

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:

Address

Circle

Experiment

Imagine

Occasion

Promise

therefore

Monday 1st June



English

LO: To identify descriptive phrases

Steps to success



1. Read the extracts from *Fantastic Mr Fox*

- Read chapter one which introduces the three farmers, Boggis, Bunce and Bean.
- Highlight any words in the text which describe the characters – you could use a different colour for each farmer.
- Read chapter two which introduces Mr Fox. Highlight any words in the text which describe him.

2. Characterisation

- Draw a picture of each of the characters and label each one with the words and phrases which Roald Dahl uses to describe them. Or, if you prefer, label the set of character images provided.

Chapter One – The Three Farmers

Down in the valley there were three farms. The owners of these farms had done well. They were rich men. They were also nasty men. All three of them were about as nasty and mean as any men you could meet. Their names were Farmer Boggis, Farmer Bunce and Farmer Bean.

Boggis was a chicken farmer. He kept thousands of chickens. He was enormously fat. This was because he ate three boiled chickens smothered with dumplings every day for breakfast, lunch and supper.

Bunce was a duck-and-geese farmer. He kept thousands of ducks and geese. He was a kind of pot-bellied dwarf. He was so short his chin would have been underwater in the shallow end of any swimming-pool in the world. His food was doughnuts and goose-livers. He mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts. This diet gave him a tummy-ache and a beastly temper.

Bean was a turkey-and-apple farmer. He kept thousands of turkeys in an orchard full of apple trees. He never ate any food at all. Instead, he drank gallons of strong cider which he made from the apples in his orchard. He was as thin as a pencil and the cleverest of them all.

‘Boggis and Bunce and Bean

One fat, one short, one lean. These horrible crooks
So different in looks
Were none the less equally mean.’

That is what the children round about used to sing when they saw them.

Chapter 2 Mr Fox

On a hill above the valley there was a wood.

In the wood there was a huge tree.

Under the tree there was a hole.

In the hole lived Mr Fox and Mrs Fox and their four Small Foxes.

Every evening as soon as it got dark, Mr Fox would say to Mrs Fox, 'Well, my darlings, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean' And when Mrs Fox had told him what she wanted, Mr Fox would creep down into the valley in the darkness of the night and help himself.

Boggis and Bunce and Bean knew very well what was going on, and it made them wild with rage. They were not men who liked to give anything away. Less till did they like anything to be stolen from them. So every night each of them would take this shotgun and hide in a dark place somewhere on his own farm, hoping to catch the robber.

But Mr Fox was too clever for them. He always approached a farm with the wind blowing in his face, and this meant that if any man were lurking in the shadows ahead, the wind would carry the smell of that man to Mr Fox's nose from far away. Thus, if Mr Boggis was hiding behind his Chicken House Number One, Mr Fox would smell him out from fifty yards off and quickly change direction, heading for Chicken House Number Four at the other end of the farm.

'Dang and blast that lousy beast!' cried Boggis.

'I'd like to rip his guts out!' said Bunce.

'He must be killed!' cried Bean.

'But how?' said Boggis. 'How on earth can we catch the blighter?'

Bean picked his nose delicately with a long finger. 'I have a plan,' he said.

'You've never had a decent plan yet,' said Bunce.

'Shut up and listen,' said Bean. 'Tomorrow night we will all hide just outside the hold where the fox lives. We will wait there until he comes out. Then...*Bang! Bang-bang-bang.*'

'Very clever,' said Bunce. 'But first we shall have to find the hole.'

'My dear Bunce, I've already found it,' said the crafty Bean. 'It's up in the wood on the hill. It's under a huge tree...'

Highlight any words in the text which describe the characters.



Draw a picture of each of the characters and label each one with the words and phrases which Roald Dahl uses to describe them. Or, if you prefer, label the set of character images provided.



Try these Fun-Time Extras

If you have time, watch the rest of the *Fantastic Mr Fox* film.

<https://www.youtube.com/watch?v=oAhsQW3gYrQ&list=PLoJ1ZKhvBSwWC0PNKKKISKzkgUNVOsEv>

The book's name *Fantastic Mr Fox* is alliterative (uses the same letter at the beginning of the words for effect). Can you give yourself an alliterative name that describes your character? For example, Amazing Anya or Brave Bella. Try doing this for other friends and family too.



Maths

LO: To practise and apply addition and subtraction to 2-step word problems.

After practicing subtraction and addition with 4-digit numbers last week, you are going to practise the methods in word problems with 2-steps.

This means that every question will have 2-steps to get the right answer. Some questions might include addition and subtraction.

If you are unsure of the method, look back at last week's slides.

Remember to share your answer in a sentence and check your working out.

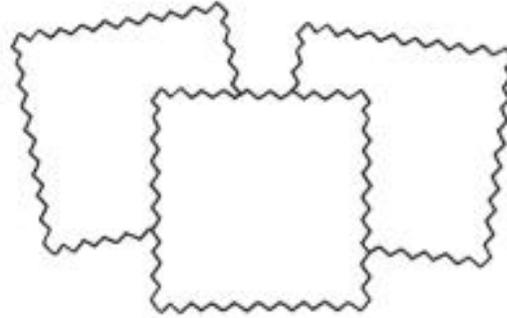
On Sunday I spent 98 minutes on my art project and 35 minutes on my numeracy homework. On Thursday evening I spent a total of 100 minutes on my homework. What is the difference between the amount of homework I did on Sunday and Thursday evening?



Dad drives a truck. Last week he drove 250 miles on Monday and 145 miles on Tuesday. This week Dad drove 150 miles in total. What is the difference in mileage between this week and last week?



At the fabric shop I bought 125 metres of orange fabric and 50 metres of yellow fabric. I have used 13 metres of the orange fabric and 12 metres of yellow fabric. How many metres of fabric do I have left in total?



One watch costs 35p and I bought two. If I paid with a £5 note, how much change did I receive?



Remember there is 100p in every £1

Parent Evaluation

1. 33 minutes
2. 245 miles
3. 150 metres
4. £4.30

Creative Curriculum

LO: To identify and sequence significant events from Ancient Greece

Steps to success

1. Find out about events in Ancient Greece here:

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4>

2. Listen to the information about how the Ancient Greek empire developed.

3. Sequence the events to create a time line.



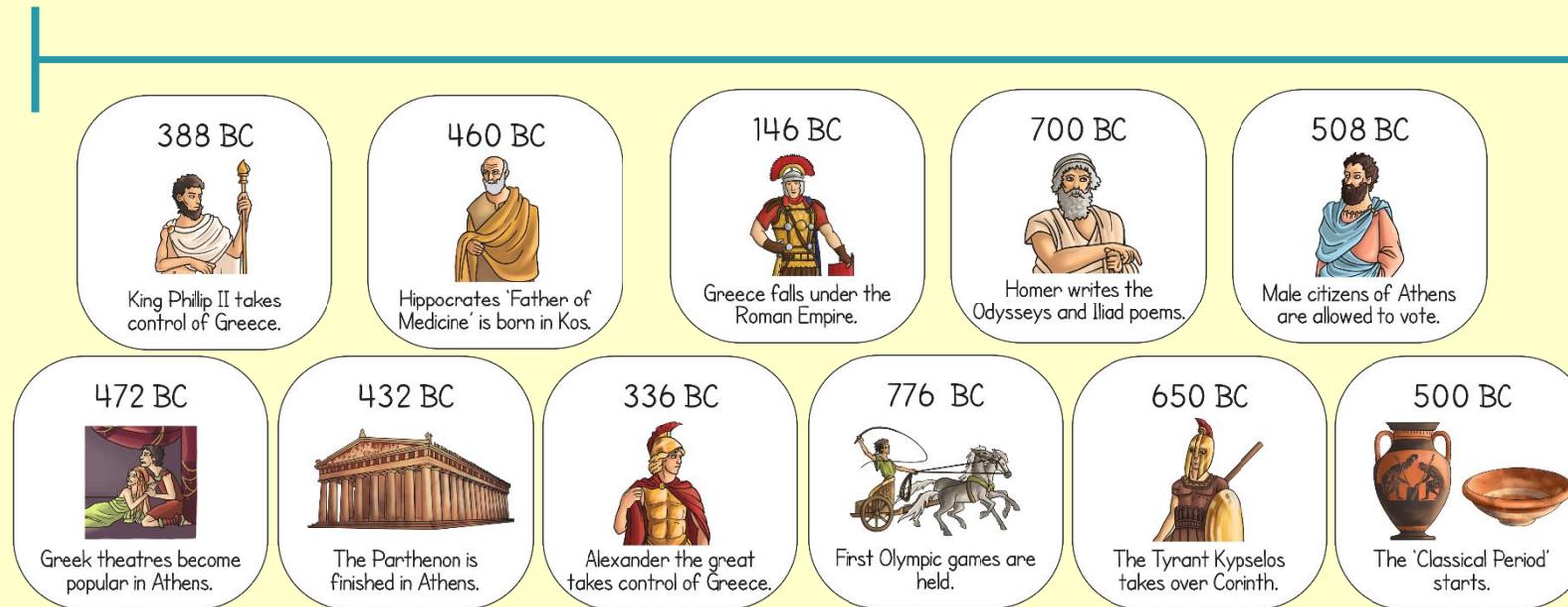
Ancient Greece

Click on the map to see a narrated animation of the change of the Empire!

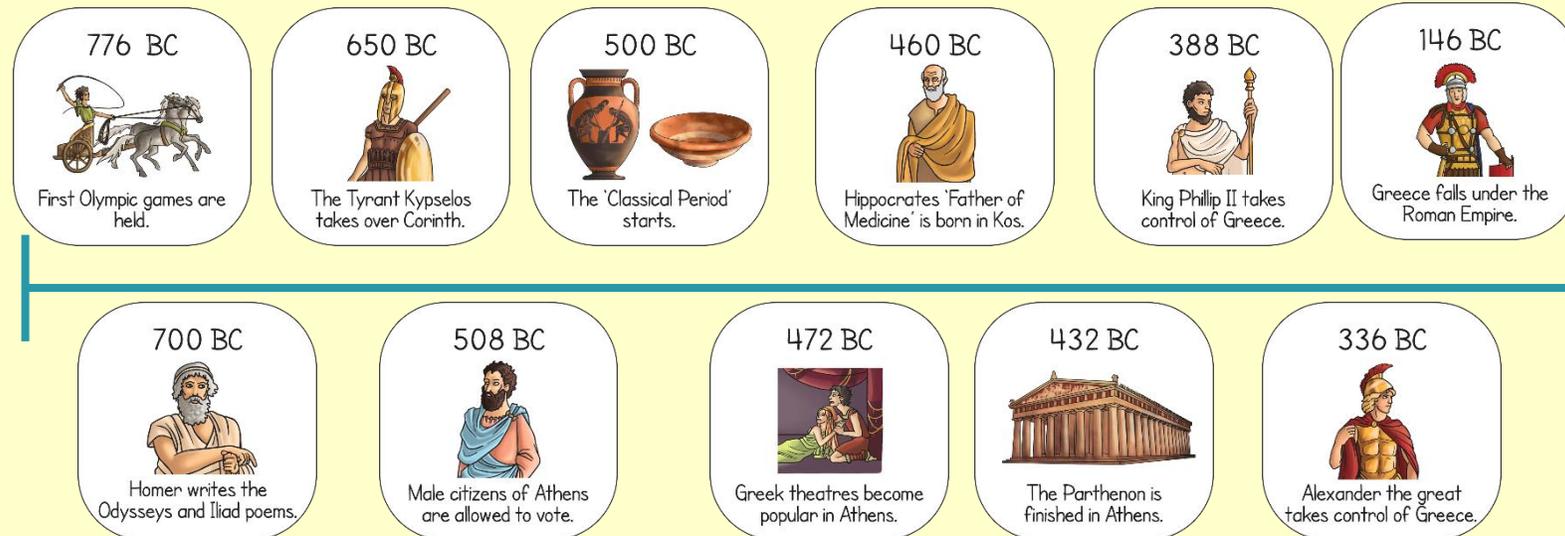


Can you order the events on the timeline?

Remember the largest number shows the event that happened first.



Check your order here.



If you want to make your own time line, print this slide and cut and stick the events in the correct order.

Ancient Greece Timeline Ordering

508BC  Male citizens of Athens are allowed to vote.	388BC  King Phillip II takes control of Greece.	650BC  The tyrant Kypselos takes over Corinth.	776BC  First Olympic Games are held.
460BC  Hippocrates 'Father of Medicine' is born in Kos.	500BC  The 'Classical Period' starts.	336BC  Alexander the Great takes control of Greece.	432BC  The Parthenon is finished in Athens.
472BC  Greek theatre becomes popular in Athens.	146BC  Greece falls under the Roman Empire.	700BC  Homer writes the Odysseys and Iliad poems.	

Tuesday 2nd June



English

LO: identify past tense and the present perfect form

Steps to success



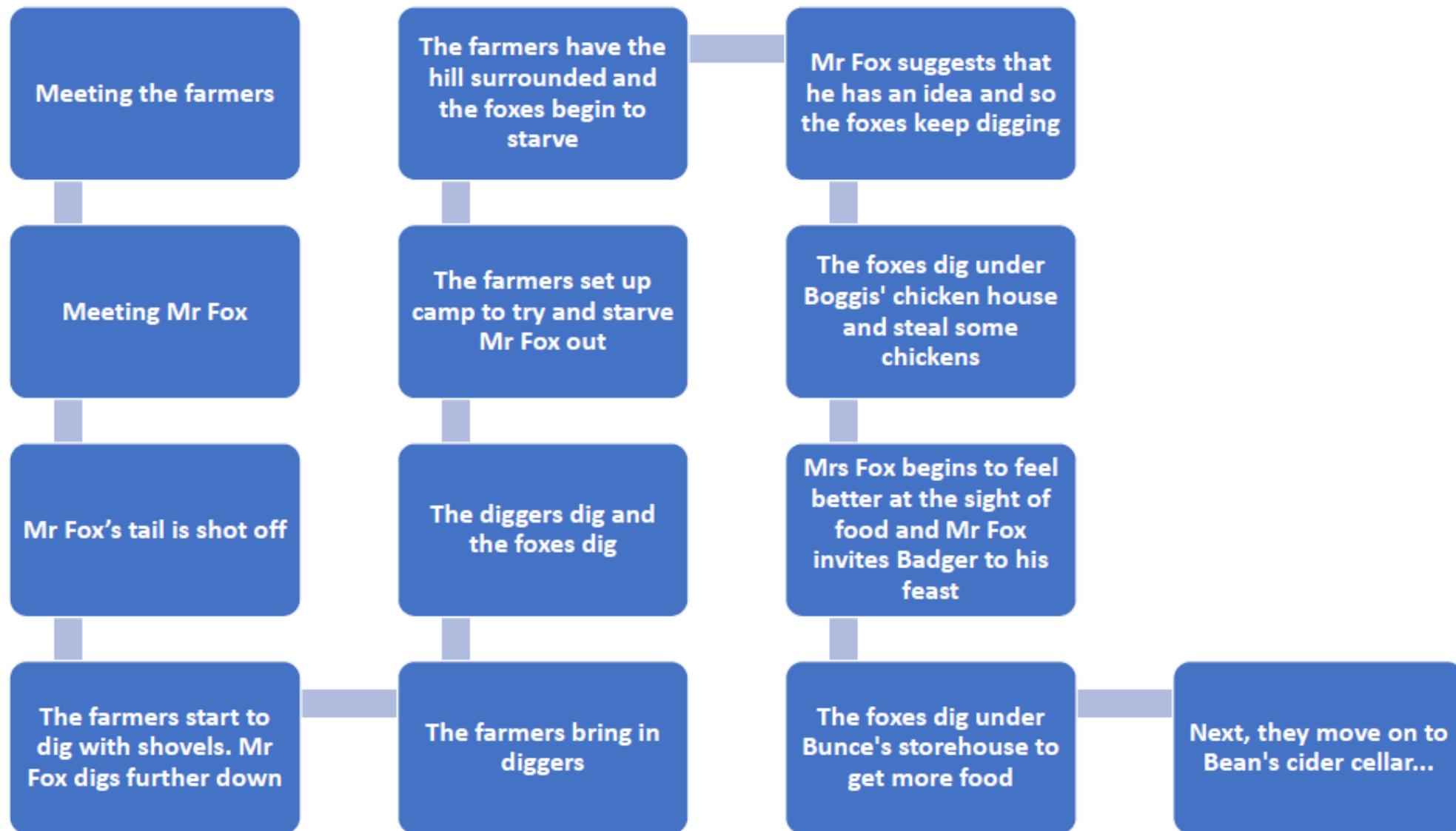
1. Reading *Fantastic Mr Fox*

- o Read the summary of events in the story so far.
- o Read chapter 16 which describes what happens in Bean's cider cellar.

2. Verbs – Present Perfect Form

- o Watch the presentation on the PowerPoint
- o Look back at chapter 16 and find some past tense verbs (hint – look for doing words with *-ed* endings). Practise changing them into the present perfect form by adding *has* or *have*.
- o Complete the present perfect forms activities.

Summary of events in *Fantastic Mr Fox*



Chapter 16 The Woman

'Quick!' said Mr Fox. 'Hide!' He and Badger and the Smallest Fox jumped up on to a shelf and crouched behind a big row of cider jars. Peering around the jars, they saw a huge woman coming down into the cellar. At the foot of the steps, the woman paused, looking to right and left. Then she turned and headed straight for the place where Mr Fox and Badger and the Smallest Fox were hiding. She stopped right in front of them. The only thing between her and them was a row of cider jars. She was so close, Mr Fox could hear the sound of her breathing. Peeping through the crack between two bottles, he noticed that she carried a big rolling-pin in one hand. 'How many will he want this time, Mrs Bean?' the woman shouted. And from the top of the steps the other voice called back, 'Bring up two or three jars.'

'He drank four yesterday, Mrs Bean.'

'Yes, but he won't want that many today because he's not going to be up there more than a few hours longer. He says the fox is bound to make a run for it this morning. It can't possible stay down that hole another day without food.'

The woman in the cellar reached out and lifted a jar of cider from the shelf. The jar she took was next but one to the jar behind which Mr Fox was crouching.

'I'll be glad when the rotten brute is killed and strung up on the front porch,' she called out. 'And by the way, Mrs Bean, your husband promised I could have the tail as a souvenir.'

'The tail's been shot to pieces,' said the voice from upstairs. 'Didn't you know that?'

'You mean it's *ruined*?'

'Of course it's ruined. They shot the tail but missed the fox.'

'Oh heck!' said the big woman. 'I did so want that tail!'

'You can have the head instead, Mabel. You can get it stuffed and hang it on your bedroom wall. Hurry up now with that cider!'

'Yes. Ma'am, I'm coming,' said the big woman, and she took down a second jar from the shelf. *If she takes one more, she'll see us,* thought Mr Fox. He could feel the Smallest Fox's body pressed tightly against his own, quivering with excitement.

'Will two be enough, Mrs Bean, or shall I take three?'

'My goodness, Mabel, I don't care so long as you get a move on!'

'Then two it is,' said the huge woman, speaking to herself now. 'He drinks too much anyway.' Carrying a jar in each hand and with the rolling-pin tucked under one arm, she walked away across the cellar. At the foot of the steps she paused and looked around, sniffing the air.

'There's rats down here again, Mrs Bean. I can smell 'em.'

'Then poison them, woman, poison them! You know where the poison's kept.'

'Yes, Ma'am,' Mabel said. She climbed slowly out of sight up the steps. The door slammed.

'Quick!' said Mr Fox. 'Grab a jar each and run for it!'

Rat stood on his high shelf and shrieked. 'What did I tell you! You nearly got nabbed, didn't you? You nearly gave the game away! You keep out of here from now on! I don't want you around! This is my place!'

'You,' said Mr Fox, 'are going to be poisoned.'

'Poppycock!' said Rat. 'I sit up here and watch her putting the stuff down. She'll never get me.'

Mr Fox and Badger and the Smallest Fox ran across the cellar clutching a gallon jar each.

'Goodbye, Rat!' they called out as they disappeared through the hole in the wall. 'Thanks for the lovely cider!'

'Thieves!' shrieked Rat. 'Robbers! Bandits! Burglars!'

Highlight as many verbs as you can find in this chapter.

Verbs

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

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

Boggis *munches*.

Bunce *grumbles*.

Bean *thinks*.

They *are* dreadful.



Verbs have **tense**. They tell us **when** the action happened.



In the present

He **is** too clever.

He **creeps** outside.

In the past

He **was** too clever.

He **crept** outside.



Perfect form

Perfect form describes an action *completed in the past*.

It also uses the verb *has/have* in front .

They have **hidden** behind the jars.

She has **taken** two jars.

It uses the past participle of the verb.

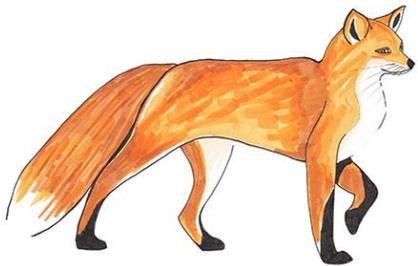


The **present perfect form** of the past tense suggests that a **past action** is still affecting the present.*it.*



Simple past

Perfect form



I finished the feast.

He lost his tail.



I have **finished** the feast.

He has **lost** his tail.



Which are in the present perfect form?

She has collected the jars. ✓

She collected the jars.

We have finished collecting the cider. ✓

We finished collecting the cider.

They stood very still behind the jars.

They have stood very still behind the jars. ✓

**Present Perfect
Form**

has/have + past
participle



Present Perfect Form
has/have + past participle

Present perfect form

Remember: the **present perfect form** describes an action *completed in the past* which is still affecting the present.

Perfect form
describes an action
completed in the past.



Perfect form
also uses the verb
has/have in front.



The animals have enjoyed the feast.

Mr Fox has succeeded in his mission.

Now try writing five sentences of your own about *Fantastic Mr Fox* using the present perfect form.

Click on the sentences and move them to match the simple past tense and present perfect tense

Badger raised his glass.

Mr Fox has put the last brick back in place.

The animals attacked the succulent food.

Mrs Fox hugged the smallest fox.

Mr Fox put the last brick back in place.

They grabbed their jars of cider.

Mrs Fox has hugged the smallest fox.

The animals have attacked the succulent food.

Badger has raised his glass.

They have grabbed their jars of cider.

Sentence pairs - Answers

Mr Fox put the last brick back in place.	Badger <u>has raised</u> his glass.
They grabbed their jars of cider.	Mrs Fox <u>has hugged</u> the smallest fox.
Mrs Fox hugged the smallest fox.	The animals <u>have attacked</u> the succulent food.
The animals attacked the succulent food.	Mr Fox <u>has put</u> the last brick back in place.
Badger raised his glass.	They <u>have grabbed</u> their jars of cider.

Activity 3: Present perfect forms: cloze

Can you insert the correct verbs to complete these in the present perfect form?

They _____ in the tunnel. (*pause*)

Badger _____ his glass. (*raise*)

Mrs Fox _____ the smallest fox. (*hug*)

The animals _____ the succulent food. (*attack*)

Mr Fox _____ the last brick back in place. (*put*)

They _____ their jars of cider. (*grab*)

They _____ down the tunnel. (*fly*)

The animals _____ to eat. (*begin*)



Copy these sentences and write the verb in the present perfect form to complete them.

For example

They **have paused** in the tunnel.

Answers

They **have paused** in the tunnel. (*pause*)

Badger **has raised** his glass. (*raise*)

Mrs Fox **has hugged** the smallest fox. (*hug*)

The animals **have attacked** the succulent food. (*attack*)

Mr Fox **has put** the last brick back in place. (*put*)

They **have grabbed** their jars of cider. (*grab*)

They **have flown** down the tunnel. (*fly*)

The animals **have begun** to eat. (*begin*)

Maths

LO: To practise and apply the bus stop method in division.

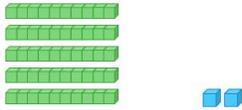
This week, we are going to focus on the bus stop method in division. We did look at this in school so try your best and have a go!

Later in the week we will look at using this method for word problems.

Step 1:

Simmering Skills 3, Slide 10.1

INSPIRE MATHS



Tens	Ones

$$52 \div 2 = 2 \overline{) 52}$$

10.1 10.2 10.3 10.4

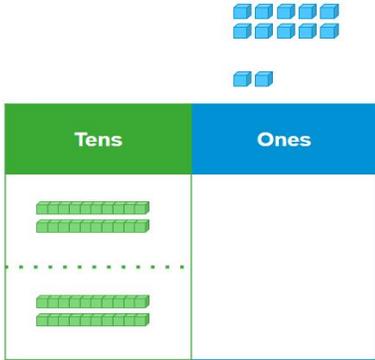
© Oxford University Press 2017

OXFORD

Step 2:

Simmering Skills 3, Slide 10.2

INSPIRE MATHS



Tens	Ones
 	

$$52 \div 2 = 2 \overline{) 52}$$
$$\begin{array}{r} 2 \\ - 4 \\ \hline 1 \end{array}$$

10.1 10.2 10.3 10.4

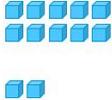
© Oxford University Press 2017

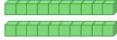
OXFORD

Step 3:

Simmering Skills 3, Slide 10.3

INSPIRE MATHS



Tens	Ones
	
<hr/>	
	

$$52 \div 2 = 2 \overline{) 52}$$
$$\begin{array}{r} 2 \\ - 4 \downarrow \\ \hline 12 \end{array}$$

10.1 10.2 10.3 10.4

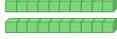
© Oxford University Press 2017

OXFORD

Step 4:

Simmering Skills 3, Slide 10.4

INSPIRE MATHS

Tens	Ones
	
<hr/>	
	

$$52 \div 2 = 2 \overline{) 52}$$
$$\begin{array}{r} 26 \\ - 4 \\ \hline 12 \end{array}$$

10.1 10.2 10.3 10.4

© Oxford University Press 2017

OXFORD

1.

7 | 7 7

2.

7 | 9 8

3.

4 | 6 4

4.

7 | 9 1

5.

7 | 1 5 4

6.

3 | 2 0 4

Parent Evaluation

1. 11

2. 14

3. 16

4. 13

5. 22

6. 68

Creative Curriculum

LO: To use different sources of information to find out about the past

Steps to success

1. Log onto Purple Mash.
2. Find the Ancient Greek Archaeologist activity.
3. Find out about life in Ancient Greece using the art work found on vases from that time.
4. Show your findings in the text boxes.
5. Save and hand in your activity when you have completed it.



Wednesday 3rd June



English

LO: Write a story with characters and a plot

Steps to success

1. Reading *Fantastic Mr Fox*

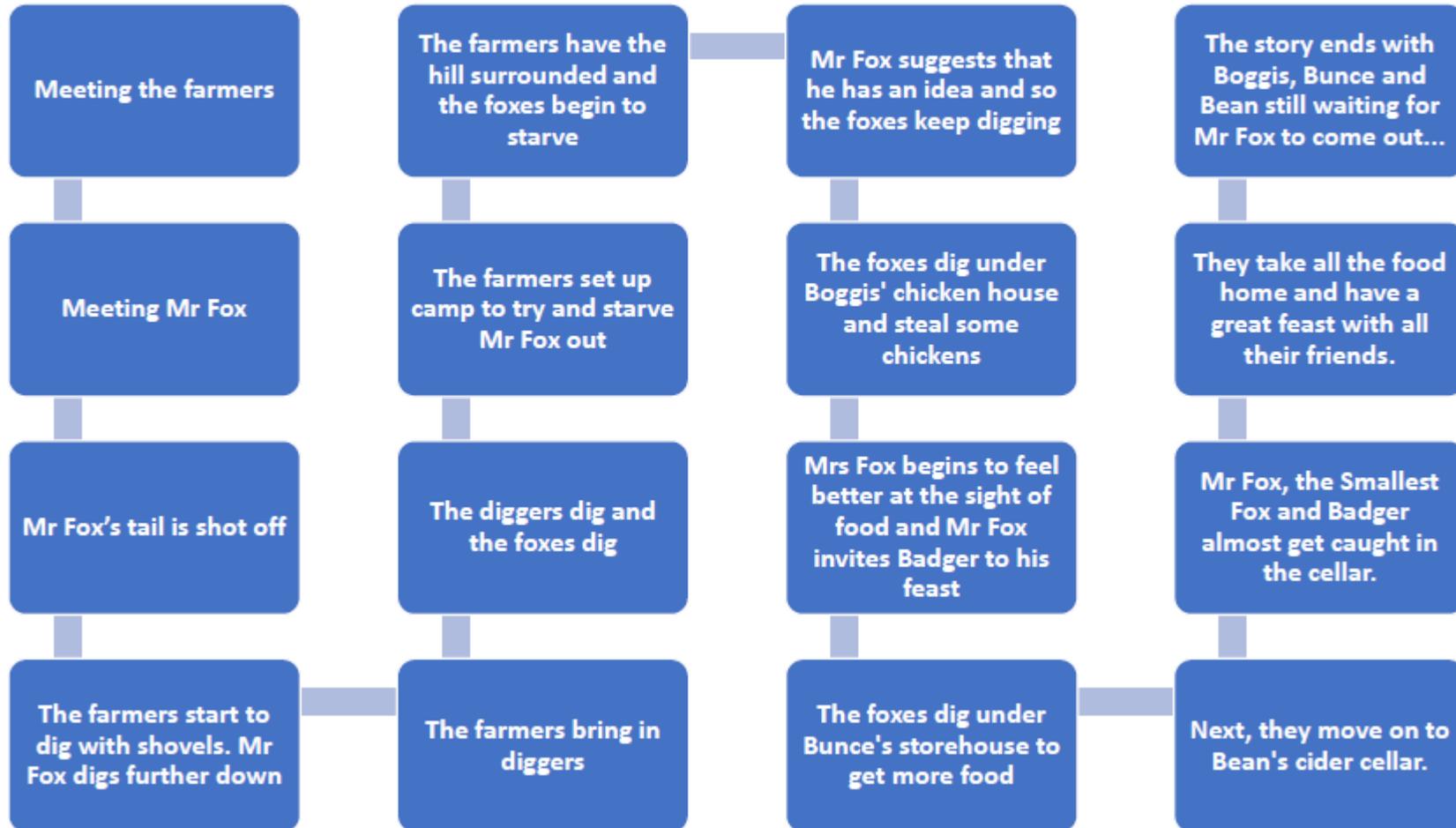
o If you haven't been able to read, watch or listen to the whole book read the summary of events in the story.

2. Composition

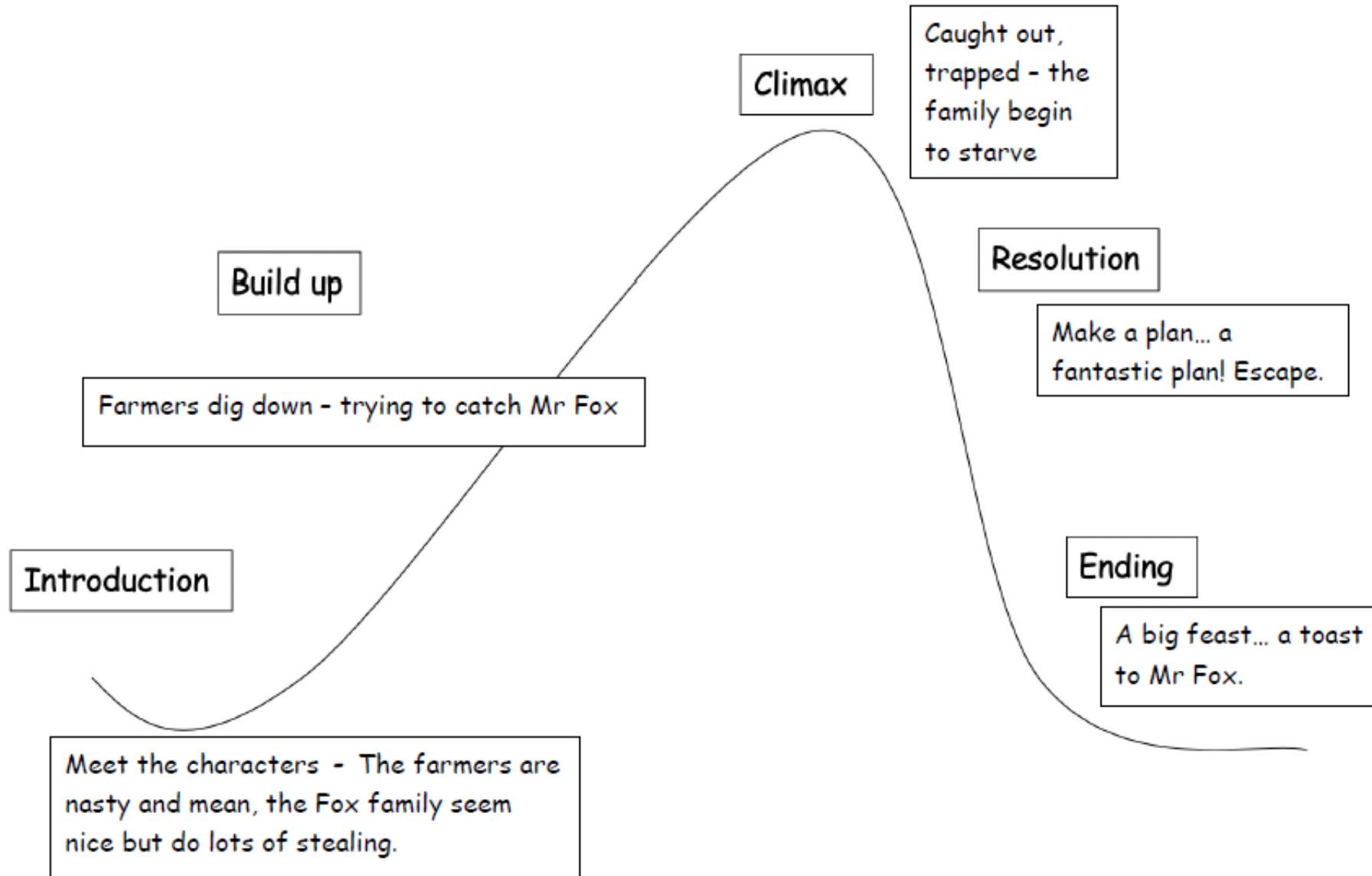
o Look at the story curve for *Fantastic Mr Fox*.

o Write your own story along the same lines as ***Fantastic Mr Fox***. Use the story prompts to structure your story which will focus on an animal family and their enemies.

Summary of events in *Fantastic Mr Fox*



Story Curve for *Fantastic Mr Fox*



Story writing

- Plan your own story using *Fantastic Mr Fox* as inspiration.
- Decide on the family of animals you will write about and the setting for your story.
- Draw your own story curve and make notes for each section.
- Think about what might happen in each section of your story.
- **Now write your story!**

Try the Fun-Time Extras

- Illustrate your story.
- Practise reading your story aloud. (You can see lots of celebrities reading stories on the CBeebies website)

<https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories>

and see how they use expression as they read). Read your story aloud via FaceTime, Skype or Zoom to another member of your family. Can they guess which story gave you inspiration?

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

Maths

LO: To practise and apply the bus stop method in division.

This week, we are going to focus on the bus stop method in division. We did look at this in school so try your best and have a go!

Later in the week we will look at using this method for word problems.

1.

3

8

1

2.

4

7

2

3.

6

1

7

4

4.

4

2

7

2

5.

8

3

4

4

6.

7

4

3

4

Parent Evaluation

1. 27

2. 18

3. 29

4. 68

5. 43

6. 62

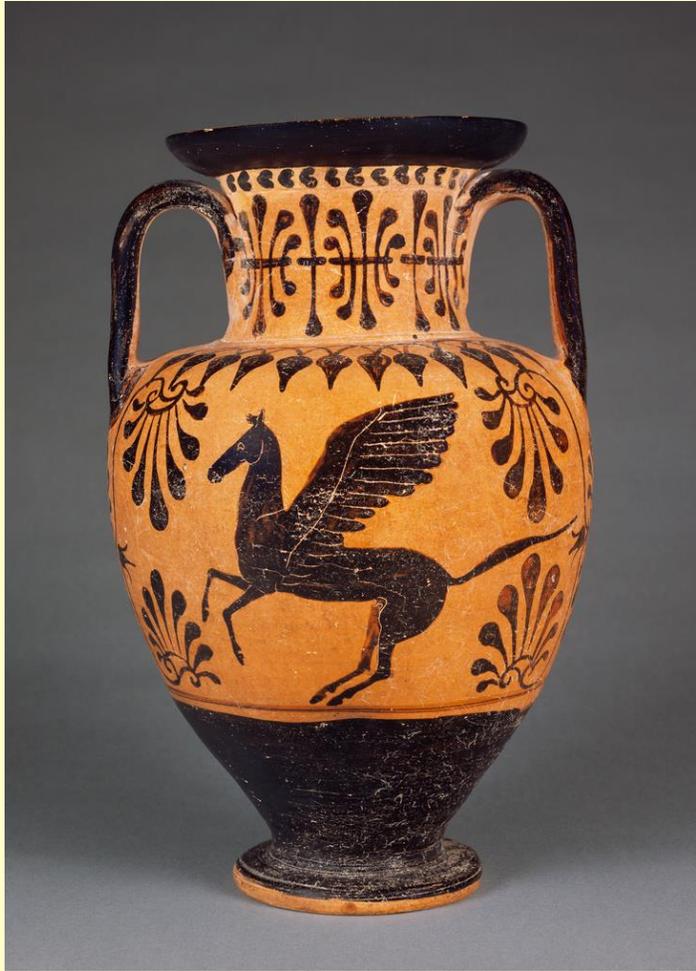
Creative Curriculum

LO: To develop drawing and painting techniques

Steps to success

1. Look at the examples of decorations on pottery from Ancient Greece on the next slide.
2. Choose an idea to represent in your own artwork.
3. Create a design for an ancient Greek jug or bowl.
4. Remember to use colours typical of Greek art, such as black, white, red and yellow.





Thursday 4th June



English

LO: To identify and use a range of prepositions

Steps to success

1. Watch the PowerPoint presentation on prepositions.
2. On the 'Purple is Best' extracts slide highlight the prepositions.
3. Write five sentences of your own using prepositions. Can you use each type (time, place, cause) at least once?



Prepositions

A **phrase** is a group of words which adds meaning to a sentence.

Prepositions can join these **phrases** to a sentence.

Prepositions can express time, cause and place.

Prepositions often join **nouns** or **noun phrases** to a sentence.



*The dye is extracted **from** the leaves.*

*It changes colour **during** the process.*

*Indigo was popular **for** its intensity.*

time

before
after
at
until
since
in
during

cause

because of
due to
from
for

place

above
across
behind
inside
up
down
round
underneath
with



Prepositions

Prepositions help us express **time**, place and cause.

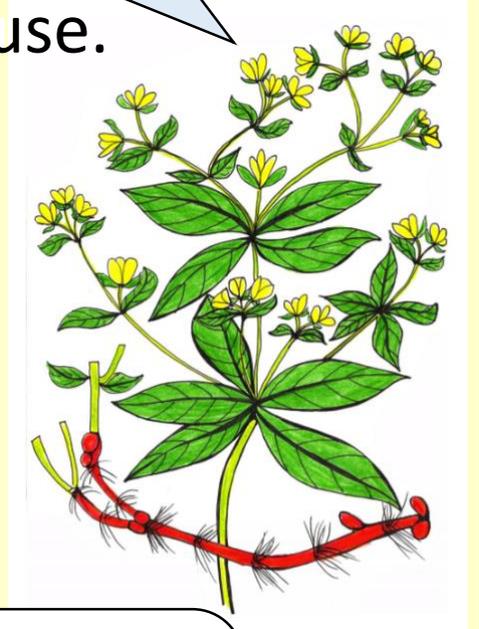
When?

*Try adding your own prepositional phrase to express **time**.*

Madder plants were used *for 4000 years*.

Madder plants were used *in the dye-making process*.

Madder plants were used *until Medieval times*.



Prepositions

while, since,
before, during,
after, at, on, during



Prepositions

Prepositions help us express time, **place** and cause.

Where?



*Try adding your own prepositional phrase to express **place**.*

The dye is produced *from the roots*.

The dye is produced *in a vat*.

The dye is produced *below the ground*.

Prepositions

above, below,
inside, outside, on,
in, between



Prepositions

Prepositions help us express time, place and **cause**.

Why?

*Try adding your own prepositional phrase to express **cause**.*



Woad was used *for its deep blue dye.*

Woad was used *due to its easy cultivation.*

Woad was used *because of the range of shades it creates.*

Prepositions
because of, due to,
from, for

Purple is Best: extracts

Read these sentences and highlight the prepositions.

Example: A group of plants called Indigofera were used across Asia.

1. The blue dye has to be extracted from the plant leaves.
2. The leaves must be picked in the first year.
3. Due to their similar results, it is not always easy to say whether indigo or woad were used.
4. You need to reduce the wood and soak it, for the right colour.
5. Imperial Purple was an immensely valuable dye in the ancient world.
6. Imperial Purple was obtained from a small shellfish.
7. The colour gets deeper and more colourful after a long time.

If you want to practise your handwriting and spelling, you could copy these sentences and underline the prepositions instead.

Answers

1. The blue dye has to be extracted from the plant leaves.
2. The leaves must be picked in the first year.
3. Due to their similar results, it is not always easy to say whether indigo or woad were used.
4. You need to reduce the wood and soak it, for the right colour.
5. Imperial Purple was an immensely valuable dye in the ancient world.
6. Imperial Purple was obtained from a small shellfish.
7. The colour gets deeper and more colourful after a long time.

Write five sentences of your own using prepositions. Can you use each type (time, place, cause) at least once?

Prepositions

Prepositions are words / phrases used to describe a **place**, **time** or **cause**.

Place

These prepositions tell us about the place of the animals.

The dog is **on** the floor.

The cat is **next to** the teacher.

Time

Prepositions can also tell us about time.

At 6 o'clock the dog was on the floor.

During the lesson, the cat was under the table.

Cause

Other prepositions tell us about how something is caused by something else.

Due to the barking, she put her hands over her ears.



Place		
beside	under	beneath
in	through	next to
on	behind	over

Time
on the day of the trip
at the weekend
on Saturday

Cause
because of
due to the fact that
in honour of

Check your own work by underlining each preposition you have used.

Maths

LO: To practise and apply the bus stop method in division.

This week, we are going to focus on the bus stop method in division. We did look at this in school so try your best and have a go!

Today, we will look at using this method for word problems.

One-Step Division With Remainders

Word Problems

twinkl

One-Step Division With Remainders Word Problems

1. A teacher asks some children to organise a box of 37 quoits by hanging them in threes on some hooks. How many hooks are needed?



One-Step Division With Remainders Word Problems

2. Forty-six pieces of apple are shared equally among 9 children. How many pieces of apple do each receive?



One-Step Division With Remainders Word Problems

3. In an office, there are 8 desks. A pack of 35 sets of sticky notes need sharing equally among the desks. How many sets of sticky notes are on each desk?



Parent Evaluation

13 hooks

5 pieces

4 sets

Creative Curriculum

LO: To use our writing skills to create a Greek monster.

Steps to success

1. Read what a siren was in Greek mythology.
2. Think about what they possibly looked like and what they did.
3. Create your own Greek monster using descriptive language from what we have learnt in English.
4. Focus on describing your Greek monster today. Tomorrow you will get to draw it.

KS2 The Sirens

Create Your Own Greek Monster

In Greek mythology, the Sirens were wicked, yet beautiful creatures. They lured sailors to their deaths by singing beautiful songs and playing enchanting music. Sometimes, they were said to be part bird/part woman. Some pottery shows Sirens as having wings and being able to fly. In some stories, they were described as being incredibly beautiful.

Design your own Greek monster. It could look like a beautiful human or your monster could look terrible, just like the things they do. They might have multiple heads or lots of arms. They could live in a cave, isolated from people, or they could roam the streets of ancient Greece, causing chaos wherever they go. Does your creature enjoy doing terrible things or do they wish they could change?

Draw your monster in the space below and add labels to explain more.



Friday 5th June



English

LO: To sequence a set of instructions using prepositions

Steps to success

On the next slide are some instructions for making cabbage dye but the main sentences and prepositions have become separated and muddled. You can match the sentences on the slide or print the slide and cut up and rearrange the words.

1. Match the main sentences with the correct prepositional phrases.
2. Order the instructions correctly.
3. Challenge yourself to identify what sort of preposition is being used in each sentence (time, place or cause)
4. Write your own set of instructions using prepositions.

Move the boxes to match the **main sentences** with the correct **prepositional phrases**.

in a sieve.

for a pink dye.

for a blue dye.

from a washing line.

rinse any surplus dye.

for at least 24 hours.

Hang your cloth

in the dye.

Place your chosen material

Boil the cabbage pieces

Chop the cabbage

After 4-8 hours of boiling,

After 24 hours,

Use disposable gloves

Add vinegar

for 4-8 hours.

Leave your cloth

in a large pot.

on a chopping board.

Place the cabbage liquid

Add baking soda

due to the strong pigment.

Put the chopped cabbage

ANSWERS Cabbage Cards: instructions in order

1. Chop the cabbage **on** a chopping board. *(place)*
2. Put the chopped cabbage **in** a large pot. *(place)*
3. Boil the cabbage pieces **for** 4-8 hours. *(time)*
4. **After** 4-8 hours of boiling, the liquid will be colourful. *(time)*
5. Use disposable gloves **due to** the strong pigment. *(cause)*
6. Place the cabbage liquid **in** a sieve. *(place)*
7. Add vinegar **for** a pink dye. *(cause)*
8. Add baking soda **for** a blue dye. *(cause)*
9. Place your chosen material **in** the dye. *(place)*
10. Leave your cloth **for** at least 24 hours. *(time)*
11. **After** 24 hours, rinse any surplus dye. *(time)*
12. Hang your cloth **from** a washing line. *(place)*

Try these Fun-Time Extras

o Write your own set of instructions for something – it could be making a Lego model, drawing a particular picture, planting a seed. Try to include a preposition for each instruction. You could type your instructions up on the computer and add pictures to illustrate each step.

Check your own work by underlining each preposition you have used.

o Try playing 'Simon Says' with other family members – the challenge is to include a preposition in each instruction, e.g. 'Simon says put your hand **under** your foot'.

Maths

LO: To practise and apply the bus stop method in division.

This week, we are going to focus on the bus stop method in division. We did look at this in school so try your best and have a go!

Today, we will look at using this method for word problems.

One-Step Division With Remainders Word Problems

4. A group of 57 dancers are organised into groups of nine. How many full groups of nine can be created?



One-Step Division With Remainders Word Problems

5. A factory makes 67 cars in one day. Each car transporter can carry 8 cars. How many transporters are needed to carry all the cars away?



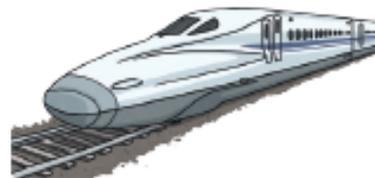
One-Step Division With Remainders Word Problems

6. Bananas are sold in packs of five. How many complete packs of five bananas can be made from 136 bananas?



One-Step Division With Remainders Word Problems

7. A school party of 86 children are to travel on a steam train. 9 children can fit into each compartment. How many compartments will be needed?



Parent Evaluation

6 groups

9 transporters

27 packs

10 compartments

Creative Curriculum

LO: To use our creative skills to draw a Greek monster.

Steps to success

1. Read what a siren was in Greek mythology.
2. Think about what they possibly looked like and what they did.
3. What would it look like? Think about if it is half animal and half human, include features of both.

KS2 The Sirens

Create Your Own Greek Monster

In Greek mythology, the Sirens were wicked, yet beautiful creatures. They lured sailors to their deaths by singing beautiful songs and playing enchanting music. Sometimes, they were said to be part bird/part woman. Some pottery shows Sirens as having wings and being able to fly. In some stories, they were described as being incredibly beautiful.

Design your own Greek monster. It could look like a beautiful human or your monster could look terrible, just like the things they do. They might have multiple heads or lots of arms. They could live in a cave, isolated from people, or they could roam the streets of ancient Greece, causing chaos wherever they go. Does your creature enjoy doing terrible things or do they wish they could change?

Draw your monster in the space below and add labels to explain more.

