



Remember to post some of your work on our blog! We'd love to see it!
Year 3 SeeSaw

Aim to complete *at least one* Maths and English activity per day as well as an activity from another subject- and lots of reading!

All of the activities on BBC Bitesize will really help you with your learning.

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-lessons/1>

Remember to use Bug Club, RM EasiMaths and TT Rockstars!

You can complete any written work in your red exercise book. We can't wait to see it all!

Maths

This week you can choose to complete a mild or a hot task each day.

Monday - Multiplying and Dividing by 10 and 100

Learning Reminders

Multiply and divide by 10 and 100.

Let's write the number 4 in the place value grid.

100s	10s	1s
		4
	4	0
4	0	0

What is 4×10 ?

What is 4×100 ?

What happens to the digits when we multiply by 10?

What happens to the digits when we multiply by 100?

The digits move 2 place value columns to the left when we multiply by 100...

... and we put in 0s as placeholders.

Learning Reminders

Multiply and divide by 10 and 100.

What is $700 \div 100$?

When we multiplied by 100 the digits moved 2 places to the left, what do you think will happen when we divide by 100?

100s	10s	1s
7	0	0
		7

The 7 moved 2 places to the right...

.... and we don't need the final two 0s.

Practice Sheet Mild

Multiplication practice

Copy and complete the number sentences.

Section 1

$6 \times ? = 600$

$? \times 10 = 370$

$550 = 55 \times ?$

$2 \times ? = 200$

$? \times 10 = 230$

$? \times 100 = 300$

$900 = 90 \times ?$

$300 = 3 \times ?$

$? \times 100 = 700$

$? \times 10 = 250$

$420 = 42 \times ?$

$100 = ? \times 100$

Section 2

$340 \div ? = 34$

$3 = ? \div 10$

$780 \div ? = 78$

$22 = 220 \div ?$

$200 \div ? = 2$

$? \div 100 = 1$

$4 = ? \div 100$

$390 \div ? = 39$

Section 3

$600 = 6 \times ?$

$990 \div ? = 99$

$340 \div ? = 34$

$78 \times ? = 780$

$8 \times ? = 800$

$320 \div ? = 32$

Practice Sheet Hot

Multiplication practice

Copy and complete the number sentences.

Section 1

$340 \div ? = 34$

$3 = ? \div 10$

$780 \div ? = 78$

$220 \div ? = 22$

$200 \div ? = 2$

$? \div 100 = 1$

$? \div 100 = 4$

$39 = 390 \div ?$

Section 2

$600 = 6 \times ?$

$99 = ? \div 10$

$340 \div ? = 34$

$78 \times ? = 780$

$8 \times ? = 800$

$320 \div ? = 32$

Section 3

$? \times 100 = 6200$

$854 \times ? = 8540$

$775 = 7750 \div ?$

$? \div 100 = 55$

$99 = 9900 \div ?$

$460 \div ? = 4600$

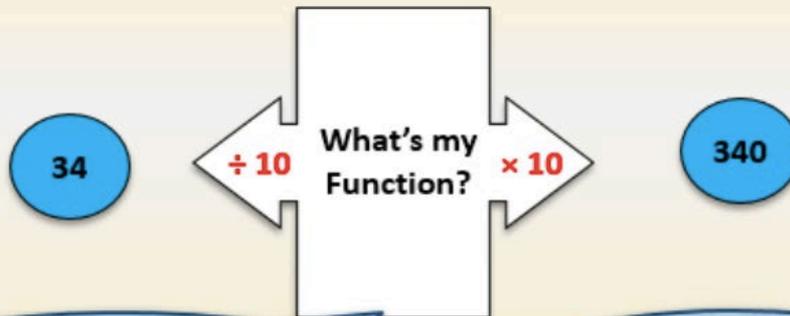
Challenge

Find a way from 8 to 100.
Colour the boxes to show your route.
Be careful though as you can only go across or down!
There are two routes available.
Can you find both?

8	x100	x10	÷10
x100	÷10	÷100	+20
÷100	+10	+10	100

Learning Reminders

Understand that division is the inverse of multiplication.



What happened when 34 went into the **function machine**?

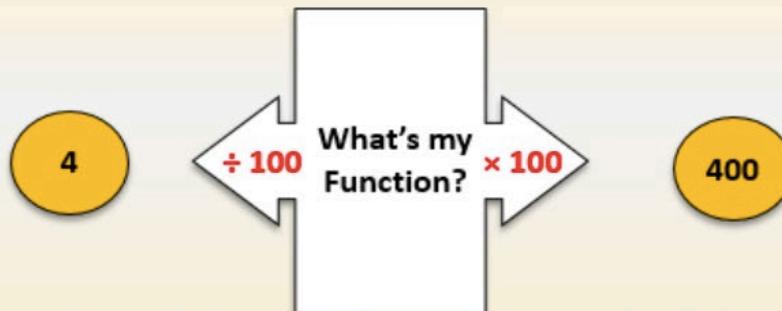
340 came out, 34 has been **multiplied** by 10.

What would the function be if we put **340** back through machine, from **right to left**?

The machine would **divide** by 10 to **reverse** the multiplication!

Learning Reminders

Understand that division is the inverse of multiplication.



What happened when **4** went into the machine?

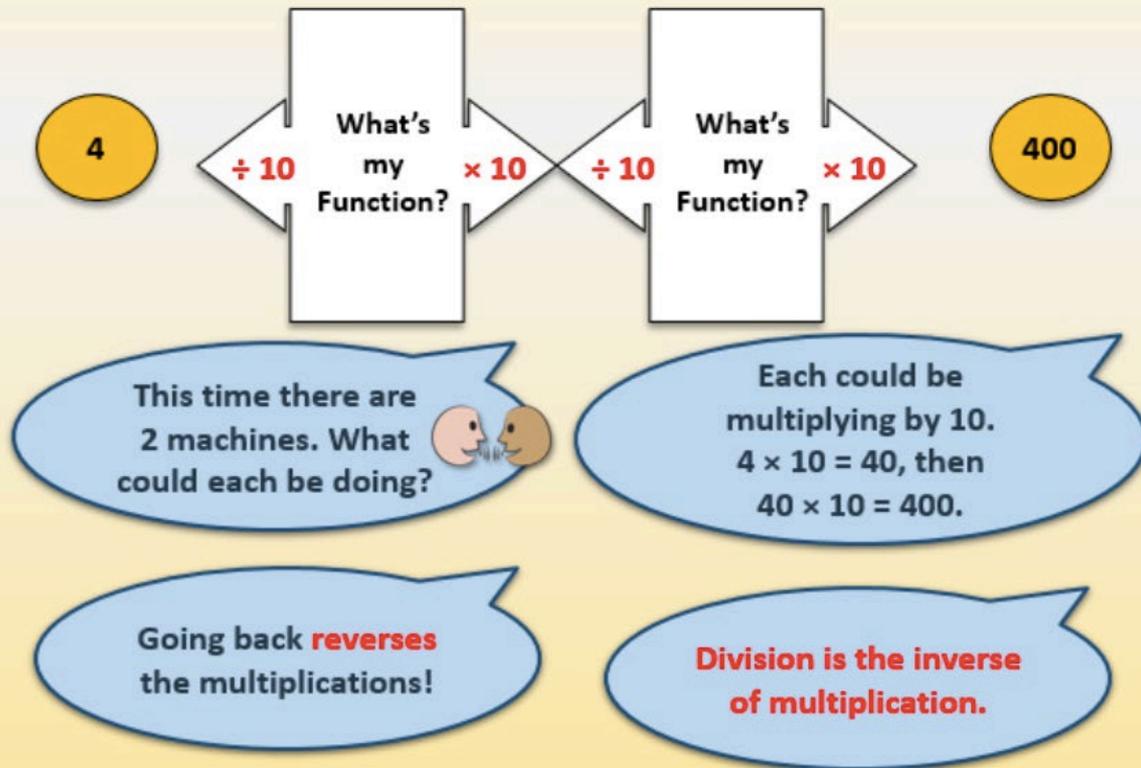
4 has been **multiplied** by 100.

What would the function be if we put **400** back through machine, from **right to left**?

The machine would **divide** by 100 to **reverse** the multiplication!

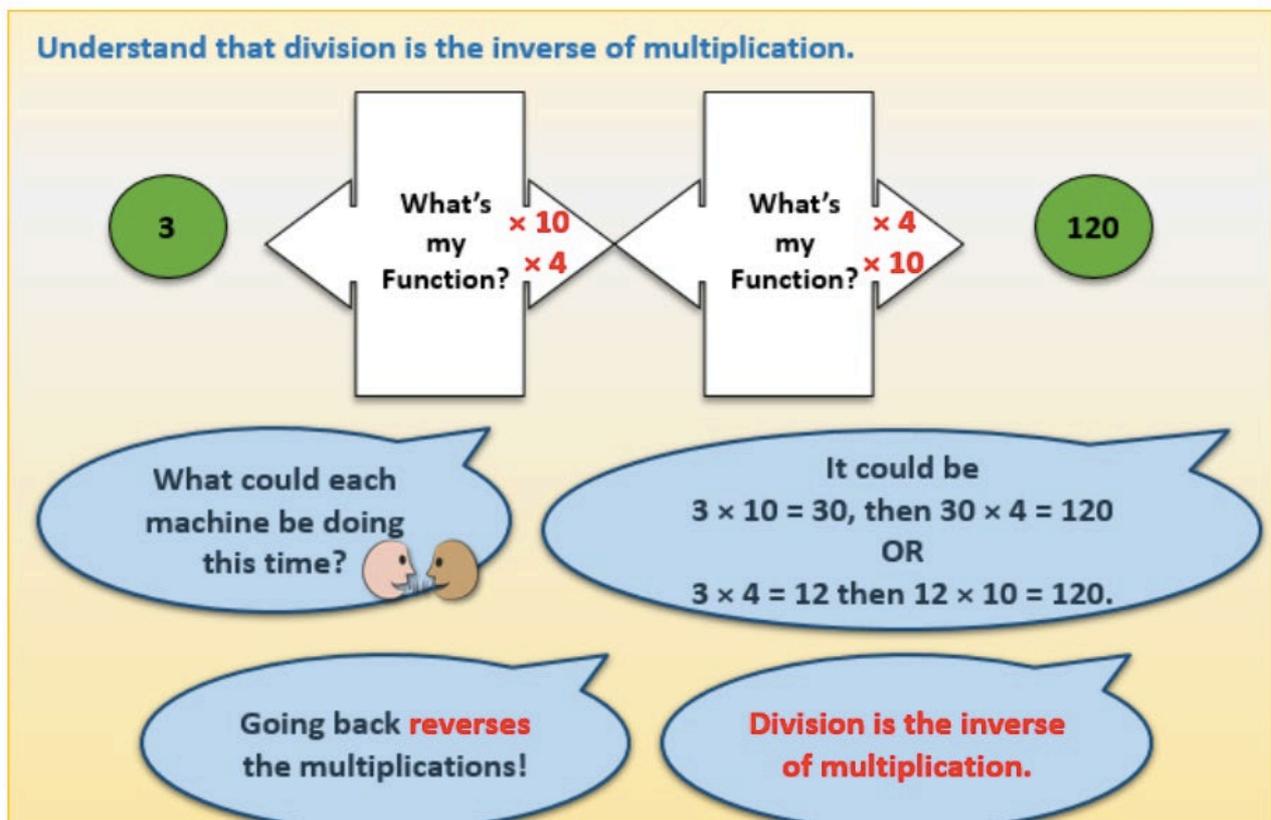
Learning Reminders

Understand that division is the inverse of multiplication.



Learning Reminders

Understand that division is the inverse of multiplication.



Practice Sheet Mild
Multiplication and division practice

eg	$2 \xrightarrow{\quad} \begin{matrix} \times 10 \\ + 10 \end{matrix} \xleftarrow{\quad} 20$
4	$4 \xrightarrow{\quad} \quad \xleftarrow{\quad} 20$
2	$2 \xrightarrow{\quad} \quad \xleftarrow{\quad} 8$
7	$7 \xrightarrow{\quad} \quad \xleftarrow{\quad} 700$
50	$50 \xrightarrow{\quad} \quad \xleftarrow{\quad} 10$
60	$60 \xrightarrow{\quad} \quad \xleftarrow{\quad} 6$
800	$800 \xrightarrow{\quad} \quad \xleftarrow{\quad} 8$

Practice Sheet Mild
Multiplication and division practice

2	$2 \xrightarrow{\quad} \quad \xleftarrow{\quad} 200$
2	$2 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 200$
300	$300 \xrightarrow{\quad} \quad \xleftarrow{\quad} 3$
300	$300 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 3$
45	$45 \xrightarrow{\quad} \quad \xleftarrow{\quad} 45$
45	$45 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 45$

Practice Sheet Hot
Multiplication and division practice

2	$2 \xrightarrow{\quad} \quad \xleftarrow{\quad} 200$
2	$2 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 200$
300	$300 \xrightarrow{\quad} \quad \xleftarrow{\quad} 3$
300	$300 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 3$
45	$45 \xrightarrow{\quad} \quad \xleftarrow{\quad} 45$
45	$45 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 45$

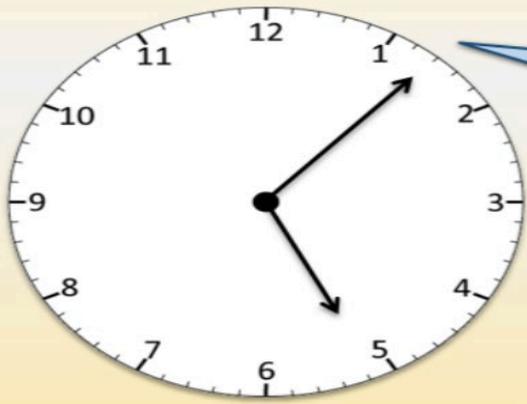
Practice Sheet Hot
Multiplication and division practice

3	$3 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 120$
4	$4 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 80$
8	$8 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 480$
100	$100 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 2$
250	$250 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 5$
440	$440 \xrightarrow{\quad} \quad \xrightarrow{\quad} \quad \xleftarrow{\quad} \quad \xleftarrow{\quad} 4$

Wednesday - Time

Learning Reminders

Read and write analogue and digital times; Convert between analogue and digital.



Each small division on the clock face represents just 1 minute....

How many minutes past 5 is this?

05:07

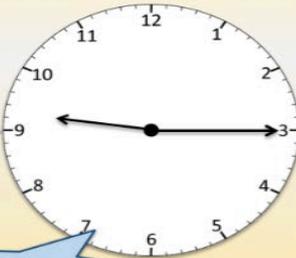
Seven minutes past 5.

Learning Reminders

Read and write analogue and digital times; Convert between analogue and digital.

09:15

What does **09:15** look like on an analogue clock?



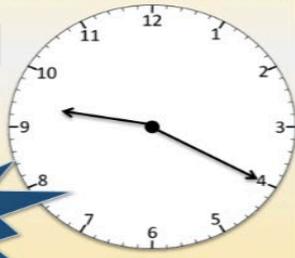
The minute hand has travelled $\frac{1}{4}$ of the way around.

Read and write analogue and digital times; Convert between analogue and digital.

09:20

Here's the time 5 minutes later.

What will the time be in **10 more minutes**? How will each clock change?

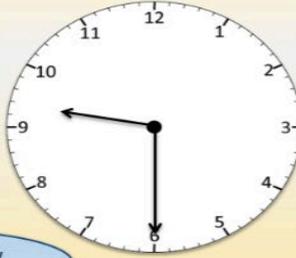


Read and write analogue and digital times; Convert between analogue and digital.

09:30

It's $\frac{1}{2}$ past 9, or nine thirty.

The minute hand is now half way round!

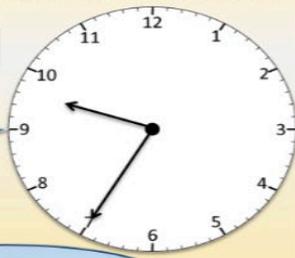


Read and write analogue and digital times; Convert between analogue and digital.

09:35

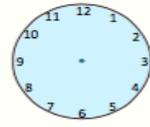
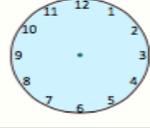
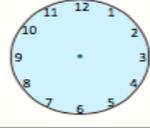
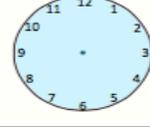
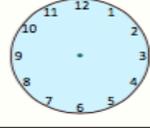
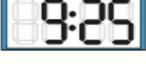
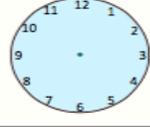
Now it's **5 minutes later**. What time is it now?

09:35 or 25 to 10. What do **35** and **25** add to?



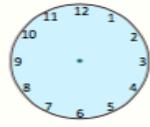
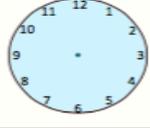
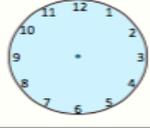
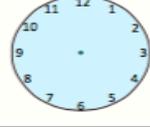
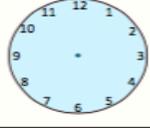
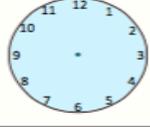
Practice Sheet Mild
Time and data practice

Draw in the matching digital and analogue clock times.

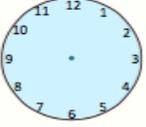
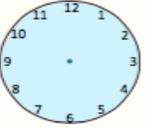
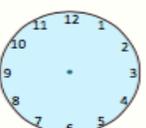
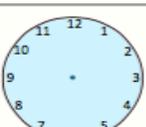
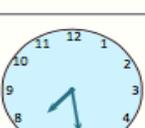
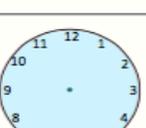
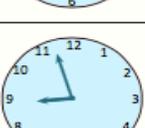
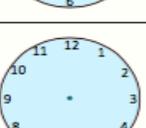
Practice Sheet Mild
Time and data practice

Draw in the matching digital and analogue clock times.

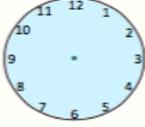
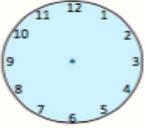
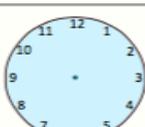
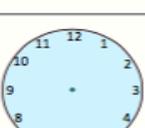
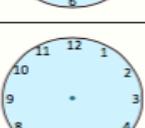
Practice Sheet Hot
Time and data practice

Draw in the matching digital and analogue clock times.

	<input type="text" value="88:88"/>	<input type="text" value="1:20"/>	
	<input type="text" value="88:88"/>	<input type="text" value="1:40"/>	
	<input type="text" value="88:88"/>	<input type="text" value="2:55"/>	
	<input type="text" value="88:88"/>	<input type="text" value="9:17"/>	
	<input type="text" value="88:88"/>	<input type="text" value="8:35"/>	
	<input type="text" value="88:88"/>	<input type="text" value="1:58"/>	

Practice Sheet Hot
Time and data practice

Draw in the matching digital and analogue clock times.

	<input type="text" value="88:88"/>	<input type="text" value="1:35"/>	
	<input type="text" value="88:88"/>	<input type="text" value="12:18"/>	
	<input type="text" value="88:88"/>	<input type="text" value="4:07"/>	
	<input type="text" value="88:88"/>	<input type="text" value="6:58"/>	
	<input type="text" value="88:88"/>	<input type="text" value="8:46"/>	
	<input type="text" value="88:88"/>	<input type="text" value="3:22"/>	

Check your understanding:
Questions

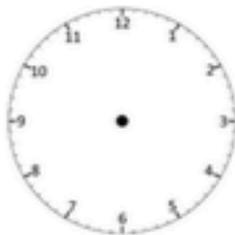
Draw lines to match the times which are the same.

4:50	half past 3
12:15	20 past 6
2:35	ten to 5
6:20	quarter past 12
3:30	25 to 3

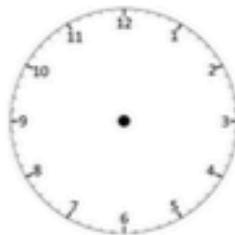
Write three different times which are 'quarter to' times on digital clocks.
Say what you would be doing at each time.

Draw hands on the clocks to show:

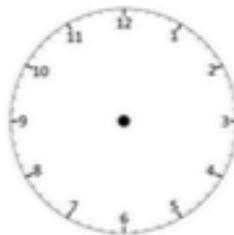
3:10



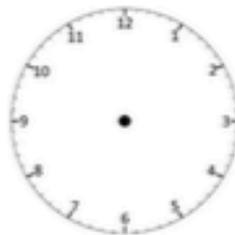
3:20



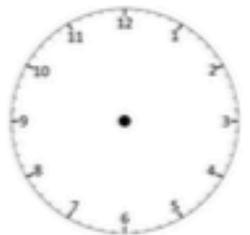
3:30



3:40



3:50



What would the next time in the sequence be?

And the next?

Learning Reminders

Telling time to the hour on analogue and digital clocks.

Can you remember the pairs of multiples of 5 which make 60?

30 and...

...30.

25 and...

...35.

20 and...

...40.

15 and...

...45.

10 and...

...50.

5 and...

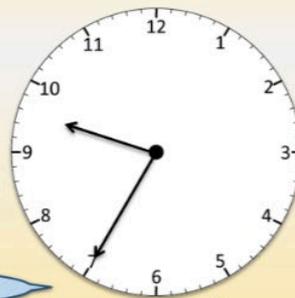
...55.

Why is it important to know these when telling the time?

Learning Reminders



If we count around from $\frac{1}{2}$ past 9 we can spot the pairs of multiples.

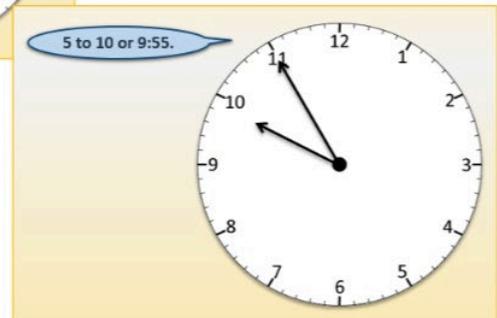
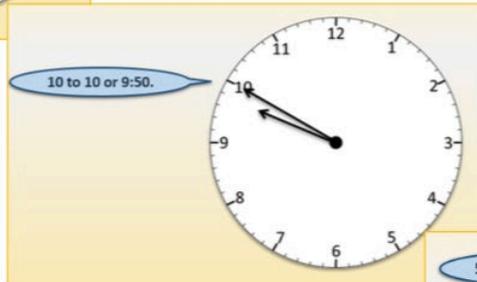
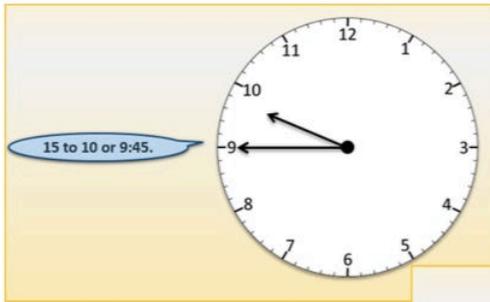


25 to 10 or 9:35.



20 to 10 or 9:40.

Learning Reminders



Learning Reminders

Telling time to the hour on analogue and digital clocks.

How many minutes to 10 is it?

17

We can write that digitally as 9:43, what do you notice about 43 and 17?



Choose a clock, cut it out, read the time and find the matching digital time.
Cut this out and stick the two clocks side by side.
Repeat until you have used all the clocks.

Practice Sheet Mild
Time practice

© Hamilton Trust

Practice Sheet Mild
Time practice

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Choose a clock, cut it out, read the time and find the matching digital time.
Cut this out and stick the two clocks side by side.
Repeat until you have used all the clocks.

Practice Sheet Hot
Time practice

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Practice Sheet Hot
Time practice

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Friday

Learning Reminders

Time events in seconds; Collect data and display in a bar chart.

How many times do you think you could write your name in **one minute**?

Will everyone write their name the same number of times?

Why not?

*Ashley
Ashley
Ashley
Ashley
Ashley
Ashley
Ashl*

Learning Reminders

Time events in seconds; Collect data and display in a bar chart.

Let's see how long it takes to write the first 5 months...

The spelling doesn't matter but it must be readable!
As soon as you have finished, look up and record your time in seconds.

In this table are the results for 5 children...

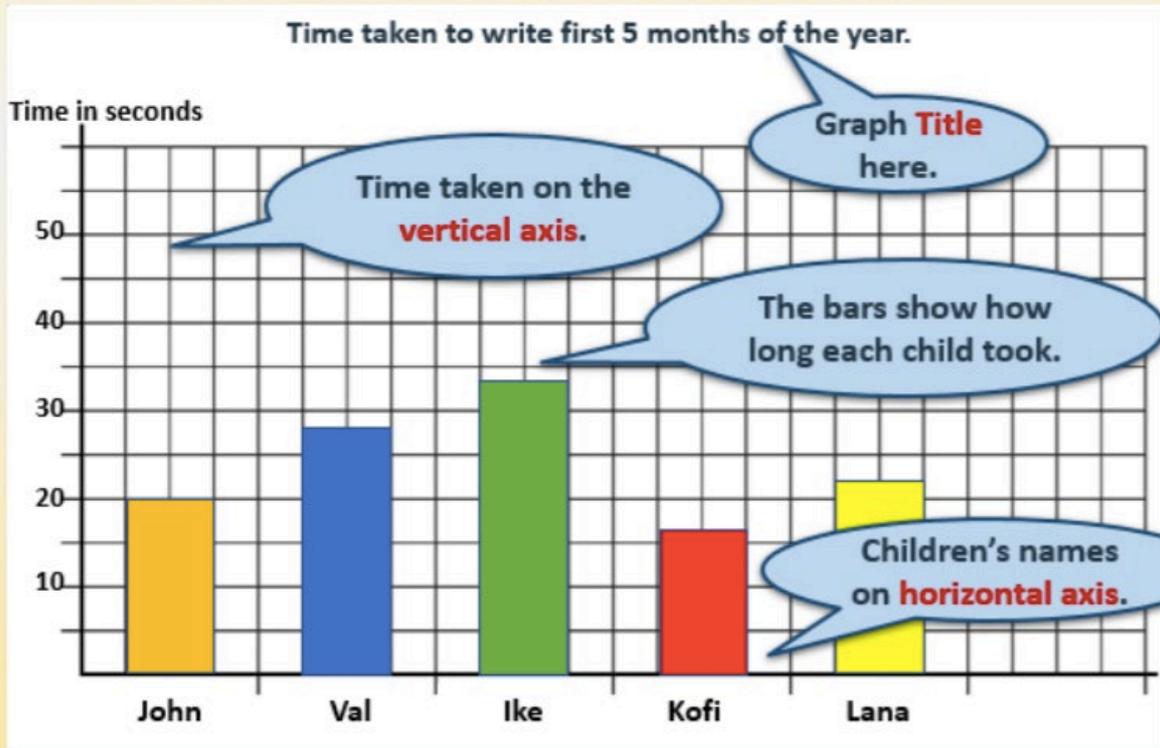
Let's display that information using a **bar chart**...

*January
Febraury
March
April
May*

Name	Time (sec)
John	20
Val	28
Ike	33
Kofi	16
Lana	22

Learning Reminders

Time events in seconds; Collect data and display in a bar chart.



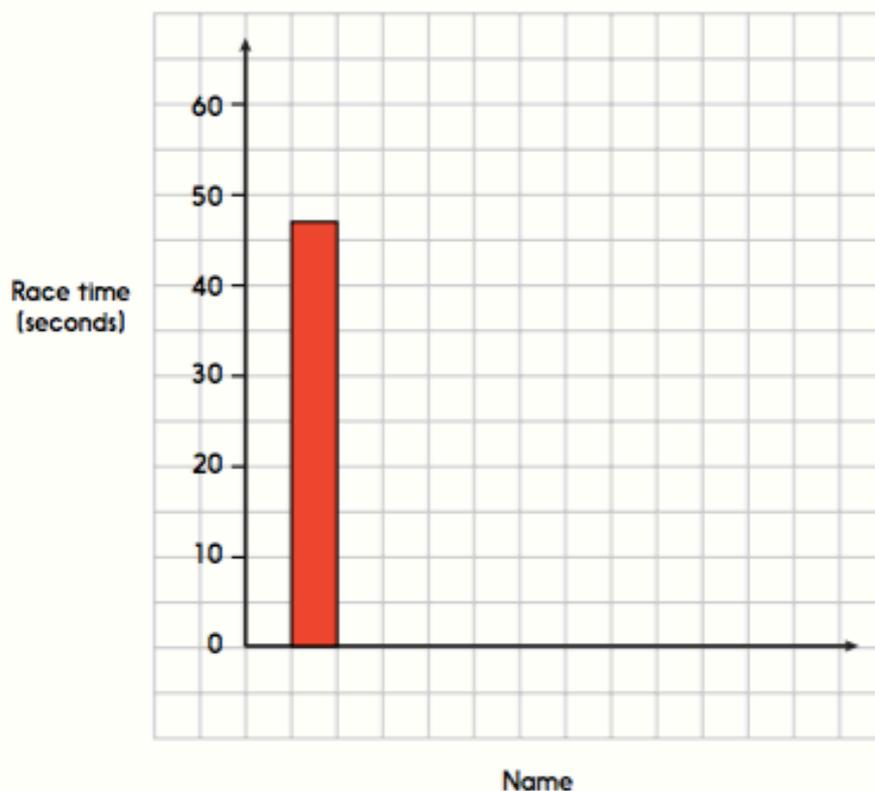
Practice Sheet Mild

Data practice

The table shows how quickly six people ran the 200m race. Use the information in the table to complete the bar chart.

Name	Race time (seconds)
Jessica	47
Imran	31
Holly	36
Karolina	28
Zain	29
Mason	54

Time taken to run 200 m



Challenge

Write two facts that you can interpret from the bar chart.

Fact 1: _____

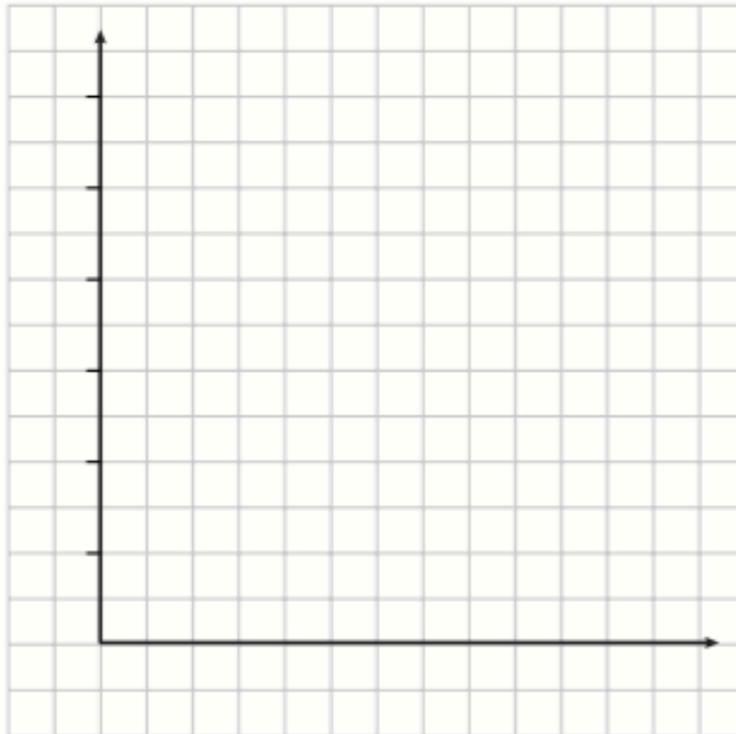
Fact 2: _____

Practice Sheet Hot

Data practice

The table shows how quickly six people ran the 200 m race. Use the information in the table to complete the bar chart.

Name	Race time (seconds)
Dan	53
Kirby	36
Zoe	31
Sophie	42
Omar	45
Jakub	39



Challenge

Write two facts that you can interpret from the bar chart.

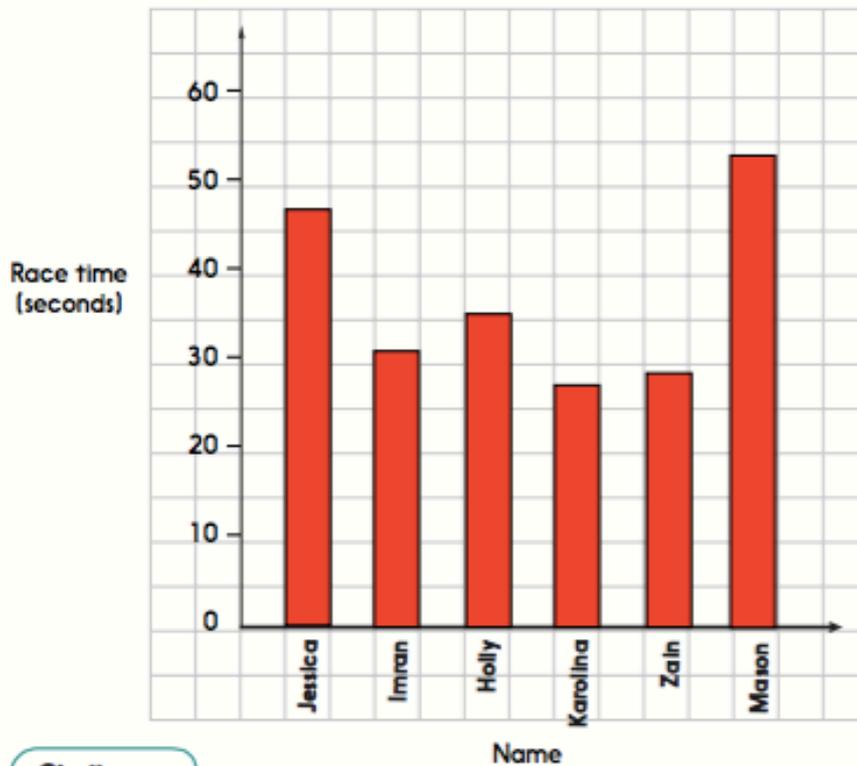
Fact 1: _____

Fact 2: _____

Practice Sheet Answers

Data Practice Mild

Time taken to run 200 m



Challenge

Children could give two of the following facts interpreted from the bar chart:

Mason was the slowest.

Karolina was the fastest.

Mason was last in the race.

Zain was second in the race.

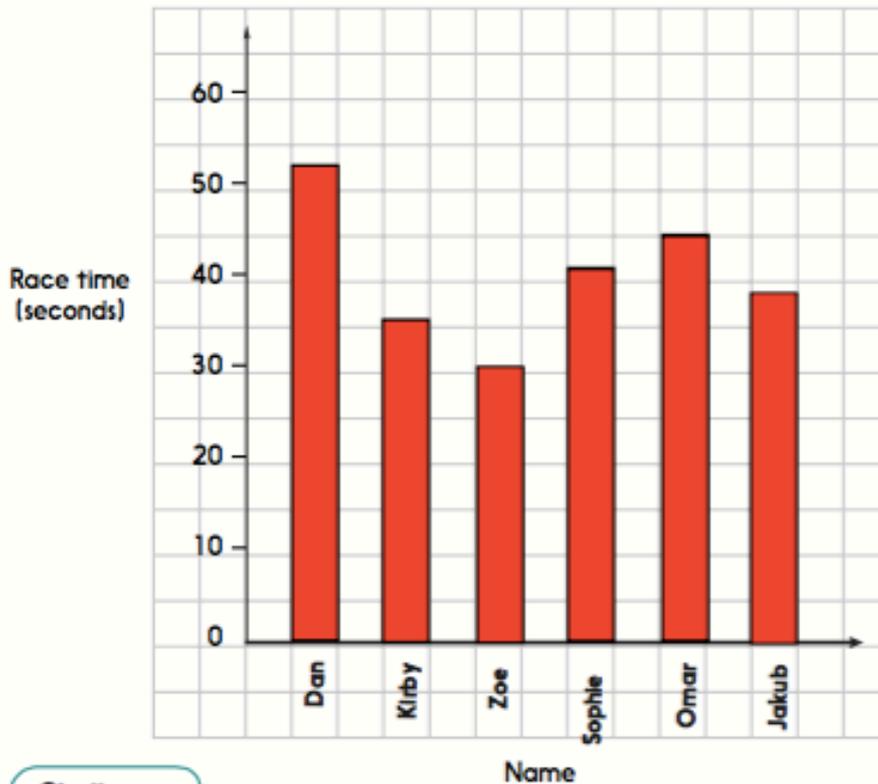
Imran was third in the race.

Karolina was one second faster than Zain... or other facts of their own.

Practice Sheet Answers

Data Practice Hot

Time taken to run 200 m



Challenge

Children could give two of the following facts interpreted from the bar chart:

Dan was the slowest.

Zoe was the fastest.

Dan was last in the race.

Kirby was second in the race.

Jakub was third in the race.

Zoe was two seconds faster than Jakub... or other facts of their own.

Check your understanding:

Questions

Say which things would be timed in *seconds*, which would be timed in *minutes*, and which in *hours*.

- (a) cleaning your teeth
- (b) watching a film
- (c) a night's sleep
- (d) eating a biscuit
- (e) your journey to school

Write three things you could do in under 30 seconds.

English

Monday

Listen to the reading of *King of the Sky*

<https://www.youtube.com/watch?v=Mz5SBh4A9mg&t=2s>

It rained and rained and rained. Little houses huddled on humpback hills. Chimneys smoked and metal towers clanked. The streets smelled of mutton soup and coal dust and no one spoke my language.

1. Why do you think the writer has repeated the word 'rained'?
2. What alliteration do you notice in the second line?
3. What sound do the metal towers make?
4. What smells are there on the street?
5. How do you think the boy feels if no-one speaks his language?

All of it told me this is not where you belong.

6. Can you think of a time when you felt like you did not belong? How did that make you feel?

Just one thing reminded me of home - of sunlight, fountains and the vanilla smell of ice cream in my granny's shop. It was Mr. Evan's pigeons in their loft behind my house, cooing as if they strutted in St Peter's Square in Rome.

7. When the boy thinks of home, what three things does he think about?
8. What one thing reminds him of home?
9. Who do the pigeons belong to?
10. What noise do the pigeons make?
11. What does the word 'strutted' mean?

St Peter's Square in Rome



Tredegar in Wales



Descriptive Words and Phrases

Write some *Descriptive Words and Phrases* about each of these places.

What do you notice?

How could you describe it to someone who couldn't see the photographs?

St. Peter's Square	Tredegar

My View

Write a description about the view from a window in your home.

Try to make it really clear so someone can imagine it without actually seeing it. Notice small details, like the brickwork, or the shape of windows.

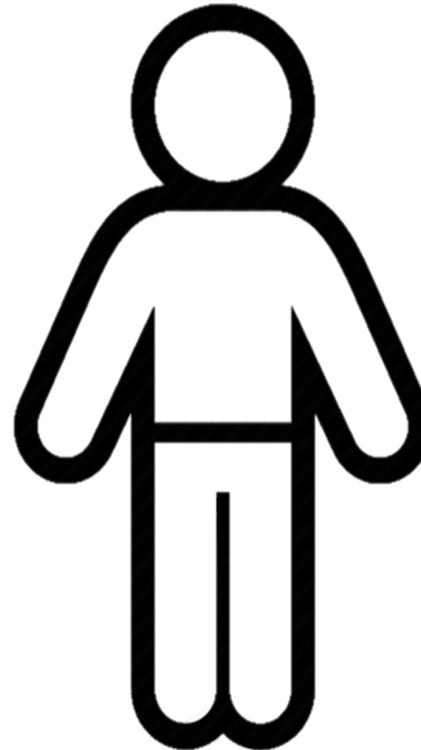
Tuesday

Think about characters

Listen to the reading of *King of the Sky* again. <https://www.youtube.com/watch?v=Mz5SBh4A9mg&t=2s>

Write what **we know** about Mr Evans and the Boy **inside** their outlines (you may need to draw these).

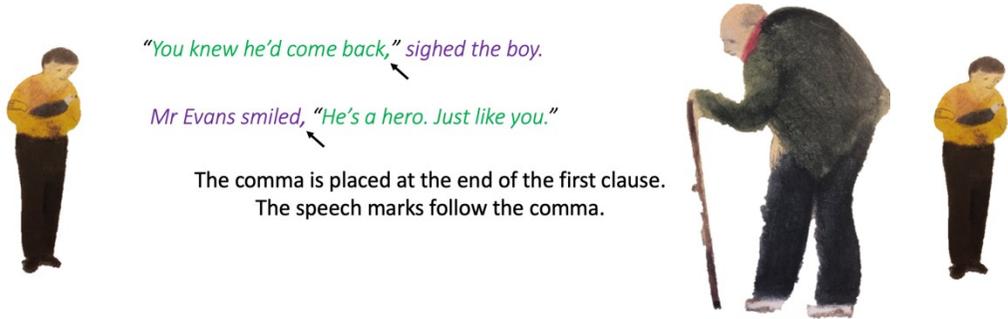
Write what **else you would like to know** about them **around** their outlines.



Revision Card – Direct Speech (There is a PPT on our class page)

Punctuating Speech – commas separate clauses

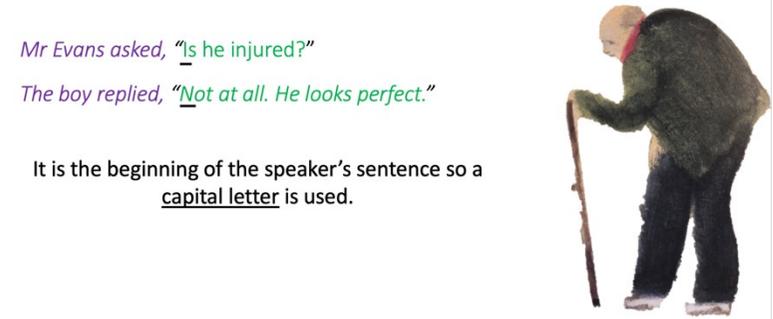
Direct speech and reporting clauses are usually separated by a comma.



The comma is placed at the end of the first clause.
The speech marks follow the comma.

Punctuating Speech – capital letters open direct speech

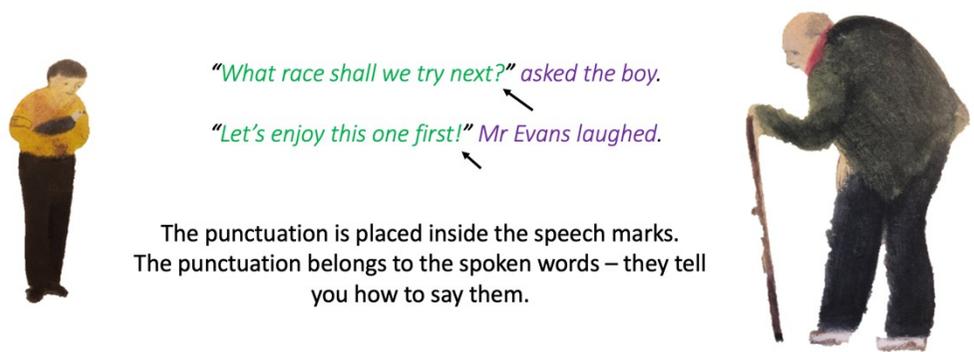
Direct speech begins with a capital letter, even if it is in the middle of a sentence.



It is the beginning of the speaker's sentence so a capital letter is used.

Punctuating Speech – exclamations and questions

If the speech ends in a ! or ? we do not need a comma after the speech.



The punctuation is placed inside the speech marks.
The punctuation belongs to the spoken words – they tell you how to say them.

Punctuating Speech – a new line shows a change of speaker



"Shall we go and tell Mrs Evans?" asked the boy.

"She'll be so pleased," answered Mr Evans.

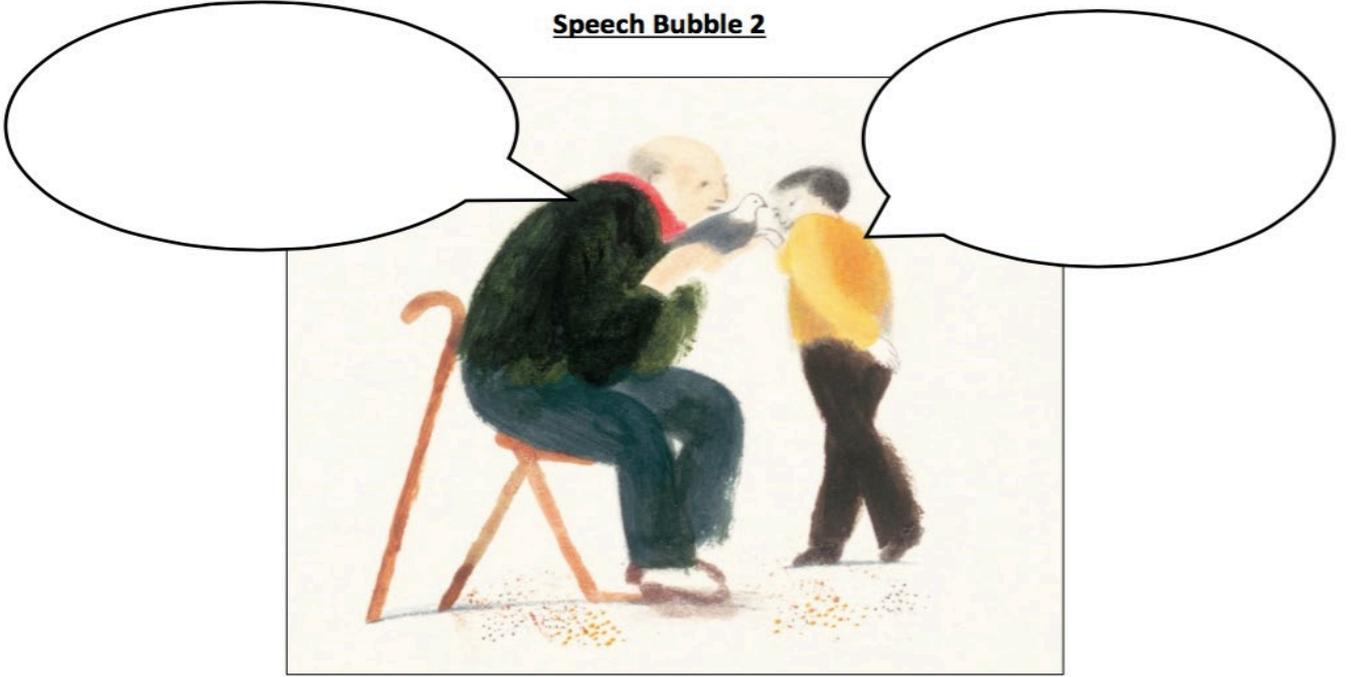
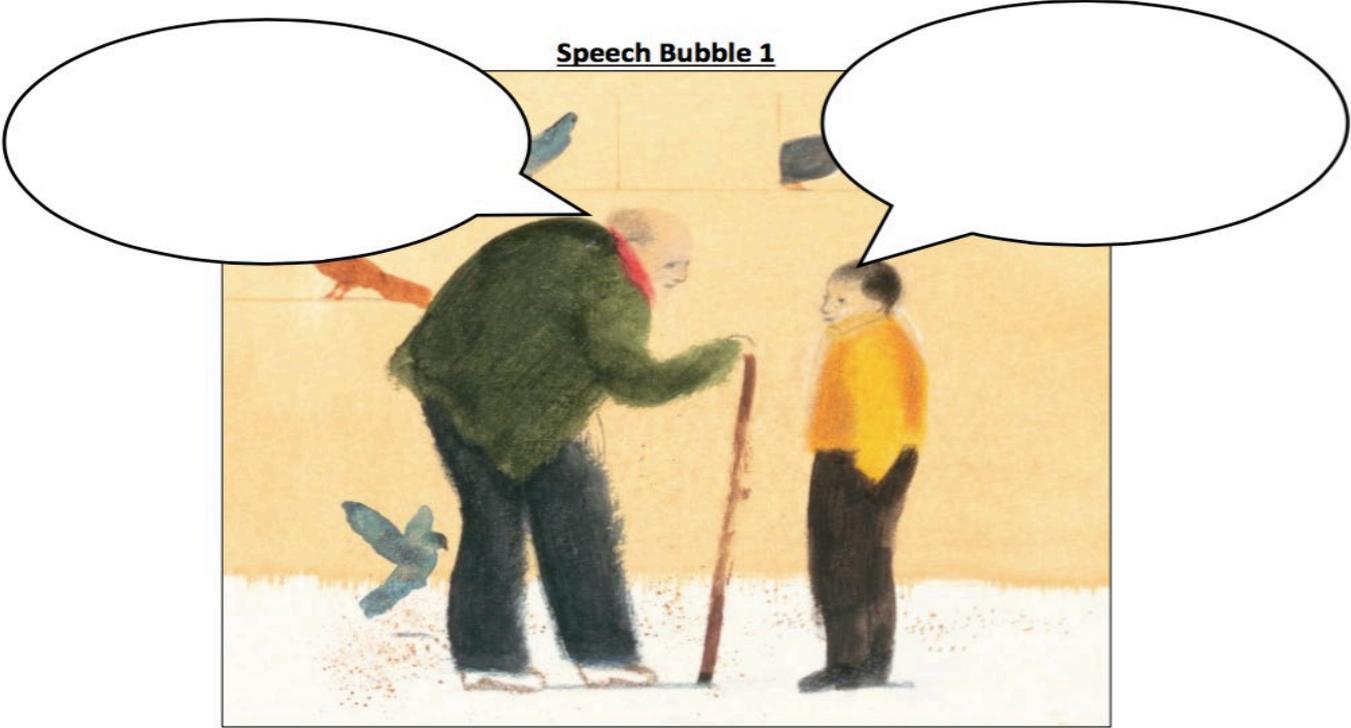
"Pleased enough to make Welsh Cakes?" the boy smiled.

Mr Evans laughed, "I hope so!"

We show each **change of speaker** by starting a new line.

This makes it clear when the speaker changes.

Decide what the boy and Mr Evans could be saying and write it inside the speech bubble.



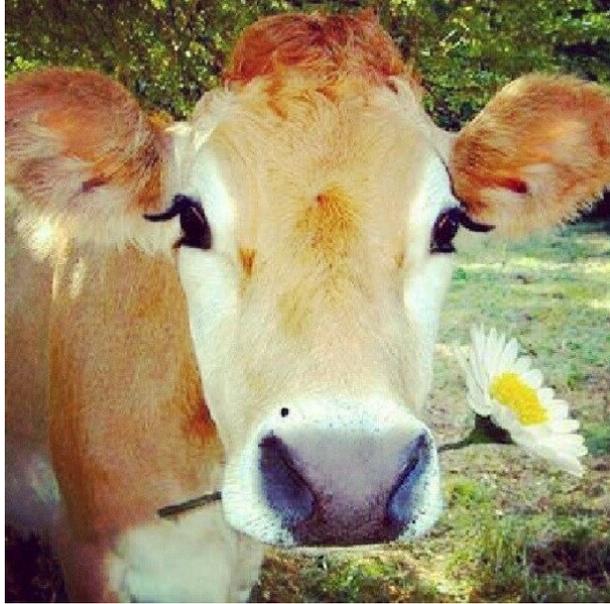
Speech Sentences

Write the speech that you wrote in speech bubbles in full sentences with speech marks, commas and reporting clauses.

Wednesday

Read *The Cow*. Read the poem twice - once in your head and once out loud.
What patterns do you notice in the poem? Which is your favourite line?

The Cow



The friendly cow, all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

By Robert Louis Stevenson

Revision Card - Adverbs (There is also a PPT on our Class Page)

Verbs

Verbs indicate that someone or something is **doing, feeling or being**.

The cow **moos**.
The sheep **bleats**.
A pig **snuffles**.
I **cover** my ears!

Usually **verbs** have the name of a person or thing or a pronoun in front of them.

Adverbs and Verbs

Adverbs can tell us more about a **verb**.

happily

reluctantly

willingly

usually

yesterday



... the sheep went to market.

Adjectives

Adjectives add information about a **noun**.

A **noun** is a naming word.

happy

The **cow** **moos**. The **happy cow** moos.
The **sheep** **bleats**. The **angry sheep** bleats.
A **pig** **snuffles**. The **noisy pig** snuffles.

angry

greedy

sore

calm

noisy



Adverbs and Adjectives

Adverbs tell us more about an **adjective**.

The pig went to market.

The **unaware** pig went to market.

The **clearly unaware** pig went to market.

The **happily unaware** pig went to market.

The **apparently unaware** pig went to market.

clearly

happily

apparently



Consider how the meaning has changed.

Loving Cows

Identify and underline the adverbs in these sentences.

1. The friendly cow moos gently and persistently.
2. She often gives me milk and cream.
3. The cows usually wander haphazardly all over the field.
4. Cows get battered viciously by the strong east wind.
5. My favourite cow often walks slowly and peacefully though the meadow.
6. How can I move the cows tenderly and kindly out of the field?

Re-write each sentence, adding an adverb. You could use one of the ones in the blue boxes below.

- ✚ The farmer _____ feeds his cows hay.
- ✚ My cow _____ strays from the herd.
- ✚ The sun shines _____ on the cows.
- ✚ _____ each cow stands close to its neighbour when it rains.
- ✚ We _____ enjoy eating apple pie and cream.
- ✚ His favourite cow moos _____ when she sees him.

Does the adverb tell us more about 'how', 'when' or 'where' each action happens? Write 'how', 'when' or 'why' above each adverb you used.

often

never

frequently

always

contentedly

fiercely

happily

warmly

greedily

gently

Write two sentences using adverbs in each one.

Top tips for learning a poem by heart

- Read the poem aloud several times slowly.
- Copy the poem out a couple of times.
- Pick a poem with a pattern, metre and rhyme are much easier to learn by heart than free verse.
- Learn and imagine the "story" in the poem
- Understand the poem by knowing every word's meaning
- With a card, cover everything but the first line of the poem. Read it. Look away, see the line in the air, and say it. Look back. Repeat until you've "got it."
- Uncover the second line. Learn it as you did the first line, but also add second line to first, until you've got the two.
- Then it's on to three. Always repeat the first line on down, till the whole poem sing.

Thursday

Read the poem twice - once in your head and once out loud.

What do you notice about the rhyme scheme?

Think about the poem *The Cow*. How is this poem similar? How is it different?

Which poem do you prefer? Why?

Sheep in Winter



The sheep get up and make their many tracks
And bear a load of snow upon their backs,
And gnaw the frozen turnip to the ground
With sharp quick bite, and then go noising round
The boy that pecks the turnips all the day
And knocks his hands to keep the cold away
And laps his legs in straw to keep them warm
And hides behind the hedges from the storm.
The sheep, as tame as dogs, go where he goes
And try to shake their fleeces from the snows.
Then leave their frozen meal and wander round
The stubble stack that stands beside the ground,
And lie all night and face the drizzling storm
And shun the hovel where they might be warm.

By John Clare

Revision Card - Adverbs (There is also a PPT on our Class Page)

Adverbs

Adverbs can tell us more about a **verb** or an **adjective**.

We **love** the peaceful cow.

We love the **peaceful** cow.

We **definitely** love the peaceful cow.

We love the **totally** peaceful cow.

The **verb** is modified by an **adverb**



The **adjective** is modified by the **adverb**

The chicken **crossed** the **dangerous** road.

The chicken **stupidly** **crossed** the **very** **dangerous** road.

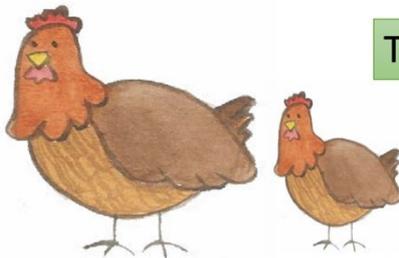
Punctuating Adverbs

When an **adverb** is at the front, we use a comma.

Loudly, the chickens squawked a warning.

When an **adverb** is beside the verb, we do not usually need a comma.

The chickens loudly squawked a warning.



It's YOUR decision where to place the adverb.

Animal Adjectives and Adverbs

There are some adverbs on cards below to help you.

Underline the adjectives in each sentence. Draw a circle round the adverbs.

- ✚ The cows are so cold. They need much warmer coats.
- ✚ The very clever pigs manage to open the almost closed gate.
- ✚ Sheep sleep for quite long periods in the really hot summer.

Modify each adjective using at least one adverb.

Write your own description of the rabbit using at least two adjectives and adverbs.

Cow	The _____ happy cow was _____ gentle.
Sheep	The _____ frozen ground gave little shelter to the _____ cold sheep.
Pig	_____ contented pigs have plenty of food. They also like to play in a _____ sizeable pen.
Rabbit	

very

really

totally

mostly

quite

fairly

much

normally

completely

so

Friday

Find adverbs used in these poems. Underline them if you can.

Choose your favourite poem and practise reading it aloud. The *Top tips for reading a poem aloud* will help you to do this.

Rabbit Poem

To keep
a rabbit
is a good
habit.

A rabbit is truly curious:
his eyes are soft
but his whiskers wiggle
and his nose twitches
and his ears jiggle

and his tail
is a bump
on
his rump.

A rabbit
is cheerful
but not especially
careful
about multiplying
the answers
he gets
to the simple
sum
of one and one
are mystifying. . .

A rabbit is easy
to care for:
to munch on grass
is what he is hare for.

So if you get
the chance
to have a rabbit,
grab it!

By Pamela Mordecai



God laughed when he made the duck

When God had finished the stars and whirl of coloured suns
He turned His mind from big things to fashion little ones;
Beautiful tiny things (like daisies) He made, and then
He made the comical ones in case the minds of men
Should stiffen and become
Dull, humourless and glum,
And so forgetful of their Maker be
As to take even themselves - *quite seriously*.
Caterpillars and cats are lively and excellent puns:
All God's jokes are good - even the practical ones!

And as for the duck, I think God must have smiled a bit
Seeing those bright eyes blink on the day He fashioned it.
And he's probably laughing still
at the sound that came
out of its bill!

By F W Harvey



Ducks' Ditty

All along the backwater,
Through the rushes tall,
Ducks are a-dabbling,
Up tails all!

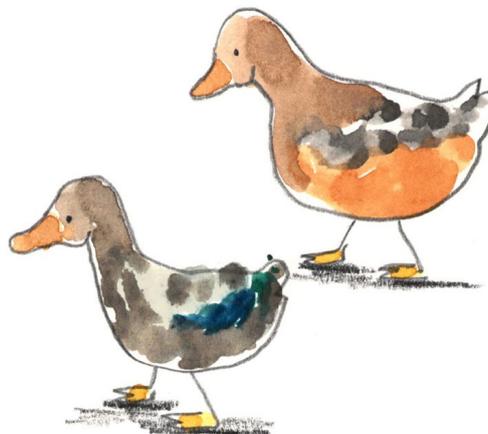
Ducks' tails, drakes' tails,
Yellow feet a-quiver,
Yellow bills out of sight
Busy in the river!

Slushy, green undergrowth
Where the roach swim -
Here we keep our larder,
Cool and full and dim.

Every one for what he likes!
We like to be
Heads down, tails up,
Dabbling free!

High in the blue above
Swifts whirl and call,
We are down a-dabbling,
Up tails all!

By Kenneth Grahame



The Sparrow

I found a speckled sparrow
between the showers of rain.

He thought the window wasn't there
and flew against the pane.



I picked him up and held him.
He didn't stir at all.

I hardly felt him in my hand,
he was so soft and small.

I held him like a flower
upon my open palm.

I saw an eyelid quiver,
though he lay still and calm.

And then, before I knew it
I stood alone, aghast:

I never thought a bird so limp
could fly away so fast.

By Aileen Fisher

Top tips for reading a poem aloud

- Work on the **tricky words**. Find out what they mean and how they are said. Practise saying them.
- Look for the **full stops**. Make sentences flow to the full stop, even when there's a new line.
- **Slow down**. Speak slowly when you're reading a poem, so that others can hear the words.
- **Project your voice**. Imagine someone on the other side of the room and speak to them.
- **Practise**. Read and read and read your poem, so that you get better each time.

Drama

Watch this trailer for a play based on King of the Sky.

<https://www.youtube.com/watch?v=UIX5Tv9ixIo>

Can you make up a play-scene from the story? You could write a script or you could act it out with toys or with people in your home.

Oracy

Watch the reading of the story (again) with a grown-up. Choose some of the questions below and ask them about their ideas and opinions about the story.

Do they give the same answers as you would?

How did the story make you feel? Can you explain why?

What does the story make you think about?

What has happened to you that is most like this story?

Why do you think that Nicola Davies wrote this story?

What lessons could someone learn from this story?

Choose one of the main characters.

What happens to them in the story?

How are they different at the end of the story?

What made them different?

What is your favourite illustration in this story?

Why is it your favourite?

Science

This week we will be learning all about mirrors.

Reflections are usually caused by shiny things, such as **MIRRORS**, that show a reversed image of whatever is placed in front of them. The image seems to be as far behind the mirror as the object is in front of it. Not only mirrors make reflections, however. Most objects reflect some of the light that falls on them. In daytime we see familiar objects like grass, trees, and the sky only because they reflect light from the Sun into our eyes.



When light rays bounce off a completely smooth surface, such as a still pool of water, a mirror, or even something like a shop window, we are able to see a very clear reflection on the surface. Every ray of light is reflected perfectly from the surface and bounces back in a regular way. The reflected image is very clear and sharp.

MIRRORS

A mirror is a very smooth, highly polished piece of metal or plastic that reflects virtually all the light that falls onto it. The reflection appears to be behind the mirror and may look bigger, smaller, or the same size as the thing it is reflecting, depending on the mirror's shape. We use mirrors when checking our appearance or driving. They also play an important part in telescopes, microscopes, cameras, and other optical (light-based) instruments.

Try this game to see how mirrors reflect light sources

[Mirrors Game](#)

You can also try doing some mirror writing. Here's how....

[Mirror Writing Example](#)

There is a set of challenges that you can do attached to this document. Here's one of them.

IN THESE THREE ACTIVITIES LOOK IN THE MIRROR ONLY WHILE DOING THEM – DO NOT LOOK AT THE PAPER

MIRROR WRITING – A

1. Draw a simple shape (e.g. a star) on a piece of white paper and stand a mirror behind it.
2. Looking in the mirror only (and not at the paper) try to draw over the shape with a coloured marker.

NOT AS EASY AS YOU THINK!

Click below to explore more light activities on Purple Mash!

School Name: MGL World (L7)

Login- sm3

Password- sm3

[Purple Mash Light](#)

Religion- Called by God

This week we will explore some stories about the Prophets. You can then complete the table below. Click on the link to watch/read the story.

Think about how these men felt-how would you feel if you were asked to do something difficult by God?

At the beginning of his story, Samuel is only a child.

[Moses and the Burning Bush](#)

[Abraham and Isaac](#)

[Samuel](#)

[Elijah and the Prophets of Baal](#)

Prophet and their story	What did God ask them to do?	How did they feel?	What did they do?
Moses and the Burning Bush (Exodus chapter 3)			
Abraham (Genesis 22:1-19)			
Samuel (1 Samuel 3)			
Elijah and the Prophets of Baal (1 Kings 18:16-46)			

Finally, can you think of 3 questions you'd like to ask the Prophets?

Geography- Modern Greece



This week we'd like you to compare Liverpool with the Greek capital city - Athens. Use your researching skills to complete the table below and make a decision on whether you think the information you find makes them similar or different.

	Liverpool, UK	Athens, Greece	Similarities Differences
Population			
Country			
Continent			
Coastal/Mainland			
Airports			
Currency			
City status since			
Twinned cities			
Professional football clubs			
Popular tourist attractions			

As an additional challenge, can you find evidence of other locations in the world that are named after Liverpool or Athens but are **not** in the UK or Greece?

PE

A Bit Stuck? Time for a challenge



What to do:

- Use a stopwatch to time how long takes you to:
- Do 20 star jumps.
- Run to the front door and back 10 times.
- Write the two times table up $12 \times 2 = 24$.
- Write the days of the week in order.
- Write the alphabet in order.
- Roll a 6 six times on a dice.

S-t-r-e-t-c-h:

Start a timer/stopwatch.

- Roll a dice. Roll again and add the number rolled to the previous number.
- Roll again and add to the previous total.
- Keep going.
- What total can you get to in 60 seconds?!
- Repeat. Can you get a greater total this time?
Challenge someone else to do the same – can they beat your best total?

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PSHE

Many of you will be aware of the protests that have been taking place all over the world in response to the death of George Floyd. At SMA we take pride in the fact that everyone is treated equally and with respect: regardless of their nationality, race or religion. For PSHE we'd like you to do one or both of the following tasks:

- Talk with an adult about why it is important that we treat everyone equally and do not discriminate.
- Write a paragraph that explains why the world would be a happier place if everyone was treated with kindness and respect.

Art

As this week's theme is *Nature*, we want you to go and be creative. Produce a piece of art work that symbolises nature to you. It can be any medium: drawing, painting, collage, sculpture. It can be inspired by anything you like: animals, plants, trees, humans or a collection of them all. It can be from somewhere close by or somewhere that you've never been before. It can be realistic or totally abstract. Literally, let your imagination and creativity 'go wild' and see what you come up with. The only thing we ask is that you share your finished pieces at the end, either via email or SeeSaw. We can't wait to see how you can bring this one word to life!