

YEAR 3 HOME LEARNING PACK

Remember your class email address – Keep in touch!

Peacocks@heathfield.nottingham.sch.uk

Eagles@heathfield.nottingham.sch.uk

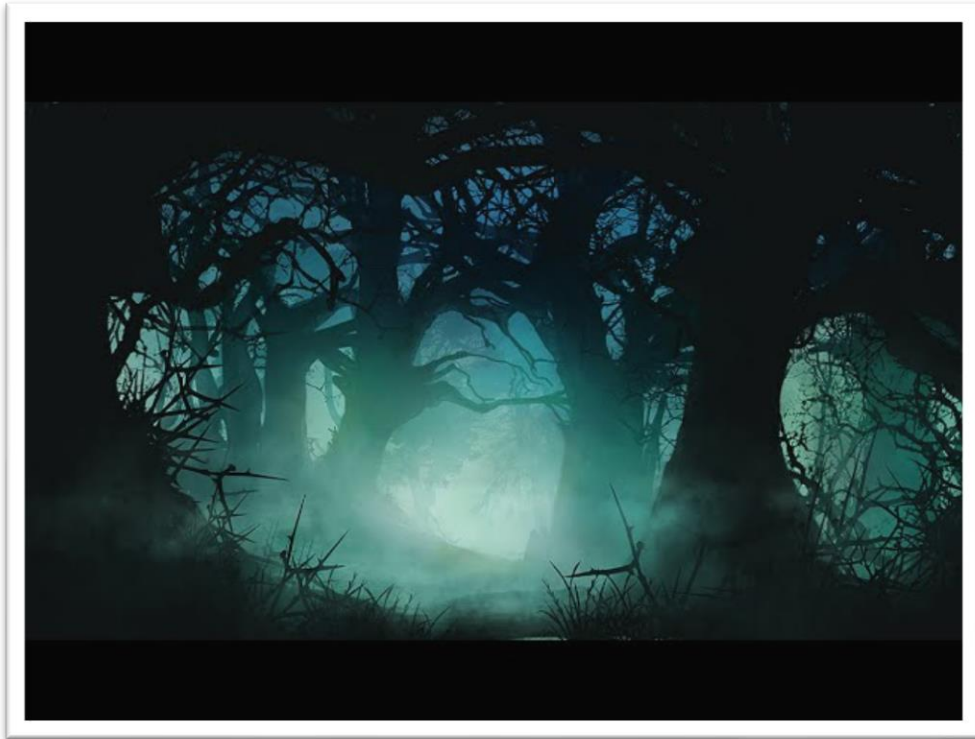
Toucans@heathfield.nottingham.sch.uk

Parrots@heathfield.nottingham.sch.uk

This term, our topic is The Romans so many of the activities are topic based.

ENGLISH

Pre-Writing Activity:



Pause for thought...

Where do you think this is?

What are you doing there?

How do you feel?

What can you see?

What can you hear?

What do you plan to do?

Describe the setting.

Brainstorm your ideas.

Who were Celts?




Sentence Structures

COMPOUND SENTENCES

Compound sentences have at least two independent clauses joined by a **co-ordinating conjunction**.

COORDINATING CONJUNCTIONS	
CONJUNCTION	EXAMPLE
For	We listened eagerly, for he brought news of our families.
And	She didn't speak to anyone, and nobody spoke to her.
Nor	I don't expect children to be rude, nor do I expect to be disobeyed
But	They rushed to the hospital, but they were too late.
Or	I will go shopping, or I will go camping.
Yet	Kelly was a convicted criminal, yet many people admired him.
So	I was feeling hungry, so I made myself a sandwich.



Pick the **co-ordinating conjunction** that makes sense in these sentences:

Say the sentence, choose the conjunction, check it makes sense.

I went shopping with my friend **so/but** we could buy food for dinner.

I don't like peas **nor/yet** do I like carrots.

Football is a team sport **and/for** golf is not a team sport.

I was going for a bike ride **so/or** I put on my helmet.

There are lots of balloons to choose **nor/yet** I don't like their colours.

I won't do P.E. today **so/for** my foot is broken.

Bob the cat is ginger **but/and** he has long whiskers.

My bedroom is really messy **or/so** I need to tidy it.

My friend Charlie can play the piano **but/and** I can play the drums.

My teacher is really funny **yet/nor** she is still strict.

Are there any **co-ordinating conjunctions** that you don't understand?

Choose a **co-ordinating conjunction** that makes sense joining the independent clauses below:

Choose a conjunction, say the sentence, check it makes sense.

I waited for such a long time. Nobody came to pick me up.

I waited for such a long time _____ nobody came to pick me up.

Do you want to play football? Do you want to play basketball?

Do you want to play football _____ do you want to play basketball?

Ahad invited me to his party. I told him I would be there.
Ahad invited me to his party _____ I told him I would be there.

I was going to buy a Mars bar. I decided to buy a Twix instead.
I was going to buy a Mars bar _____ I decided to buy a Twix instead.

These sentences don't make sense! Correct the **co-ordinating conjunction**.

Read the sentence, choose the correct conjunction, say the sentence.

There are lots of chocolate bars in the cupboard **for** I am not allowed to eat them. _____
My fish tank gets cleaned every weekend **nor** the fish are kept healthy. _____
I try and try in maths **so** I still get the answers wrong. _____
A small mouse lives in my kitchen **but** a smaller spider lives in my bathroom. _____
December is a cold month **yet** it gets icy. _____

Look at the picture and think of some sentences about it. Can you join ideas or independent clauses together using a **co-ordinating conjunction**?



Read your sentences again to check they make sense, change them if they don't.

Can you explain what a compound sentence is?
How do you know if the sentence makes sense?
What sort of conjunctions do you use in compound sentences?
Say an example.

Year 3 Writing

Get some paper and a pencil to have a go at the writing challenge.

Skill: use compound sentences

Narrative: Romans v Celts

Fun challenge: Create a soundtrack to accompany your writing for suspense

Bronze	Complete the given sentences	Bronze From out of nowhere, a spear shot through the air so ... The sound of crunching leaves made the soldiers jump yet... The soldiers held their shields up high and... Blue patterns were on the Celt's body but... In front of one soldier, there was a long sword whirling around in the air for...
Silver	Write using compound sentences	
Gold	Vary sentences using a range of co-ordinating conjunctions	
Platinum	Use vocabulary linked to the Roman soldiers and Celts.	

Ideas you could include in your writing:

Story Starter

Deep in the dark forest, only moonlight lit the path. The Roman soldiers smelled danger in the air for they knew that tribes were waiting somewhere to attack... Slowly and cautiously, the army advanced into the black city of trees. What was that sound? Was someone or something behind the oak tree? Suddenly,

Things to include

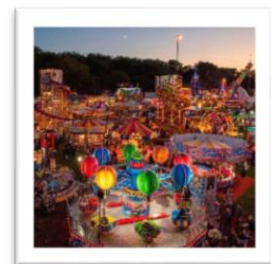
Celts hiding
 Celts trying to attack the Roman soldiers
 What they did
 What they looked like
 The mysterious forest
 Strange noises

Picture reminder



Example using compound sentences

In the crowded fair, loud music could be heard from every ride. The sweet smell of candy floss made me dribble **so** I asked Mum if we could buy some. Quickly, I raced towards the Ferris wheel **for** I loved seeing the view high up. The smell of mushy peas wafted my way **but** I didn't ask to try them. Gross! As the night got darker, more and more twinkly lights came on **and** they lit up the stalls. Teddy bears seemed to be a prize **yet** I couldn't see what for.



READING

The Football Association Challenge The Cup Final



Retrieval Time! Read the text and then answer the questions. You can answer them verbally or write your answers down on paper.

Cup Final Facts

- The match is widely known as just the **Cup Final**.
- It is the last match in the **Football Association (FA) Challenge Cup**.
- It has about **86 000** spectators and millions of TV viewers.
- The trophy (winner's cup) is only on loan to the winning side.
- It is the oldest cup competition in the world, first played in the **1871 - 72** season.

Who Can Enter?

The Challenge Cup competition is open to any club in the top ten levels of the English Football League. Once clubs have registered to play, the tournament is organised into 12 randomly drawn rounds, followed by the semi-finals and finals. The higher ranked teams join the competition in later rounds when some of the lower ranked teams have been knocked out.

What Do the Winners Receive?

The winners of the final match receive the Football Association Cup, the FA Cup. It comes in three parts; the base, the cup and a lid. Over the years, there have been two designs of trophy and five cups have been made. The first cup, known as the 'little tin idol', was stolen in 1895 and never returned. An exact replica was made and used until 1910. From 1911, a new design was made. In 1992, another copy was made as the cup was wearing out from being handled, and another replacement was made in 2014. The cup is presented at the end of the match, giving the engraver just five minutes to engrave the winning team on the silver band on the base. The cup has ribbons from both teams decorating it during the final. The loser's ribbon is removed before the presentation. Each club in the final match is given 30 winners or runners-up medals. These are given to players, staff and officials.



Fantastic Final Facts

Most wins:

Arsenal and Manchester United (12)

Most appearances in a final:

Arsenal (20)

Most defeats:

Everton (8)

Biggest winning margin:

6 goals (Bury v Derby County, 6-0)

Most goals in a final:

7 goals (Blackburn Rovers v Sheffield Wednesday, 6-1 and Blackpool v Bolton Wanderers, 4-3.)

Most appearances without losing:

Wanderers (5)

Most appearances without winning:

Leicester City (4)

Youngest FA Cup finalist:

Curtis Weston of Millwall (17 years 119 days.)

Oldest FA Cup finalist:

Billy Hampson of Newcastle United (41 years and 257 days.)

Did You Know?

- The first winners of the cup in 1872 were Wanderers, who also won it the following year.
- The Challenge Cup was suspended in 1915 - 1919 because of the First World War.
- In 1923, the final was played at the newly opened Wembley Stadium.
- The Challenge Cup was suspended again between 1939 - 1945 because of the Second World War.



Questions- retrieve the answers from the text you have just read.



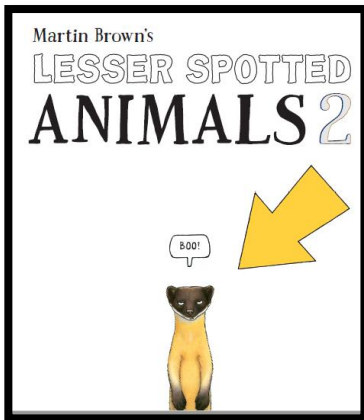
What competition ends in the Cup Final?
 What year was the Cup Final first played?
 Give a reason why the top ranked teams join the competition in round three?

Find and copy a word that means that the teams were recorded to play in the competition.

Which team has the most appearances in a final?
 Stafford/Wigan/Arsenal/Wanderers



Text Types – do you know what a contents page is for?



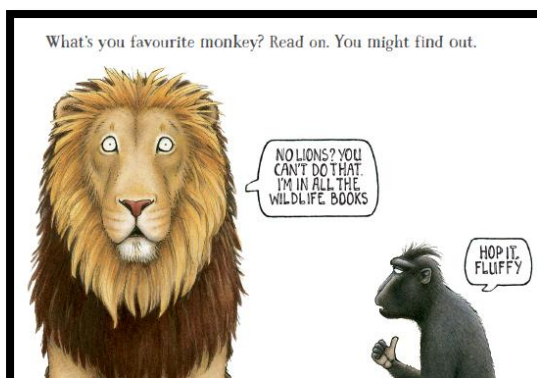
Where in a book would you find a contents page?

Would you normally expect to find a contents page in a fiction or a non-fiction book?

What page is an Indian Giant Squirrel on?

What would you find on pages 18-19?

CONTENTS					
	INTRODUCTION	8-9		TAMANDUA	20-21
	DINGISO	10-11		GREY SLENDER LORIS	22-23
	FOREST MUSK DEER	12-13		INDIAN GIANT SQUIRREL	24-25
	TWO GLIDERS	14-15		FOREST BUFFALO & RED RIVER HOG	26-27
	BLACK & RUFOUS SENGI	16-17		THREE BATS	28-29
	BLAINVILLE'S BEAKED WHALE	18-19		PATAS MONKEY	30-31



From the title of the book and from this picture, what *would* you find in the book and what *wouldn't* you find?
 How do you know?



Rainbow Reading Competition!

We need you to get creative Heathfielders!

Can you design and create a picture for our Rainbow Reading cards?

We will choose different winning designs for each of the cards.

The pictures need to link to reading. The winning designs will be used for the whole school from September!

Send your entries in to your teacher on their class email.

e.g. Lions@heathfield.nottingham.sch.uk

Deadline for entries: Friday 17th July 2020

Good luck!



Spelling:

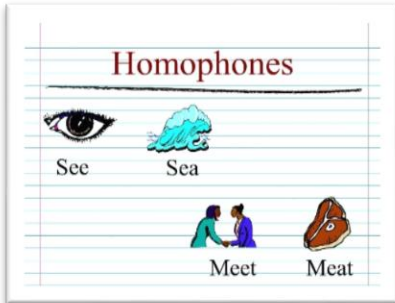
Remember to visit Spelling Shed online for interactive games to practise spellings!

These sounds are the same, but the spellings are different:

The 'ee' family **ee** **ea** **e-e** **e** **ie** **y** **ey**

Spelling challenge:

Step 1- Decide on which 'ee' sound has been used in words and write them down.



tree sea me baby tea sheep meat field
even bee thief he

Step 2- Read the sentences, try to be speedy when you come to an 'ee' word. Which is the correct spelling?

At 10 o'clock, we will bee/bey/be in the hall.

I cannot see/sey/sea my coat anywhere!

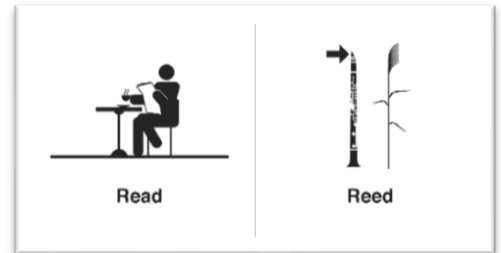
I like to reed/rede/read when I am in bed.

All my work is complete/compleat/compleat.

Don't spend all your monee/money/ monea!

I love my mummie/mummy/mummey a lot!

Dad said that I have to wash my feat/fete/feet.



Extension: How many different words can you think of that have the 'ee' sound? Write them down and check you have chosen the right spelling.



Homophones

Learn more about homophones on the BBC website. There are activities and games to play!

<https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/zc84cwx>

Spellings to learn in Year 3 and 4

Here is the list of words to learn from Year 3 until the end of Year 4.
Can you identify the different sounds or spelling rules for each word?
Get someone at home to test you on spellings.

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

Handwriting

It's really important to keep up with handwriting practice, joining your letters neatly. Get some paper and pencil to write these words joined up. Write each word at least 10 times.

son *sun* *Egypt*

playful *hopeful*

writer *witch* *which* *later*

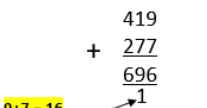
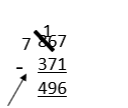
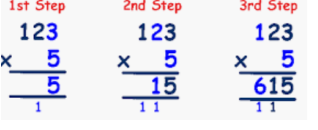
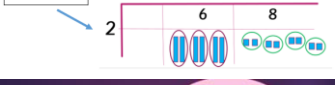
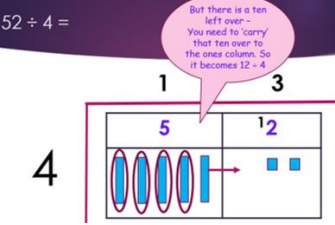


Extension- Can you write silly sentences using the words in your neatest handwriting?

MATHS

For parents only- there is an answer sheet to the maths questions at the back of the pack.

Use your fluency skills to add, take-away, times and divide. There are videos made by Miss Hunt to remind you how to do it – follow the links!

Addition (use the column method) $419 + 277 =$  Video link	Subtraction (Use the column method) $867 - 371 =$  Video link	Multiplication (use the column method) 123×5  Video link	Division (Use short division which is sometimes called 'bus stop method') $68 \div 2 = 34$  $52 \div 4 =$  Video link
617+39	872-15	44x8	444÷4
391+720	437-190	39x3	762÷3
401+99	234-123	601x4	124÷4
726+44	301-38	57x5	678÷2
601+298	602-45	391x2	175÷5
300+195	309-152	476x8	568÷2
765+140	376-107	392x3	432÷8
446+173	901-72	104x4	864÷2
219+403	205-49	201x3	249÷3
376+402	766-39	701x2	806÷2

Keep practising your times tables!

Hit the Button has fun online games <https://www.topmarks.co.uk/maths-games/hit-the-button> and remember to go onto TT Rock Stars!



	1x	2x	3x	4x	5x	6x
1x	1x1=1	1x2=2	1x3=3	1x4=4	1x5=5	1x6=6
2x	2x1=2	2x2=4	2x3=6	2x4=8	2x5=10	2x6=12
3x	3x1=3	3x2=6	3x3=9	3x4=12	3x5=15	3x6=18
4x	4x1=4	4x2=8	4x3=12	4x4=16	4x5=20	4x6=24
5x	5x1=5	5x2=10	5x3=15	5x4=20	5x5=25	5x6=30
6x	6x1=6	6x2=12	6x3=18	6x4=24	6x5=30	6x6=36
7x	7x1=7	7x2=14	7x3=21	7x4=28	7x5=35	7x6=42
8x	8x1=8	8x2=16	8x3=24	8x4=32	8x5=40	8x6=48
9x	9x1=9	9x2=18	9x3=27	9x4=36	9x5=45	9x6=54
10x	10x1=10	10x2=20	10x3=30	10x4=40	10x5=50	10x6=60
11x	11x1=11	11x2=22	11x3=33	11x4=44	11x5=55	11x6=66
12x	12x1=12	12x2=24	12x3=36	12x4=48	12x5=60	12x6=72
7x	1x7=7	2x7=14	3x7=21	4x7=28	5x7=35	6x7=42
8x	1x8=8	2x8=16	3x8=24	4x8=32	5x8=40	6x8=48
9x	1x9=9	2x9=18	3x9=27	4x9=36	5x9=45	6x9=54
10x	1x10=10	2x10=20	3x10=30	4x10=40	5x10=50	6x10=60
11x	1x11=11	2x11=22	3x11=33	4x11=44	5x11=55	6x11=66
12x	1x12=12	2x12=24	3x12=36	4x12=48	5x12=60	6x12=72
8x	7x8=56	8x8=64	9x8=72	10x8=80	11x8=88	12x8=96
9x	7x9=63	8x9=72	9x9=81	10x9=90	11x9=99	12x9=108
10x	7x10=70	8x10=80	9x10=90	10x10=100	11x10=110	12x10=120
11x	7x11=77	8x11=88	9x11=99	10x11=110	11x11=121	12x11=132
12x	7x12=84	8x12=96	9x12=108	10x12=120	11x12=132	12x12=144

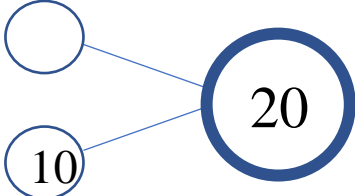
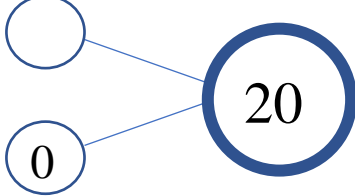
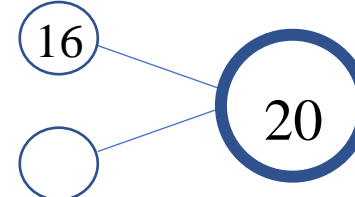
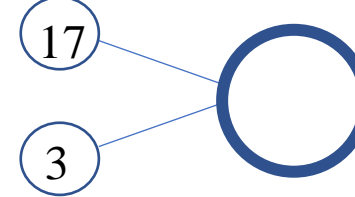
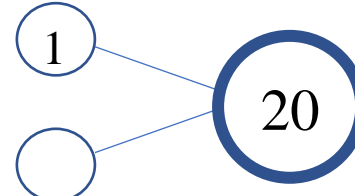
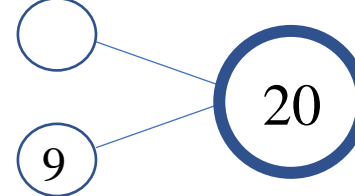
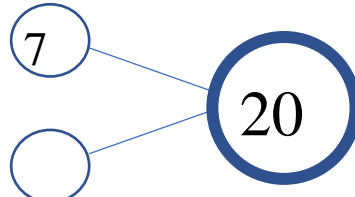
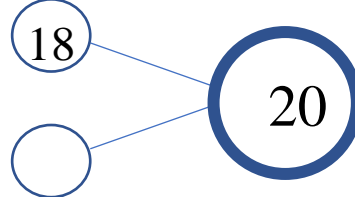
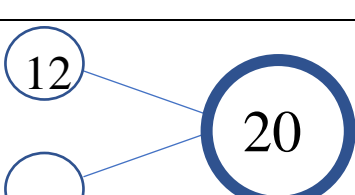
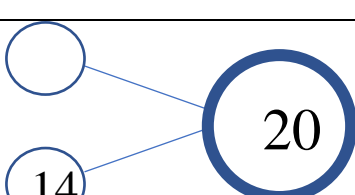
Fluency

Get a pen and paper to practise these multiplication facts. You should be able to do them without writing the workings down. See how fast you can do them!


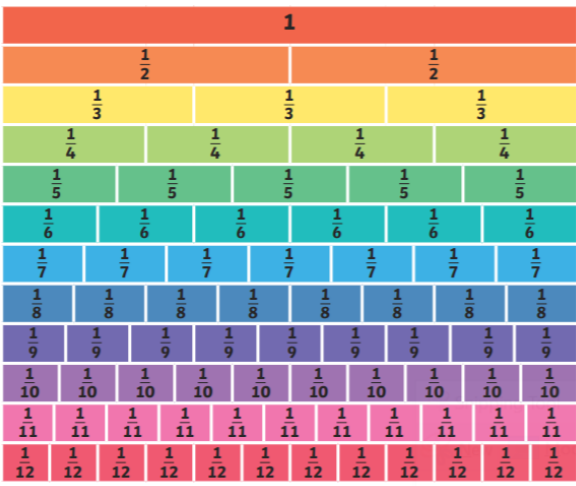

<u>Multiply and Divide by 5</u>				
$20 \div 5 =$			$5 \div 5 =$	
$5 \times 5 =$			$2 \times 5 =$	
$4 \times 5 =$			$9 \times 5 =$	
$60 \div 5 =$			$30 \div 5 =$	
$7 \times 5 =$			$11 \times 5 =$	
<u>Missing Numbers</u>				
35	\div	5	=	
	\times	5	=	15
50	=		\times	5
	=	6	\times	5
5	=		\div	5
<u>Total Score:</u>		<u>Time taken:</u>		
		seconds		
		/ 15		


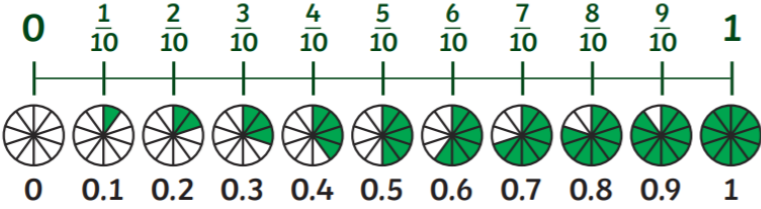






Fluency

Get a pen and paper to practise these number bonds facts. You should be able to do them without writing workings down. See how fast you can do them!

<u>Bonds to 20</u>	
	
	
	
	
	
Total Score: / 10	Time taken: seconds

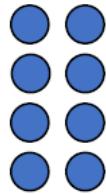
Number: Fractions

Fractions		Knowledge Organiser	
Key Vocabulary	Recognising Fractions	Comparing Fractions	
numerator	 $\frac{3}{8}$	$\frac{1}{3}$ <i>Less than</i> $\frac{2}{3}$	$\frac{4}{5}$ <i>Greater than</i> $\frac{3}{5}$
denominator			
unit fraction			
non-unit fraction			
equivalent	<p>Equivalent Fractions</p> <p>$\frac{1}{2}$ is equal to...</p> <p>$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$</p> <p>$\frac{1}{4}$ is equal to...</p> <p>$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16} = \frac{5}{20}$</p>		
halves			
thirds			
quarters			
fifths			
sixths			
eighths			
tenths			
decimal tenths			
			

Fractions		Knowledge Organiser	
Add and Subtract Fractions	Tenths		
$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$ 			
$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$ 	<p>Fractions of Amounts</p> <p>$\frac{1}{4}$ of 24 = 6</p> 		
$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$ 	<p>$\frac{1}{3}$ of 72 = 24</p> 		
			
<p>$\frac{2}{5}$ of 40 = 16</p> 			



1a. Use the counters to find two quarters of 8.

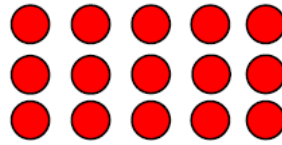


$$\frac{2}{4} \text{ of } 8 = \square$$



VF

1b. Use the counters to find two fifths of 15.



$$\frac{2}{5} \text{ of } 15 = \square$$



VF

2a. True or false?

$$\frac{2}{3} \text{ of } 15 = 12$$



VF

2b. True or false?

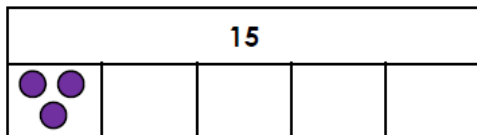
$$\frac{3}{10} \text{ of } 30 = 10$$



VF

3a. Draw counters to complete the bar model to solve the calculation.

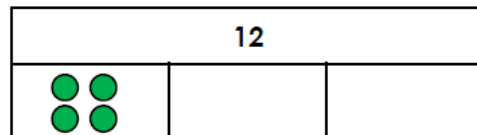
$$\frac{3}{5} \text{ of } 15$$



VF

3b. Draw counters to complete the bar model to solve the calculation.

$$\frac{2}{3} \text{ of } 12$$



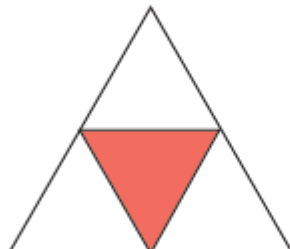
VF

True or false?

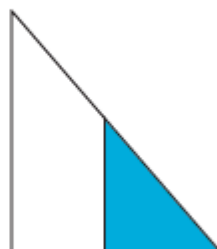
Explain why.



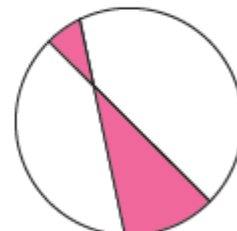
$$\frac{1}{2}$$



$$\frac{1}{3}$$



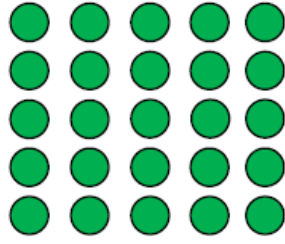
$$\frac{1}{2}$$



$$\frac{1}{4}$$



5a. Use the counters to find three fifths of 25.

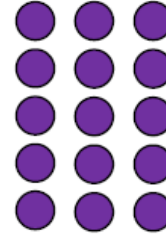


$$\frac{3}{5} \text{ of } 25 = \square$$



VF

5b. Use the counters to find two thirds of 15.



$$\frac{2}{3} \text{ of } 15 = \square$$



VF

6a. True or false?

$$\frac{3}{4} \text{ of } 24 = 18$$



VF

6b. True or false?

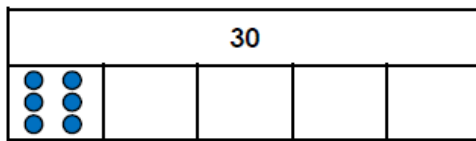
$$\frac{6}{8} \text{ of } 32 = 20$$



VF

7a. Draw counters to complete the bar model to solve the calculation.

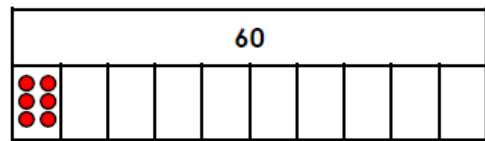
$$\frac{4}{5} \text{ of } 30$$



VF

7b. Draw counters to complete the bar model to solve the calculation.

$$\frac{7}{10} \text{ of } 60$$



VF

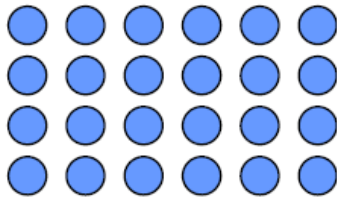
Fill in the numerators to make the calculation correct.
How many ways can you do it?

Explain how you know you have found them all.

$$\frac{\quad}{8} + \frac{\quad}{8} = 1$$



9a. Use the counters to find four sixths of 24.

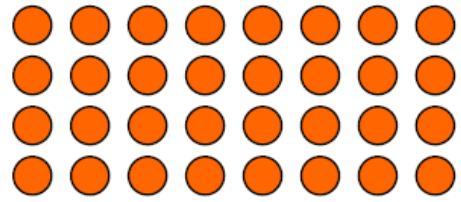


$$\frac{4}{6} \text{ of } 24 = \square$$



VF

9b. Use the counters to find five eighths of 32.



$$\frac{5}{8} \text{ of } 32 = \square$$



VF

10a. True or false?

$$\frac{3}{7} \text{ of } 49 = 14$$



VF

10b. True or false?

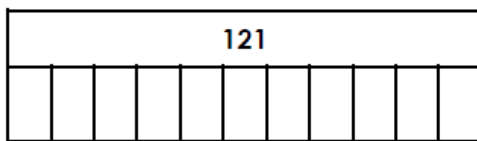
$$\frac{8}{9} \text{ of } 63 = 18$$



VF

11a. Draw counters to complete the bar model to solve the calculation.

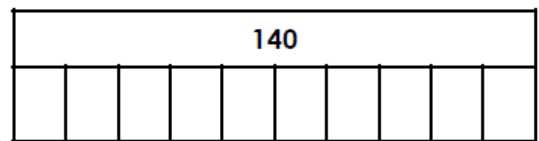
$$\frac{5}{11} \text{ of } 121$$



VF

11b. Draw counters to complete the bar model to solve the calculation.

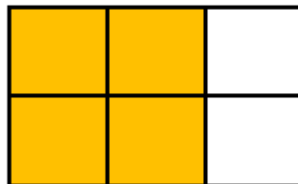
$$\frac{4}{10} \text{ of } 140$$



VF

Explain how the diagram shows both $\frac{2}{3}$

and $\frac{4}{6}$



Maths Investigation

You can find this investigation on the Nrich Maths website here

<https://nrich.maths.org/2403>

Polo Square

Here is a Polo Square:

You can see that eight numbers can be arranged in a Polo Square – one in each box. In our Polo Square, the eight numbers can be chosen from the counting numbers 0 – 9 inclusive. A number cannot be used more than once. Each side of the polo Square must add up to the same total – we can call this the Polo total.

Here is a partly completed Polo Square:

1	5	8
6		
	3	4

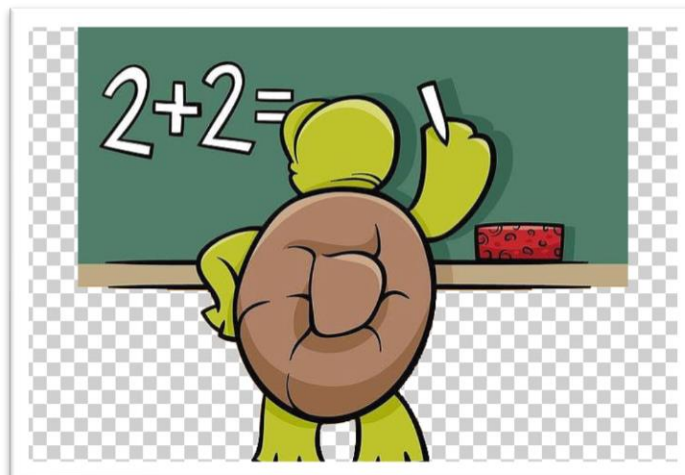
What is the Polo total?

Can you complete the Polo Square?

Can you find any other ways of making a Polo Square with the same total?

What other totals are possible?

Is there more than one way of making each one?



Computing

ROMAN STOP MOTION ANIMATION



Stop motion is a filming technique where pictures are taken as objects and are moved in small increments. When the pictures are put together, it makes the objects appear to be moving. There is a lot of information on the internet to help you. Watch this video <https://www.youtube.com/watch?v=uYwMw2JE1Lg> for more ideas.

What You Will Need

Characters! You can really use anything-- toys, plastic figures, Lego minifigures, random objects, office supplies etc.

iPhone/iPad or other tablet device with the app **Stop Motion Animation** or something similar.

A stand for your tablet (so it doesn't move when you are filming)

Storyboard – it is important to have a story plan!

Paper for the back drop

Pencils

Tape

Your Task

Make a stop-motion animation of the story of Boudicca.

OR

Make a stop-motion animation using your own Roman story.

Websites to help you

Tate

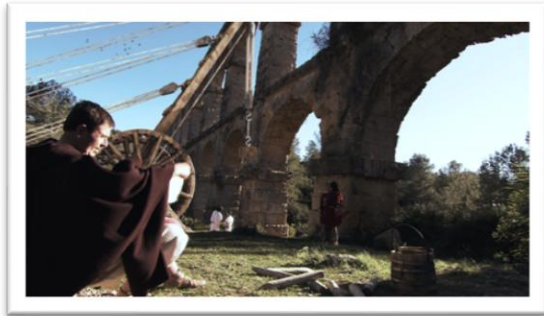
<https://www.tate.org.uk/kids/make/art-technology/be-animator>

Boudicca and the Roman Invasion

<https://www.youtube.com/watch?v=eC7ONgTJGKw>



Design and Technology/ Science



Imagine you are a **chief engineer** for the Roman empire. You are asked to build an aqueduct. How will you construct your aqueduct with a limited supply of building materials?

Engineers are creative problem solvers!

One of the challenges is making sure there is a big enough slope for the water to consistently move with minimum water loss.

You can watch a video about how aqueducts were built here:

<https://www.youtube.com/watch?v=IRDn6AOPRnQ>

It's up to you how you build it and which materials you choose. Here are some ideas:




**We'd love to see
your aqueducts!
Please send in
pictures to your
class teacher!**



Remember the superhero mind-sets which will be helpful for this challenge! Which did you use? How?

RESILIENCE



Resilience does not give up, however tough things get.

POWERS:
Recovers quickly from set backs
Adjusts to situations
Deals with stress
Makes the best out of a situation
Never gives up


REFLECTIVITY



Reflectivity thinks carefully about themselves and others.

POWERS:
Thinks deeply
Thoughtful of others
Considers actions
Inventive
Avoids repeating mistakes

RESOURCEFULNESS



Resourcefulness loves finding things out and solving problems.

POWERS:
Looks carefully
Thinks
Applies skills
Tries again
Remembers
Takes different approaches

What did you find challenging?

What went well?

What would you do differently next time?

Did you have to learn any new skills first?
What knowledge did you use?

Here is a picture of a famous real-life aqueduct!

IMAGE

Pont du Gard Aqueduct

This is the Roman aqueduct of Pont du Gard, which crosses the Gard River, France. It is a UNESCO World Heritage Site.

ROBERT HARDING PICTURE LIBRARY



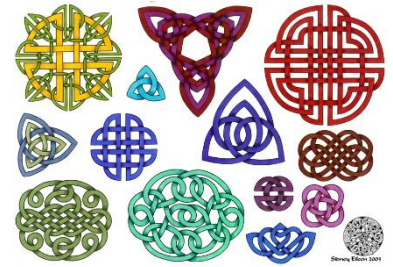
Art

Celtic Knots

From 750BC to 12BC, the Celts were the most powerful people in central and northern Europe. There were many groups (tribes) of Celts, speaking a vaguely common language.

The word Celt comes from the Greek word, Keltoi, which means barbarians and is properly pronounced as "Kelt".

Ancient Celts used Celtic knots as decorations. Interwoven patterns were first seen in the 3rd and 4th centuries during the Roman Empire on mosaic floor tiles.



Celtic knots are usually created by endless circles or continuous lines. They are a mixture of straight lines and rounded edges. They are still a popular design today and can be seen on jewellery, religious artefacts and even body art.

Follow these instructions to draw your Celtic knot or watch a step-by-step video here:
<https://www.youtube.com/watch?v=asAKuYohuCw>

You will need:

Paper
Pencil
Ruler
Rubber
Fine black pen or
black crayon
Crayons (optional)

Step 1- Use a pencil and ruler to draw two upside-down 'V's approximately 1cm apart.



Step 2 – Draw curved lines that come towards each other on the bottom V then on the top V so it looks like an upside-down heart.



Step 3 – At the top, draw a little V with a ruler so it looks like a diamond. All the lines will look joined now.



Step 4 – On the left-hand side, draw two curved lines that look like animal ears. Do the same on the right-hand side.

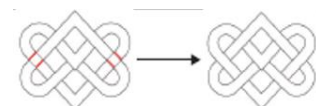


Step 5 – Continue the lines of the animal ears so that they meet the heart shape at the bottom. Then continue the lines again to make a point at the bottom.



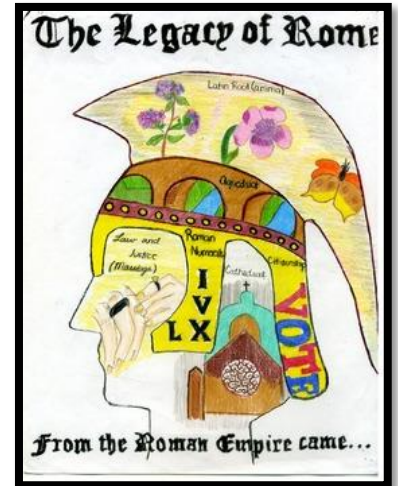
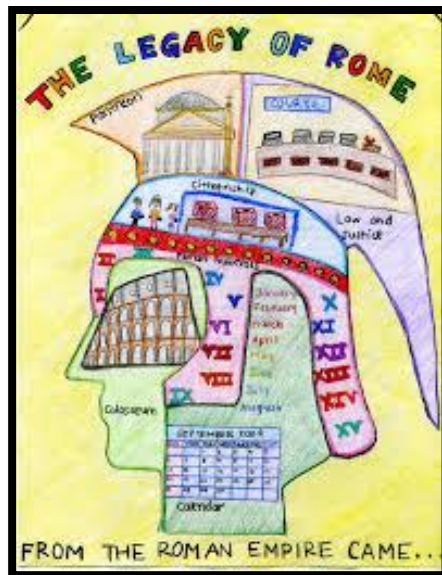
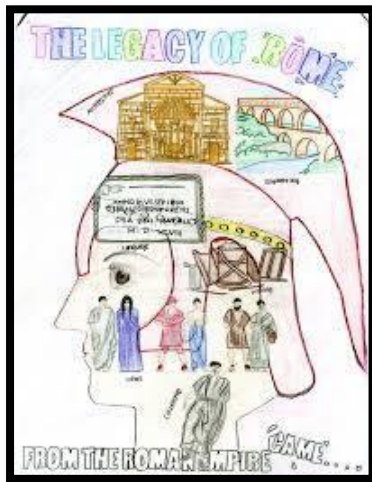
Step 6 – Rub out the four lines (look at the picture)

Step 7 – Use a fine black pen/black crayon to go over the lines. You can then colour it in.



The Legacy of Rome

Show off your knowledge of the Roman Empire by creating an informative poster like these:

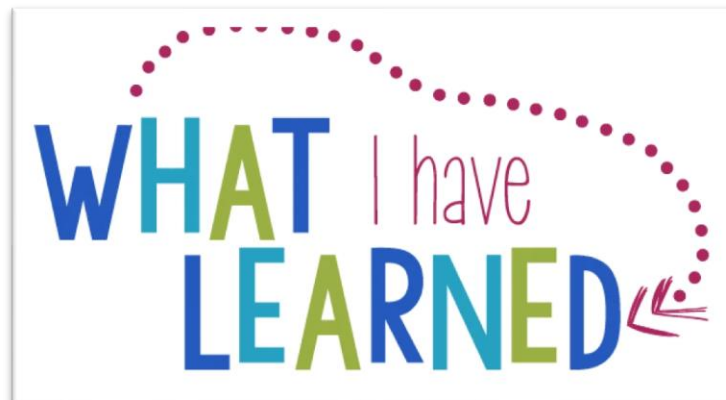


First, draw an outline of a Roman soldier's head and helmet.

Then, fill in the picture using drawings and words all about the Roman Empire.

At the bottom of your poster, write 'from the Roman Empire came...'

Send us a picture of your Roman Empire poster!



That's a rap! Here's a rap about Rome's legacy...

<https://www.youtube.com/watch?v=q0aJbKwABMo>

9 MENTAL HEALTH ACTIVITIES TO DO WITH YOUR CHILDREN

 @BELIEVEPHQ

WORRY TIME



- Set aside a time each day for your child worry. Discuss with your child how long the worry time will be for. In this time your child can write down their worries, discuss them with your or problem solve to overcome them

THOUGHT CHALLENGING

- Help your child to write down any unhelpful thoughts they that experience. Try to challenge them with your child and come up with more realistic and helpful ones

BEING PRESENT



- Help your child to be present and live in the moment. Go for a walk and see how many different things you can both take in with all your senses

ACTIVITY PLANNING



- Create an activity diary with your child and help them to schedule in some pleasurable and achievement related activities

TALKING ABOUT FEELINGS

- Why not create a time each week where your child can speak to you about their thoughts and feelings



3 GOOD THINGS



- Before bed spend some time with your child to identify and write down three good things they achieved from the day

WELLBEING



- Support your child to look after their wellbeing. Cook healthy meals with them, exercise or play sport with them and make sure they are getting enough sleep

IMAGERY

- Work with your child to imagine themselves in an imaginary future where everything has turned out in a positive way

THOUGHT TESTING

- Try setting out some simple activities to help your child test out the validity of a thought.

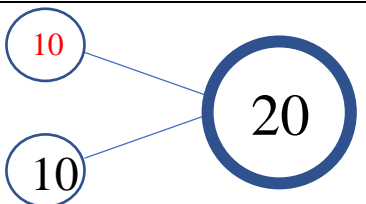
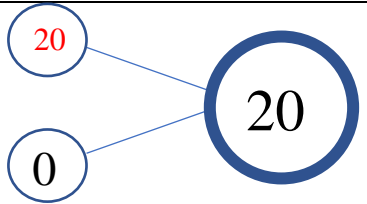
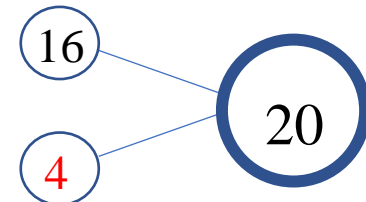
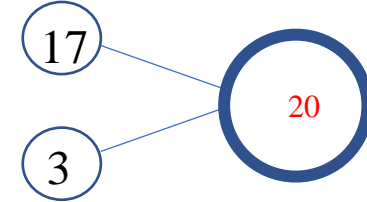
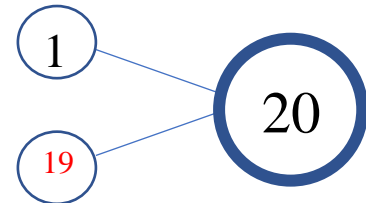
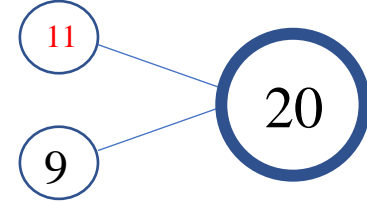
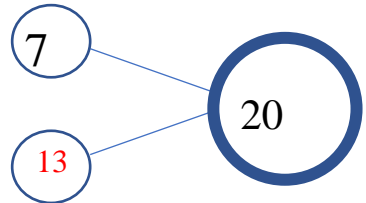
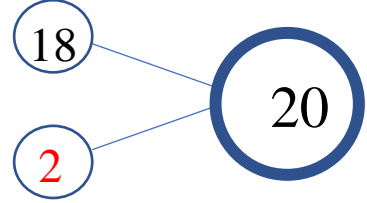
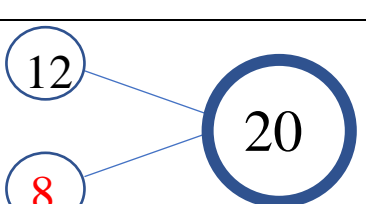
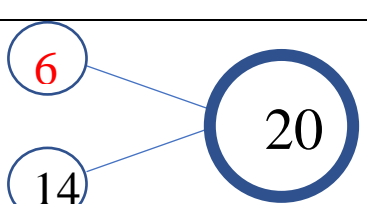


Maths Answers!

Addition (use the column method)	Subtraction (Use the column method)	Multiplication (use the column method)	Division (Use short division which is sometimes called 'bus stop method')
656	857	352	111
759	247	117	254
500	111	2404	31
770	263	285	339
899	557	782	35
495	157	3808	284
905	269	1176	54
619	829	416	432
622	156	603	83
778	727	1402	403

<u>Multiply and Divide by 5</u>				
$20 \div 5 =$	4	$5 \div 5 =$	1	
$5 \times 5 =$	25	$2 \times 5 =$	10	
$4 \times 5 =$	20	$9 \times 5 =$	45	
$60 \div 5 =$	12	$30 \div 5 =$	6	
$7 \times 5 =$	35	$11 \times 5 =$	55	
<u>Missing Numbers</u>				
35	\div	5	=	7
3	\times	5	=	15
50	=	10	\times	5
30	=	6	\times	5
5	=	25	\div	5
<u>Total Score:</u>		<u>Time taken:</u>		
/ 15		seconds		

Bonds to 20

	
	
	
	
	
Total Score: / 10	Time taken: seconds



- 1a. 4
 2a. False, $\frac{2}{3}$ of 15 = 10
 3a. 6 more counters should be added to make 9.

- 1b. 6
 2b. False
 3b. 4 more counters should be added to make 8.



- 5a. 15
 6a. True
 7a. 18 more counters should be added to make 24.

- 5b. 10
 6b. False, $\frac{6}{8}$ of 32 = 24
 7b. 36 more counters should be added to make 42.



9a. 16

10a. False, $\frac{3}{7}$ of 49 = 21

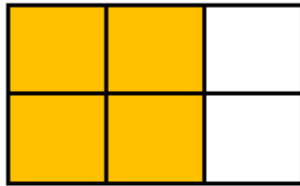
11a. 55 counters should be added.

9b. 20

10b. False, $\frac{8}{9}$ of 63 = 56

11b. 56 counters should be added.

Explain how the diagram shows both $\frac{2}{3}$
and $\frac{4}{6}$



The diagram is divided into six equal parts and four out of the six are yellow. You can also see three columns and two columns are yellow.