playground. How many wheels are there altogether?

c Josh has 3 balloons. Mari has 6 times more balloons than Josh. How many balloons does Mari have?

d A pizza is split into 24 slices. Each child receives 3 slices. How many children are there?

e 9 children collect £30 each for the school charity. How much money is collected altogether?

f In the cake sale, Year 3 collect £27 towards their class trip. They need to collect £12 more. What is the total amount they need to collect?

g There are 21 bicycles in the playground. 3 are put into the shed. How many are left in the playground?

h Mary and John eat a whole pizza. The pizza is split into slices. John eats 4 slices of pizza and Mary eats 5 slices of pizza. How many slices are there in the pizza?

i 12 cakes are sold on Saturday. 3 times more cakes are sold on Sunday. How many cakes are sold altogether at the weekend?

Make up your own word problems for the calculations. Swap them with a friend to solve.

a $3 \times 4 =$

b $24 \div 3 =$

c $50 \times 3 =$

d $27 \div 3 =$

e $30 \times 3 =$

f $8 \times 3 =$

49

Shopping list

If your parents gave you £40 and asked you to do the weekly shopping what would you buy and how would you choose the items you buy. Write your shopping list on the left and explain why you have chosen these items for your house.

Thursday

Year 3

Stone Age Homes

A Task Setting PowerPoint on Stone Age Homes

L.F. : to find out what type of homes early people lived in and what materials they were made from.

Why do we need shelter?

What do houses look like today?

How do they differ around the world? Why?

What is important when it comes to building a house?

What shelter might early humans have found or made in Britain?

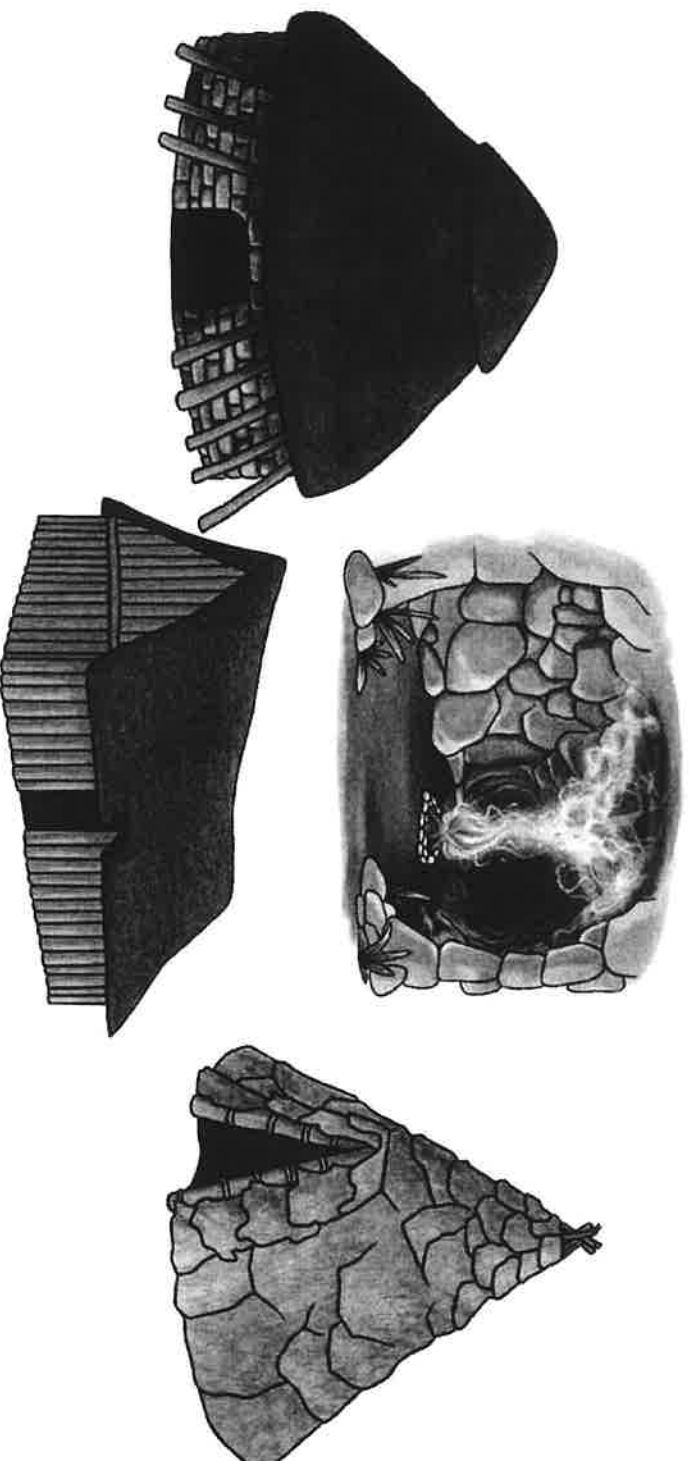What materials would they have had available?

What evidence do we have?

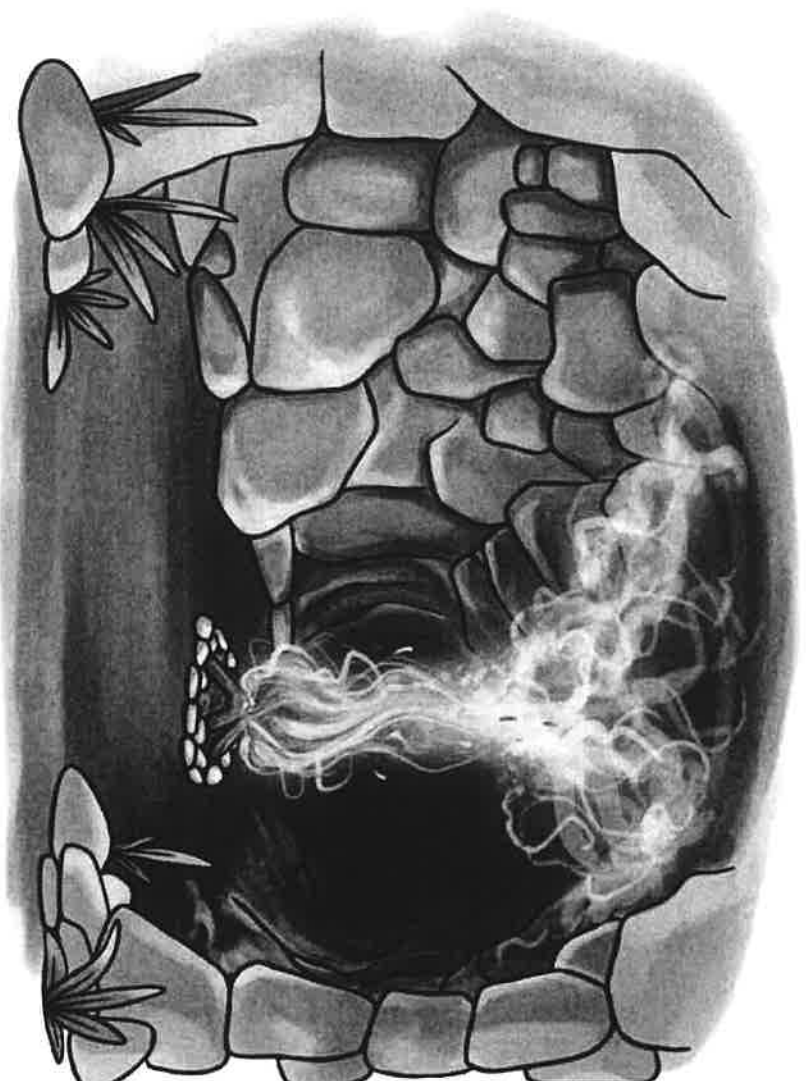Do you think the houses were all the same?

Why?

What type of houses did they live in?

This depended on the time, and the country.
In Britain, archaeologists have found evidence of four different types of dwelling.

During the Palaeolithic time period when the ice came, some early humans sheltered from the cold in caves.

Why build your own house when there's one already available?

Evidence found in Howick from Mesolithic times indicates a circular structure made from wooden posts.

There are no existing houses remaining but archaeologists have found marks in the ground that they believe were made from the timber poles.

The frame may have been round, or conical like a teepee.

They may have used animal skin, thatch or turf to cover the frame.

There was evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.
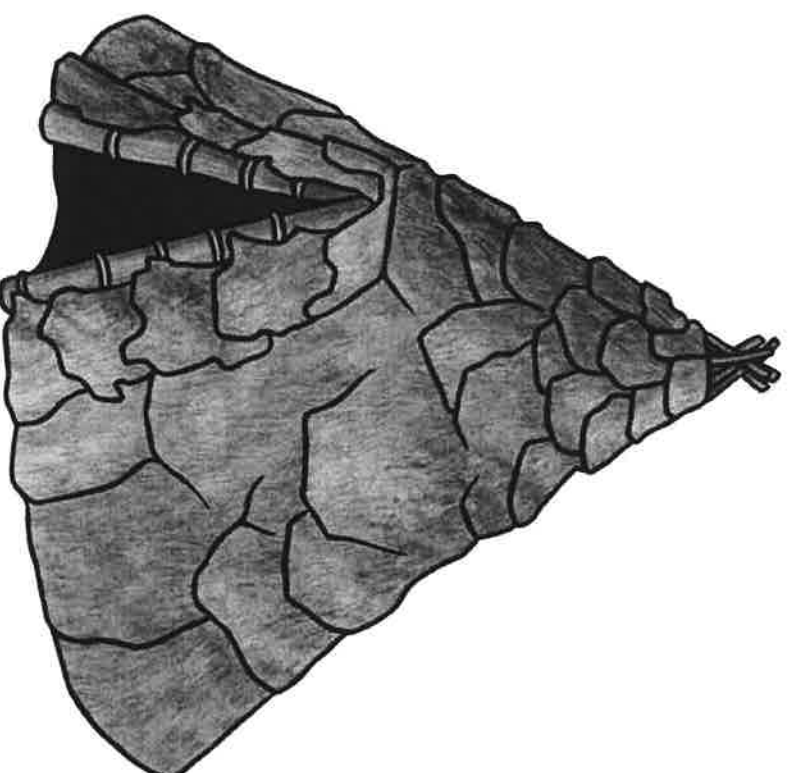
Evidence suggests that houses were usually rectangular and constructed from timber in the Neolithic period.

None of these houses remain but we can see the foundations.

Some houses used wattle and daub for walls and thatched roofs.
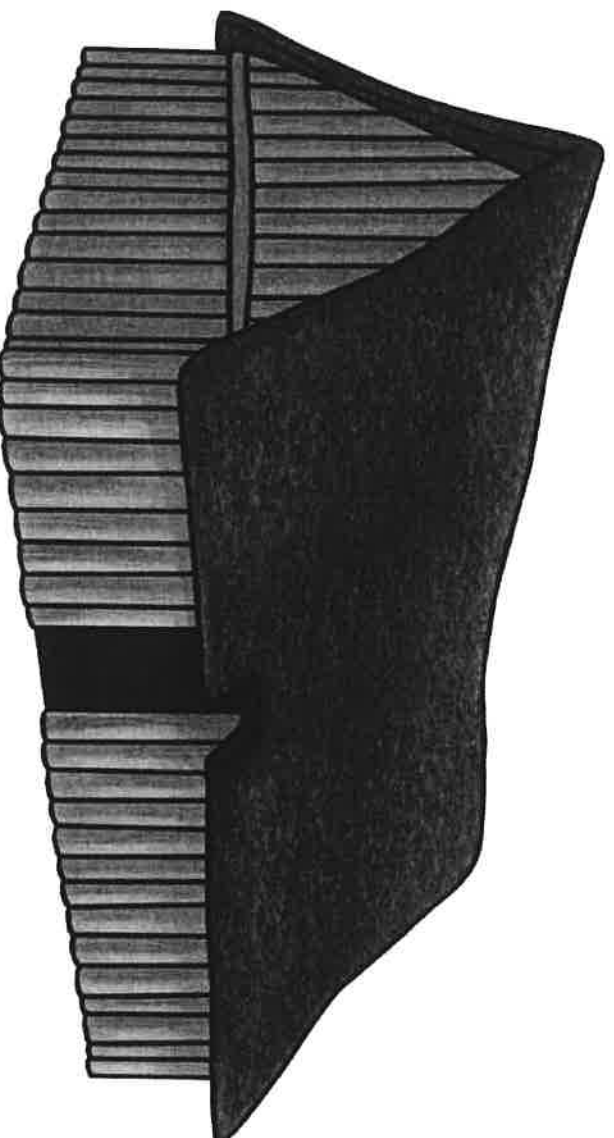
wattle and daub: a mixture of manure, clay, mud and hay stuck to sticks that have been woven in and out of the timber frame.
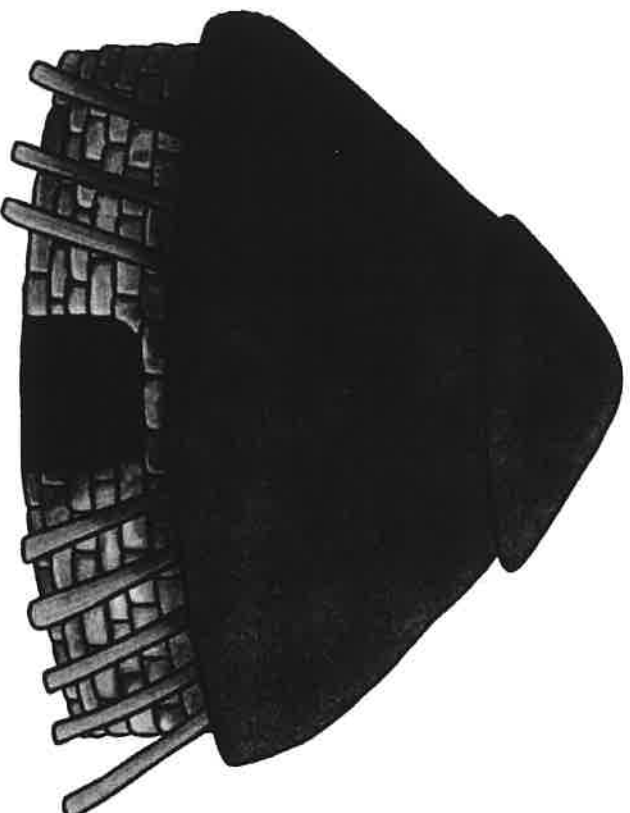
Some houses in the Neolithic period, like those uncovered at Skara Brae, were built from stones.

They were built into mounds of rubbish known as midden. This could include small stones, shells, mud and animal bones.

It would provide some stability as well as insulation.

These houses were usually round.

They had beds and storage shelves, and a hearth in the middle.

Stone Age Homes

Name:..Date:..........................

Draw a diagram in each box and label the materials used to construct the houses.

Typical **Palaeolithic** home:

Typical **Mesolithic** home:

Typical **Neolithic** home:

Home in Skara Brae: (Neolithic)

Plenary

Are there any similarities to houses you might live in today?

Day 4

Write a story

Create a character who lives within this city.
What does he/she look like?
What does he/she do?
Who does he/she live with?

How does she/he travel to the castle?
What things did you take with you on your journey, was it a wepon?
What do they pass on their way?
Do they have any challenge on their way
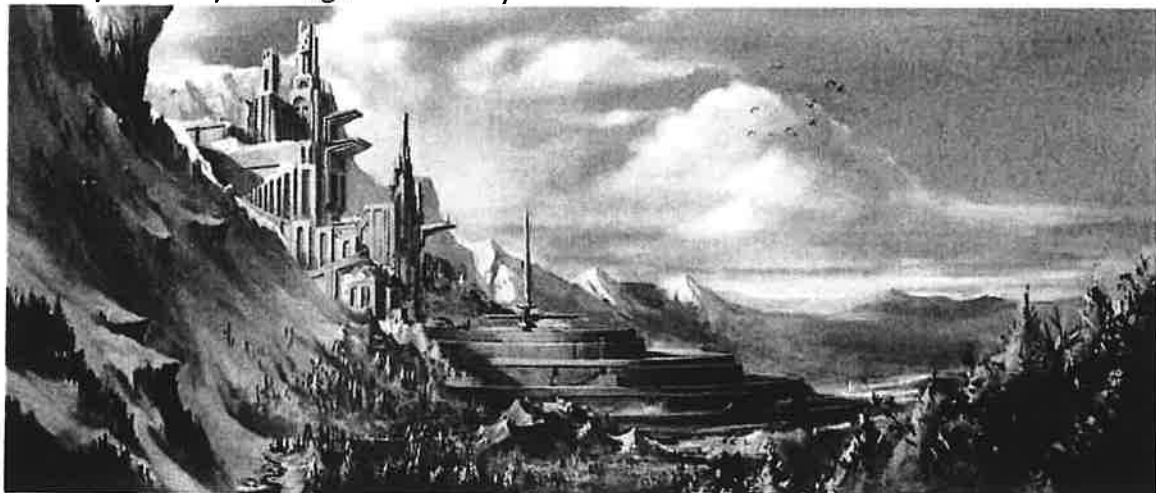
Day 5

Once you get to the tower you are confronted by this dragon.

Describe the dragon?
What was the dragon doing when you entered the castle?
How did you defeat the dragon?

What did you find in the castle once you had defeated the mighty dragon?

Bill's New Frock

Bill's New Frock tells the story of Bill Simpson, a boy who wakes up one morning to find that he has become a girl. Bill is surprised to discover that boys and girls are treated very differently. In this extract, Bill realises that he has turned into a girl, but no one else seems to notice...

When Bill Simpson woke up on Monday morning, he found he was a girl.

He was still standing staring at himself in the mirror, quite baffled, when his mother swept in.

'Why don't you wear this pretty pink dress?' she said.

5 '*I never wear dresses,*' Bill burst out.

'I know,' his mother said. 'It's such a pity.'

And, to his astonishment, before he could even begin to argue, she had dropped the dress over his head and zipped up the back.

'I'll leave you to do up the shell buttons,' she said. 'They're a bit fiddly
10 and I'm late for work.'

And she swept out, leaving him staring in dismay at the mirror. In it, a girl with his curly red hair and wearing a pretty pink frock with fiddly shell buttons was staring back at him in equal dismay.

'This can't be true,' Bill Simpson said to himself. 'This cannot be true!'

15 He stepped out of his bedroom just as his father was rushing past. He, too, was late in getting off to work.

Mr Simpson leaned over and planted a kiss on Bill's cheek.

'Bye, Poppet,' he said, ruffling Bill's curls. 'You look very sweet today. It's not often we see you in a frock, is it?'

20 He ran down the stairs and out of the house so quickly he didn't see Bill's scowl, or hear what he muttered savagely under his breath.

Bella the cat didn't seem to notice any difference. She purred and rubbed her soft furry body around his ankles in exactly the same way as she always did.

And Bill found himself spooning up his cornflakes as usual. It was as if
25 he couldn't help it. He left the house at the usual time, too. He didn't seem to have any choice. Things, though odd, were just going on in their own way, as in a dream.

Or it could be a nightmare! For hanging about on the corner was the gang of boys from the other school. Bill recognised the one they called Mean
30 Malcolm in his purple studded jacket.

An extract from *Bill's New Frock* by Anne Fine.

---

1 What does the word "baffled" in line 2 mean? Use a dictionary to help you.

1 mark

....

2 What do Bill's mother's comments about wearing dresses tell us about her attitude towards girls?

1 mark

....

....

3 Why do you think Bill doesn't argue with his parents when they start treating him like a girl?

....

....

4 How is Bella the cat's behaviour towards Bill different to his parents' behaviour?

2 marks

....

....

5 Explain why Bill says that what he's experiencing "could be a nightmare" (line 28).

2 marks

....

....

6 How might the children at Bill's school treat him differently now that he's a girl?

2 marks

....

....

Total out of 10 ☐

Adding Is

- Add mentally a 3-digit number and 1s
- Solve missing number problems

Challenge 1

a $124 + 5 =$

b $157 + 4 =$

c $188 + 3 =$

d $169 + 8 =$

e $215 + 7 =$

f $303 + 9 =$

Challenge 2

1 Work out the missing numbers.

a $122 + = 127$

b $134 + = 138$

c $151 + = 15\!$

d $148 + = 156$

e $175 + = 181$

f $208 + = 21\!$

g $249 + = 258$

h $284 + = 295$

i $326 + = 33\!$

2 Explain your method for finding the missing numbers.

1 Work out the missing numbers.

a $467 + = 472$

b $455 + = 463$

c $573 + = 58\!$

d $632 + = 640$

e $864 + = 873$

f $896 + = 90\!$

2 Solve these word problems. Write the calculation, work it out and then write the answer to the problem.

a Jack counts his favourite stickers. He has 238. His friend gives him some more and now he has 245. How many stickers does Jack's friend give him?

b Jamila has an apple tree in her garden. One day she picks 317 apples. She puts these with the apples she collected the day before. Altogether she has 326 apples. How many apples did she collect the day before?

c A sunflower grew to 278 cm in three weeks. One week later it is 286 cm tall. How much more has it grown?

3) The answer to Ravi's calculation is 450. What could the question be? Write as many questions as you can think of.

| | + | | → 450 ← | | + | |

| | + | | → 450 ← | | + | |
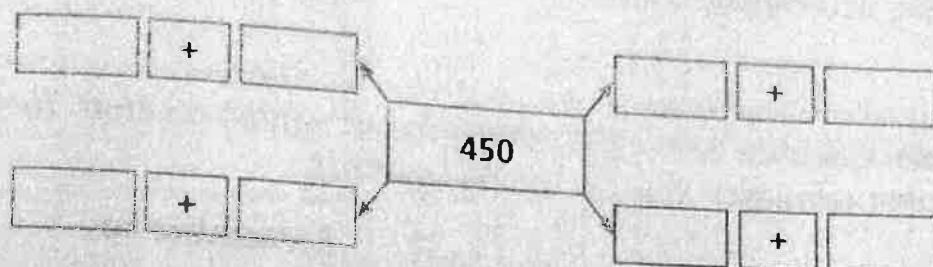
4) Greg and Amy are playing guess my number.

I subtract 369 and I get 502.

My number is 275 more than Greg's number.

Can you work out what each of their numbers is?

Challenge 2

5) Bev says the total of two 3-digit numbers will never be greater than 2000. Do you agree? Explain your answer.

6) Use the digits 0, 1, 2, 3, 4, 5, 6, 7 and 8 to make two different 3-digit numbers that add together to make 888. For example: 675 + 213 = 888. How many different possibilities can you find?

7) Each number block above the base is made up from the sum of the two numbers supporting it. Copy the number pyramid and complete the missing blocks.

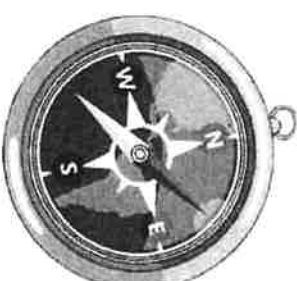|	
670	
345		370
	210	115	255
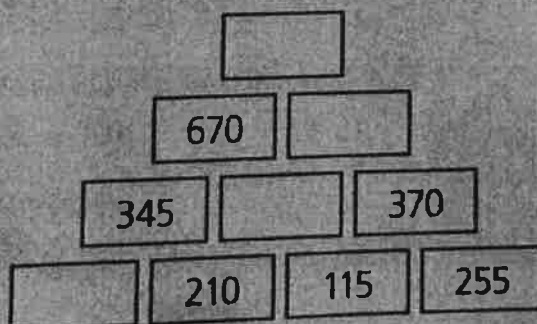
Friday

Year 3

Internet Safety

Click Clever. Click Safe.

Internet safety guidelines for children to follow and learn.

The internet is amazing when used safely and correctly.

Here are some simple rules that will help you make sure it stays amazing so that it plays a healthy part of your life.

Social Networks

Do you use any of these?

Did you know that it is illegal to have a Facebook account
if you are under 13?

Social Networks

- Never share your personal information with anyone online. This includes your name, address, phone number and any school information. **Get your privacy settings right!**

- Remember that anyone can be anybody online. An internet friend that you may think you have known for ages is still a complete stranger in real life.

- Use a nickname instead of your real name and put up an avatar of yourself on your profile rather than a real one.

- Keep your passwords safe by changing it regularly. It will be much more difficult to guess if you do.

Teacher Friend Requests

Though teachers and school staff would love to talk to you in real life, pupils are not allowed to add teachers as friends on Facebook. At the same time, teachers are forbidden to respond to such requests if they are made so please remember this!

Blocking Wisely

- Block and delete any emails from anyone you don't know.

- Do not open any attachments from people you don't know as it could be a nasty virus!

- If anyone sends you a nasty email or messages, just block them. Arguing will not help, and you do not have to put up with it!

- This applies to all devices that use the internet e.g. Games consoles (such as xBox or PS4) and tablets (such as iPads).

Cyber Bullying

- Cyber bullying is no different to bullying in real life.

- If someone says something that upsets you, you need to tell someone you trust about it, such as a teacher or parent and block the bully.

- Remember that typing something nasty in a message to someone is just as upsetting as saying it to their face. Think before you send!

Meeting People Offline

- Never meet anyone from the internet without an adult with you as this is very dangerous!
- Talk to a trusted adult about it.
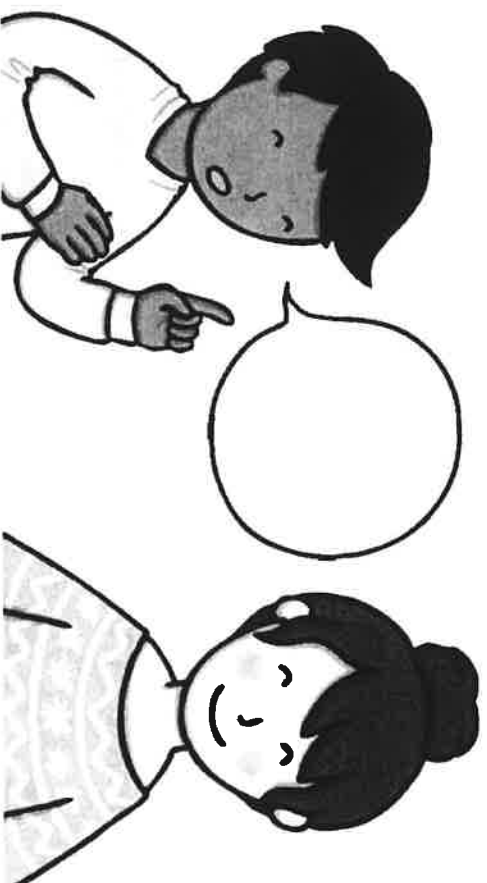
The main thing to remember is:

Be smart and safe by making the right choices.

If you are ever unsure,

ASK for help and advice.

Do not deal with it alone!

Happy Surfing

Task

L.F. Create an Internet Safety Poster

Include

Use the next page to create your poster.

The dangers – at least 3

What to do if you are concerned – at least 2 pieces of advice

Remember to make it bright and colourful and use pictures to make your poster eye-catching.

Let's Get Growing!

This extract is from a gardening book for children by garden writer Lia Leendertz and children's television gardener Chris Collins, who has appeared on *Blue Peter*. In this extract, the authors write about how to get involved in gardening and the benefits that gardening can bring.

Let's get growing!

On a sunny spring morning, I cannot wait to get outside and check the seedlings that I planted a few days before. It's so exciting! Whether you plant one special sunflower or a whole plot of
5   vegetables, seeing things grow is one of the real wonders of life.

What if I haven't got a garden?

You don't need masses of space or even a garden to be a great gardener – a window-box can give you fresh herbs for pizzas, pasta, salads and sandwiches. Why not try growing a strawberry fountain or use a hanging basket to grow
10 tomatoes? They are great fun to grow and things you pick from your own plants are going to be fresher and far more tasty than anything you can buy in the shops. There is nothing like it. Remember though, give your plants a little bit of your time every day – don't forget to feed, water and give your plants lots of love.

Be a wildlife warrior

15 When you dig a piece of ground or turn over the soil to take out weeds and stones, it's great fun to watch how many birds you attract to your veg plot. Bees, butterflies, and other helpful insects can be encouraged to visit your garden by planting certain flowers. In turn, these insects will help your plants to grow by spreading pollen and seeds and eating pests. If you work with wildlife, they will
20 do a lot of the work for you.

So now you're a gardener

As you pick your first fruit and veg, you will see what fun it is to grow things. Everyone loves to be given great things to eat, but don't forget that you can give away some of your baby plants as well – in that way even more people can have
25 fun gardening. Being a gardener will keep you and your friends busy, happy and well fed and there's no better way to enjoy the great world outdoors.

An extract from *Grow Your Own for Kids* by Chris Collins and Lia Leendertz.

---

1 In what ways are the title and the first paragraph different from the rest of the text? Why do you think this is?

....
....
....

☐ 2 marks

2 Why do the authors recommend home-grown produce?

....
....
....

☐ 2 marks

3 What do you think the authors mean by "give your plants lots of love" in line 13?

....
....

☐ 1 mark

4 How do the authors feel about gardening? How can you tell?

....
....
....

☐ 2 marks

5 What do you think the purpose of this text is?

....
....

☐ 1 mark

6 Do you think being a gardener is important? Explain your answer.

....
....
....

☐ 2 marks

Total out of 10 ☐

Look, Say, Cover, Write, Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
eight						
eighth						
eighty						
weight						
neighbour						
vein						
veil						
beige						
sleigh						
freight						

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	Look	Say	Cover	Write	Check	Correction
hey						
they						
obey						
grey						
prey						
whey						
survey						
convey						
disobey						
purvey						

4 Look at these division calculations. Find the odd one out. Explain your reasoning.

$96 \div 8$

$67 \div 4$

$78 \div 5$

$47 \div 3$

$99 \div 2$

5 Read each word problem and identify which problem **cannot** be solved using the calculation $76 \div 4 = 19$. Explain your reasoning.

> **a)** There are 76 seeds. Farmer Joe allocates the seeds equally into four rows. How many seeds are in each row?
>
> **b)** There are 76 pennies in each of the four pupils' money bags. How much money is there in total?
>
> **c)** There are 76 people and four buses. How many people does each bus carry if each bus carries the same amount of people?
>
> **d)** £76 is shared equally between four friends. How much money does each friend get?
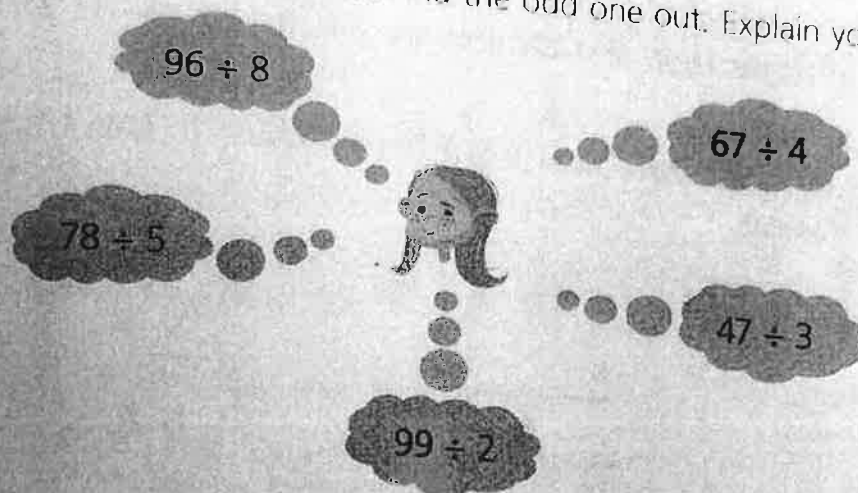
Challenge 2

6 Leila puts 18 seeds in each of her pots. She uses six pots and has three seeds left over. Leila says she started with 126. Explain why Leila is incorrect.

7 Jen says $19 \div 8$ is 2 remainder 3

★★★★★★★★ | ★★★★★★★★ | ★★★

a) Investigate other numbers between 1 and 100 that would have remainder 3 when divided by 8. Can you describe any patterns or find any rules?

b) What if you had remainder 4 when you divided by 8? Can you use the rule you found for when you divide by 8 and have remainder 3?

4 Look at these division calculations. Find the odd one out. Explain your reasoning.

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Adding 10s

- Add mentally a 3-digit number and 10s
- Solve missing number problems

Challenge 1

a 124 + 30 =   b 157 + 20 =   c 195 + 40 =

d 214 + 50 =   e 282 + 60 =   f 306 + 80 =

Challenge 2

1 Work out the missing numbers.

a 118 + ___ = 148   b 137 + ___ = 197   c 185 + ___ = 215

d 229 + ___ = 289   e 261 + ___ = 321   f 382 + ___ = 432

g 467 + ___ = 507   h 498 + ___ = 568   i 611 + ___ = 691

2 Explain your method for finding the missing numbers.

Challenge 3

1 Work out the missing numbers.

a 479 + ___ = 529   b 563 + ___ = 613   c 777 + ___ = 847

d 865 + ___ = 945   e 819 + ___ = 909   f 944 + ___ = 1004

2 Solve these problems. Write the calculation, work it out and then write the answer to the problem.

a Some children are hopping for charity. After 1 minute they have done 346 hops. Half a minute later they are up to 436 hops. How many hops did they do in the last half minute?

b In the snail race, one snail slithered 294 cm and the other snail slithered 344 cm. What was the difference between their distances?

3 Write four word problems for a partner.
Work them out yourself first so you know the answer!

1 Look at each calculation and identify the odd one out. Explain your reasoning.

```
    5 6 8
  - 3 4 7
```

```
    6 7 5
  - 4 3 2
```

```
    8 6 4
  - 6 4 2
```

```
    7 4 9
  - 5 5 6
```

```
    9 8 6
  - 8 5 4
```

```
    4 3 1
  - 2 1 0
```

2 Raj has completed four calculations. Work out which are correct and which are incorrect. For the calculations that are incorrect, explain why they are wrong and give the correct answer.

a)
```
    7 1 8
  - 8 8 9
    3 9 3
```

c)
```
    2 1
    3 8 1
  - 1 5 1
    1 6 7
```