

Dear Year 3

We hope you and your families are keeping well and have had a good week.

Here are the suggested activities for this week for you to follow and complete.

Please also remember to take time to relax, exercise and be kind to yourselves.

Take care and keep smiling,
Miss Baggott, Mrs Chafer, Mrs Roberts and Miss Baker



Reading

As always, you should be aiming to read for at least 20 minutes everyday. Find some time today to sit quietly and read.

Keep reading and exploring new worlds and adventures!



Spellings for this week

Use the read, cover, write strategy to learn the words:

actual

century

exercise

height

naughty

pressure

suppose

Monday 11th May



English

LO: To use a text to identify the meaning of words



Steps to success

1. Read or listen to the information about trolls on <https://soundcloud.com/talkforwriting/trolls>
2. Find a target word in the text.
3. Read around the word to help work out what it means.
4. Use the list of similar words, a dictionary or the internet to help you
5. Write down what you think the word means.

Step 1



There are many stories that have trolls in them. Trolls, like dragons, giants and unicorns, have been talked and written about for hundreds of years. One very well known story, I am sure you will know, is about a very angry troll that tried to stop goats going over a bridge to feed on the rich, green grass.

But is this what all trolls are really like?

Read the information or listen to a recording of the story of The Truth about Trolls on <https://soundcloud.com/talkforwriting/trolls> to find out more.

Step 2

The Truth about Trolls

Many people believe trolls are angry, **mean** beasts that **terrify** goats and people. However, this is not true. Here is the truth about trolls.

What do trolls look like?

Like the **ogre**, trolls are huge. They look **fierce** and ugly but to another troll they are kind and beautiful. The adult troll has small, beady eyes, a **bulbous, warty** nose and sharp, yellow teeth. Most trolls have long, curly horns on their heads similar to a goat. Interestingly, a few trolls do not have any horns at all. No one knows why.

Where do trolls live?

Trolls are usually found in very cold countries like Iceland. They make their homes in caves near volcanoes which provide both warmth and **shelter**. They live **peacefully** in small family groups, hidden away from people. One troll, who was very grumpy, lived alone under a wooden bridge. Because he **bullied** the local goats, he gave all trolls a very bad name.



What do trolls eat?

Trolls enjoy eating all types of seafood. Trolls fish in total darkness so that they are not seen by anyone. They mostly eat their food **raw**. Sometimes, when the volcanoes have erupted, they cook their food on the hot rocks. In addition, they **gather** large mushrooms and dig up juicy roots that grow in the forest. Surprisingly, goats are not on the menu!

Did you know?

Amazingly, trolls like to have fun. They love singing and dancing. When they sing, it sounds like a rumble of thunder. When they dance, it feels like an earthquake. Sadly, because of the troll that upset the goats, all trolls now hide away from view.

They can still be seen, though, if you look really hard and believe. The rocks here are actually just sleeping trolls!



What do the words mean?

Step 3

★ Read the information on trolls again. Look for the words shown in bold. See if you can work out what they mean.

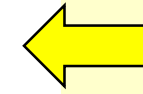
Step 4

★ If you are stuck, there is a list of similar words on the next slide to help you. If you are still stuck, you could ask someone else in your home to tell you, use a dictionary or the internet.

Step 5
Write down
what you
think the
words
mean.

Remember
to check
back in the
text to get
extra clues.

Target Word	Definition that fits with the information text
mean	
terrify	
ogre	
fierce	
bulbous	
warty	
shelter	
peacefully	
bullied	
raw	
gather	



For example, for the
word mean you
could write *nasty*

Similar Words Help Box

scare uncooked collect quietly (not at war) nasty home
big and swollen lumpy angry giant frightened

Maths

LO: To describe the part-whole relationship

<https://www.thenational.academy/year-3/maths/to-describe-the-part-whole-relationship-year-3-wk1-1>

Go to activity 2: video

This is an online link to a video giving a step by step guide on how understanding the part-whole relationship

Screen shots have been put on the following slides if the link is not accessible.

After watching the video and having a go at the method, come back to the slide for further questions to complete.

If a pod is part of the whole, what would the whole be?

Part:



Whole:



If the queue is the whole, what could a part be?



If the world is the whole, what could a part be?



Let's zoom in...

- Country
- City
- Landmark

Challenge

Let's zoom out...

If the world is the part, what could the whole be?



Main Activity

Look at the images you have been provided with. Zoom in and out to find parts of the whole.

Challenge

Design your own part-whole relationships. Draw pictures to help you.



The day is the whole, _____ is a part.

A day is a part, _____ is the whole.



The house is the whole, _____ is a part.

A house is a part, _____ is the whole.



The park is the whole, _____ is a part.

The park is a part, _____ is the whole.



Parent success criteria

Main Activity

Look at the images you have been provided with. Zoom in and out to find parts of the whole.

Challenge

Design your own part-whole relationships. Draw pictures to help you.



The day is the whole, _____ is a part.

A day is a part, _____ is the whole.



The house is the whole, _____ is a part.

A house is a part, _____ is the whole.



The park is the whole, _____ is a part.

The park is a part, _____ is the whole.



Any answers that are relevant to the picture. For example:

The day is the whole, going to school was a part.

A day is a part, the week is the whole.

Creative Curriculum

LO:To carry out a fair test

Investigate whether the size of a parachute affects how long it takes to fall

Steps to success

- Watch the video clip on <https://www.bbc.co.uk/bitesize/clips/zht2tfr>
- Make parachutes of different sizes.
- Drop them from the same height.
- Time how long they take to fall.
- Record results in a table.
- Explain your results.

You will need:  A square of plastic bag material  A plastic person  String  A hole punch  Scissors



Method:

1. Cut off across the corners of the square, creating an octagon shape.
2. Hole punch in the middle of each side.
3. Put a piece of string through each of the 8 holes and tie.
4. Gather the 8 pieces of string together and tie to your plastic person.
5. Cut out a small circle from the centre of your parachute to let air pass through gently.
6. Get up somewhere high, on top of a climbing frame or up some stairs.
7. Hold the centre of your parachute, with the person underneath. Let go and watch how they travel to the ground.
8. Does the parachute open? Does the person travel fast or slow? Does the person go straight down or to one side? Does it spin? What could you do differently?

Tuesday 12th May



English

LO: To choose adjectives to create expanded noun phrases

Steps to success

Choose adjectives to describe the troll.

Challenge 1 Write 2 adjectives in a list separated by a comma

Challenge 2 Choose 2 adjectives beginning with the same letter.

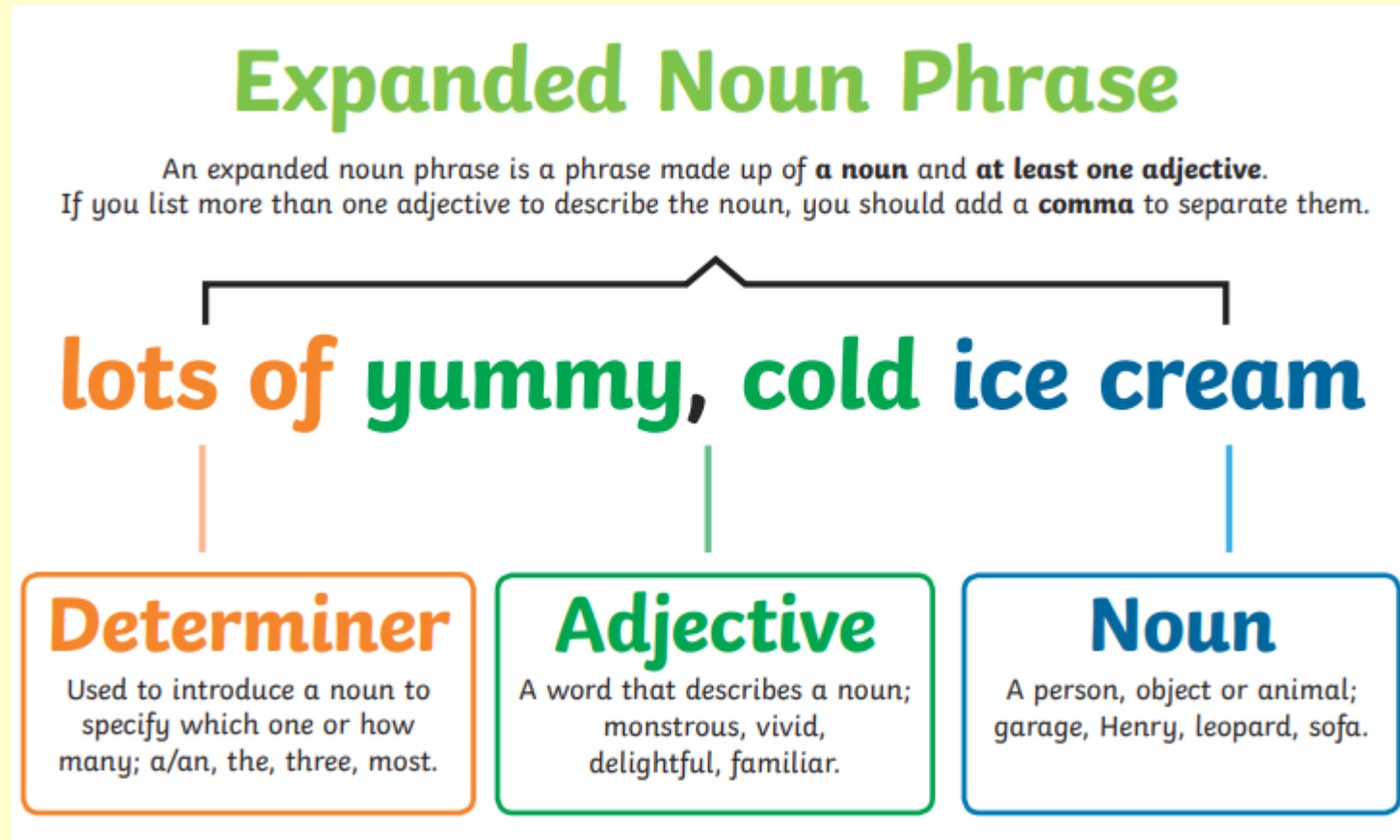
Challenge 3 Write a sentence using 3 different noun phrases

Creative Challenge Use your ideas to draw a picture of the troll and using noun phrases to label its features



Expanded noun phrases can be used to give the reader extra information. Find out more by watching this clip.

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



Let's investigate some of the words and phrases that help you to write interesting information text.

The Adjective Game:

Adjectives are used describe a noun. For example:

The **tired, old** man wandered over the **busy** road.

To make information writing interesting for the reader you can add adjectives to describe different nouns. In 'The Truth about Trolls', the writer, Professor Folklore, has decided to describe the eyes, nose and teeth of the trolls using two adjectives.

These have been separated using a **comma** as this is a list.

small, beady eyes _____ , _____ eyes

bulbous, warty nose _____ , _____ nose

sharp, yellow teeth _____ , _____ teeth



Try and think of some interesting adjectives to describe different bits of a troll. Try to make your troll seem friendly or unfriendly.

Challenge 1: Choose some other parts of a troll to describe using two adjectives.



Try and think of some interesting adjectives to describe different bits of a troll. Try to make your troll seem friendly or unfriendly.

The troll has:

_____ , _____ horns

_____ , _____ hair

_____ , _____ ears

_____ , _____ hands

Challenge 2: Could you use two adjectives that start with the same sound – this repetition is called alliteration?

For example,

bright, bulbous eyes

huge, hairy ears

Writing Tip – “Has every word earned its place?”

Make sure both adjectives you have used to describe your troll are telling the reader something different. For example, large, big nose doesn't work because large and big are really saying the same thing.

Sentence of 3 game

You can see that 3 features have been used to help describe the troll:

The troll has beady eyes, a bulbous nose and yellow teeth.

Now use your nouns and adjectives from above to write new sentences of three to describe your troll.

The troll has _____ , _____ and _____ .

You need a *comma* after the first of the three things. Then use *and* after the second of the three things you are describing.

The troll has wicked eyes, a hooked nose and terrible breath.



Creative challenge: Use your ideas to draw your troll – label the different features.

Maths

LO: To recognise parts that are equal and parts that are unequal

<https://www.thenational.academy/year-3/maths/to-recognise-parts-that-are-equal-and-parts-that-are-unequal-year-3-wk1-2>

Go to activity 2: video

This is an online link to a video giving a step by step guide on how to recognise when parts of something are equal and unequal.

Screen shots have been put on the following slides if the link is not accessible.

After watching the video and having a go at the method, come back to the slide for further questions to complete.

New Learning

Which of these shapes are split into equal parts? How do you know?



Whole



2 equal
parts



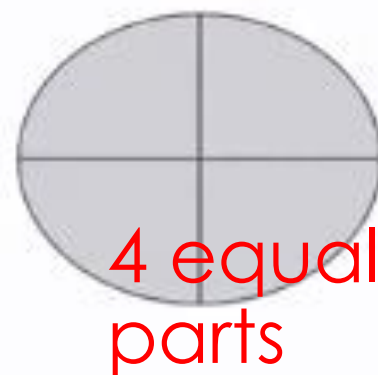
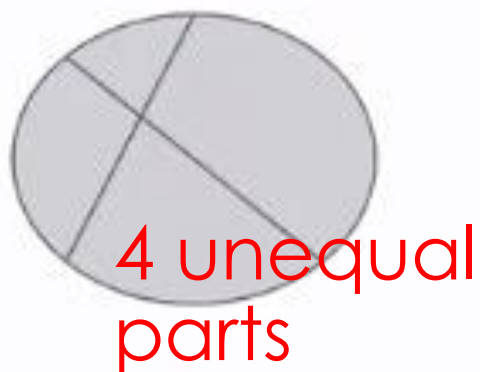
2 unequal
parts

The whole is the piece of paper. There are ____ equal/unequal parts.



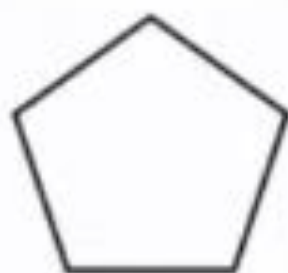
New learning

Which of these shapes are split into equal parts? How do you know?



The whole is split into ____ equal/unequal parts.





This is the whole.

The whole is split into

equal/unequal parts



The whole is split into

equal/unequal parts



This is the whole.

There are

equal/unequal parts



There are

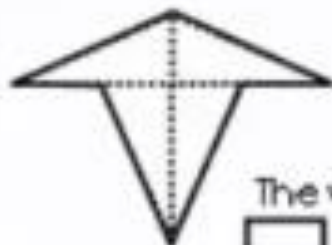
equal/unequal parts



This is the whole.

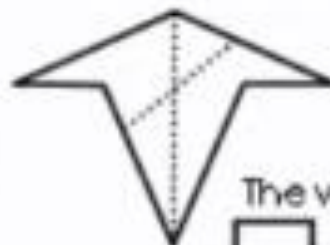
The whole is split into

equal/unequal parts






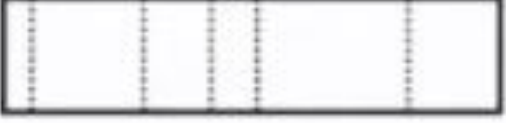
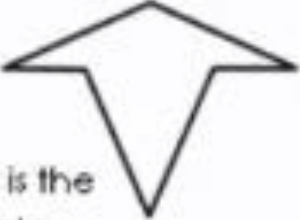
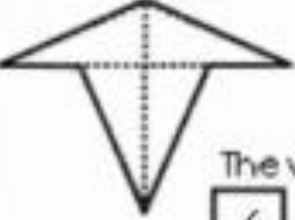
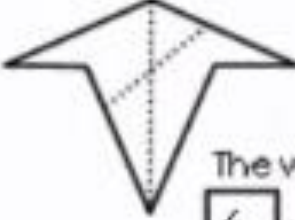


The whole is split into

equal/unequal parts

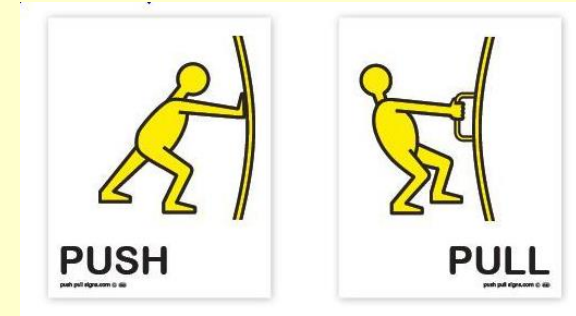


Parent success criteria

 <p>This is the whole.</p>	 <p>The whole is split into <input type="text" value="2"/> equal/unequal parts</p>	 <p>The whole is split into <input type="text" value="2"/> equal/unequal parts</p>
 <p>This is the whole.</p>	 <p>There are <input type="text" value="6"/> equal/unequal parts</p>	 <p>There are <input type="text" value="6"/> unequal parts</p>
 <p>This is the whole.</p>	 <p>The whole is split into <input type="text" value="4"/> equal/unequal parts</p>	 <p>The whole is split into <input type="text" value="4"/> equal/unequal parts</p>

Creative Curriculum

LO To identify the forces acting on objects



Steps to success

1. Read the information to find out more about forces.
2. Identify the force being shown in the pictures.
3. Say whether the force is making something start or stop moving.

What Is a Force?



A force is a push or pull acting on an object as a result of the object's interaction with another object.

Forces can make objects stop or start moving.

Click the hockey player to watch a clip showing the effects of forces on different objects.

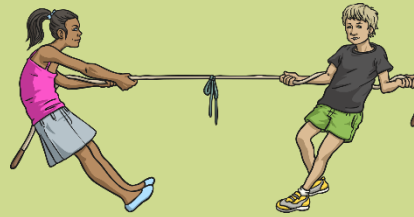
While you are watching, note down any examples of pushes or pulls that you see.

Pushes and Pulls

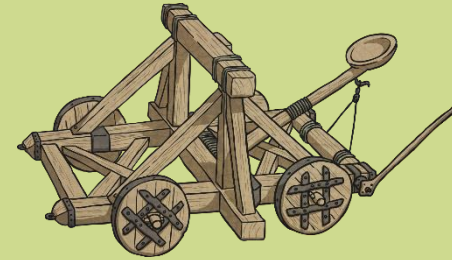
Did you spot these examples of pulling forces?



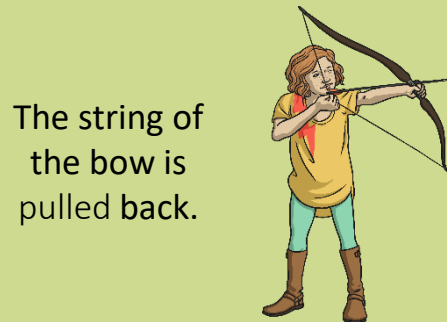
The rower pulls the oar.



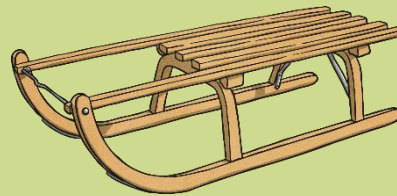
The tug of war teams pull the rope.



A catapult is pulled back.



The string of the bow is pulled back.



Pulling the sledge.



The bell ringers pull the ropes.

Pushes and Pulls

Did you notice these examples of pushing forces?

The runner's feet push off the ground.



A person pushes the piano keys down.



The hockey stick pushes the ball.



The golf club pushes the golf ball.



The bat pushes the ball.




The woman pushes the pram.




Can you identify the force in these pictures? Is the force making something start or stop moving?
[Click to reveal the answers.](#)


1. force:




2. force:



3. force:



4. force:



When you kick a football, what type of force do you use? Can you describe other sports or activities that involve pushing or pulling?



5. force:



Pushing and Pulling Forces **Answers**

1. push - start

2. pull - start

3. pull - start

4. push - start

5. pull - stop

Extension: push - start

Wednesday 13th May



English

LO: Use adverbs to begin sentences (fronted adverbials)

Steps to success

1. Choose some things trolls might like to eat.
2. Write them in a sentence
 - begin with an adverb
 - put a comma
 - describe what they like to eat
3. Choose some facts about trolls
4. Write them in a sentence
 - begin with an adverb
 - put a comma
 - describe the fact



★ Adverbs are roving reporters because they can move around sentences describing action or whole clauses. They tell you more about the how, where, when and why of everything. Let's see some of the things that they can do.

Add-On Adverbs Game

Information texts have lots of 'facts' about a topic. It is helpful to have words that 'add on' facts for the reader and not just use and ... and ... and

For example, in the 'Truth about Trolls', '**In addition**' has been used as a sentence starter to 'add on' other things that trolls like to eat:

In addition, they gather large mushrooms and dig up juicy roots that grow in the forest.

You need to use a **comma** after *In addition* when it is at the start of the sentence.

Read the sentence above again out loud and change *In addition* to **Additionally**, **Also** or **Furthermore**. These are other adverbs that help you add on information.

Challenge: Now tell me a range of food that trolls like to eat – making it seem really tasty or disgusting! Remember, you can be creative and make things up as you are now the expert on trolls!



Now use the 'add on' adverbs below to write some new sentences.
Use these sentences to help you.

In addition, they enjoy eating large mushrooms and juicy roots.

Also, they enjoy eating poisonous mushrooms and rotting roots.

In addition,
Also,
Additionally,
Furthermore,

Tip – Say your sentence aloud first before you write it down. Does it sound right?

Remember to use a capital letter to start, a comma after the 'add on' adverb and a full stop at the end of your sentence.





Engaging Adverbs Game

Adverbs can be used at the start of a sentence to make the information engage the reader. In 'The Truth about Trolls', Professor Folklore has used *Interestingly*, *Surprisingly* and *Amazingly* to start some of his sentences:

Interestingly, a few trolls do not have any horns at all.

Surprisingly, goats are not on the menu!

Amazingly, trolls like to have lots of fun.

Try and think of something interesting, something surprising and something amazing about your trolls and use adverbs based on these emotions to introduce this information when you write your own engaging sentences.



Remember to use a *comma* after the adverb at the start of the sentence.

Interestingly,

Surprisingly,

Amazingly,

Maths

LO: To recognise, identify and describe unit fractions.

<https://www.thenational.academy/year-3/maths/to-recognise-identify-and-describe-unit-fractions-year-3-wk1-3>

Go to activity 2: video

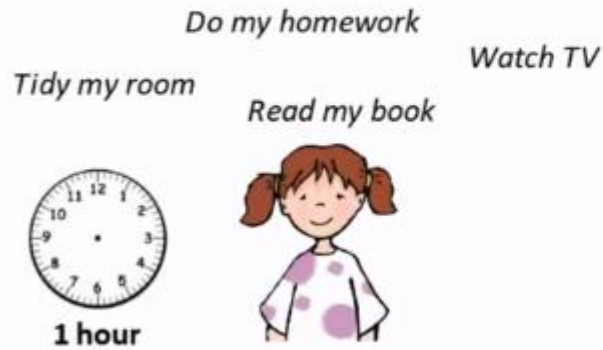
This is an online link to a video giving a step by step guide on how to recognise, identify and describe fractions.

Screen shots have been put on the following slides if the link is not accessible.

After watching the video and having a go at the method, come back to the slide for further questions to complete.

Let's Learn

Lucy spends an equal amount of time doing each



What is the whole?

How many parts are there?

What do we call it when we divide an amount into 4 equal parts?

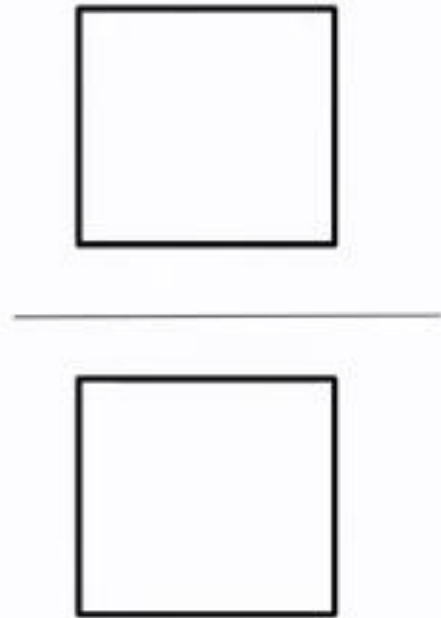


1 hour is the whole.

There are 4 activities, so 4 parts.

Each activity will equally have $\frac{1}{4}$ of the hour (a quarter)

How do we write fractions?



Numerator

How many parts we are sharing out

Vinculum

Denominator

How many parts altogether



Main Activity

Activity 1










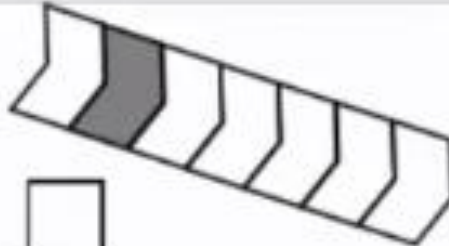


Write the shaded part as a fraction.

Activity 2

Draw your own shapes or objects to represent the following unit fractions:

- One seventh
- One eighth
- One sixth





Parent success criteria

Answers

Activity 1





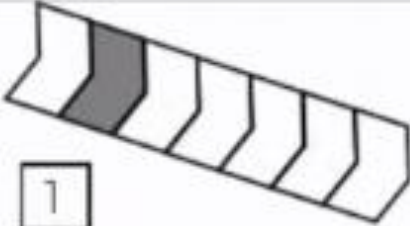

Write the shaded part as a fraction.

Activity 2

Draw your own shapes or objects to represent the following unit fractions:

- One seventh
- One eighth
- One sixth



$\frac{1}{5}$ 	$\frac{1}{2}$ 
$\frac{1}{4}$ 	 $\frac{1}{6}$
 $\frac{1}{7}$	 $\frac{1}{3}$

Creative Curriculum

LO: To show the use of pulse and rhythm

Pulse is a steady beat like a ticking clock or your heartbeat.

Rhythm is the pattern of long and short sounds that fit with the pulse as you move through the song.

Steps to success

- **Watch this clip to learn about pulse and rhythm.**
<https://www.bbc.co.uk/bitesize/articles/z6mmxyc>
- **Try out Activity 1: Practise making sounds with different parts of your body.**
- **Try out Activity 2: Get a steady pulse going by clapping or tapping.**



Thursday 14th May



English

LO: Use a range of vocabulary to plan sentences



Steps to success

1. Reread or listen to the information about trolls on <https://soundcloud.com/talkforwriting/trolls>
2. Look at the planning frame
3. Use the headings to help plan new ideas
4. Look back at the phrases and sentences you have made in previous lessons
5. Can you plan an extra section to share some new information?

Now, let's think about writing some new information about trolls.



In 'The truth About Trolls', Professor Folklore used questions as sub-headings to help organise his writing and make it easier for the reader.

Here is the underlying structure of the professor's information text about trolls.

Underlying Structure
Heading: The Truth About Trolls Introduction to get reader interested in topic
What do trolls look like?
Where do trolls live?
What do trolls eat?
Did you know? <i>Keep your best facts for the end!</i>

★ **Challenge: What other sections could you add?**

- What is troll school like?
- What jobs do trolls do?
- How do trolls look after their babies?
- What do trolls do on holiday?
- What is in a troll's cave?
- ??????????????????????

★ Use the planning frame to think of different ideas for your information on trolls.

★ You can use the ideas from the word and sentence games.
Remember you are the new expert!

★ Can you add an extra section?

Underlying structure	New Ideas
<ul style="list-style-type: none">• Heading• Introduction to get reader interested in trolls	
What do trolls look like?	
Where do trolls live?	
What do trolls eat?	
Did you know? Keep your best facts for the end!	

Maths

LO: To find unit fractions of a given quantity

<https://www.thenational.academy/year-3/maths/to-find-unit-fractions-of-a-given-quantity-year-3-wk1-4>

Go to activity 2: video

This is an online link to a video giving a step by step guide on how to work out fractions of amounts.

Screen shots have been put on the following slides as further guidance.

After watching the video and having a go at the method, come back to the slide for further questions to complete.

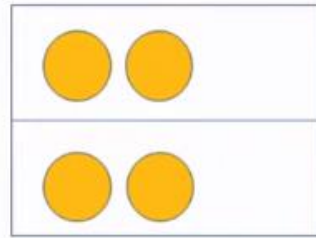
Step 1:

Let's Learn...

What is $\frac{1}{2}$ of four?



I know that because the denominator is 2, I need to split four into two equal parts.



Step 2:

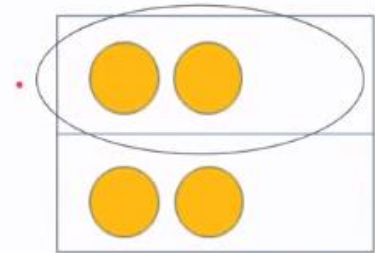
Let's Learn...

What is $\frac{1}{2}$ of four?



I know that because the denominator is 2, I need to split four into two equal parts.

Because the numerator is 1, I want one of those two parts.



Step 1:

Let's Learn...

$$\frac{1}{3} \text{ of } 15 =$$

$$\frac{1}{4} \text{ of } 16 =$$

Prompts:
What is the whole?
How many equal parts are there?
How many parts do we want?

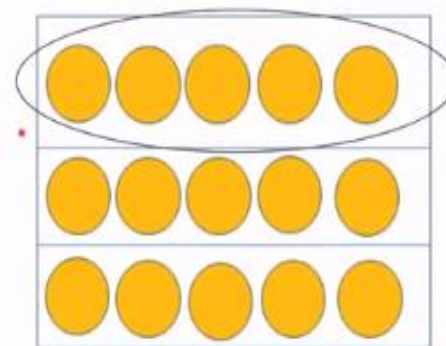


Step 2:

Let's Learn...

$$\frac{1}{3} \text{ of } 15 = 5$$

$$\frac{1}{4} \text{ of } 16 =$$



Prompts:
What is the whole?
How many equal parts are there?
How many parts do we want?



Your turn!

$$\frac{1}{3} \text{ of } 9 =$$

$$\frac{1}{5} \text{ of } 25 =$$

$$\frac{1}{4} \text{ of } 24 =$$

Prompts:

What is the whole?

How many equal parts are there?

How many parts do we want?



Parent success criteria

Your turn!

$$\frac{1}{3} \text{ of } 9 = 3$$

$$\frac{1}{5} \text{ of } 25 = 5$$

$$\frac{1}{4} \text{ of } 24 = 6$$

Prompts:

What is the whole?

How many equal parts are there?

How many parts do we want?



Creative Curriculum

LO: To compare how things move on different surfaces

Steps to success

- Predict which surface creates the most friction for a toy car.
- Take measurements
- Record results in a table.
- Explain your results.

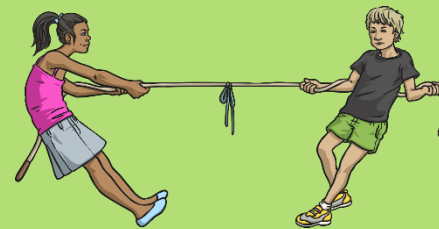


Making Things Move

Forces make things move. Whenever an object starts to move or moves faster, it is a force making this happen.
Forces can also make things stop moving or slow down.

But what is a force?

- Forces are pushes and pulls.
- These pushes or pulls will always change the motion of an object. They will either make it start to move or speed up, slow it down or even make it stop.



Making Things Move

Cyclists sometimes travel over different surfaces.

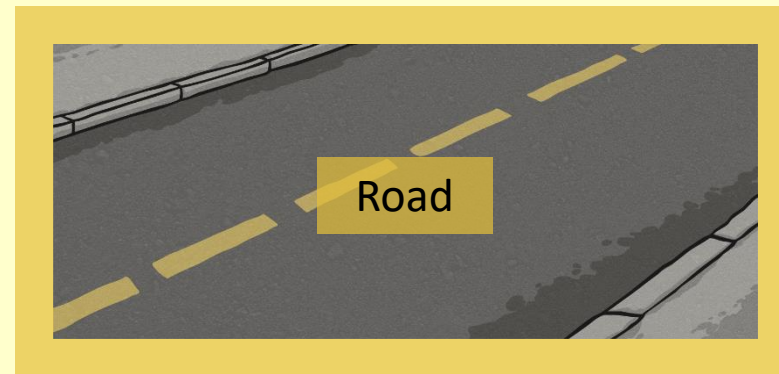
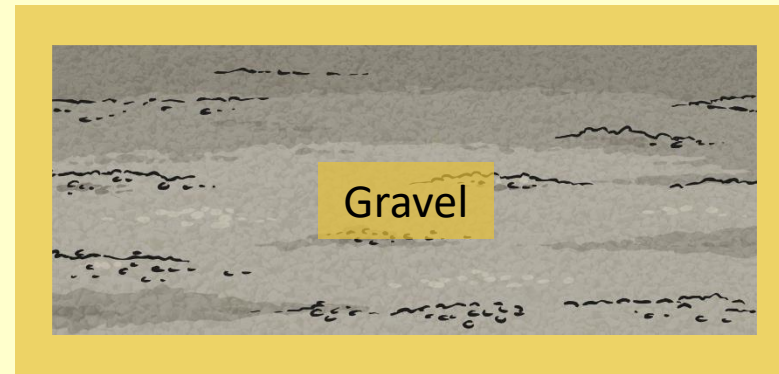
By pushing the pedals harder or faster, he can change the motion of the bicycle. It will speed up.

When the cyclist pulls on the brakes, the brake pads will push on the wheels, changing the bicycle's motion. It will slow down, and eventually stop.



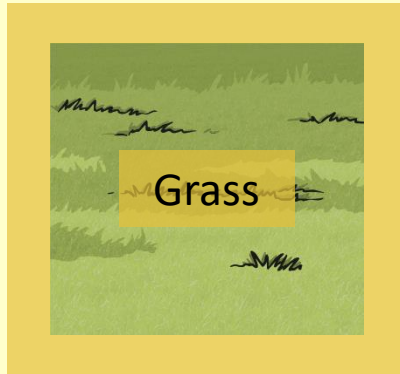
Different Surfaces

Cyclists sometimes travel over different surfaces.



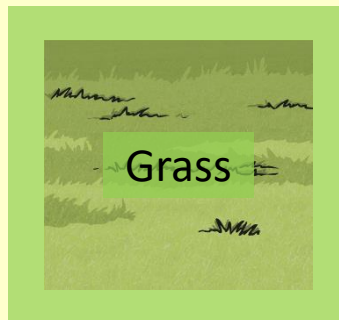
Different Surfaces

How do the different surfaces affect the motion of the bicycle?



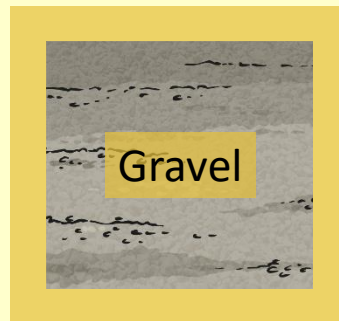
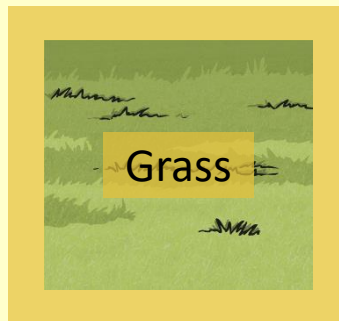
Different Surfaces

These surfaces all exert a force on the bicycle. This force is called friction. Friction is a force that holds back the movement of an object. Friction acts in the opposite direction to the movement of the object.



Different Surfaces

Different surfaces create different amounts of friction.
The amount of friction created by an object moving over a surface depends on the roughness of the surface and the object, and the force between them.



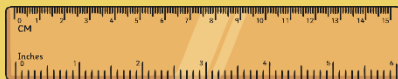
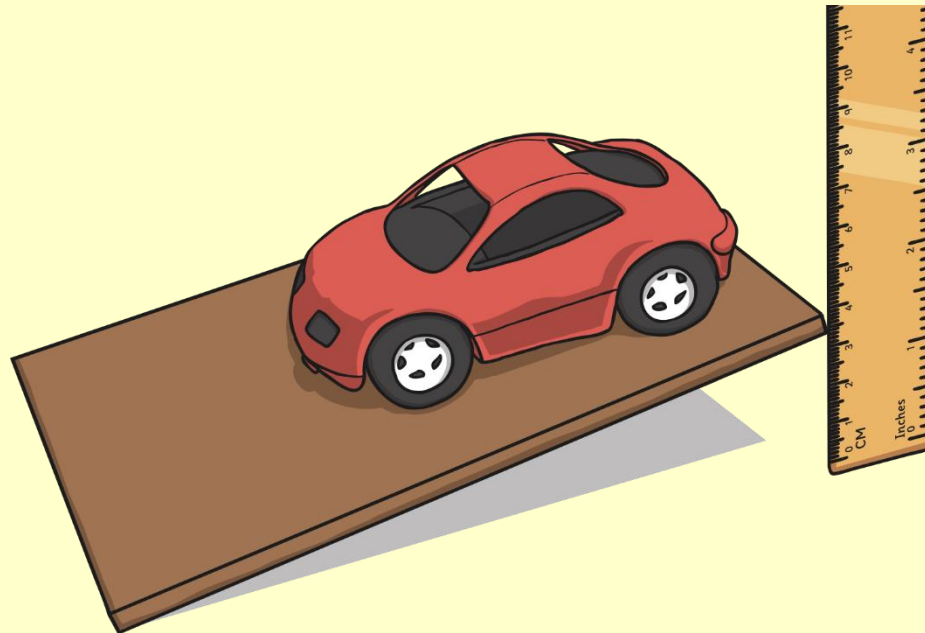
Investigating Friction



Set up your own investigation into the amount of friction created by different surfaces.

You will need:

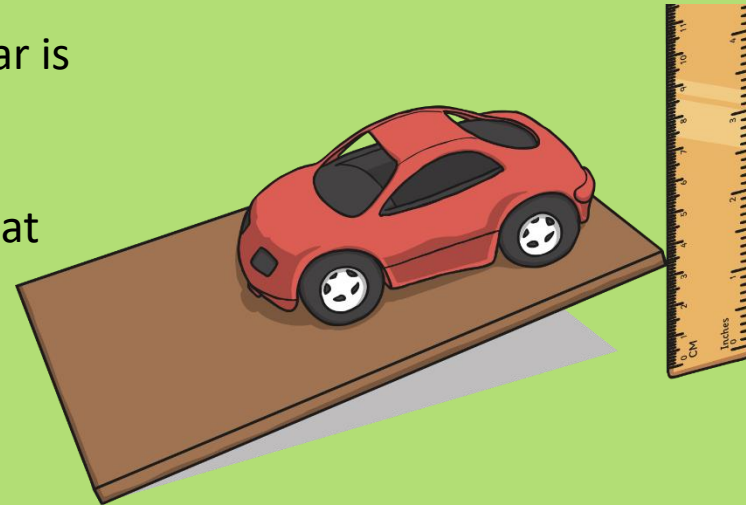
- A toy car
- Boards covered with different surfaces, for example, fabric, foil, tissue, newspaper, cardboard
- A ruler



Investigating Friction



1. Place the car at the end of one of the boards.
2. Place the ruler at the side of the board, so you can measure the height of the board as you lift the end.
3. Lift the end of the board that the car is on 1 cm at a time.
4. Watch the car carefully, and notice at what height it starts to move.
5. Try this with each of the boards covered with different surfaces.



Investigating Friction

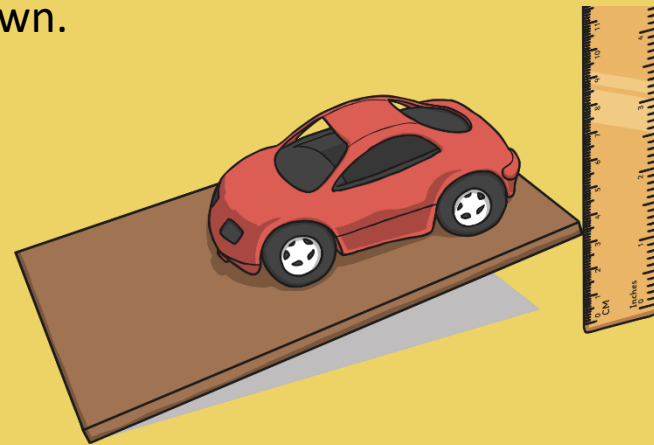


As you lift the ramp, gravity will pull the car down.

Friction will be pushing opposite to this.

Surfaces that create a lot of friction will need to be lifted higher for gravity to overcome the friction and pull the car down the ramp.

Surfaces that don't create much friction will not need to be lifted much, as it will be easier for gravity to pull the car down.



Investigate!

Predict which surface you think will create the most friction.

Record your results in a table.

Use your results to come up with a conclusion about the surface that created the most friction. Can you explain your results?

Which surface do you predict will create the most friction for the toy car?

Measure how high the ramp needs to be for the car to start to move over each surface.
Record your results below.

Surface	Height of Ramp When the Car Started Moving

Which surface created the most friction for the toy car?

Which surface created the least friction?

Was your prediction accurate?

Friction Findings

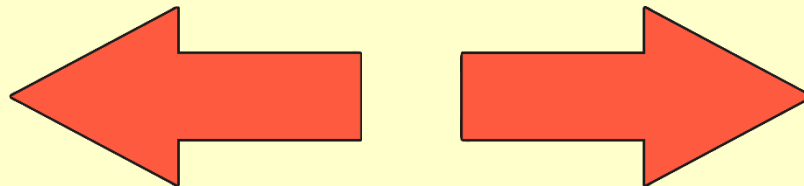


What did you discover?

Which surface created the most friction?

Which surface created the least friction?

Was your prediction accurate?



Friday 15th May



English

LO: Use a range of vocabulary to write an information text

Steps to success

1. Look at the planning frame
2. Write the heading
3. Write each subheading
4. Use your ideas to write sentences using:
 - expanded noun phrases
 - fronted adverbials
5. Read to check it flows and makes sense
6. Check spelling and punctuation are correct





Use the model text and your plan to draft and edit your new information on trolls.

Challenges:

Remember to:

- give the reader a picture in their head by using adjectives to describe the features of your troll;
- build up a picture for the reader using a sentence of 3 to describe your troll;
- link your ideas by using adverbs at the start of your sentences to tell the reader you are adding on information – see poster A;
- engage your reader by using adverbs of emotion at the start of a sentence – see poster B.

Poster A
Add-on Adverbs

Additionally,
Also,
In Addition,
Furthermore,

Remember to use a comma
when you use these words to
start a sentence.

Poster B
Engaging Adverbs

Interestingly,
Surprisingly,
Amazingly,

Remember to use a comma
when you use these words to
start a sentence.

- ★ Read your work through and check that it flows and makes sense
- ★ Remember to check the spelling and punctuation and illustrate your text with pictures or drawings.

If you are proud of your writing, email it to us, we'd love to read it: year3@westfield.staffs.sch.uk

Maths

LO: To describe unit and non-unit fractions

<https://www.thenational.academy/year-3/maths/to-describe-unit-and-non-unit-fractions-year-3-wk1-5>

Go to activity 2: video

This is an online link to a video giving a step by step guide on how to describe unit and non-unit fractions.

Screen shots have been put on the following slides as further guidance.

After watching the video and having a go at the method, come back to the slide for further questions to complete.

Get exploring...

Can you show the relationship between different objects?

Draw some of your own bars or use objects around your house (such as lego) and compare them using the sentence stem example.

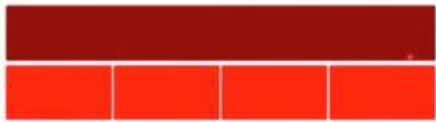
'Four toy cars are the same length as the remote control.'

'The remote control is four times longer than the toy car.'

'The toy car is one quarter of the remote control.'



Let's Learn...



Let's look further here...
What is the relationship
between one red bar and
the whole bar?

What about two of the red
bars?

How would I write that as
a fraction?



Let's Learn...



Let's look further here...
What is the relationship
between one red bar and
the whole bar?

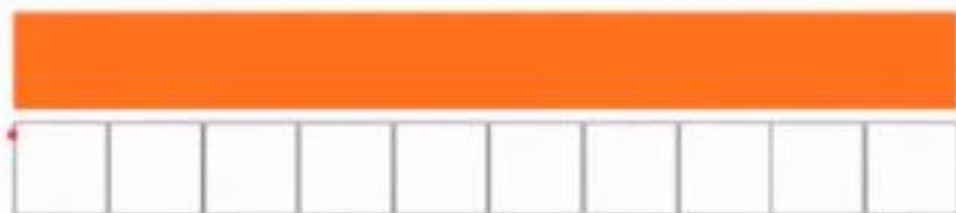
What about two of the red
bars?

How would I write that as
a fraction?

$$\frac{2}{4}$$



Let's Learn...



What is the whole divided into?

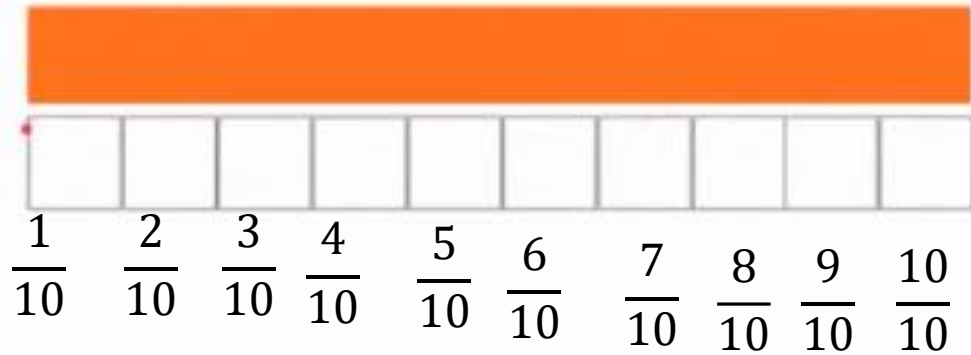
So, let's count in fractions.

How many tenths make one whole?



Parent success criteria

Let's Learn...



What is the whole divided into?
10

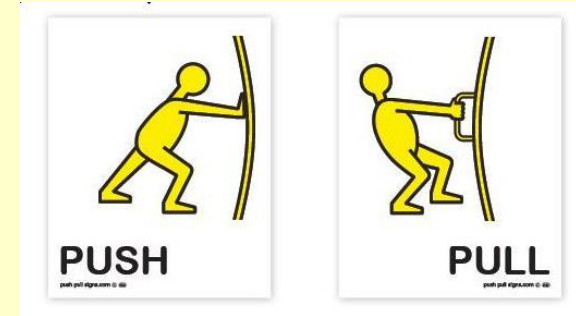
So, let's count in fractions.

How many tenths make one whole?
10 tenths



Creative Curriculum

LO To identify the forces acting on objects



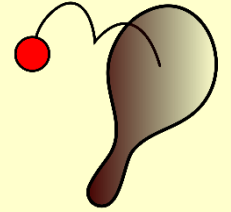
Steps to success

- **Watch this clip to find out more about forces.**

<https://www.bbc.co.uk/bitesize/clips/zvj8q6f>

- **Use your toys to try out using different forces.**
- **Try to describe the force you are using.**

Use your toys to explore forces. Do you have any hoops, balls, ropes or bats that you can hit, kick, throw, bounce, pull, push, spin and roll.



Ask someone in your family to take some photos of you using the toys. Can you identify which force you are using?



Invent a game to play with your family, explaining which forces you will need to use.

