

	Monday	Tuesday	Wednesday	Thursday	Friday
W3 WC/25 th Jan Maths	BBC: Vertical lines of symmetry See link below	BBC: Comparing angles See link below	No problem Maths Sheets Making angles Pages 1-6 Follow the focus, let's learn and guided sections through to the worksheets.	No Problems Maths Sheet Simple Adding Pages 1-4 Follow the focus, let's learn and guided sections through to the worksheets.	Oak Academy Online Adding multiple of 10 to 3 digit numbers See link below
	Mental Maths: Ed Shed Add and Subtract (within 20)	Mental maths: 'Number Lines' sheet	Mental Maths: : Ed Shed Add and Subtract (within 20)	Mental maths: 'More abacus numbers' sheet	Mental maths: 'Toy cube' sheet
Literacy	Oak Academy (Link below) Lesson 1: To identify the features of instructions Lesson 2: To investigate suffixes - er, -est suffixes	Oak Academy (Link below) Lesson 3: Explore 'Being' verbs Lesson 4: Devise ingredients for monster pizzas	Oak Academy (Link below) Lesson 5: To develop a rich understanding of words linked to disgusting food	Oak Academy (Link below) Lesson 6: To generate vocabulary to use in our instructions	Oak Academy (Link below) Reading Comprehension Activity

	Your afternoon activities for the week:
Topic	<p>Your country this week is Peru!</p> <p>Please do some research and create your own poster. Have a think about:</p> <ul style="list-style-type: none"> • The shape of the country • The wildlife • What food is eaten there? • What is the main religion there?

	<ul style="list-style-type: none"> • What are the main attractions/things to see there? • The flag <p>Have you seen the film Paddington? Paddington is from Peru! Maybe you would like to watch it as a treat this week - it's currently on BBC iPlayer but may also be on some other platforms.</p>
Science	<p><u>Light and Dark: How can we see objects?</u></p> <p>Follow the link to find a video lesson and some activities. https://classroom.thenational.academy/lessons/how-can-we-see-objects-6ct6ct</p>
PE	<p>Once again, it's really important to fit in some exercise each day. This can either be a workout on YouTube, like PE with Joe Wicks or a run outside or a nice walk.</p>
Art and well being	<p>There is a geometric pattern activity for you which I will upload to the website.</p> <p>Keep up with your grateful/thankful jar. You could think of things that have made you laugh - maybe your favourite joke?</p>
French	<p>Watch this video about French numbers https://www.bbc.co.uk/bitesize/topics/zpy8q6f/resources/1</p> <p>Activity: Power point and Word Search</p>
RE	<p>This is linked to your art for this week. Have a look at the videos on this link about Rangoli patterns and Diwali. https://central.espresso.co.uk/espresso/primary_uk/subject/module/video_index/item866807/grade2/index.html</p> <p>Here is the story of Rama and Sita</p>

	https://central.espresso.co.uk/espresso/primary_uk/subject/module/book/item650076/grade2/module866807/index.html Fill in this story plan once you have read the story https://central.espresso.co.uk/espresso/primary_uk/servlet/file/store66/item877076/doc.pdf
Spelling	List 8 - Ed Shed Have a look at the PowerPoint and the activities on there
Reading Comprehension	Tilly Turtle Reading Comprehension Sheet
Music	Follow this link and watch and join in with the video! https://classroom.thenational.academy/lessons/understanding-pulse-and-rhythm-c8up2t

This is the link for Friday's maths lesson:

<https://classroom.thenational.academy/lessons/adding-multiples-of-10-to-3-digit-numbers-cqwp6d>

Bitesize Maths lessons

<https://www.bbc.co.uk/bitesize/articles/z8nw4xs>

<https://www.bbc.co.uk/bitesize/articles/z2gcsk7>

Oak Academy Literacy Monster Pizzas

<https://classroom.thenational.academy/units/monster-pizza-instructions-9061>

	Monday	Tuesday	Wednesday	Thursday	Friday
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	Your afternoon activities for the week:
Topic	<p>Your country this week is Peru!</p> <p>Please do some research and create your own poster. Have a think about:</p> <ul style="list-style-type: none"> • The shape of the country • The wildlife • What food is eaten there? • What is the main religion there?

	<ul style="list-style-type: none"> • What are the main attractions/things to see there? • The flag <p>Have you seen the film Paddington? Paddington is from Peru! Maybe you would like to watch it as a treat this week - it's currently on BBC iPlayer but may also be on some other platforms.</p>
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	https://central.espresso.co.uk/espresso/primary_uk/subject/module/book/item650076/grade2/module866807/index.html Fill in this story plan once you have read the story https://central.espresso.co.uk/espresso/primary_uk/servlet/file/store66/item877076/doc.pdf
Spelling	List 8 - Ed Shed Have a look at the PowerPoint and the activities on there
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Bitesize Maths lessons

<https://www.bbc.co.uk/bitesize/articles/z8nw4xs>

<https://www.bbc.co.uk/bitesize/articles/z2gcsk7>

Oak Academy Literacy Monster Pizzas

<https://classroom.thenational.academy/units/monster-pizza-instructions-9061>

Class 3 - Home Learning - Week 3: w/c 25th January 2021

We hope you have all had a great weekend and enjoyed some of the snow on Sunday!

Here is an outline of what you have to work through this week.

Please check out the plan also.

Have a great week and please keep in contact with us.

Big hugs!

Mrs Musson and Mrs Davies xxx

Daily Activities:

Reading:

Please make sure you do 15 minutes of reading each day. Remember, this doesn't have to be your reading book, it could be a magazine, comic or a news article etc.

Handwriting:

Please complete the handwriting sheets for this week.

Exercise:

Please make sure you do some exercise each day - whether this is a YouTube workout like Joe Wicks, or a walk outside or a run etc.

Something that makes you happy!

Make time each day to do something you enjoy, it could be building a lego model or doing some colouring. It's important to take a break between your lessons.

Literacy

We have paired some of these lessons together for Monday and Tuesday just to ensure we can complete this unit of work on instructions in the next 2 weeks. We thought this looked like fun and think you will have fun making your own monster pizza instructions!

I am sending home a literacy book for you to record your work from the lessons this week. You can use this book for your home learning where needed.

Lesson 1:

To identify the features of instructions

In this lesson, we will read through instructions and find their features, including sequencing words and imperative verbs.

Lesson 2:

To investigate suffixes: -er and -est suffixes

In this lesson, we will explore the rules associated with adding the suffixes -er and -est. 10 spelling words will be explained and set to learn.

Lesson 3:

To explore 'being' verbs

In this lesson, children will be given a definition of 'being' verbs. First, they will identify the forms of the verb 'to be' in sentences. Then, they will look at plural and singular forms of the verb 'to be'. After that, they will look at past/present tense forms of the verb 'to be' and finally, they will complete a task where they need to choose the correct verb for each sentence.

Lesson 4:

To devise ingredients for our monster pizza

In this lesson, we will look at the ingredients of pizza and generate ideas for what types of ingredients a monster would use to make their pizza.

Lesson 5:

To develop a rich understanding of words associated with disgusting food

In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.

Lesson 6:

To generate vocabulary to use in our instructions

In this lesson, we will recap imperative verbs and sequencing words. We will also investigate using adverbs in instructions and write some sentences using sequencing words, verbs and adverbs.

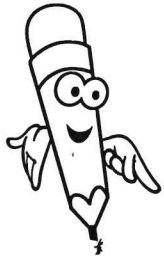
Maths

This week, your lessons are following on from our unit on *Geometry*. There are a selection of lessons on the BBC website for you to do at the start of the week and then some lessons which are printed from our work books in class. There are also some revision lessons on addition for you just as a recap.

Stage 1 Baseline Joins

Name _____

Date _____



i

l

t

Look at the arrows, now trace the letters.

h u

h u

h u



Now practise writing the letters.

i l

i l

i l

i t

i t

i t

l i

l i

l i

l t

l t

l t

m i

m i

m i

m u

m u

m u

m y

m y

m y

u i

u i

u i

u n

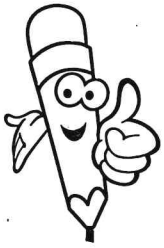
u n

u n

Stage 2
Baseline Joins


Name _____

Date _____



il ui

Look at the joins, now trace the letters.

hu hu hu 

Now practise writing the letters.

il il il

it it it

li li li

lt lt lt

mi mi mi

mu mu mu

my my my

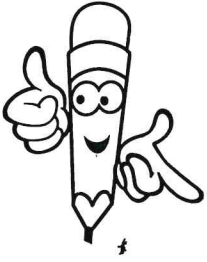
ui ui ui

un un un

Stage 3
Baseline Joins

Name _____

Date _____



hill

Look at the joins, now trace the words.

hill

hill

hill

hut

hut

hut

kilt

kilt

kilt

knit

knit

knit

little

little

little

mint

mint

mint

mule

mule

mule

my

my

my

nun

nun

nun

suit

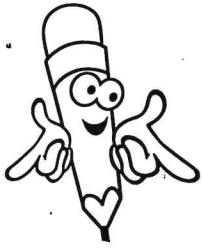
suit

suit

Stage 4
Baseline Joins

Name _____

Date _____



mummy

Look at the joins, now trace the words.

ditch ditch ditch

health health health

hunt hunt hunt

minimum minimum minimum

muddle muddle muddle

mummy mummy mummy

plinth plinth plinth

suite suite suite

thrill thrill thrill

unity unity unity

Stage 5
Baseline Joins

Name _____

Date _____



unity

Look at the joins, now trace the words.

ditch ditch 

Now practise writing the words.

health health

hunt hunt

minimum minimum

muddle muddle

mummy mummy

plinth plinth

suite suite

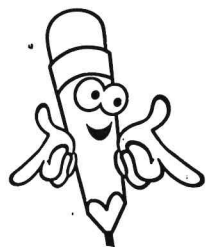
thrill thrill

unity unity

Stage 6
Baseline Joins

Name _____

Date _____



minimum

Look at the joins, now trace the words.

ditch 

Now practise writing the word.



Now write a sentence using the word.

health

hunt

minimum

muddle

mummy

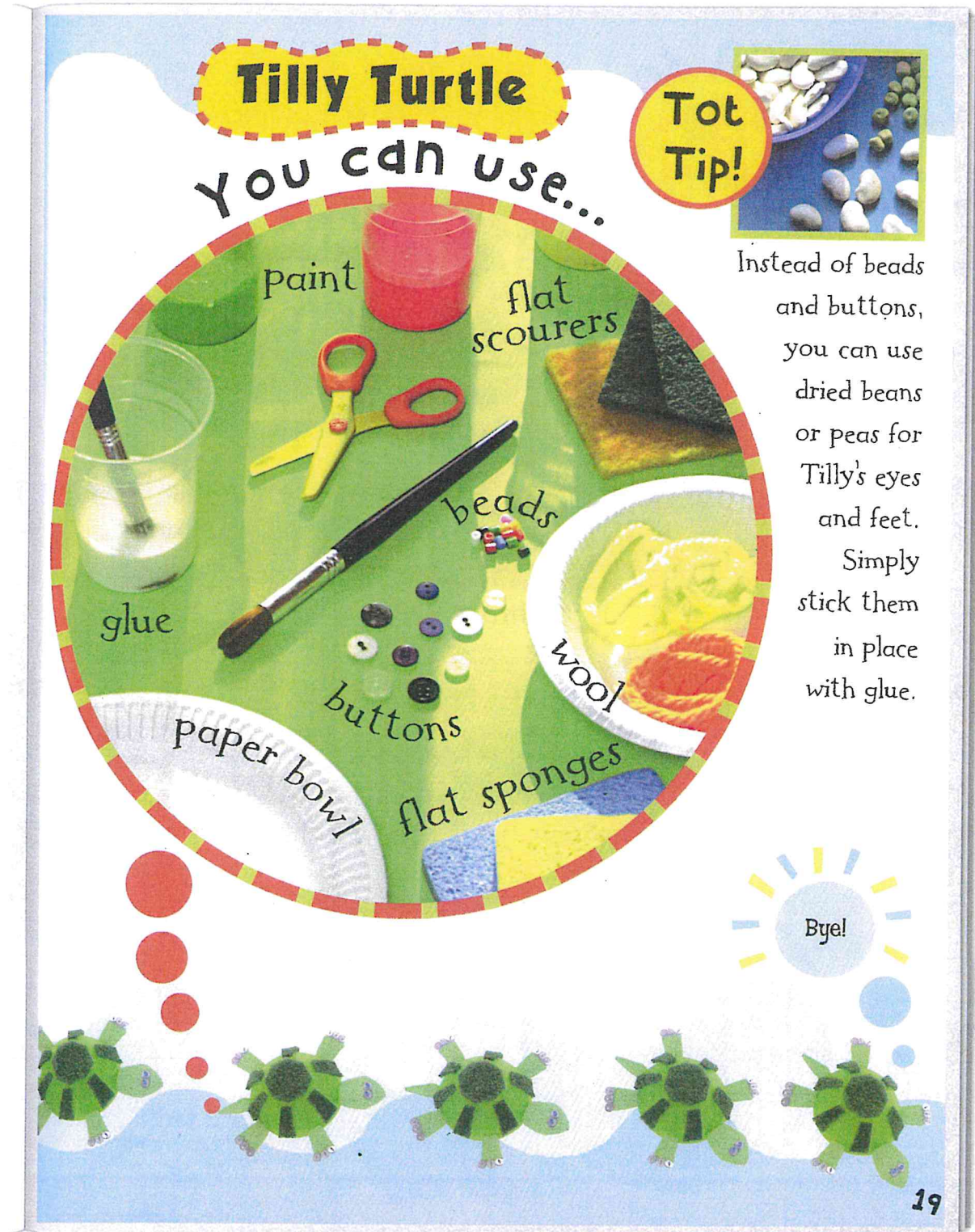
thrill

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Tilly Turtle

Read the text and look at the pictures below.



Reading Comprehension Page 2

Use the information on page 56 to answer the questions below.

1. What are we being shown how to make? Tick the correct answer.
☐ We are being shown how to make a tortoise.
☐ We are being shown how to make a turtle.
2. List the items you can use to make Tilly.

3. Can you only use beads and buttons to make Tilly's eyes?
How do you know that?

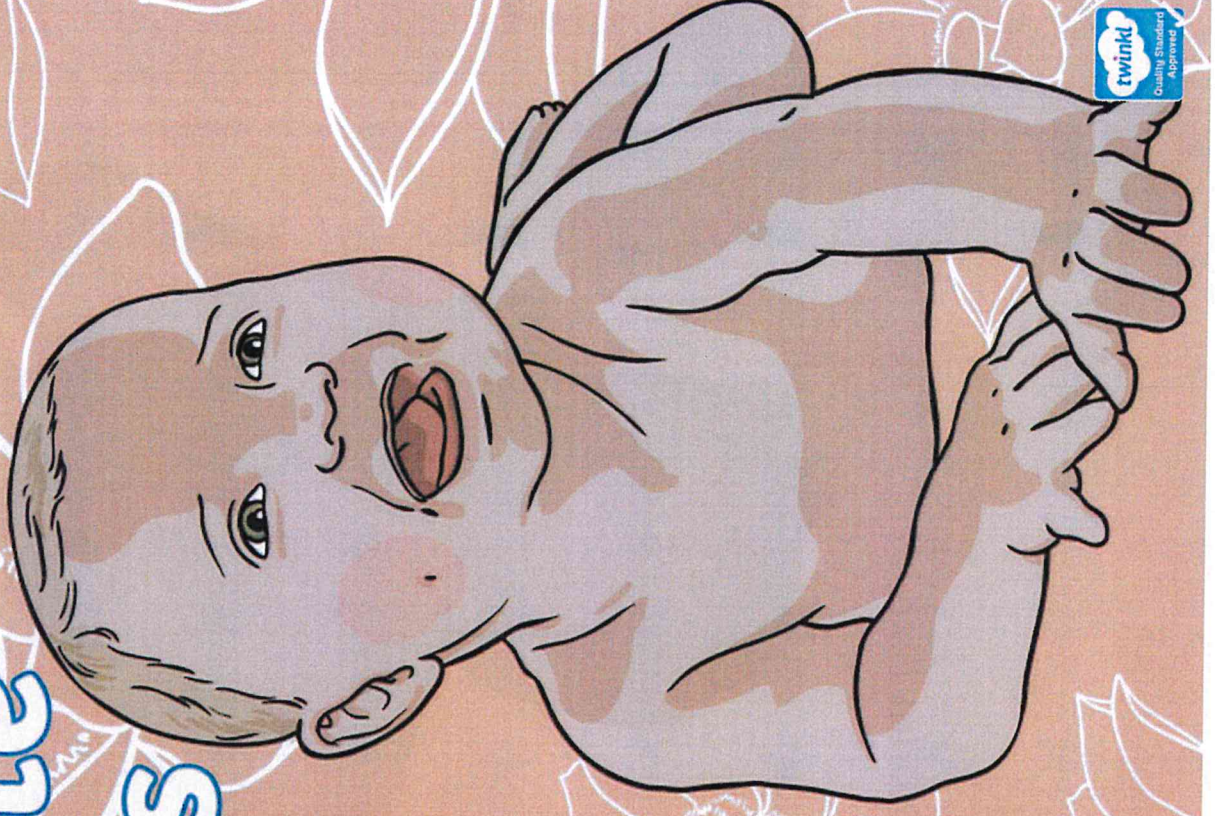
4. Which word in the text has a similar meaning to 'paste'?

5. What do you predict the 'flat sponges' in the picture are normally used for? Why do you think that?

6. Do you think Tilly would be easy or difficult to make?
Why do you think that?



How to Write Instructions



Instructions

Instructions tell us how to do something.
There are many different types of instructions. Some examples include:

- recipes;
- directions;
- how to play a game;
- how to make or build something;
- how to repair something;
- or how to look after/care for something.

Can you think of any more examples?



Features of Instruction Writing

- Imperative verbs are usually used within the method to 'boss' the reader around!
- Conjunctions, prepositions and adverbs to show time, place and cause should be used throughout, e.g. After that, Inside the box, As soon as it has melted, etc.
- Extra tips and advice may be given to the reader for especially tricky parts of a task.
- Pictures or diagrams can be used to provide clarification, e.g. a series of pictures or diagrams corresponding to each step of the method, a single picture or diagram of a tricky part of the process or an illustration of the final product.

How to Feed a Baby

Read the instructions on how to feed a baby.
What features of an instructional text can you spot?

Use the Writing Instructions Activity Sheet to write your own set of instructions.
What task will you guide people to do?
You can use the Instructions Checklist to check you have included all the relevant features.

how to look
after something

directions to get
somewhere

how to make
something

how to fix
something

a cookery recipe



How to Feed a Baby

Follow these simple steps to ensure your baby is well-fed and happy!

What you need:

- a highchair
- a bib
- baby food
- a bowl
- a spoon
- a microwave (optional)
- a cup of water or juice
- a clean cloth or towel

What to do:

1. Firstly, place the baby gently in the highchair and fasten their harness.
2. When in the highchair, put the bib around the baby's neck.
3. Next, pour the baby food carefully into the bowl. If the baby likes it warm, heat the food gently in a microwave.
4. Now, feed your baby small spoonfuls of the food.
5. Remember to give the baby sips of their water or juice frequently.
6. After they have finished their meal, wipe up any spills and dribbles with the clean cloth or towel.

The baby should now be content and possibly ready for a sleep or maybe a nappy change.

How to Feed a Baby³

¹An introduction

Follow these simple steps to ensure your baby is well-fed and happy!¹

²list of equipment

What you need:³

³Heading, sub-headings, bullet points and numbered steps used to organise the text.

- a highchair
- a bib
- baby food
- a bowl
- a spoon
- a microwave (optional)
- a cup of water or juice
- a clean cloth or towel²

⁴Chronologically ordered steps.

⁵Imperative verbs used throughout.

⁶Adverbs

⁷A conclusion that sums up what the outcome will be if the reader follows the instructions.

What to do:³

1. Firstly⁶, place⁵ the baby gently in the highchair and fasten⁵ their harness.
2. When in the highchair⁶, put⁵ the bib around the baby's neck.
3. Next⁶, pour⁵ the baby food carefully into the bowl. If the baby likes it warm⁶, heat⁵ the food gently in a microwave.
4. Now⁶, feed⁵ your baby small spoonfuls of the food.
5. Remember to give⁵ the baby sips of their water or juice frequently.
6. After⁶ they have finished their meal, wipe up⁵ any spills and dribbles with the clean cloth or towel.⁴

The baby should now be content and possibly ready for a sleep or maybe a nappy change.⁷

Instructions Checklist

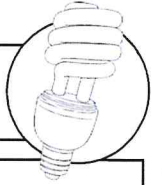
Structure and Language	✓	✓	✓
Did I...	Child	Friend	Teacher
use a heading and subheadings?			
include an introduction sentence?			
include a list of what is needed?			
put the steps in chronological order?			
use imperative verbs?			
use bullet points or numbers to separate my steps?			
use adverbs, conjunctions and prepositions to show time?			
include a conclusion sentence?			
You were good at...			
Next time it might be better if...			

Imperative Verbs

Imperative verbs are also known as 'bossy verbs' because they tell people what to do! e.g. shut the window or turn the kettle on.

Colour in the words that could be used as imperative verbs.

Remember a verb is a doing word.



shut	filthy	chair	turn	gold
lovely	mix	unhappy	close	stairs

Look at the sentences below. Can you think of some imperative verbs that could go at the beginning to make an instruction?

- _____ the door, there's a draught.
- _____ off the light please.
- _____ the milk into the glass.
- _____ on a coat before you go out.
- _____ left at the traffic lights.

Imperative verbs give instructions – they tell people what to do.
Can you think of a situation you might need to use an imperative verb?



Imperative Verbs

Instructions for an Alien

You are going out and will be leaving your little alien friend at home, all alone. To stop your alien from going hungry you must leave him instructions for how to make a sandwich.

Think of what connectives you should use. Use the list below to help you:

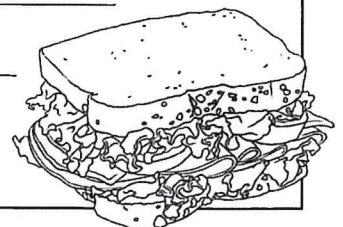
Firstly	Secondly	Thirdly	Next	After
Finally	Then	Meanwhile		

You will also need to use imperative verbs. These may be useful:

Put	Mix	Spread	Open	Chop	Season
Add	Slice	Cut	Get	Serve	Place

Once you have decided what type of sandwich you want your alien to make, write your instructions below.

How to Make a Sandwich



Imperative Verbs - Recipes

Choose the correct imperative verb to go with each instruction in this recipe to make a cheese omelette.

1. _____ and enjoy – your omelette is ready!
2. _____ your pan until it's nice and hot.
3. _____ some eggs in a bowl and whisk.
4. _____ together thoroughly.
5. _____ some cheese and add to the egg mixture.
6. _____ for a final two minutes until completely cooked.
7. _____ your egg mixture and cook for three minutes.

Mix	Grill	Heat	Grate
Crack	Serve	Add	

Can you put the instructions in the right order to complete the recipe?

Firstly, _____.

Secondly, _____.

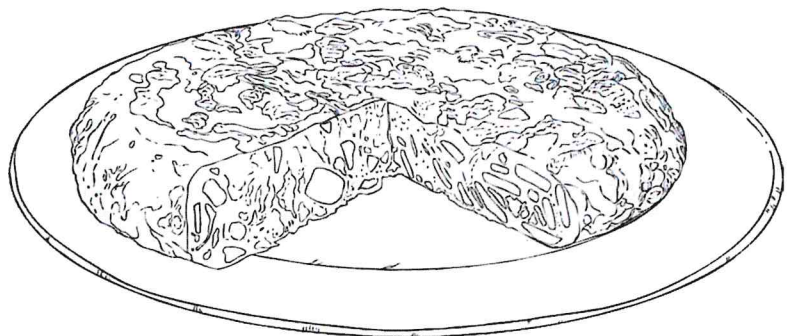
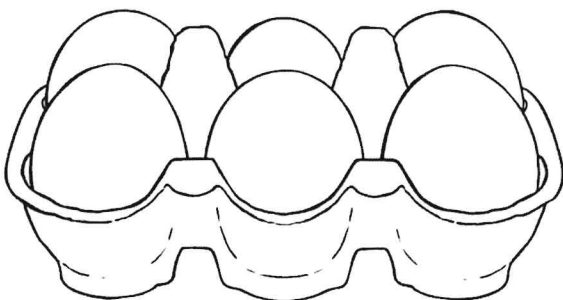
Thirdly, _____.

After that, _____.

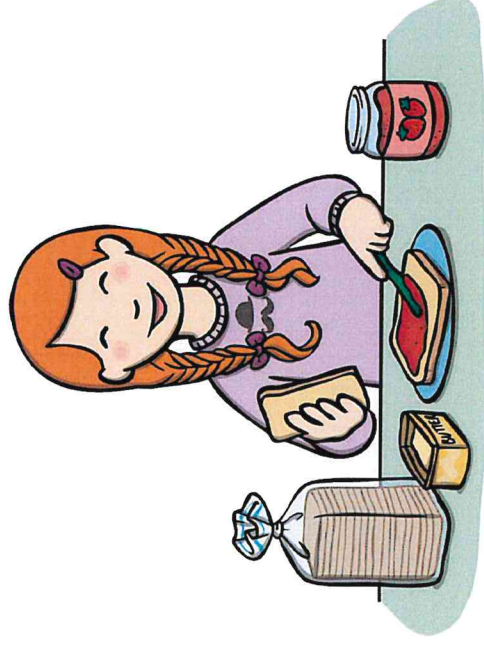
Then, _____.

Next, _____.

Finally, _____.

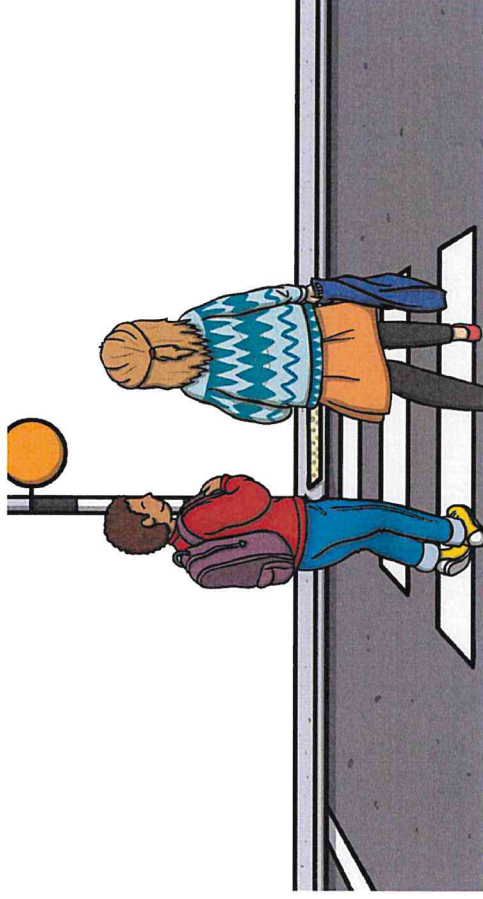


How to Make a Sandwich



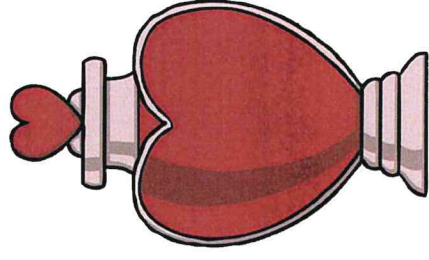
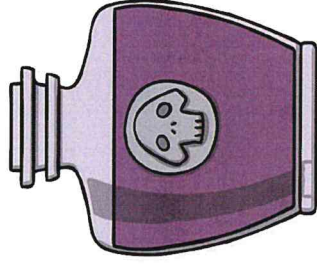
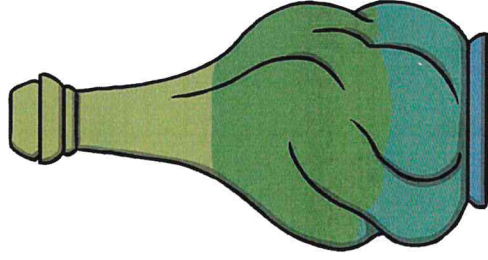
You will need:

How to be Safe Crossing the Road



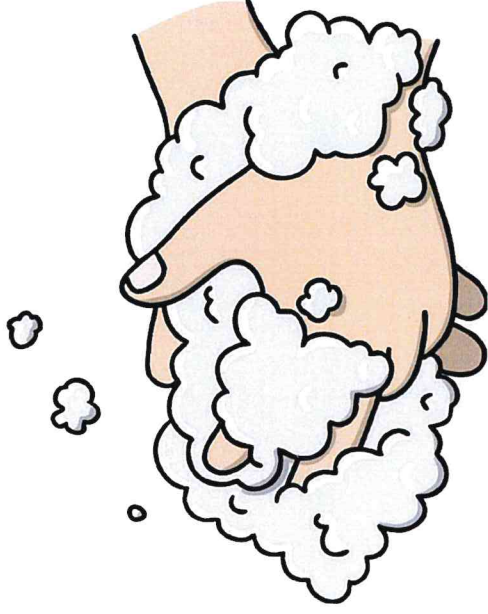
You will need:

How to Make a Potion



You will need:

How to Wash Your Hands Properly



You will need:

Spelling Shed

Stage: 3

List: 8

The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.



Spelling Shed

Stage: 3 The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.

List: 8

Spellings

disappoint

disagree

disobey

disable

dislike

dislocate

disappear

disadvantage

disapprove

dislodge

Introduction

The prefix 'dis' is used to find the opposite of words and means 'does not', e.g. disobey means does not obey.

Can the children think of any words beginning with 'dis'. Ask them if they know what they mean.

Main Teaching Activity

Use the powerpoint slide to show the root words. Ask the children to write the opposite of each word by adding the prefix 'dis'.

Children share the new words and discuss what they think they mean.

Independent Activity

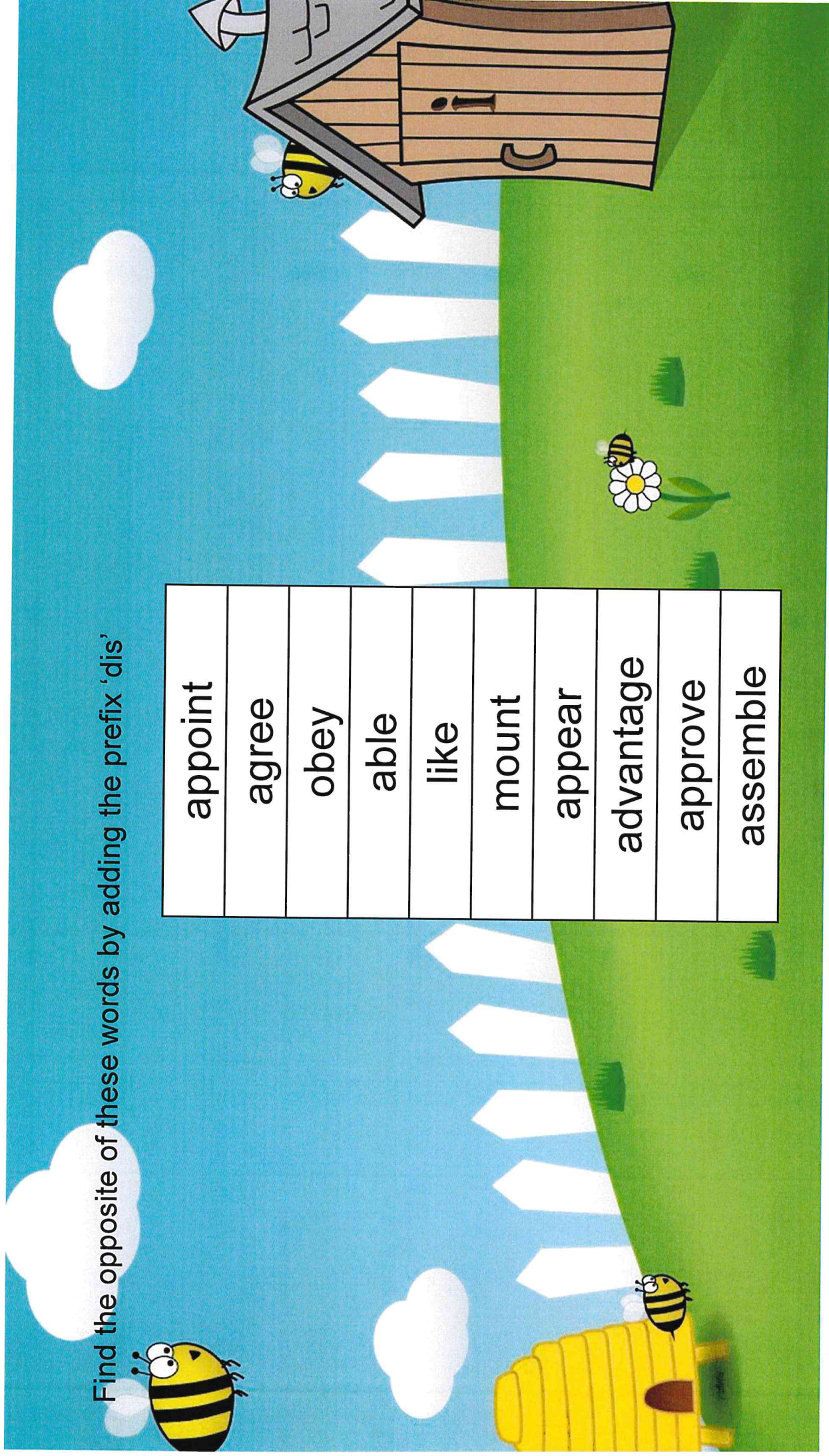
Dictate the following sentences to the children which contain some of the target words. Ask children to focus on neatly writing the sentences and spelling the 'dis' words correctly.

The little boy was very disappointed that his ball went in the river.
The girl disobeyed her mum and stayed out too late.
The football team was at a disadvantage because they only had 9 players.

Ask children to make up two more sentences using 'dis' words that haven't been used yet.

Find the opposite of these words by adding the prefix 'dis'

appoint
agree
obey
able
like
mount
appear
advantage
approve
assemble



Find the opposite of these words by adding the prefix 'dis'

Answers:

appoint
agree
obey
able
like
mount
appear
advantage
approve
assemble

disappoint
disagree
disobey
disable
dislike
dismount
disappear
disadvantage
disapprove
disassemble



Stage: 3

List: 8

The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.

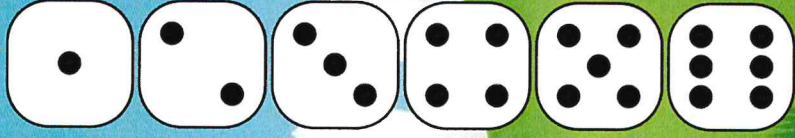
Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
disappoint					
disagree					
disobey					
disable					
dislike					
dislocate					
disappear					
disadvantage					
disapprove					
dislodge					

Stage: 3	The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
List: 8	Name: _____

Spellings
disappoint
disagree
disobey
disable
dislike
dislocate
disappear
disadvantage
disapprove
dislodge

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.

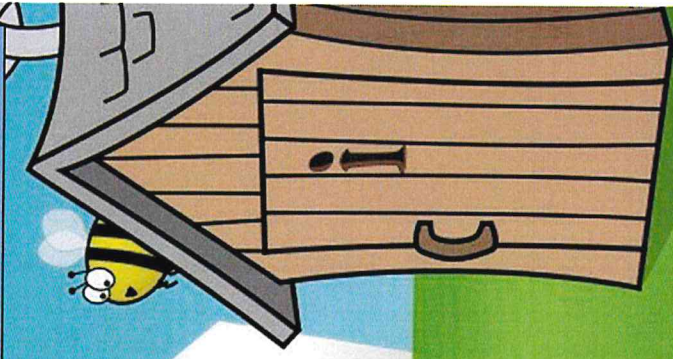
Write your word in capital letters.

Write your word three times.

Write your word in different colours.

Write what your word means.

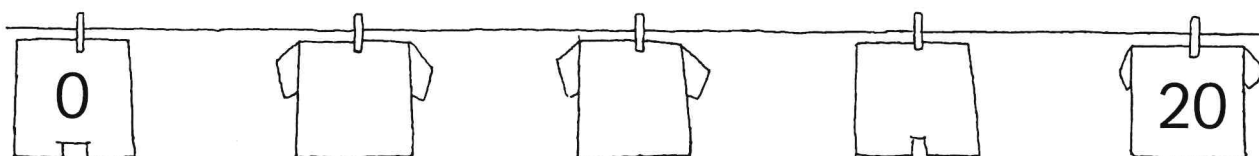
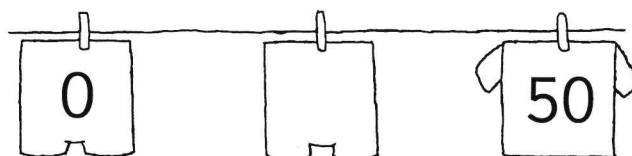
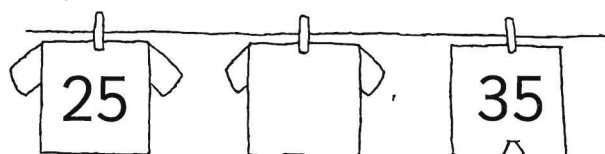
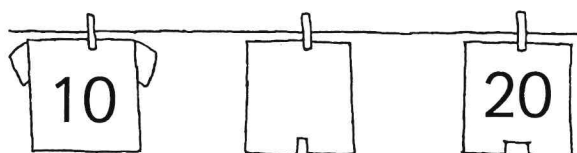
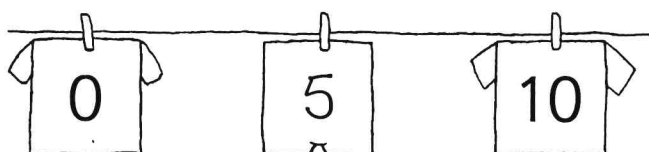
Spell the word out loud.



Number lines

- Fill in the missing numbers.

Look at the positions of the clothes on each line.



- Write the missing number on each line.



Maths - Tuesday page 1

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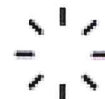
All Bitesize

Comparing angles

Part of [Learning at Home](#)

Add to My Bitesize

Learning at Home

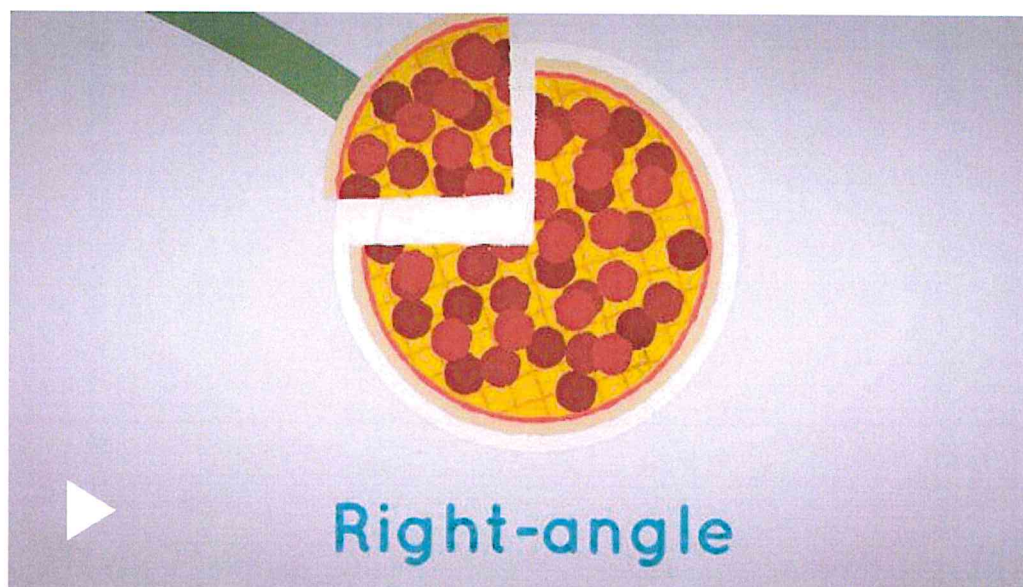
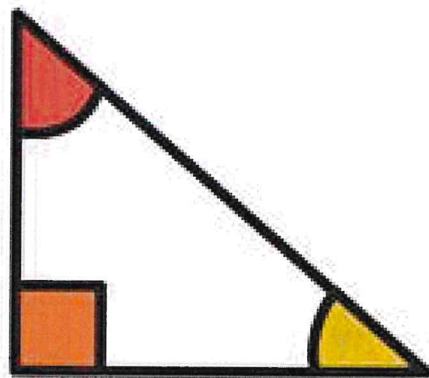


Learn

What is an angle?

To start today's lesson, watch the video below from **KS2 Maths** for an introduction to angles.

Afterwards, why not have a look around for some different types of angles?



An **angle** is the space between two lines that start at the same point.

We measure angles in degrees. The degree symbol looks like this $^{\circ}$.

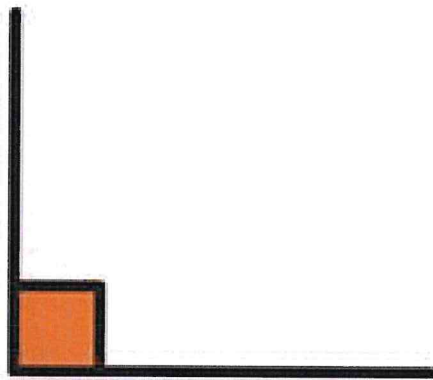
We show it next to a number like this 90° .

Types of angles

Angles can be between 0° and 360° (which is a full circle) and depending on the size of the angle, they are called different things:

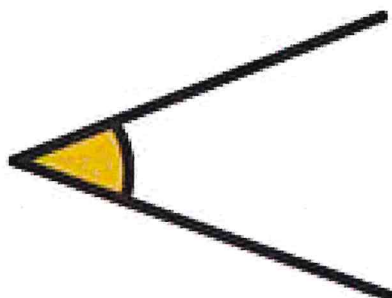
A **right angle** looks like the corner of a square or the edge of a book.

It is a perfect 90° , which is often shown by a small square drawn in between the two lines.



An **acute angle** is an angle that is less than 90° . This makes them smaller than a right angle.

A good way to remember this angle is to think that because it is small, it is "a cute" angle.



An **obtuse angle** is an angle that is bigger than **90°** degrees, but doesn't reach a straight line at **180°**.

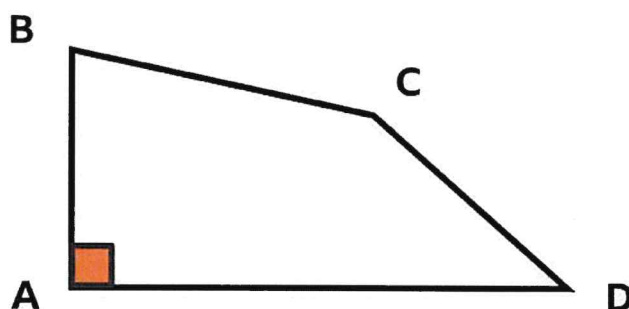


When you compare two angles, you have to think to yourself, is it smaller or bigger than **90°**?

Example 1:

Look at this shape, known as a **quadrilateral** (a four-sided, two-dimensional shape).

Angle **A** is a **right angle**.



Which angles are acute angles?

Making Angles

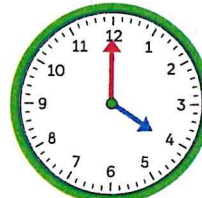
In Focus



London



New York

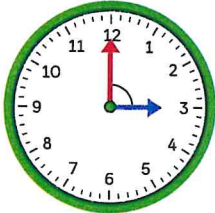


Frankfurt

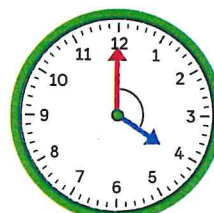
What can you say about the hour and minute hands on the three clocks?

Let's Learn

- 1 The hour and minute hands make an **angle**.



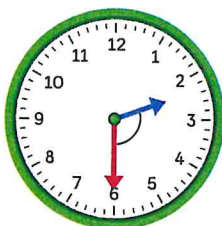
These are
angles.



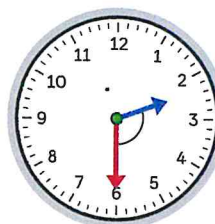
This is an
angle.



- 2 When two straight lines meet at a point, they make an angle.



This is an
angle.



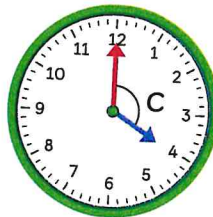
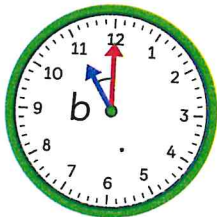
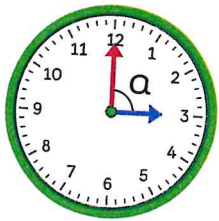
2 lines...



...meet at
a point.

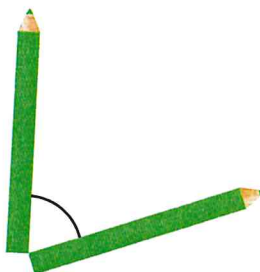
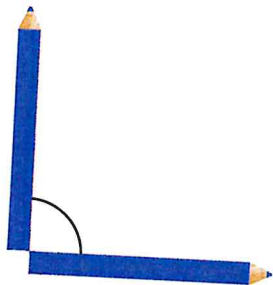
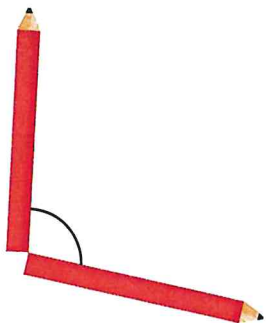
Wednesday 2

- 3 The hour and minute hands make different angles at different times.



Guided Practice

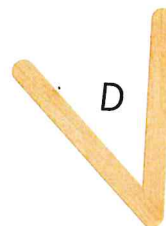
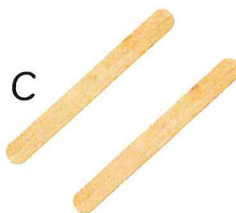
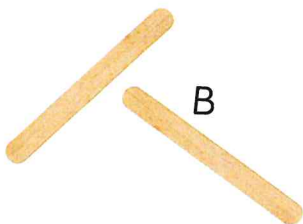
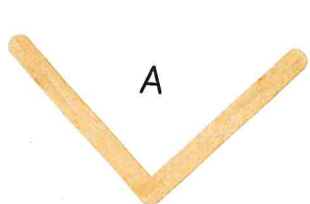
- 1 Use 2 pencils to make different angles.
Example



We can make different angles
by turning the pencils.
Make sure they meet at a point.



Look at the pairs of sticks below.



Which of these pairs do not form angles?

wednesday 3

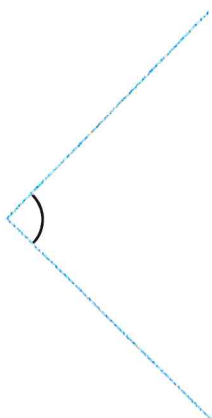
- 3 Where is an angle made by parts of a pair of scissors?



What happens to the angle when you open and close the scissors?



- 4 Holly drew 2 lines to make an angle.



- (a) Draw 2 lines to make an angle smaller than the one Holly drew.
- (b) Draw 2 lines to make an angle larger than the one Holly drew.

Wednesday 4

Angles

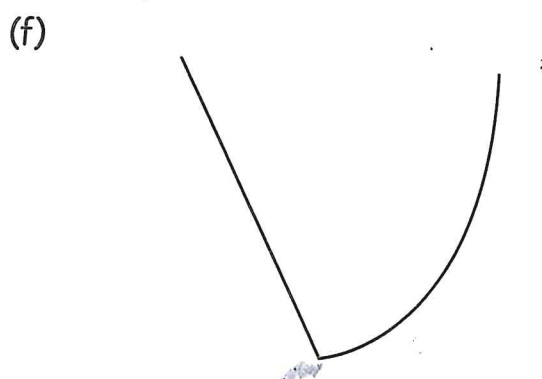
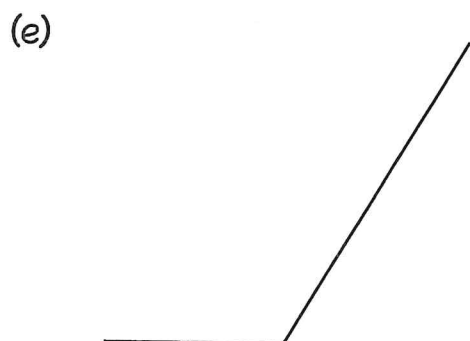
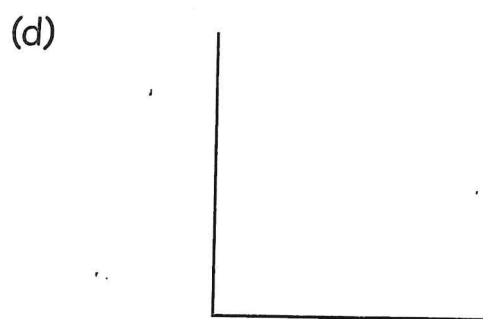
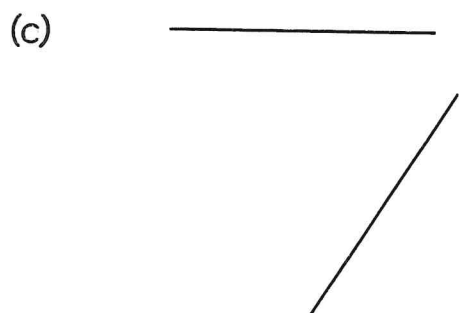
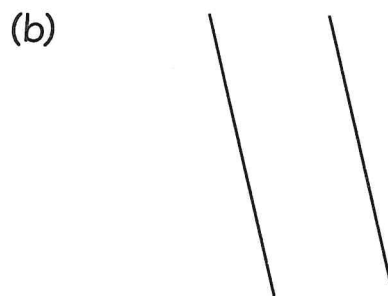
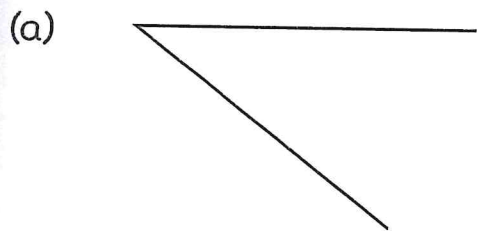
Chapter 12

Name: _____ Class: _____ Date: _____

Worksheet 1

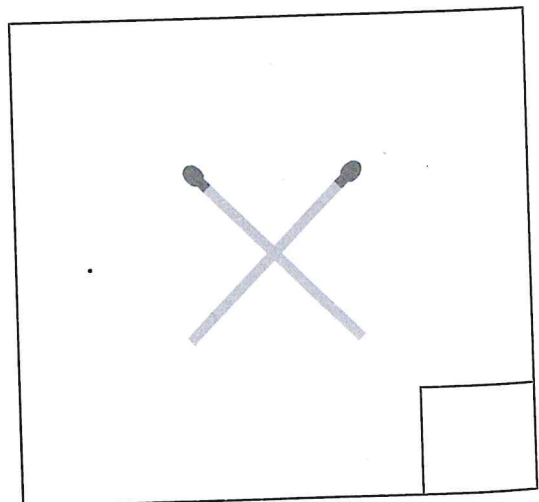
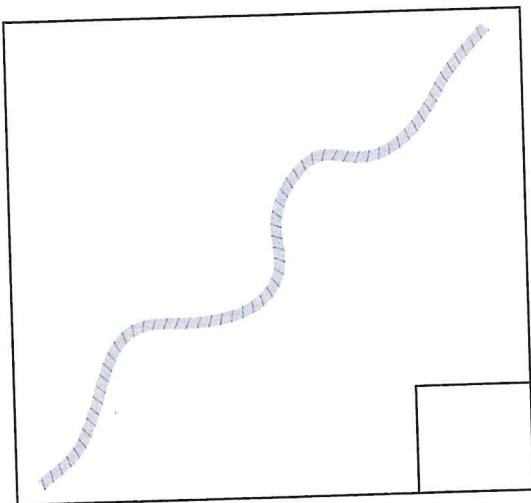
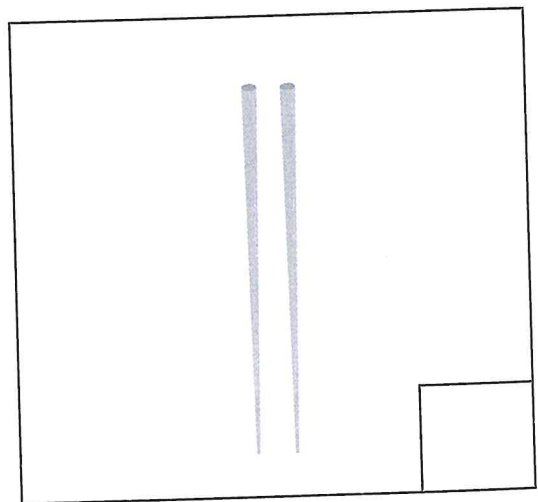
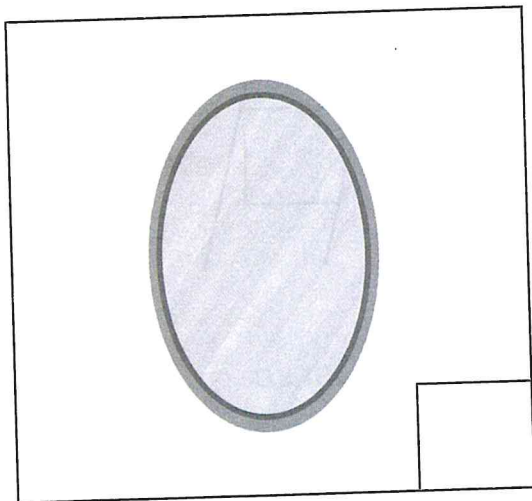
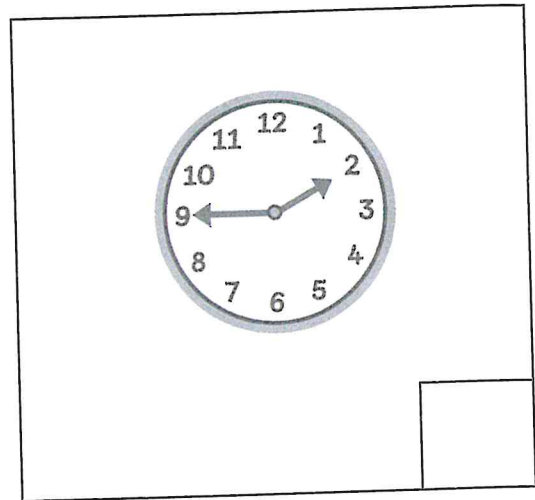
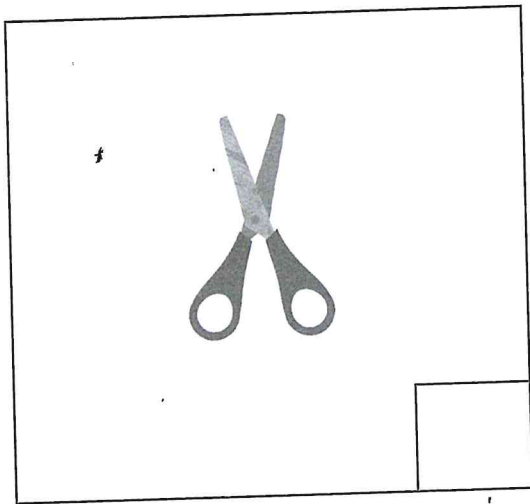
Making Angles

- 1 Each figure below is made up of two lines.
Circle the figures that form angles.

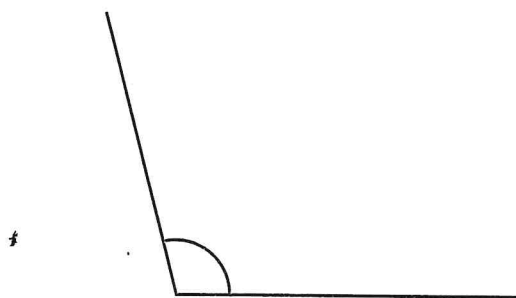


Wednesday 5

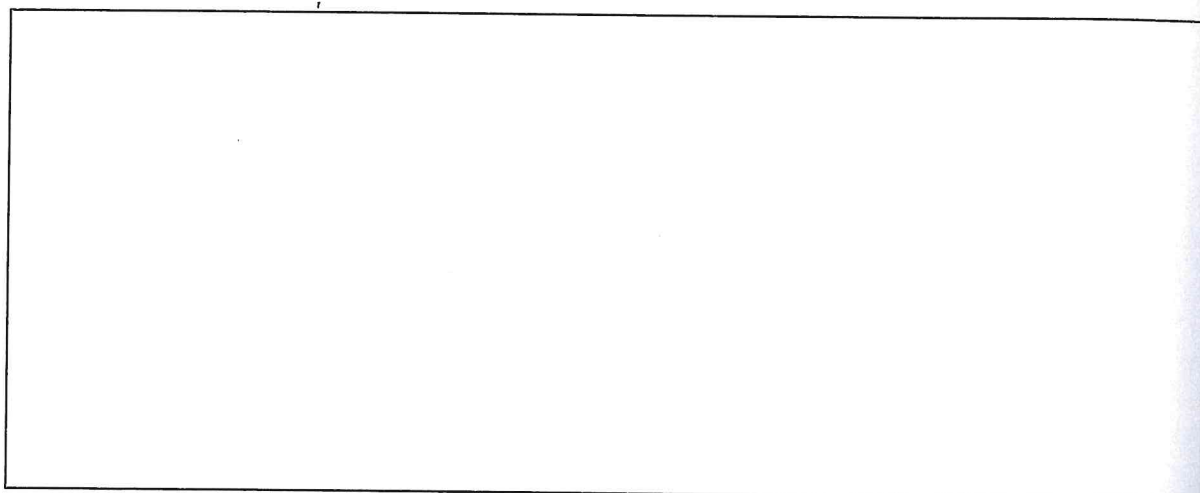
- 2 Put a tick (✓) for objects that make angles and put a cross (X) for objects that do not make angles.



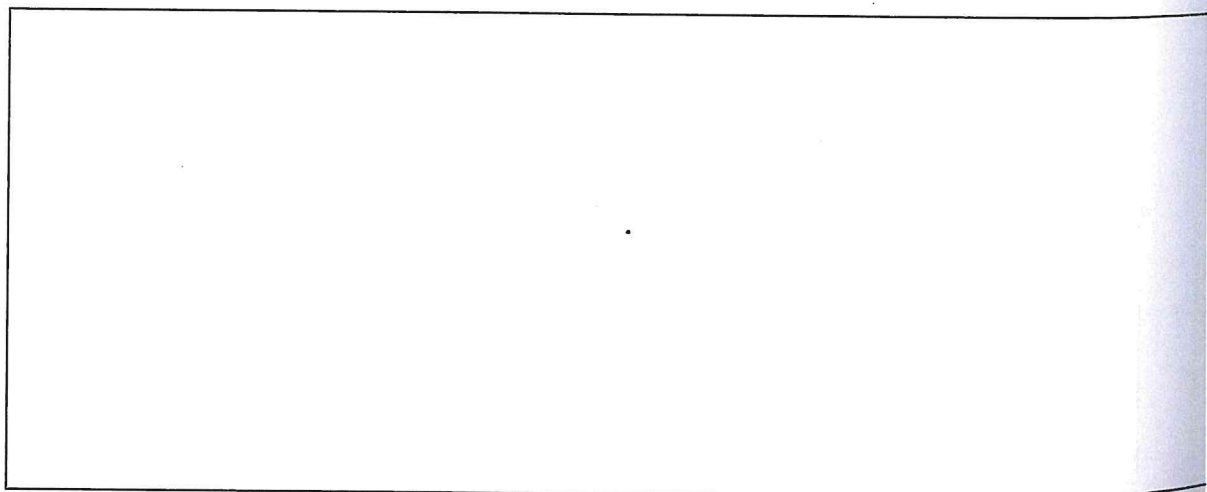
- 4 The figure below shows two lines forming an angle.



- (a) Draw two lines to make an angle smaller than the angle shown above. Mark the angle.



- (b) Draw two lines to make an angle larger than the angle shown above. Mark the angle.



Wednesday 6

3 Cross out the letters that do not form angles.

D W

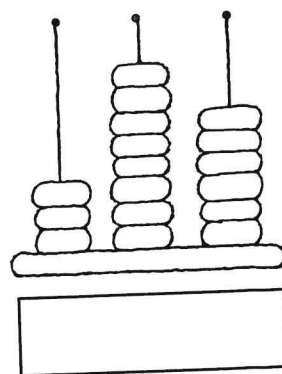
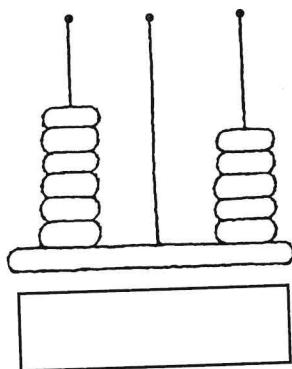
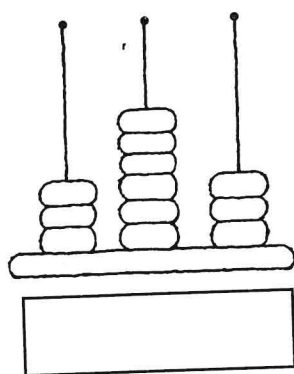
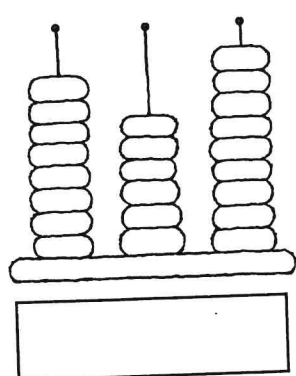
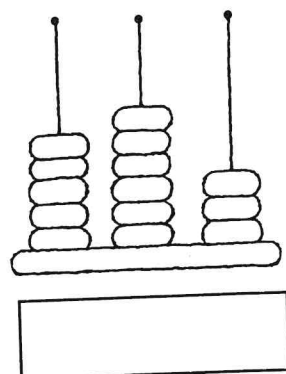
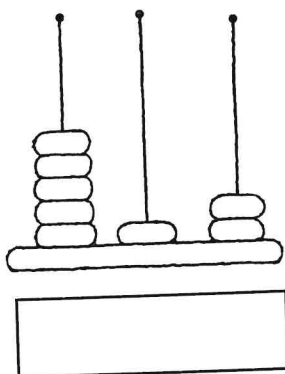
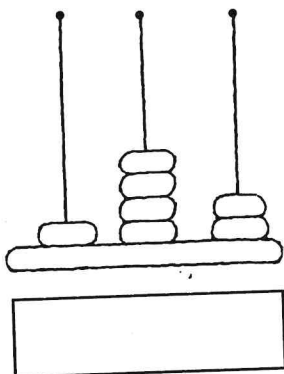
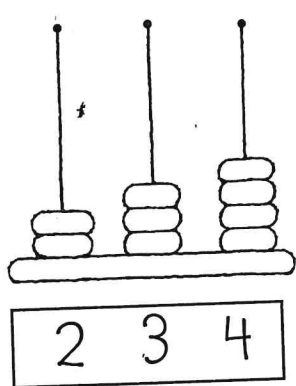
E N U

S T Z

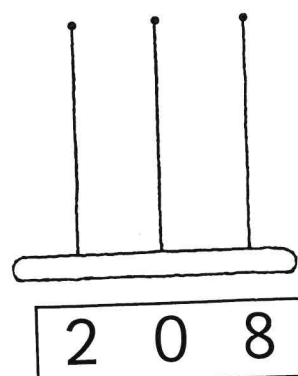
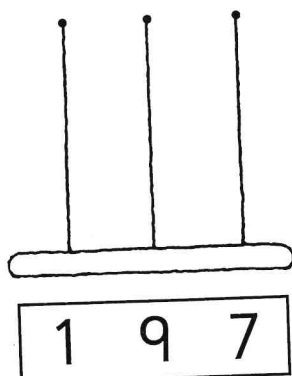
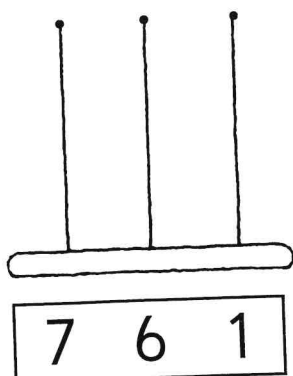
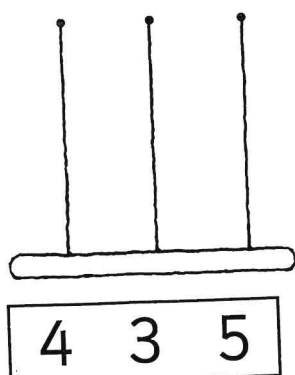
Write down another letter not shown above that does not form angles.

More abacus numbers

- Write the number shown on each abacus.

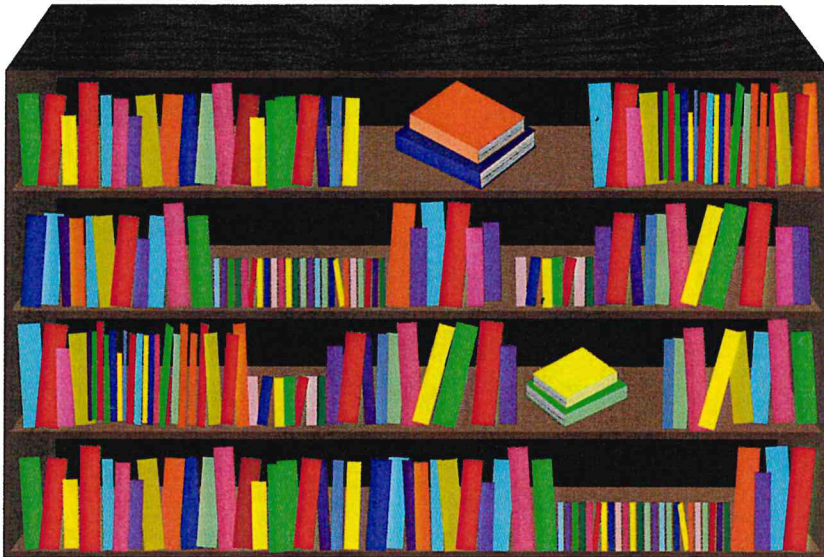


- Draw the correct number of beads.



Simple Adding

In Focus



There were 213 books in the bookcase.

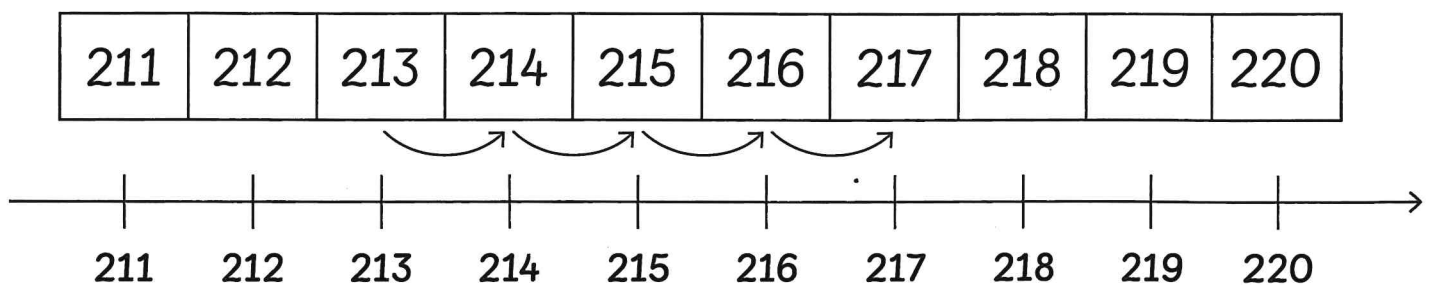
How many books were there after Hannah put 4 more books in it?

Let's Learn

Add 213 and 4.

Method 1

Count on from 213.

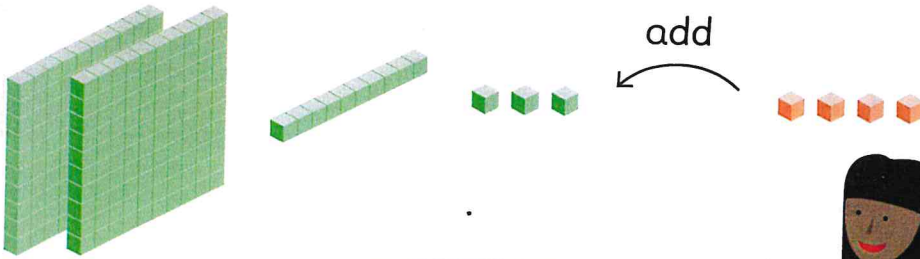


$$213 + 4 = 217$$

Thursday 2

Method 2

Add the ones.



$$\begin{array}{r} 213 + 4 \\ \hline 210 + 7 = 217 \end{array}$$

3 + 4 = 7

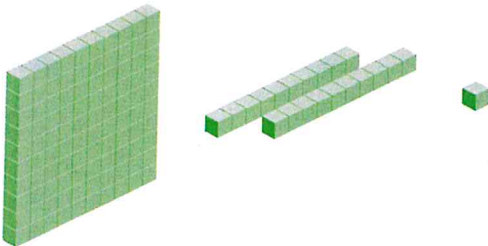


$$213 + 4 = 217$$

There were 217 books in the bookcase.

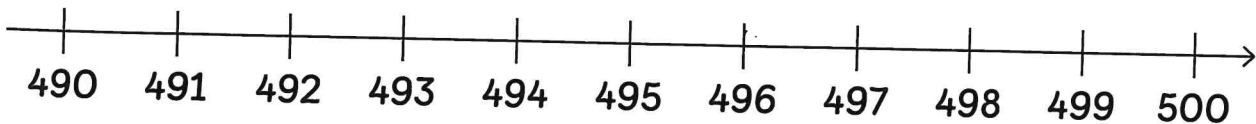
Guided Practice

- 1 Add 121 and 4.



$$121 + 4 = \boxed{}$$

- 2 Add 3 and 492.



- 3 $345 + 4 = \boxed{}$

$$3 + 492 = \boxed{}$$

- 4 $6 + 810 = \boxed{}$



Thursday 3

Name: _____ Class: _____ Date: _____

Worksheet 2

Simple Adding

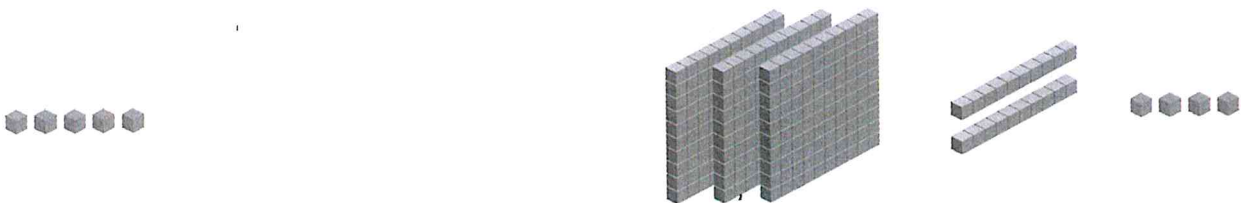
1 Fill in the blanks.

(a) Add 123 and 4.



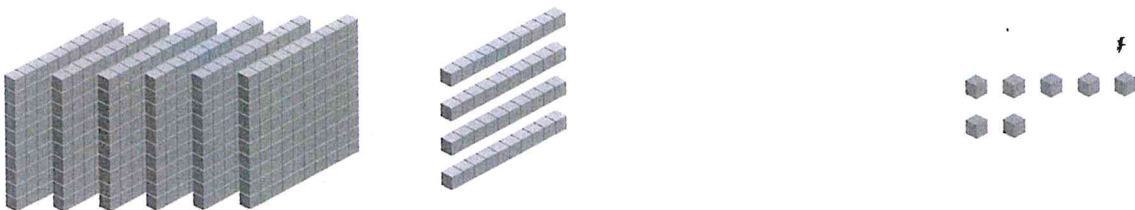
$$\boxed{} + \boxed{} = \boxed{}$$

(b) Add 5 and 324.



$$\boxed{} + \boxed{} = \boxed{}$$

(c) Add 640 and 7.



$$\boxed{} + \boxed{} = \boxed{}$$

Thursday 4

2 Add by counting on.

356	357	358	359	360	361	362	363	364	365
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

(a) $358 + 4 =$

(b) $356 + 3 =$

(c) $363 + 1 =$

(d) $360 + 5 =$

3 Add by counting on.

950	951	952	953	954	955	956	957	958	959
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

(a) $950 + 9 =$

(b) $956 + 2 =$

(c) $952 + 5 =$

(d) $954 + 1 =$

4 Fill in the blanks.

(a) $100 + 9 =$

(b) $460 + 6 =$

(c) $293 + 3 =$

(d) $712 + 7 =$

(e) $334 + 5 =$

(f) $883 + 5 =$

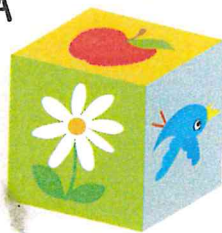
Maths Starter

Toy cube Friday

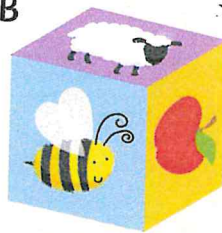
This pattern can be folded to make one of the cubes below.
Which one?



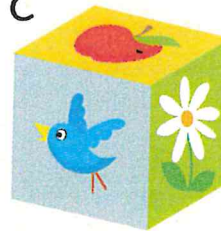
A



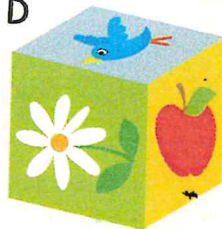
B



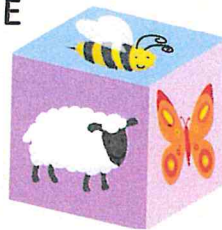
C



D



E



Adding Multiples of 10 to 3-Digit Numbers Worksheet

Mathematics

Mrs Brinkworth

1



Part A

Choose a 3 -digit number and a multiple of 10
Add until you have used them all

345
199
578
400
609
312

40
60
30
20
90
80

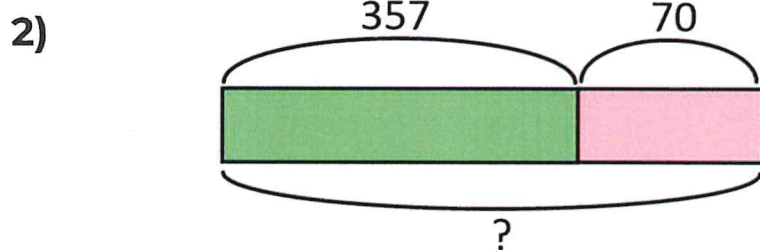
Challenge - Find 2 numbers that add to make 608, 425, 229



Part B

Always true, sometimes true or never true?

- 1) When you add a multiple of ten to a 3-digit number, **only** the tens digit changes.



What word problems or real-life maths could be represented by this bar model?



Maths Quiz - Friday

Adding Multiples of 10 to 3-Digit Numbers Quiz

Let's see what you have learnt about adding multiples of 10 to 3-digit numbers

Which one of these is a 3 digit number?

1 point

- ☐ 19
- ☐ 34
- ☐ 78
- ☐ 650

$674 + 20 =$

1 point

- ☐ 684
- ☐ 694
- ☐ 664
- ☐ 1000

$654 + 30 = 694$ True or false?

1 point

- ☐ True
- ☐ False

$520 + 80 =$

1 point

- ☐ 800
- ☐ 580
- ☐ 700
- ☐ 600

$666 + 50 =$

1 point

- ☐ 716
- ☐ 676
- ☐ 1000
- ☐ 675



The Story of Rama and Sita

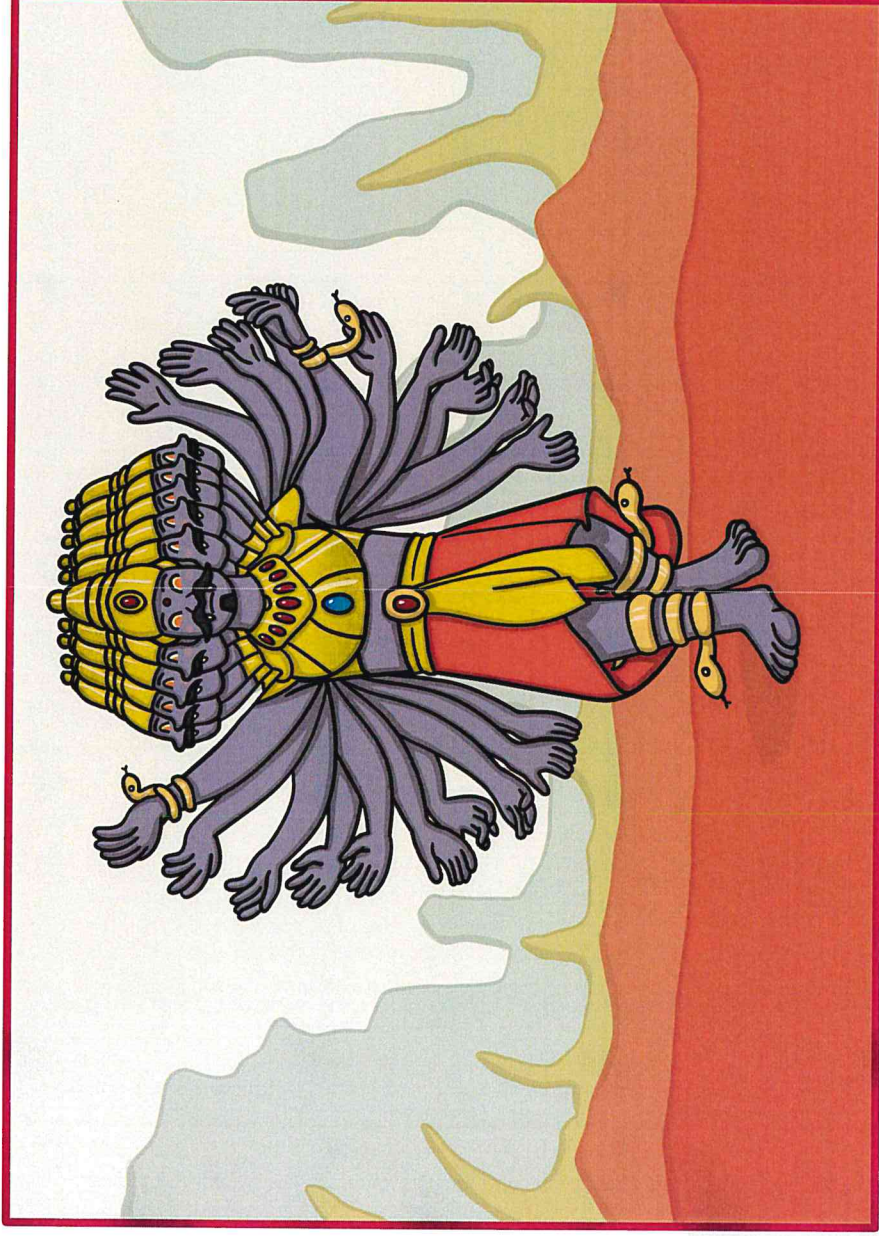




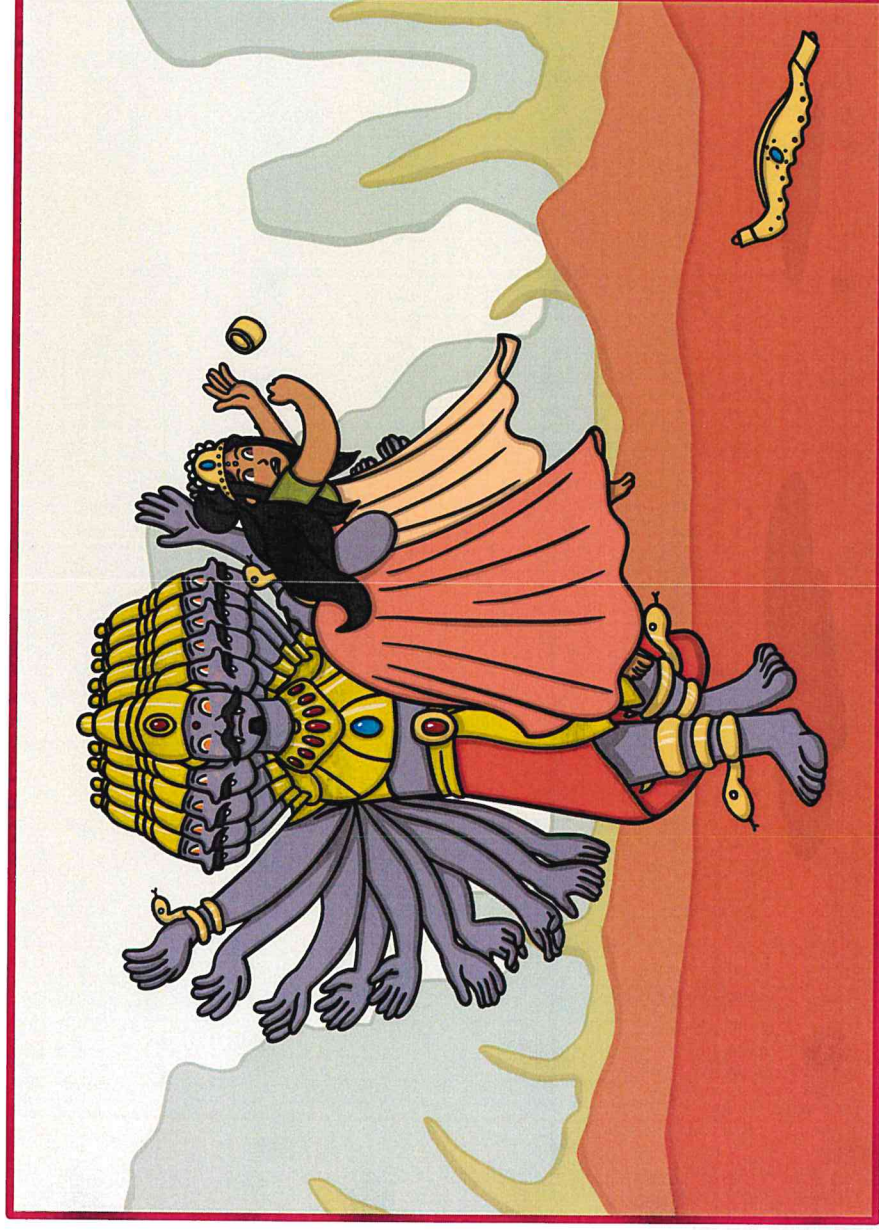
Once upon a time, there was a great warrior called Prince Rama.
He had a beautiful wife named Sita.



One day, Rama and Sita were banished from their home by the King. They went to live in the forest with Rama's brother, Lakshmana.



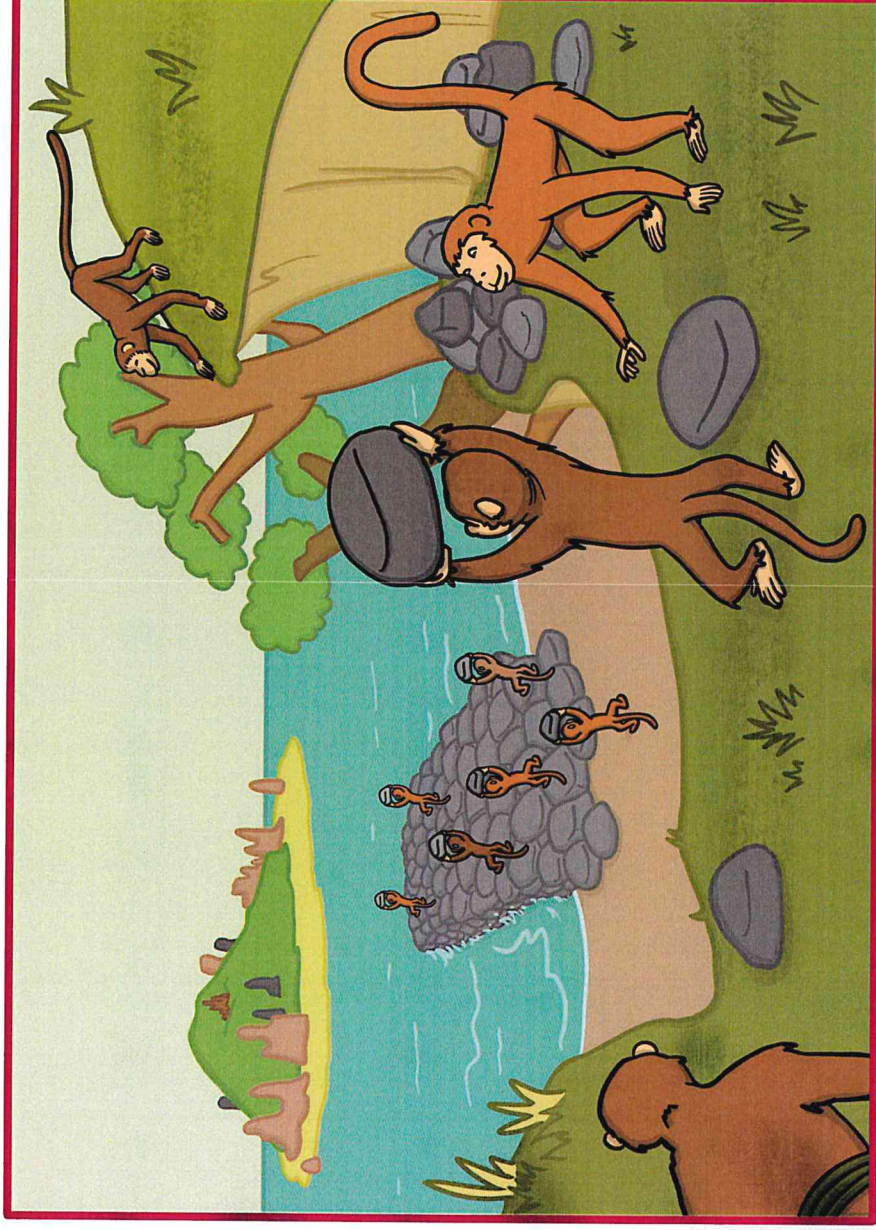
A terrible demon king, named Ravana, lived nearby. He had ten heads and 20 arms and was feared throughout the land.



One day, Ravana kidnapped Sita and took her away in his flying chariot. Clever Sita left a trail of her jewellery for Rama to follow.



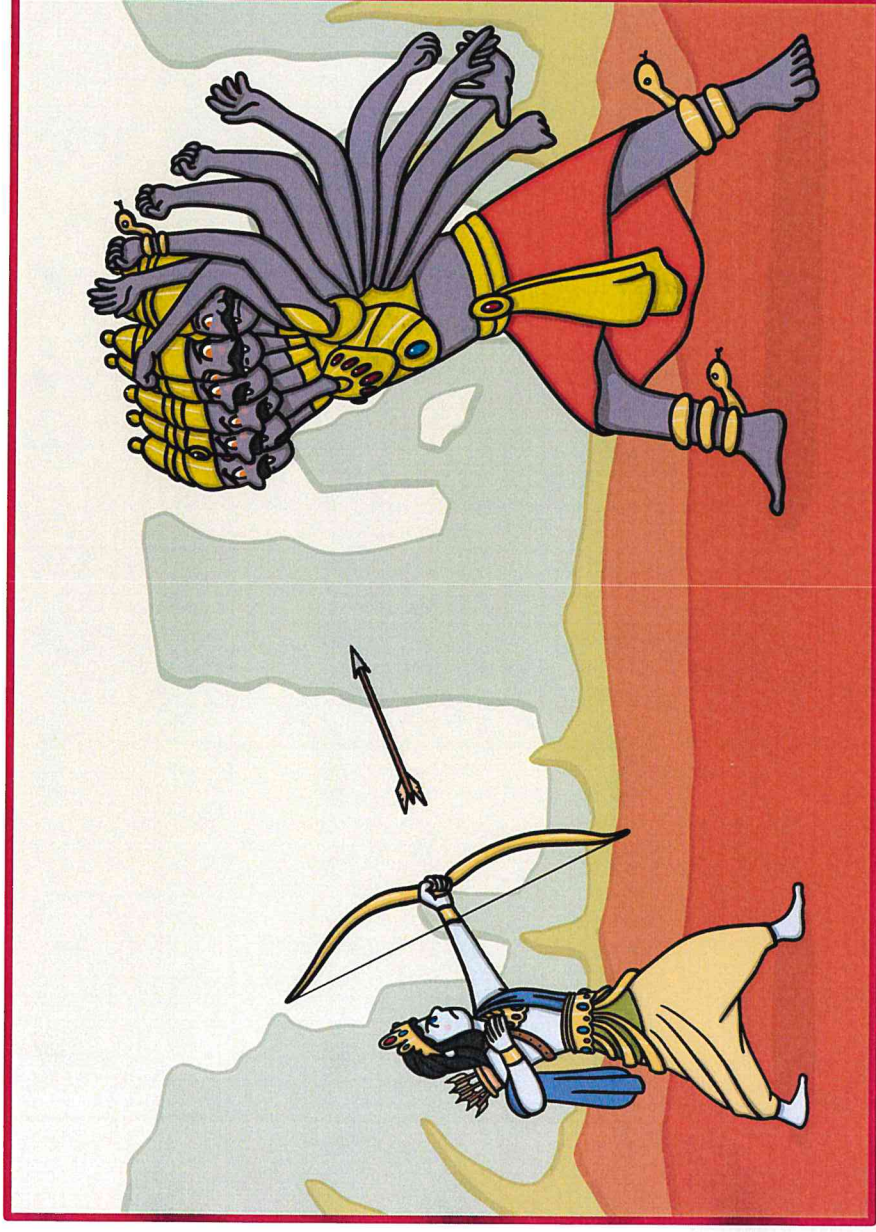
Rama and Lakshmana followed the trail of glittering jewellery until they met Hanuman, the Monkey King, who became their friend and agreed to help find Sita. Messages were sent to all the monkeys in the world to help find Sita.



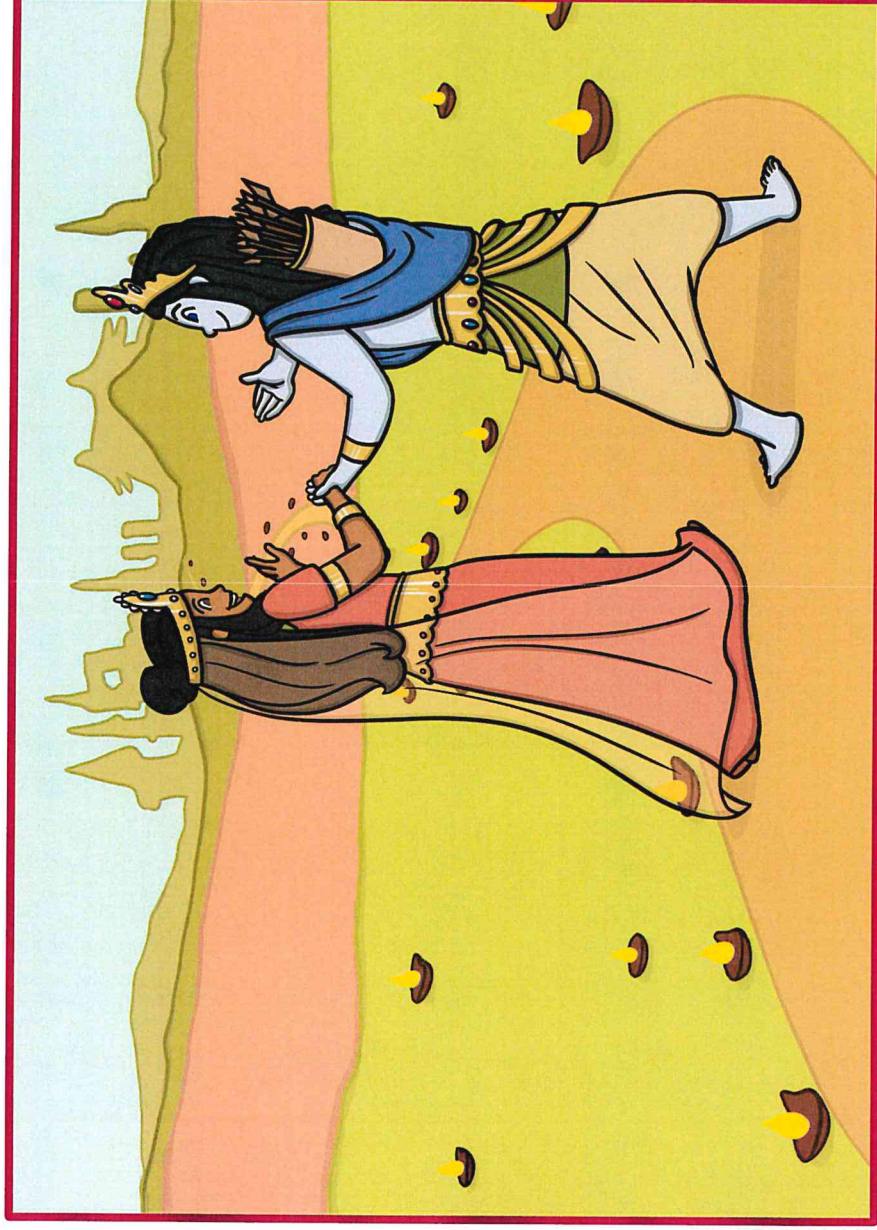
After a very long search, Hanuman found Sita imprisoned on an island. The army of monkeys couldn't reach the island so they began to build a bridge. Soon, all the animals of the world, large and small, came to help.



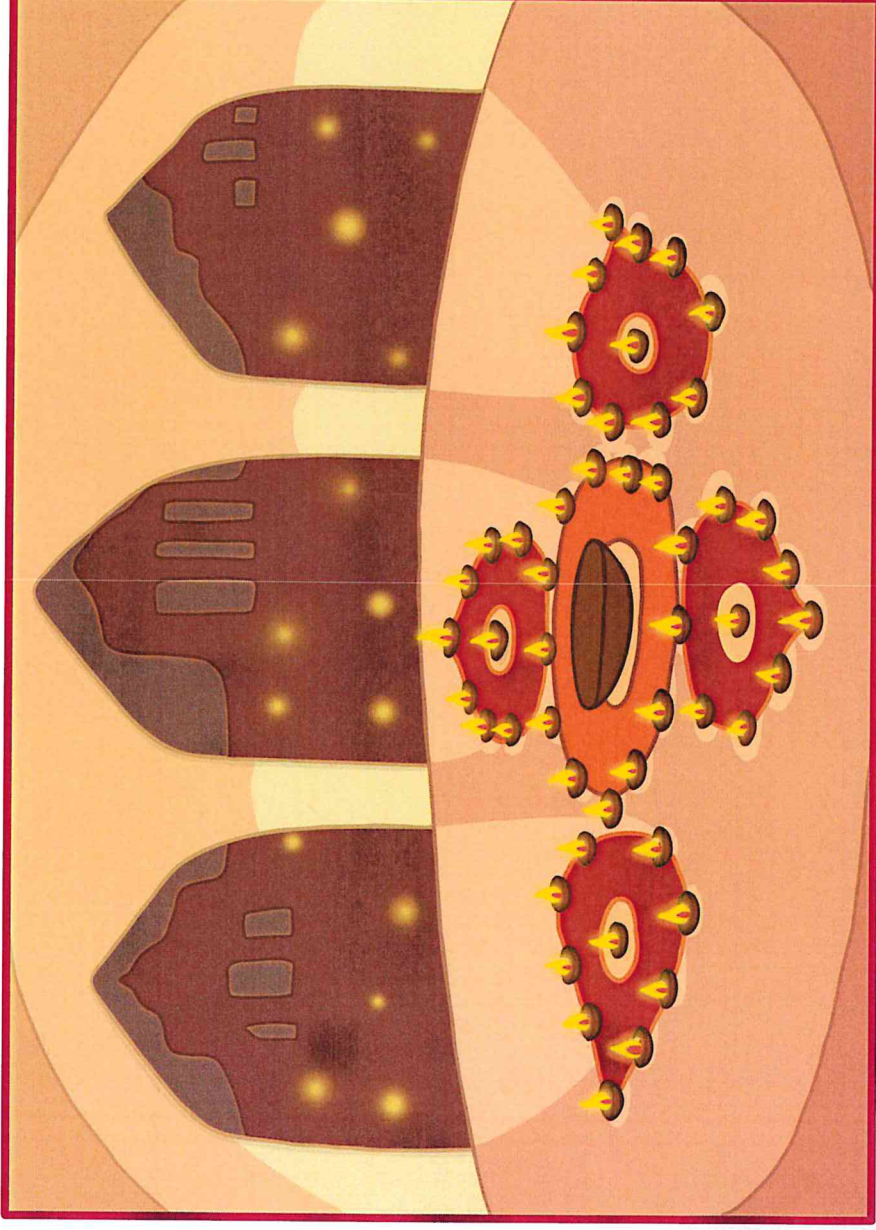
When the bridge was built, the monkeys and Rama rushed across it and fought a mighty battle.



Rama killed the evil Ravana with a magic arrow and the whole world rejoiced.



Rama and Sita were reunited and they began the long journey back to their land. Everybody lit lamps to guide them on the way and to welcome them back.



People light lamps at Diwali to remember that light triumphs over dark and good triumphs over evil.



Science Quiz

Science-How can we see objects - End of Lesson Quiz

Great learning today! Now have a go at completing these End of Lesson Quiz questions.

*Required

What is the opening of the eye called? *

1 point

- ☐ The lens
- ☐ The pupil
- ☐ The eyeball

What happens when light hits an object? *

1 point

- ☐ It is reflected off the object.
- ☐ It moves around the object.

What happens after the light is reflected off the object? *

1 point

- ☐ It stays on the object.
- ☐ It travels in a straight line to the eye.
- ☐ It travels in a wavy line to the eye.

Where does the eye send signals to? *

1 point

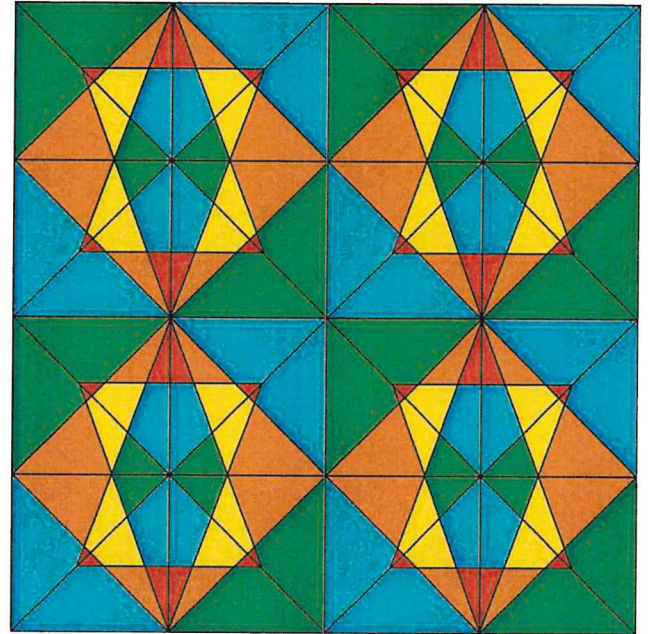
- ☐ The brain
- ☐ The heart
- ☐ The nose

Submit

How to Draw an Islamic Geometric Repeating Pattern

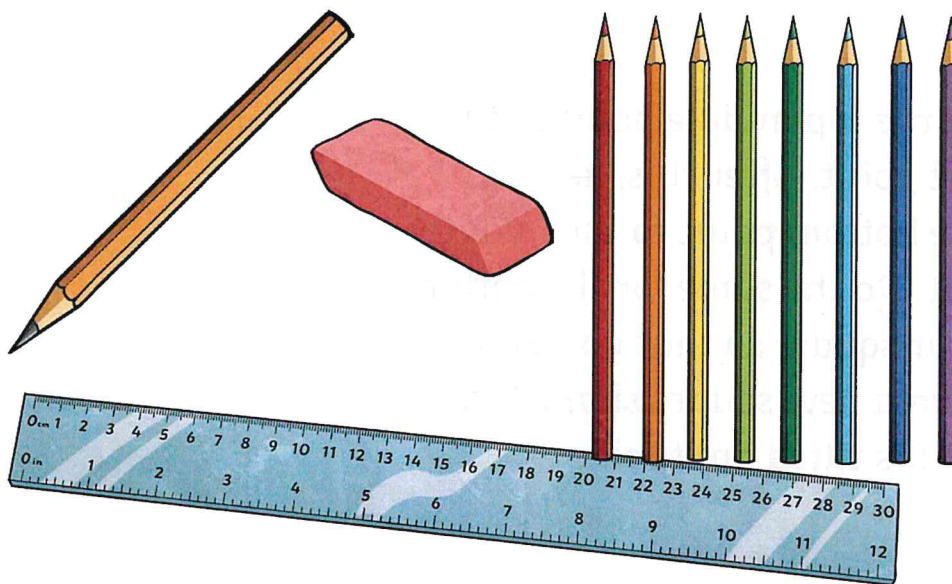
You will need:

- Islamic Geometric Repeating Pattern Template Activity Sheet
- ruler
- pencil
- rubber
- colouring pencils/pens

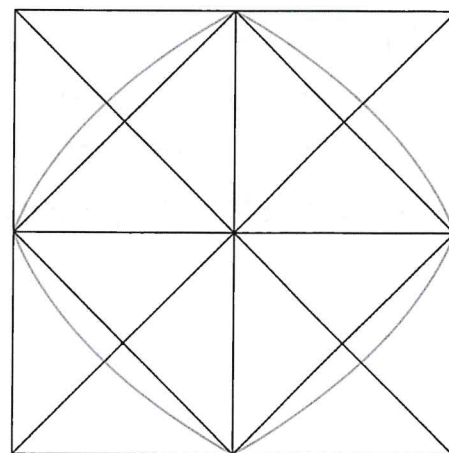


Remember:

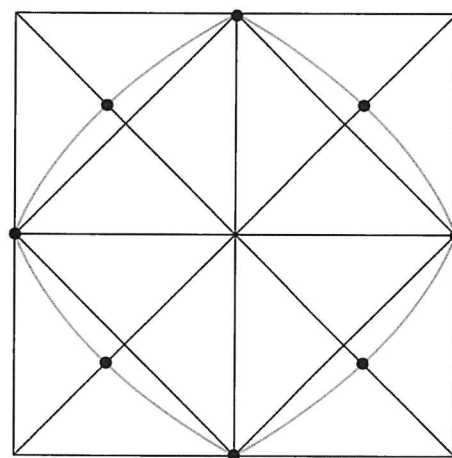
- to use a ruler wherever necessary;
- to be as accurate as you can;
- to check that your finished pattern is symmetrical.



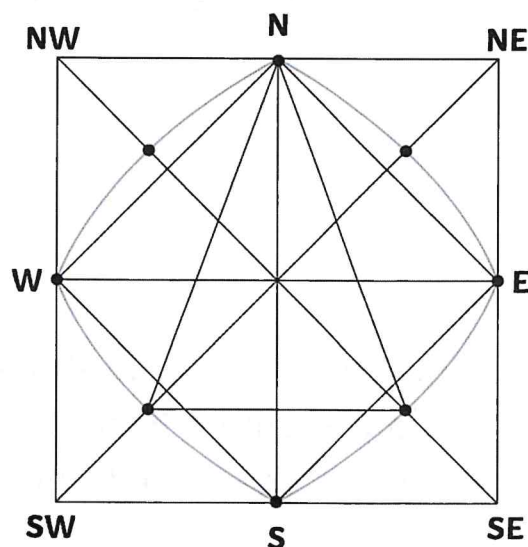
4. Next, draw a shallow arch over each side of this new square shape. Make sure you do this extremely lightly and try to create the same shaped arch on each side. You will rub this bit out afterwards but it's important because it will help to form the finished star. Alternatively, using the centre point of the square, draw a circle using a compass. Ensure the circle touches the top, sides and bottom of the square.

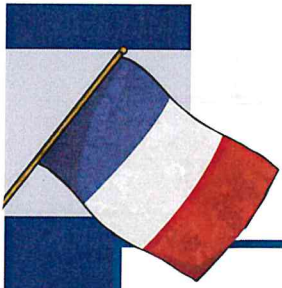


5. In order to draw the 6-pointed star, draw small dots around the arches where they meet the lines you drew in the first two steps.



6. Join up the point labelled N on the diagram with the two dots in SE and SW position. You should have made a triangle shape.





French Numbers 0-10

z b c d e f g n i j u n
m é t p q r s e s v w x
y z r b c d h u i t i j
k l o o o p q f n t u d
w x i z a b c d k f g e
d j s l m n o p q r s e
i i w x y d e u x d e z
x h i j k l a n o n q r
s t u c a t y z a b c c
n e r f r j k l m n o i
q r s e w h e a t z a n
s e p t g h i j k l m q

zéro

un

deux

trois

quatre

cinq

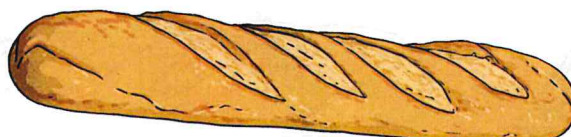
six

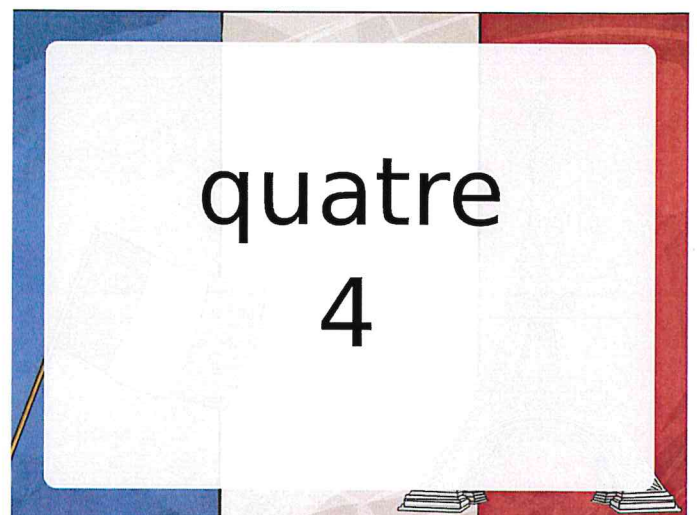
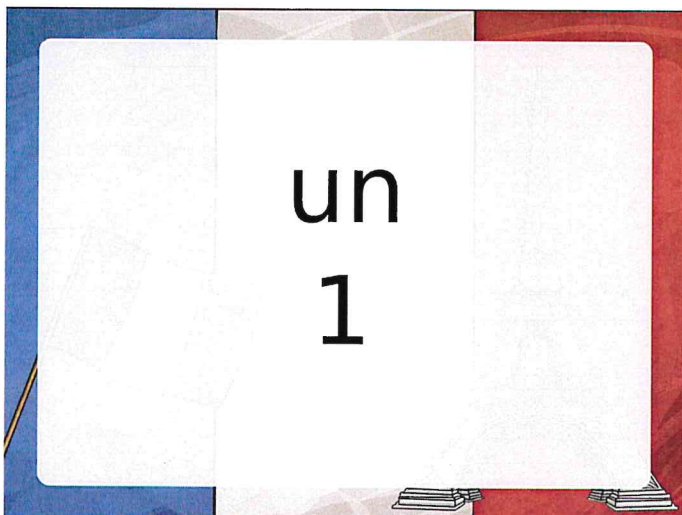
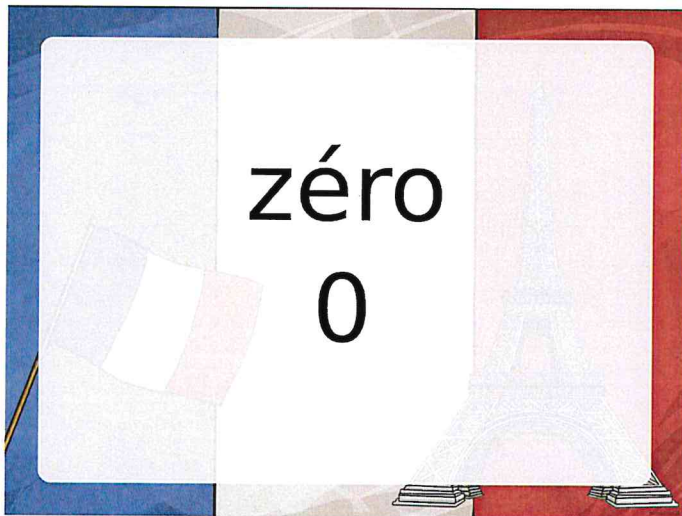
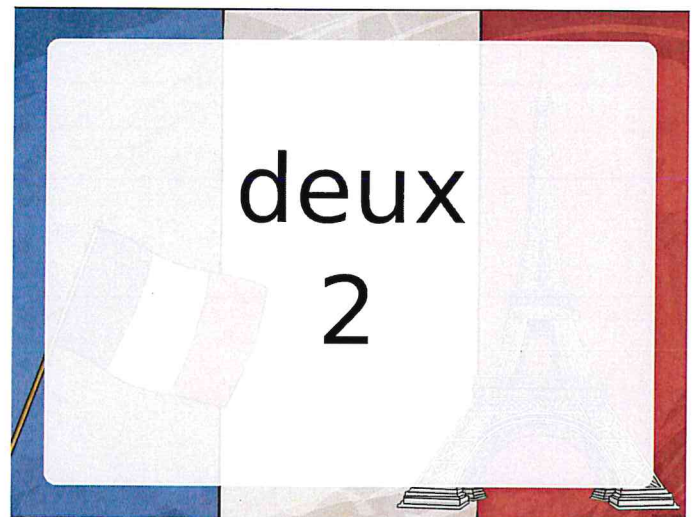
sept

huit

neuf

dix







cinq
5



huit
8



six
6



neuf
9



sept
7



dix
10

The background of the card features a stylized French flag with vertical stripes of blue, white, and red. In the center, there is a faint, light-colored illustration of the Eiffel Tower. The card has a white central area where the text is placed.

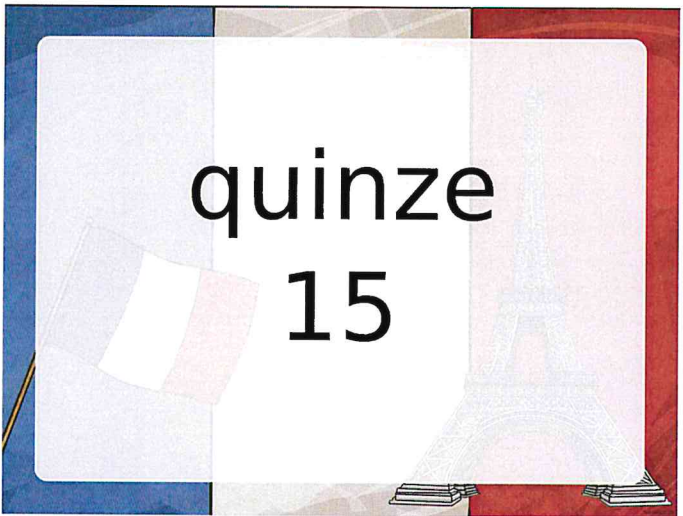
onze
11

The background of the card features a stylized French flag with vertical stripes of blue, white, and red. In the center, there is a faint, light-colored illustration of the Eiffel Tower. The card has a white central area where the text is placed.

quatorze
14

The background of the card features a stylized French flag with vertical stripes of blue, white, and red. In the center, there is a faint, light-colored illustration of the Eiffel Tower. The card has a white central area where the text is placed.

douze
12

The background of the card features a stylized French flag with vertical stripes of blue, white, and red. In the center, there is a faint, light-colored illustration of the Eiffel Tower. The card has a white central area where the text is placed.

quinze
15

The background of the card features a stylized French flag with vertical stripes of blue, white, and red. In the center, there is a faint, light-colored illustration of the Eiffel Tower. The card has a white central area where the text is placed.

treize
13

The background of the card features a stylized French flag with vertical stripes of blue, white, and red. In the center, there is a faint, light-colored illustration of the Eiffel Tower. The card has a white central area where the text is placed.

seize
16

dix-sept
17

vingt
20

dix-huit
18

**Match up the numbers with
their French name.**

5	dix-sept	12
dix		vingt
20	cinq	10
		douze
quatre	17	4

dix-neuf
19