

# Home Learning



Year 3 Term 6 Week 6

# Message from the class teacher

Hi Year Three,

Here we are again; two more weeks to go until the end of the school year. It was lovely to see some of you in school last week and it has been great to hear some of your voices over the phone. It's been lovely to hear what you've been up to during this very unusual time.

This is the last week of your 'jungle adventure' English task, and this week you have got a practical task for Science. Keep up with the reading and quizzing on AR; I will be checking who has been quizzing and will be sending out some Marvellous Me badges later in the week.

Stay safe and thank you for your continued support.

# Reading

Hopefully you have access to books at home, but we have sent home extra books with your child.

## Accelerated Reading

Home quizzing is not always recommended but in this case we have adjusted the settings to allow quizzing to happen at home.

If your child wants to read a book from home, please check that there is a quiz available for the book and that the book level (BL) is within or near to your child's reading range. Also take note of the quiz number for future reference.

To check books please visit: <https://www.arbookfind.co.uk/>



The Gruffalo

Donaldson, Julia

AR Quiz No. 203199 EN Fiction

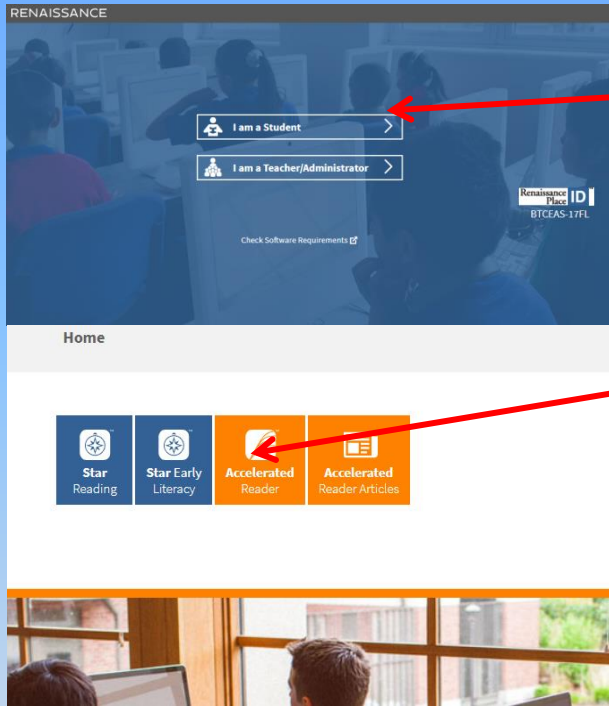
IL: LY - BL: 2.3 - AR Pts: 0.5

AR Quiz Types: RP, RV, VP

Go to the next page  
for how to quiz.

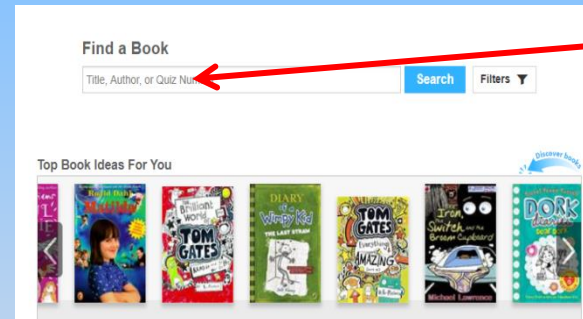
# AR quizzing at home.

To log into AR to take a quiz please visit: <https://ukhosted27.renlearn.co.uk/2240835/>



Your child should know what to do from here and should know their login details. If they are not aware, most details are written in their reading record.

Click on Accelerated reader.



Type in the name the book or the quiz number.

We advise students complete quizzes unaided. If parents/carers wish to support their child, they can do so in the following ways:

- Discuss the book with your child as the book is being read
- Ask your child to read the question out loud
- Re-word questions for your child, if necessary
- Ask your child which answers are **not** correct

Visit <http://readon.myon.co.uk>



## Life is Better When We Read Together

Schools may be closing, but reading doesn't have to stop. To help support teachers, students and parents to **'Keep the UK and Ireland reading'**, we are offering access to thousands of enhanced digital books through myON and articles from myON News.

Start reading! →

### Learn more

myON links with both Star Reading and Accelerated Reader quizzes, and offers practical literacy tools and supports through myON Projects. To learn more about the benefits of full access to myON and five daily news articles from myON News, call us on +44 (0)20 7184 4040, email [answers@renlearn.co.uk](mailto:answers@renlearn.co.uk) or visit: [renlearn.co.uk/myON](http://renlearn.co.uk/myON).

Learn more about myON and myON News

Choose an area that interests you or use the search option.

The screenshot shows the myON by Renaissance website interface. At the top, there is a navigation bar with links for myON by Renaissance, Library, News, Projects, and Read Together. Below this is a search bar with a magnifying glass icon and the word "Search". A red arrow points to the search bar. Below the search bar is a section titled "Browse Books By Category". A green bar indicates "7,102 books". Below this, there are five category tiles: "About Me" (1,865 books), "Animals" (1,216 books), "Genres" (3,759 books), "Hobbies & How To" (330 books), and "Literacy Skills" (325 books). A red arrow points to the "Animals" category tile. Below these are five more category tiles, partially visible.

myON  
by Renaissance®

Library

News

Projects

Read Together  
Read On!

Browse

Search

Browse Books By Category

7,102 books

About Me  
1,865 books

Animals  
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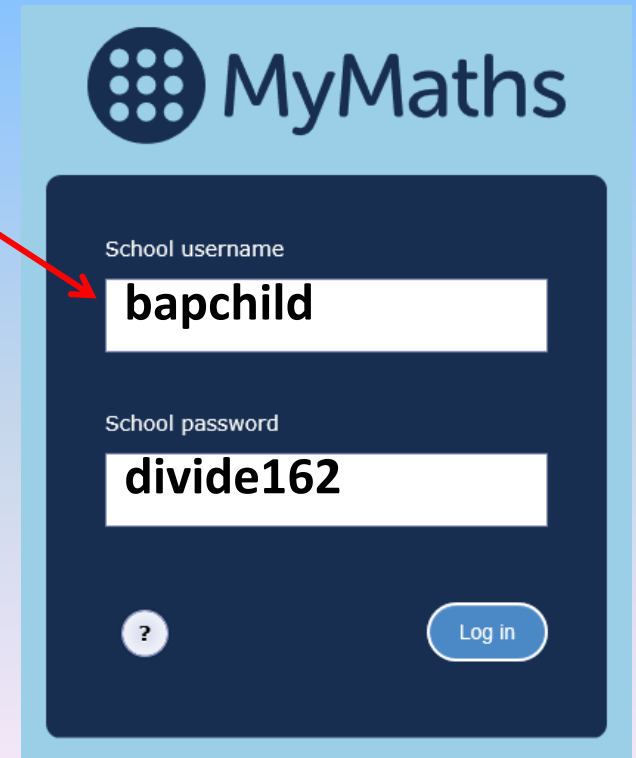
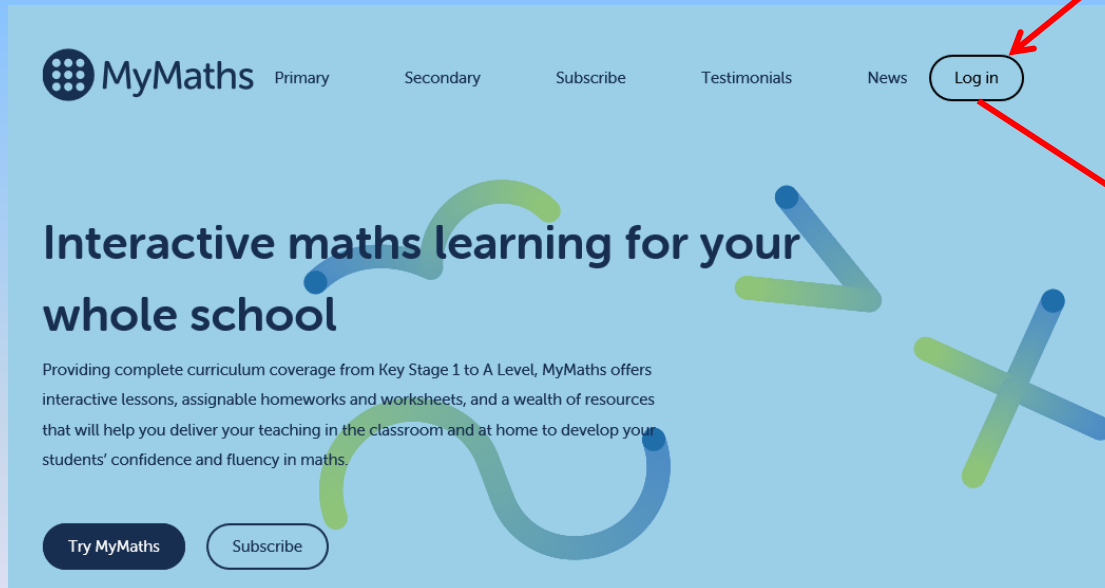
Hobbies & How To  
330 books

Literacy Skills  
325 books



# Using My Maths

Children should know their way round My Maths but here are some reminders on how access the lessons. Visit: [www.mymaths.co.uk](http://www.mymaths.co.uk)



# Using My Maths

The image shows the 'My Maths' website interface. At the top, there is a dark blue header with a logo, 'Log out', 'Help', 'Assessment Manager', and a search bar. Below the header, the main content area is divided into a left sidebar and a main panel. The sidebar has a 'Select Curriculum' dropdown set to 'National Curriculum (Eng)', a 'Library' section with 'Latest' selected, and a list of topics: Number, Measurement, Geometry, Statistics, Booster packs, and fSkills. The main panel shows 'Latest' content, including 'KS2 SATs booster', 'Bar model', 'Number', 'Measurement', 'Geometry', and 'Statistics'. A 'Worksheet' button is visible. A login overlay is shown on the right, with fields for 'My portal username' and 'My portal password', a 'Log in' button, and a link for 'Assessment Manager log in'. Red arrows point from the text below to the search bar, the 'Latest' section, the 'Measurement' topic, and the password field in the login overlay.

Access any lesson based on what your child is learning in class or search the topic in the search bar.

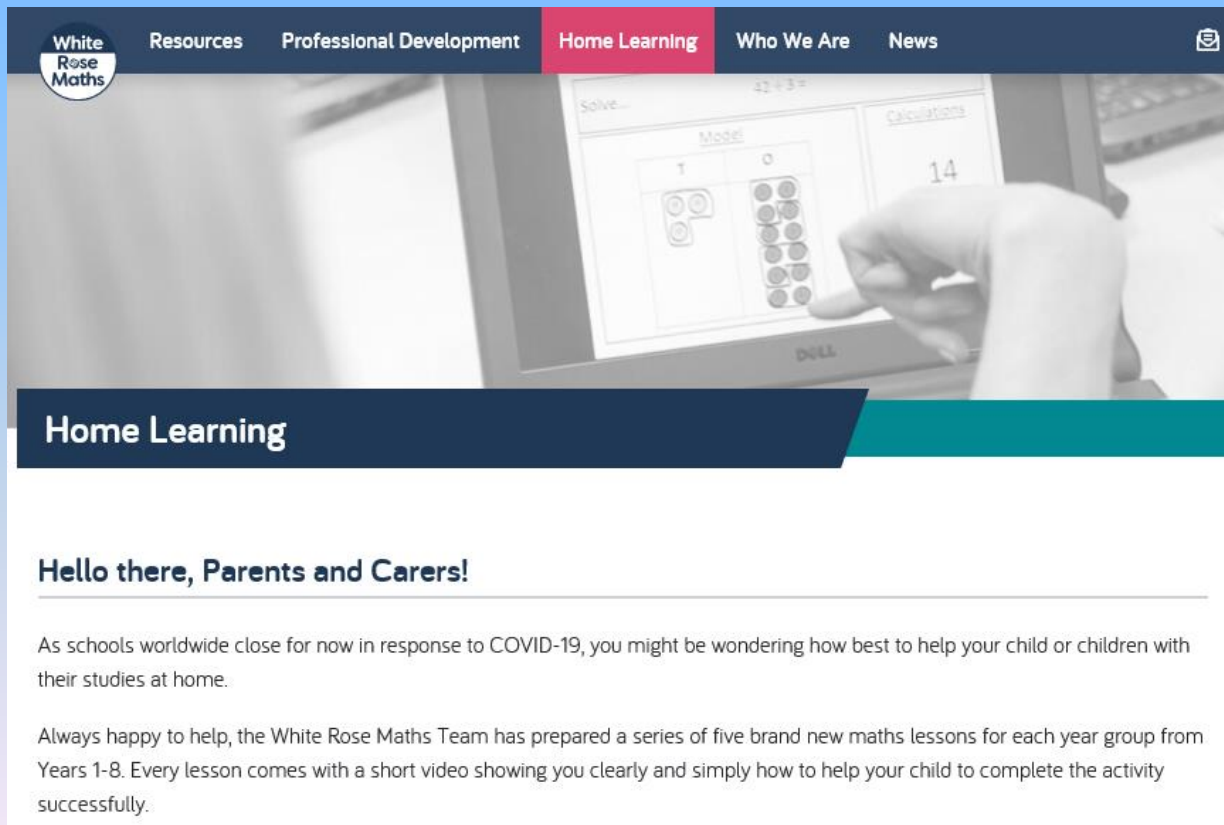
Use the login portal to access specific homework and lessons that your teacher has set.



# Maths – White Rose Home Learning

In school we follow the White Rose scheme of learning. Their website has put together free lessons and resources that link to the learning taking place in school. Please visit:

<https://whiterosemaths.com/homelearning/>



The screenshot shows the White Rose Maths website's 'Home Learning' section. The top navigation bar includes links for 'Resources', 'Professional Development', 'Home Learning' (which is highlighted in red), 'Who We Are', and 'News'. Below the navigation bar is a large image of a hand interacting with a tablet displaying a math problem:  $42 \div 3 =$ . The tablet screen shows a 'Model' section with a grid of circles and a 'Calculations' section with the number 14. Below the image, the text 'Home Learning' is displayed in a dark blue box. The main content area begins with the heading 'Hello there, Parents and Carers!' followed by a paragraph explaining that the website provides free lessons and resources for home learning during the COVID-19 pandemic. The text states: 'As schools worldwide close for now in response to COVID-19, you might be wondering how best to help your child or children with their studies at home. Always happy to help, the White Rose Maths Team has prepared a series of five brand new maths lessons for each year group from Years 1-8. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.'

White Rose Maths

Resources Professional Development **Home Learning** Who We Are News

Home Learning

## Hello there, Parents and Carers!

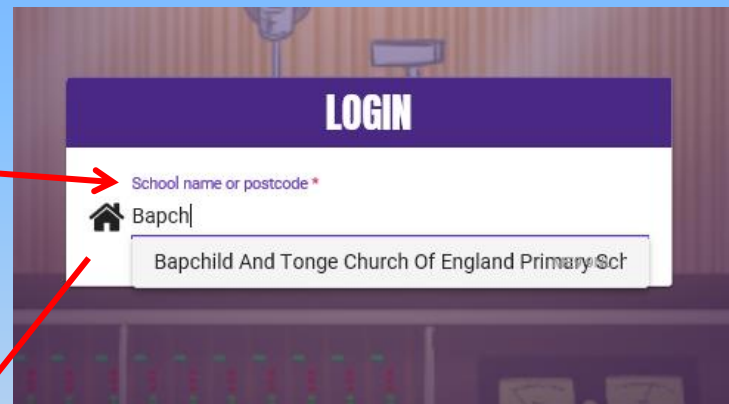
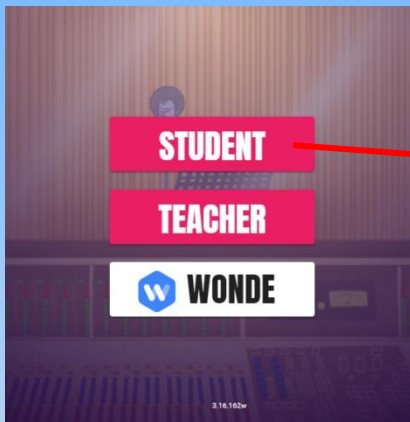
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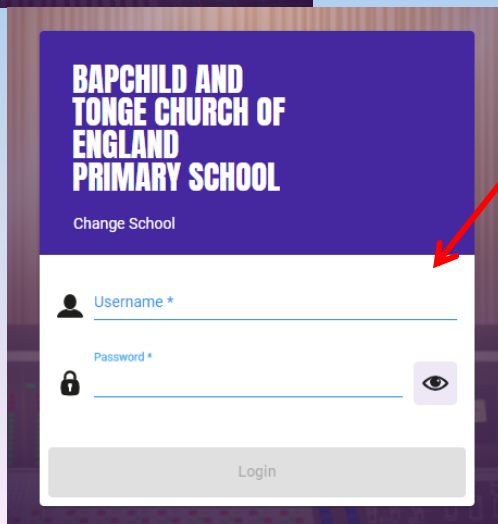
# TT Rockstars

To access TT Rockstars please visit:

<https://play.ttrockstars.com/auth/school>



Start typing  
in the school  
name or the  
post code  
(ME99NL)



Pupils type in their username and password,  
usually written in their reading record.  
Pupils can practice all tables but Year 2 should be  
practicing 2, 5, and 10's  
Year 3: 2,5,10,3,4,8's  
Year 4,5,6: all tables

# Accessing Twinkl

Many educational content providers are offering free access to their resources. Twinkl is a website that we use from time to time to resource our lessons to aid in teacher input and pupil activities.

We will be able to direct you towards activities and learning via this website based on lessons that may be missed due to absence. To access Twinkl please visit:

[www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)

You will have to sign up and put in the offer code: **UKTWINKLHELPS**

The screenshot shows the Twinkl website interface. At the top, there is a blue header with the Twinkl logo, a search bar with the text 'Search 500,000+ resources', and navigation links for 'Membership', 'Sign In', and 'Join'. Below the header, there is a navigation bar with links for 'Planning', 'Curriculum Aims', 'EYFS', 'KS1', 'KS2', 'KS3/4', 'SEND', 'EAL', and 'Create'. The main content area is divided into two sections: 'Already a member?' and 'New to Twinkl?'. The 'Already a member?' section has a sign-in form with fields for 'Username or Email:' and 'Password:', and a link for 'Forgot password? Need help logging in?'. The 'New to Twinkl?' section has a sign-up form with fields for 'Email address:', 'Password:', 'Occupation:' (a dropdown menu), and 'Offer Code'. A red arrow points from the 'Offer Code' field in the 'New to Twinkl?' section to the 'UKTWINKLHELPS' offer code mentioned in the text on the left. Both sections have a green button labeled 'Subscribe now!' or 'Signup & Subscribe now!'.



**Example: fruit**

**F = 4 R = 1 U = 1 I = 1 T = 1**

**4 + 1 + 1 + 1 + 1 = 8**

[illegible]

# Year 3 and 4 Statutory Spellings

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

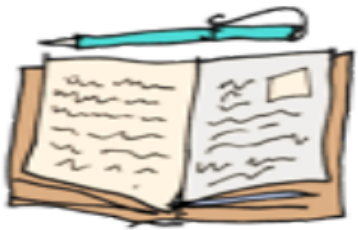
## Task 2: write your Jungle Log

Use all the work you have done this term to help you write an amazing jungle log. Imagine you have walked through the magic door to the jungle you designed.

What did you see? Hear? Touch? How did you feel? Who did you meet?

Use past tense verbs – trudged, swam, climbed, lugged etc. Use exciting adjectives like dense, mesmerising etc.

Remember this is your first draft so keep reading through it and change bits if you think it needs improving.



Write away!

Now you're ready to write your first Jungle Log!

★ Use your plan (and the model for Atanti if it helps) to draft your log on a separate piece of paper.

### Remember to:

- add detail to your sentences by using *and* or *but*;
- add explanation to your sentences using *because*;
- use fronted adverbials like *After that* or *because*, to start some sentences;
- check your capital letters at the start of sentences, full stops at the end and commas after a fronted adverbial or the phrase introduced by the fronted adverbial.

# Task 3: publish your jungle log in your best handwriting.

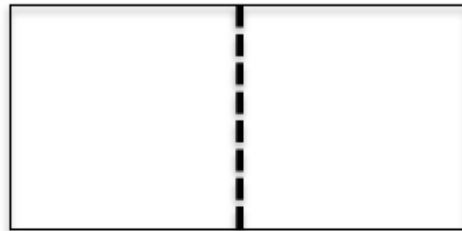


Well done! How about publishing your log? Follow the instructions below to make a fold-out log. Draw your jungle on the front and write your log inside!

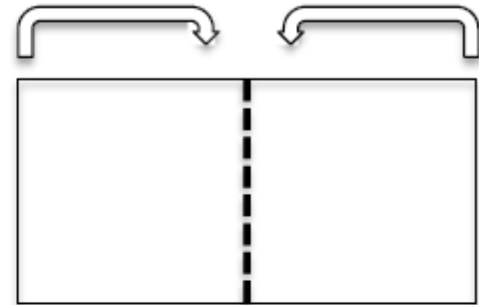
## How to make an explorer log



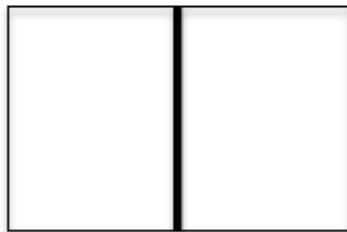
A4 paper



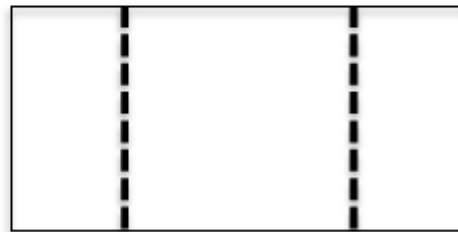
Fold it in half



Fold each side into the middle



You have a log!



Write inside and draw your jungle on the front



## Jungle Log: 18<sup>th</sup> April, 2020

Today has been an amazing day of discovery! I woke early and got ready for my trek into the Atlanti Jungle. I was excited and couldn't wait to see what lay ahead of me. I packed my rucksack and put on my sturdy walking boots. I made sure my camera was working because I wanted to record as much of the day as possible. I left the camp at 6am.

First, I trudged through the dense forest and collected samples of the plant life. My favourite was a thorny bush. It had tiny, yellow flowers growing on it, which smelt like ice cream! Next, I studied some of the mesmerising insects that were crawling up the rough bark of every tree. One insect looked like a caterpillar but had 2 sets of wings and tiny hands on the ends of its 20 legs. Excitedly, I photographed as many creatures as I could because I wanted to show my explorer friends what I had discovered.

After a short tea break, I measured the circumference of the tallest trees to work out how old they were. One measured 10 metres around and was so tall that I couldn't see the top of it. It reminded me of the beanstalk in a famous children's story. Next, I trekked to a clearing and found a beautiful plunge pool. The water was turquoise and tiny neon fish were splashing on the surface. I tried to catch one, but they were too fast for me. Then it was time for a rest. I lounged on pink grass, soaking up the purple sun beams and listened to the strange jungle noises around me.

Finally, I headed back to camp because the sun began to set. It sets quickly in Oreno and I was worried I might get lost. When I got to my tent, I unpacked my rucksack and stored my plant samples safely. I'm really looking forward to where my wardrobe will take me next week!

# Maths Learning

# Lesson 1 : Comparing Mass

## Compare Mass

### Notes and Guidance

Children build on Year 2 knowledge and use 'lighter' and 'heavier' to compare mass.

They use their understanding that kilograms are used for heavier objects and will use this to help them compare mass. For example 500 g is less than 500 kg.

Children compare mixed measurements using the inequality symbols. For example, 1 kg and 500 g  $<$  2 kg.

## Mathematical Talk

Which item is heavier or lighter? How do you know?

Using the symbols  $<$ ,  $>$  or  $=$ , what can you tell me about each of the scales?

If I added an extra item, what would happen?

Can I work out how much one item weighs? Would this be more or less than the other item?

# Lesson 1 : Comparing Mass



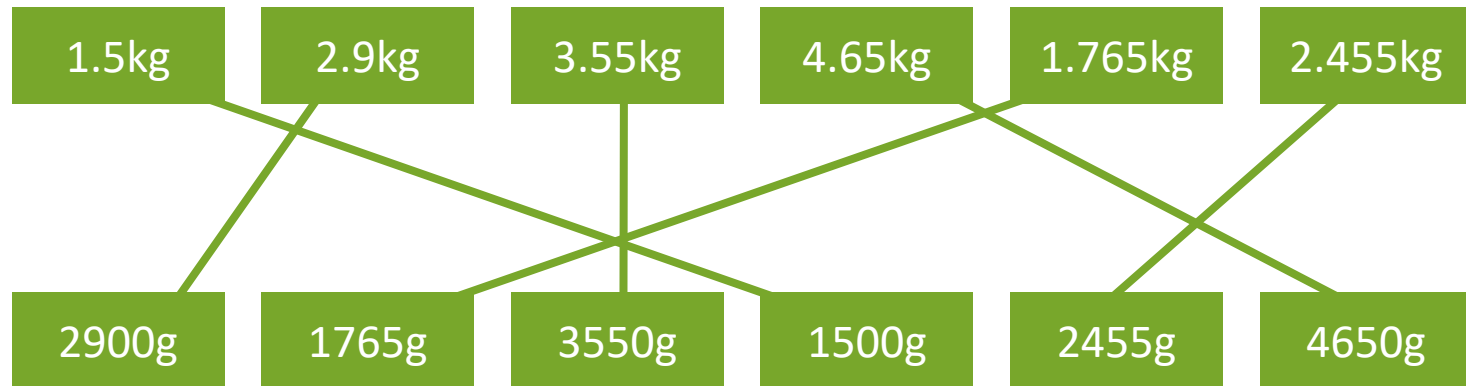
## Converting Kilograms and Grams

?

How do we convert a measurement in kilograms to grams?

We multiply the amount by 1000.

Match the kilogram measurements to their equivalent in grams.



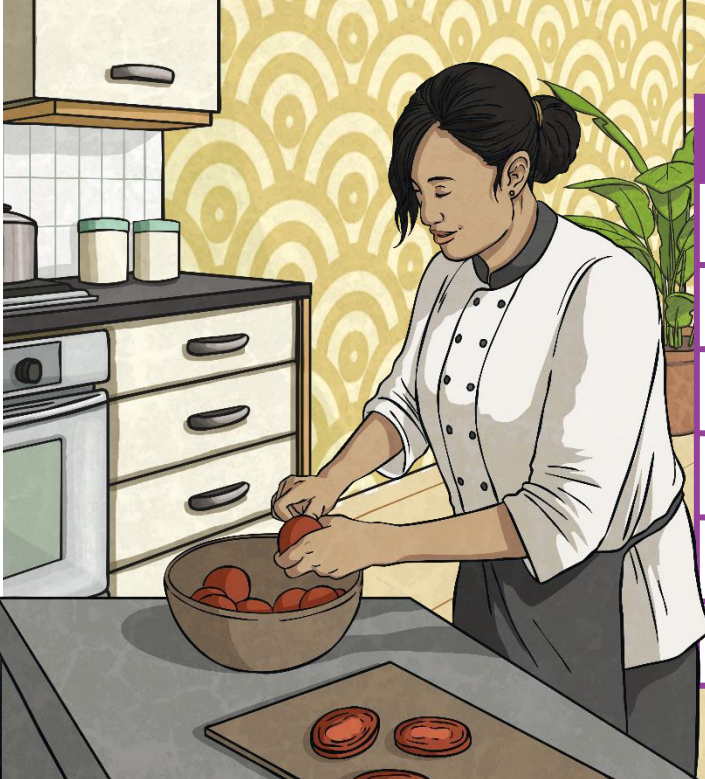
Answers

# Lesson 1 : Comparing Mass



## Converting Kilograms and Grams

Complete the table by converting the mass measurements.



| Kilograms | = | Grams |
|-----------|---|-------|
| 2.7kg     | = | 2700g |
| 4.95kg    | = | 4950g |
| 1.875kg   | = | 1875g |
| 2.75kg    | = | 2750g |
| 3.1kg     | = | 3100g |
| 4.235kg   | = | 4235g |

# Lesson 1 : Comparing Mass

## Comparing Mass

- Use  $<$ ,  $>$  or  $=$  to complete these statements.

250g

250kg

1000g

1kg

2½kg

2400g

$\frac{3}{4}$ kg

600g

1kg 50g

1050g



# Lesson 1 : Comparing Mass

## Comparing Mass

- Use  $<$ ,  $>$  or  $=$  to complete these statements.

$<$  means 'is less than' or 'is lighter than'.

$>$  means 'is greater than' or 'is heavier than'.

$=$  means 'is equal to' or 'is the same mass as'.

250g  $<$  250kg      Grams are lighter than kilograms.

1000g  $=$  1kg      1kg is the same as 1000g.

2½kg  $>$  2400g      2½kg is 2kg and 500g or 2500g.  
Therefore, it is heavier than 2400g.

¾kg  $>$  600g      ¾ kg is 750g, which is heavier than 600g.

1kg 50g  $=$  1050g      1kg 50g is 1000g + 50g, which is the same as 1050g.

# Lesson 1 : Comparing Mass

## Ordering by Mass

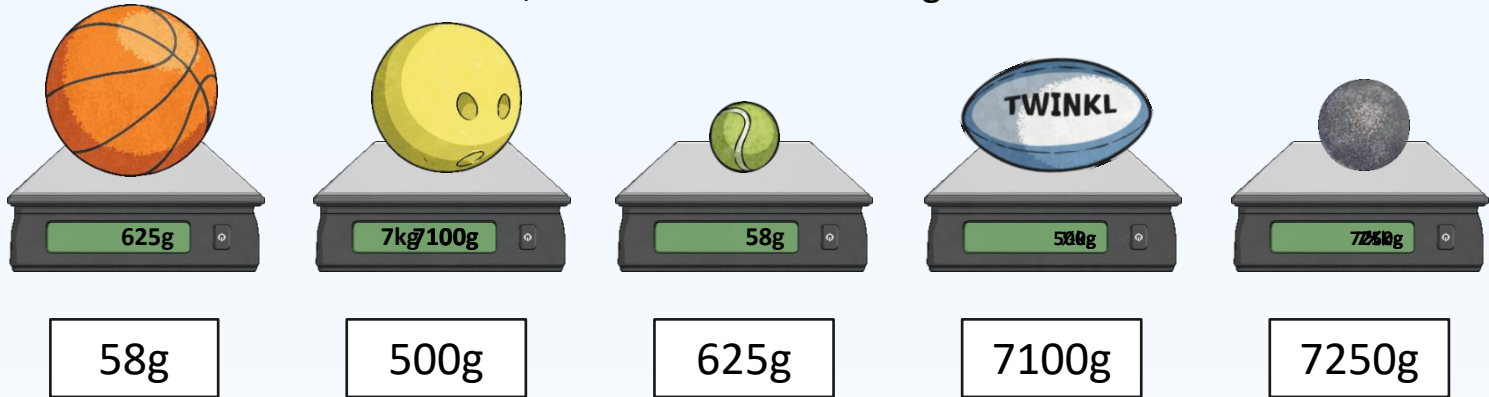
- Sort these objects in order of mass from the lightest to heaviest.



# Lesson 1 : Comparing Mass

## Ordering by Mass

First, convert each mass to grams.



Next, order those measurements from lightest to heaviest.



Finally, match the objects to the newly ordered measurements.

# Lesson 1 : Comparing Mass

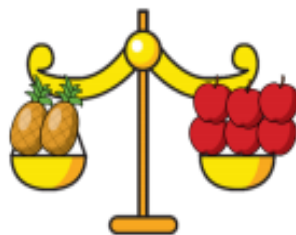
- 1) Sort these objects into order of mass from lightest to heaviest.



- 2) Use <, > or = to compare these objects.



- 3) Complete the sentences.



pineapples are equal to  apples.

1 pineapple is equal to  apples.

Can you write sentences using 'heavier' or 'lighter' about the image?

- 4) Use <, > or = to compare the mass of each pair of objects.



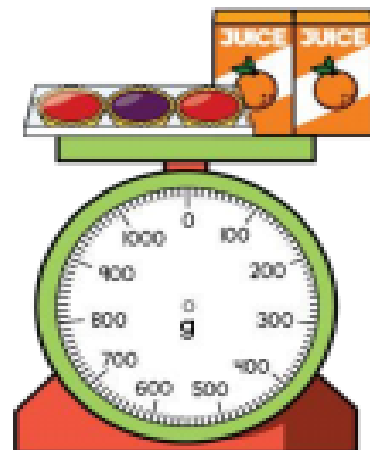
500 g  5 kg



1,000 g  1 kg



- 5) A pack of tarts weighs 220 g.  
Two cartons of orange juice weigh 140 g.  
Draw an arrow to show the weight of the 3 items.



# Lesson 1 : Comparing Mass

Play this game. <https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering> Select mass and then choose the level.



# Lesson 2 : Add and Subtract Mass

## Add & Subtract Mass

### Notes and Guidance

Children add and subtract mass. They use a range of mental and written methods, choosing the most efficient one for each question.

Children may use concrete resources to represent kilograms and grams. Children could also use bar models to support them to represent calculations.

## Mathematical Talk

How many grams are in a kilogram? How could I represent this using concrete resources?

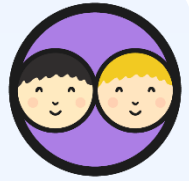
What do you know about kilograms or grams that can help you solve this question?

How can you represent this problem with a bar model?

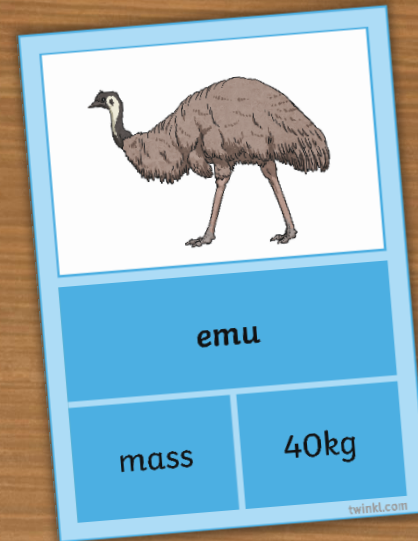
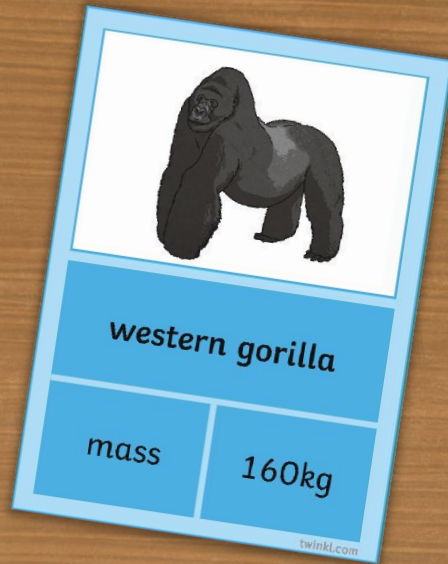


## Lesson 2 : Add and Subtract Mass

# What Is their Combined Mass?



Zookeeper Zina is calculating the combined mass of certain animals.  
Can you help her with the calculations?

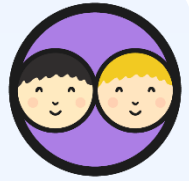


$$160\text{kg} + 40\text{kg} = 200\text{kg}$$

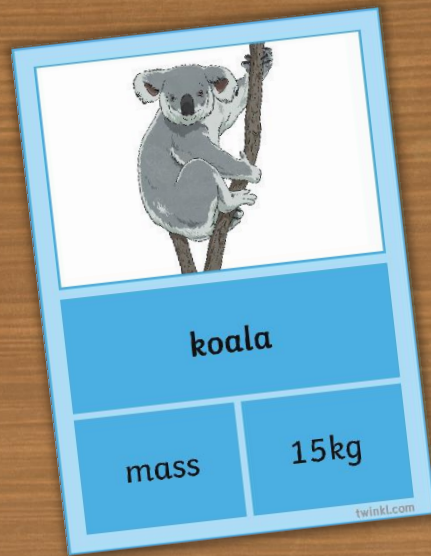


## Lesson 2 : Add and Subtract Mass

# What Is their Combined Mass?



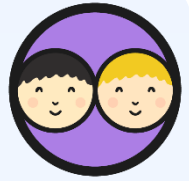
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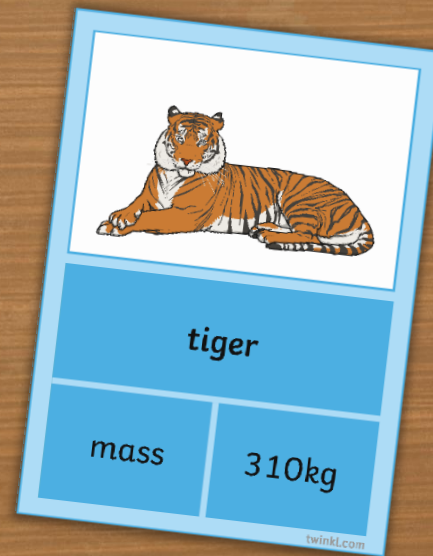
$$15\text{kg} + 5\text{kg} = 20\text{kg}$$

## Lesson 2 : Add and Subtract Mass

# What Is their Combined Mass?



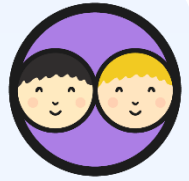
Zookeeper Zina is calculating the combined mass of certain animals.  
Can you help her with the calculations?



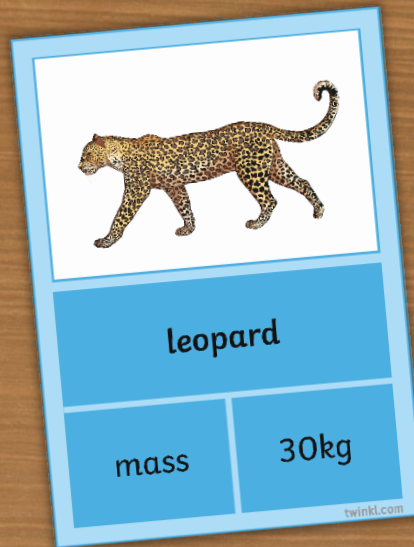
$$40\text{kg} + 310\text{kg} = 350\text{kg}$$

## Lesson 2 : Add and Subtract Mass

# What Is their Combined Mass?



Zookeeper Zina is calculating the combined mass of certain animals.  
Can you help her with the calculations?

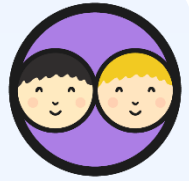


$$60\text{kg} + 30\text{kg} + 350\text{kg} = \mathbf{440\text{kg}}$$

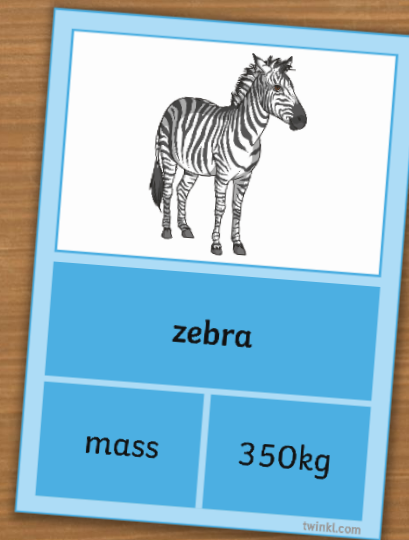
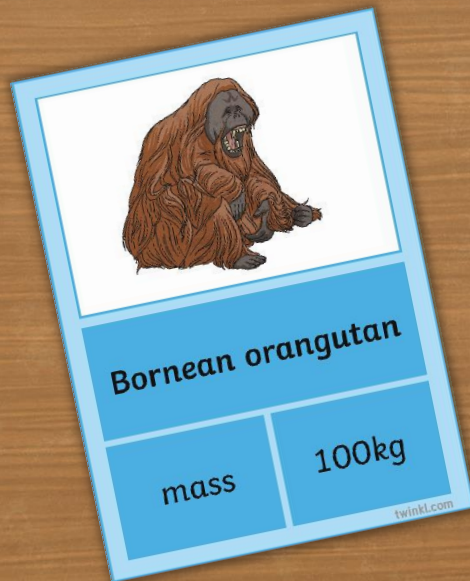


## Lesson 2 : Add and Subtract Mass

# What Is their Combined Mass?



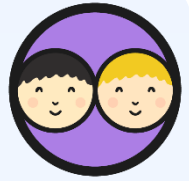
Can you help Zina work out the difference in mass between the animals?



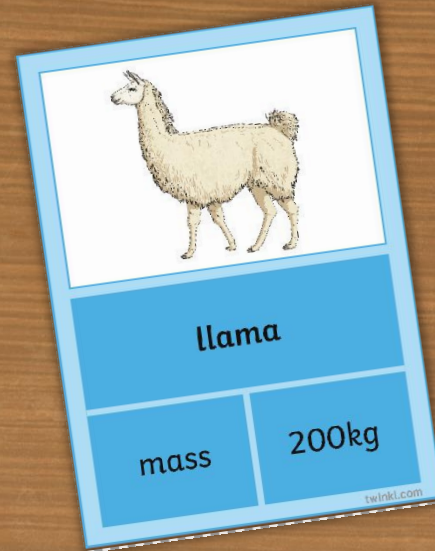
$$350\text{kg} - 100\text{kg} = 250\text{kg}$$

## Lesson 2 : Add and Subtract Mass

# What Is their Combined Mass?



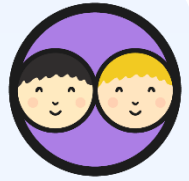
Can you help Zina work out the difference in mass between the animals?



$$200\text{kg} - 35\text{kg} = 165\text{kg}$$

## Lesson 2 : Add and Subtract Mass

# What Is their Combined Mass?



Can you help Zina work out the difference in mass between the animals?



$$480\text{kg} - 350\text{kg} = 130\text{kg}$$

# Lesson 2 : Add and Subtract Mass

## What's Left?

Aria works at the zoo.

She bought a bag of food with a mass of **1kg 500g**.

How much food is left?

Each interval is worth 50g. The pointer is showing 3 and a half intervals less than 1kg.  $3 \times 50 = 150$  and  $\frac{1}{2}$  of 50 = 25.

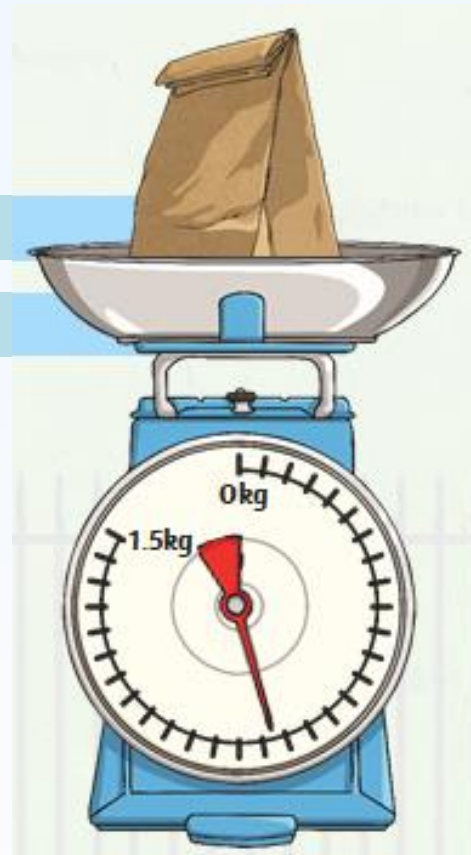
$150 + 25 = 175$ .  $1000 - 175 = 825$

**There are 825g left.**

1kg 500g is 1500g.

$1500 - 825 = 675$

**Aria used 675g of food.**

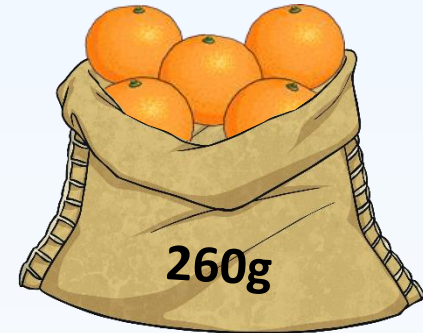




# Lesson 2 : Add and Subtract Mass

## What's the Total?

Quinn put this leftover fruit into a bowl.



What is the total mass of the fruit in the bowl?

1kg 150g is 1150g.  
1kg 90g is 1090g.

$$\begin{array}{r} 1150 \\ 1090 \\ + 260 \\ \hline 2500 \end{array}$$

1kg is 1000g so 2500g is 2kg 500g.  
**The total mass is 2kg 500g.**

# Lesson 2 : Add and Subtract Mass

## Too Much?

A bag can hold a mass of 3kg.

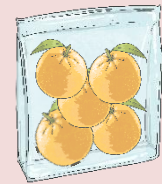
Which combinations will break the bag and which will be OK?



1kg 750g



1kg 200g



300g

$1\text{kg } 200\text{g} + 1\text{kg } 200\text{g} =$   
 $2\text{kg } 400\text{g}$   
That is less than 3kg.

**The bag will be OK.**

$1\text{kg } 750\text{g} + 1\text{kg } 200\text{g} =$   
 $2\text{kg } 950\text{g}$   
That is less than 3kg.

**The bag will be OK.**

$5 \times 300\text{g} = 1500\text{g}$   
 $1\text{kg } 500\text{g} + 1\text{kg } 750\text{g} =$   
 $3\text{kg } 250\text{g}$   
That is more than 3kg.

**The bag will break.**

$3 \times 300\text{g} = 900\text{g}$   
 $900\text{g} + 1\text{kg } 750\text{g} = 2\text{kg}$   
 $650\text{g}$   
That is less than 3kg.

**The bag will be OK.**

# Lesson 2 : Add and Subtract Mass

|                                                                                  |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |  |
| cassowary<br>60kg                                                                | dingo<br>20kg                                                                     | okapi<br>350kg                                                                    | lion<br>190kg                                                                     | tiger<br>310kg                                                                    | wombat<br>35kg                                                                    | koala<br>15kg                                                                     | llama<br>200kg                                                                    |

1) Calculate the combined mass of the following:

a) Tiger and lion.

\_\_\_\_\_

b) Okapi, cassowary and wombat.

\_\_\_\_\_

c) Dingo, lion and cassowary.

\_\_\_\_\_

2) Calculate the difference in mass of the following:

a) Wombat and okapi.

\_\_\_\_\_

b) Cassowary and tiger.

\_\_\_\_\_

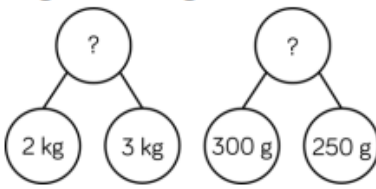
c) Okapi and lion.

\_\_\_\_\_

3) Amir uses a part-whole model to add 2 kg and 300 g to 3 kg and 250 g. He partitions each mass into kilograms and grams and calculates them separately.

Use Amir's method to calculate:

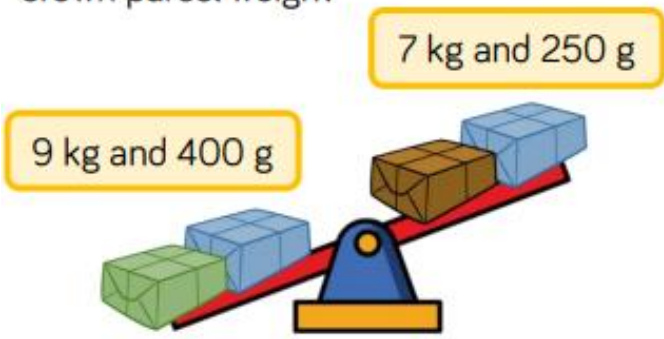
3 kg and 450 g + 4 kg and 200 g  
4 kg and 105 g + 2 kg and 300 g  
4 kg and 400 g – 2 kg and 100 g  
8 kg and 600 g – 1 kg and 550 g



4) The jar of cookies has a mass of 800 g  
The empty jar has a mass of 350 g.  
How much do the cookies weigh?



5) The green parcel weighs 5 kg.  
Can you work out what the blue and brown parcel weigh?



How much would the green and brown parcel weigh altogether?

# Lesson 3 : Measure Capacity

## Measure Capacity (1)

### Notes and Guidance

Children use litres, millilitres and standard scales to explore capacity. In this step, children focus on the capacity in either litres or millilitres and not as a mixed measurement, for example 5 l and 500 ml.

Children continue to use place value skills to explore scales. Children build on their knowledge from KS1, recognising the capacity is the amount of liquid a container can hold and the volume is how much liquid is in the container.

## Mathematical Talk

What's the same and what's different about capacity and volume?

What does capacity mean? What does volume mean?

What do we measure capacity and volume in?

What unit of measure (ml or l) would we use to measure \_\_\_\_?

How much liquid is in the container?

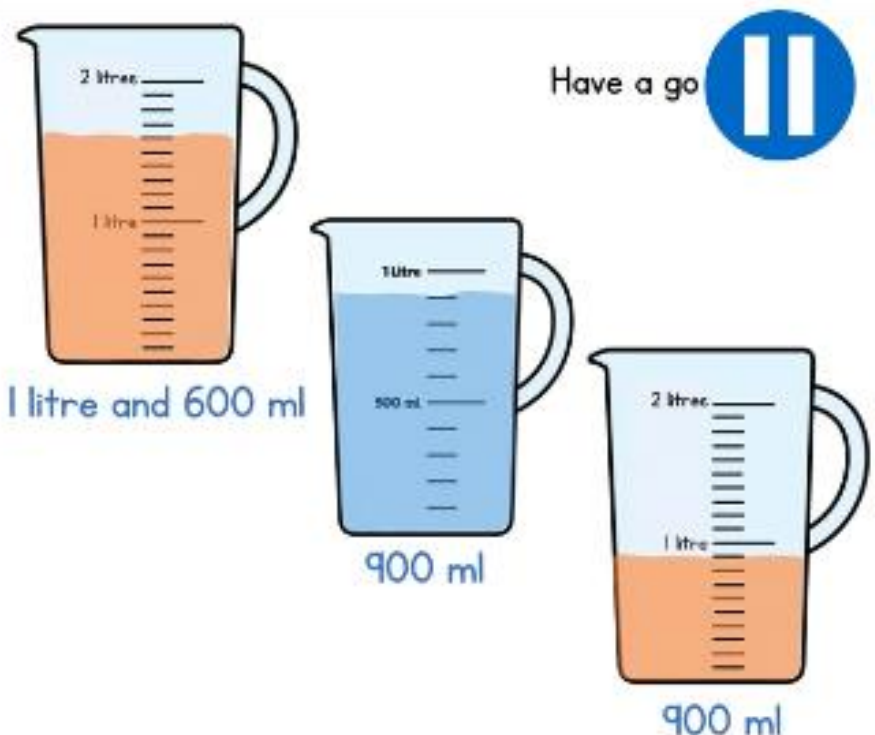
# Lesson 3 : Measure Capacity

Lets go back to the White Rose Home learning pages and watch this lesson video.

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

**Summer Term - Week 11 (w/c 6th July)**

**Lesson 4 - Measure capacity**



The image shows three measuring jugs. The first jug on the left is labeled '1 litre and 600 ml' and contains orange liquid. The middle jug is labeled '900 ml' and contains blue liquid. The third jug on the right is also labeled '900 ml' and contains orange liquid. Each jug has markings for litres and millilitres. Above the jugs is a blue circle with a white pause symbol and the text 'Have a go'. A small 'White Rose Maths' logo is in the top right corner.

Have a go

1 litre and 600 ml

900 ml

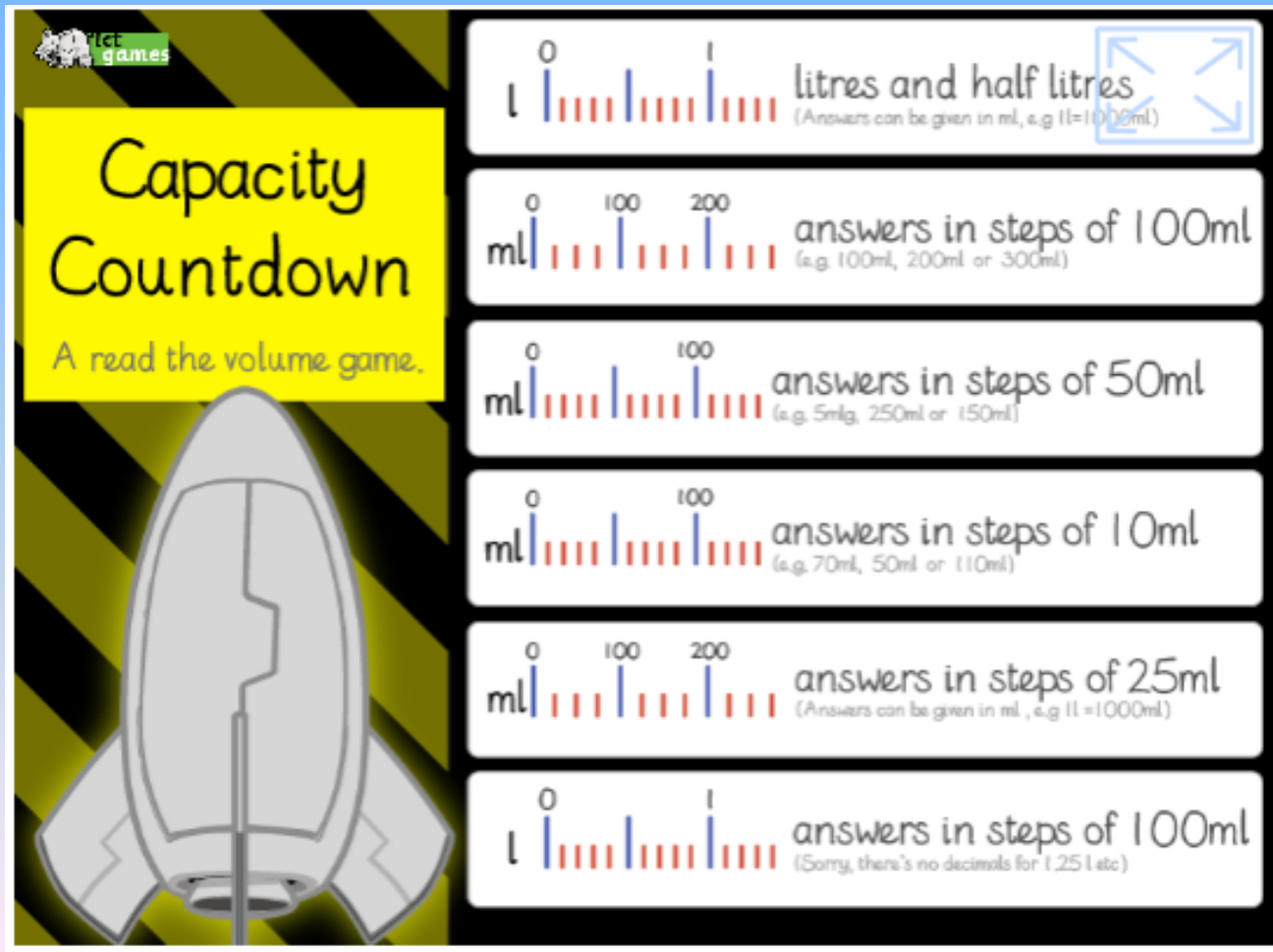
900 ml

White Rose Maths

# Lesson 3 : Measure Capacity

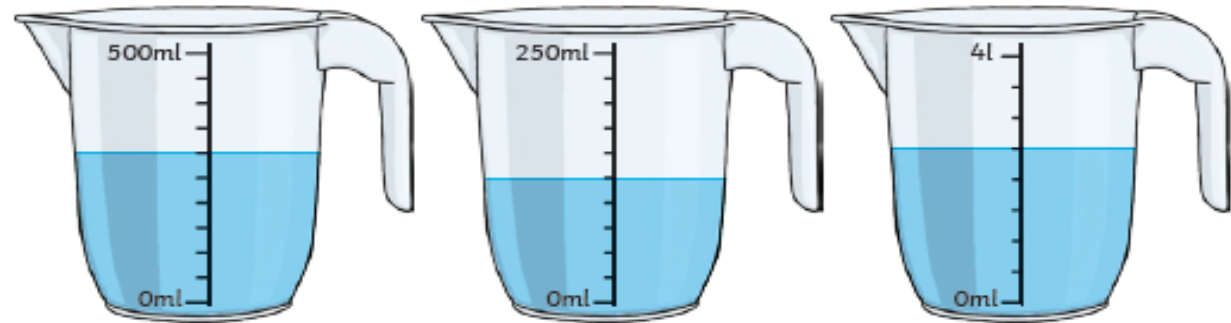
Have a go at playing this game.

<http://www.ictgames.com/mobilePage/capacity/index.html>





# Lesson 3 : Measure Capacity



1) What is each interval worth on the container? \_\_\_\_\_

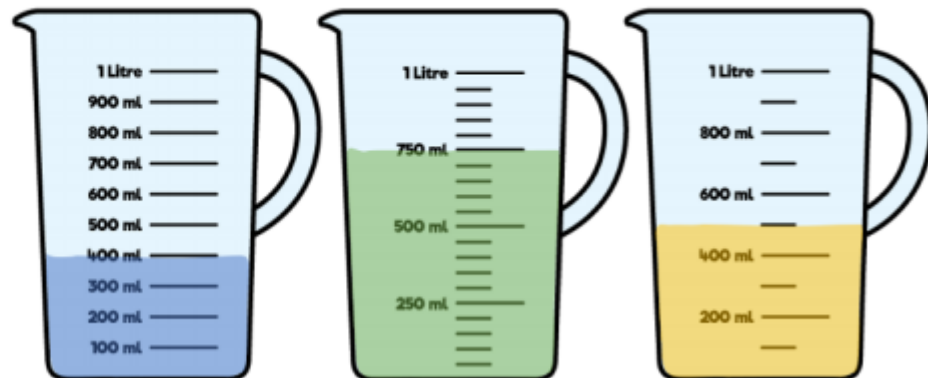
2) What is the capacity of the container? \_\_\_\_\_

3) What volume of liquid is in the container? \_\_\_\_\_

Use the sentence stem to describe the capacity and volume of each container.

The volume of liquid is \_\_\_\_.

The capacity of the container is \_\_\_\_\_.



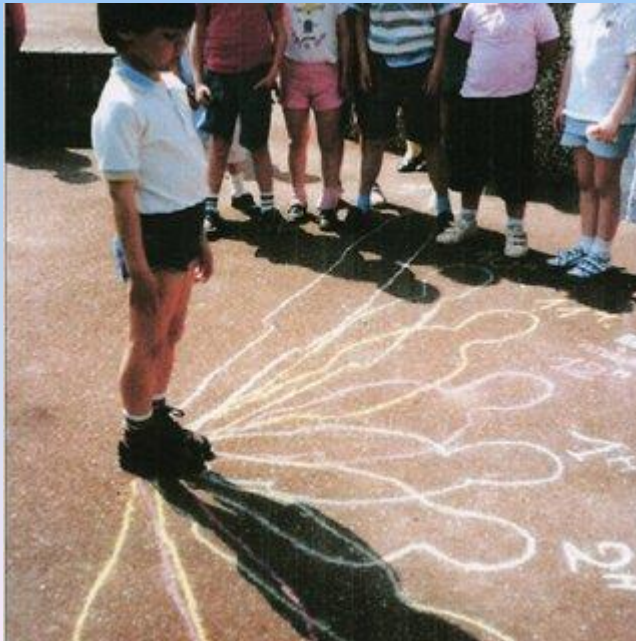
# Science Learning

Watch the video clip below. It's all about how important the sun is for us on Earth. It talks about how shadows can be longer and shorter, depending where it is in the sky.

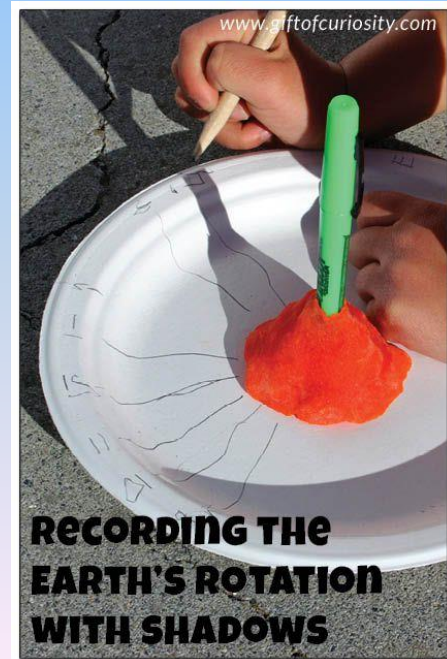
<https://www.bbc.co.uk/bitesize/clips/z6fnvcw>

Pick an activity from the two below to show how shadows can help us tell what time of day it is.

Stand outside and draw around your shadow with chalk. Stand in the same spot and draw round your shadow every hour from 9am – 5pm. Take a photo of the finished result.



Make a sun dial. Using a paper plate or round piece of card, put a stick or pen in the middle. Every hour, put it in the same place outside, record the shadow and label the time.

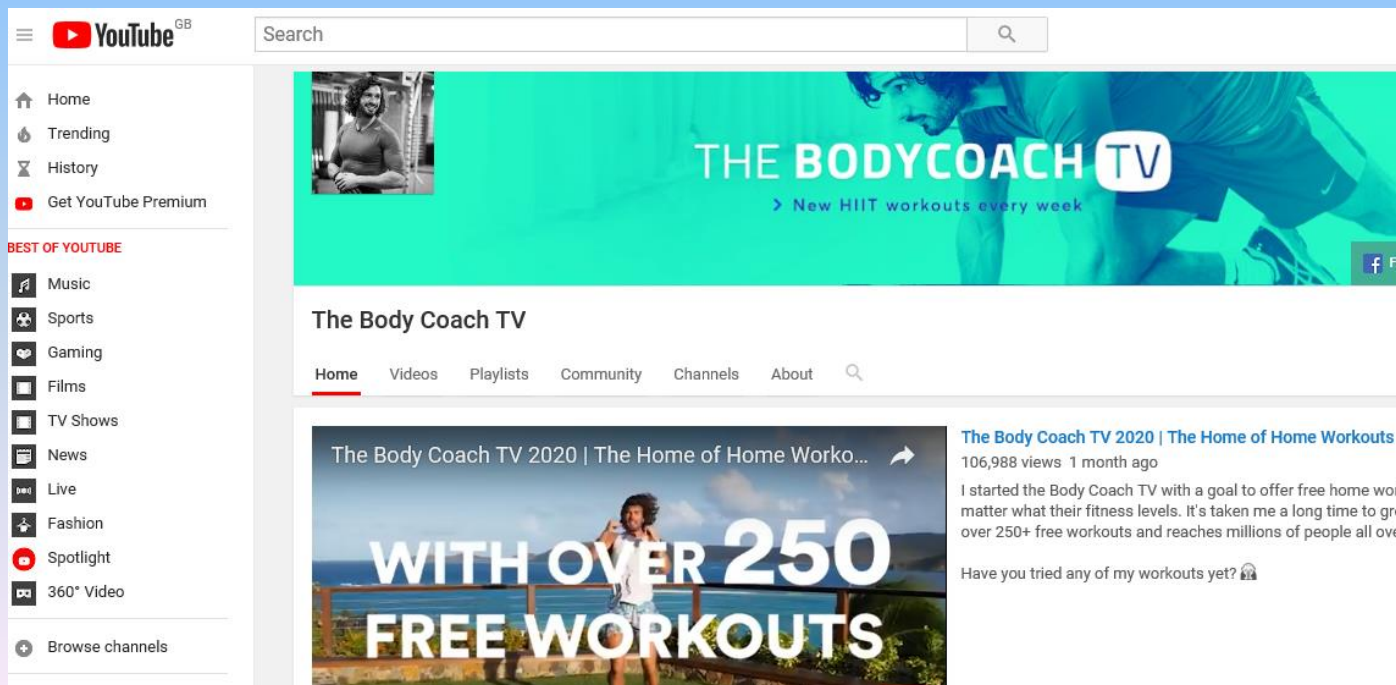


# P.E.

It is important to keep your children active. If it is safe to do so, ensure they have some time outside throughout the day. Please visit **Joe Wicks** YouTube channel

(<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>)

, which has lots of exercise videos for children. He will also be hosting a live P.E. lessons Monday to Friday at 9:00am.



# Classroom Secrets

The site classroom secrets

<https://classroomsecrets.co.uk/free-home-learning-packs/> has free class packs which provide some great additional ideas and resources you can use.

