

Hello there Year 3 legends!



We hope you've been keeping well. Keep an eye-out to the new addition to your home learning grid called 'Rights Respecting'.

Please remember to balance your online home learning with activities that encourage your well-being too! As you would at school, make sure you often take breaks so that you are not sitting down for long periods. We hope you and your families are all well. We are all missing seeing your cheerful, upbeat smiles every day and look forward to seeing you all soon.

Thank all of you who have sent pictures of your learning to the school website. To see some fantastic learning that has been emailed into the school click [here](#). There is always space for more, so please keep sending your pictures in so we can all see your marvellous home learning. We are impressed with the quality of work you have been doing, and please continue to send in your work.

Lastly, congratulations to all of you who continually access [online learning](#) via our subscriptions. Please continue to do this, as teachers are regularly checking throughout the week. If you need help with access to your login and passwords, please [email us](#).

Year 3

Reading

Writing

Maths

PE

We are combining Reading and Writing this week as we follow the work of Professor Folklore, an expert on Trolls from the University of Myth and Legend. There is quite a lot of work within this package and we recommend completing a little bit every day.

Remember to continue to access 'Teach your Monster to Read'.



Daily –
[EnglishDoodle](#)

Maths: Time – Duration

Maths:- Time- complete - Finding the Duration worksheet on White Rose Maths.



Please ensure you are accessing **all** the online Maths from Alexandra Primary website.

[Doodle Maths](#)
[MyMaths](#)
[Mathletics](#)
[Times table Rockstars](#)



[Joe Wicks PE sessions online – Monday-Friday 9am](#)

PE:- This weeks challenge is: How many times can you skip in 60 seconds?

Science

Science:- Shadows

Investigation - You have received a letter from Mr Thomas explaining how he has a new job working as a security guard at a supermarket on the night shift. This means that he has to sleep during the day. The noise is not causing him any problems because the children are at school and his wife is at work, but the light of the summer sunshine is keeping him awake. He wants to resolve the problem, as he is very sleepy, and thinks the best way is to change his curtains, but he doesn't know what to buy. He has asked that you investigate the best way to block out the light coming into the bedroom.

Task:- Using the knowledge that an opaque material would be the best for replacement curtains, you are to test a collection of different samples, analysing the shadows formed and then record the light levels in a chart.

History

For the next few weeks, you will become Historians and research different aspects of Ancient Greeks and way of life. By the end you will have lots of fabulous information to create your very own project!

This week your research task is: [Ancient Greek Olympics](#)

You can decide how to present your research findings (poster, PowerPoint, fact file, paragraph, speech, drama performance, a poem or perhaps a Lego stop motion video)



Music



For the next two weeks we want you to show us your skills with Isle of Tune. Isle of Tune is a musical sequencer with a twist...you build little roads with houses, trees, streetlights, etc. that cars can then drive past, making music as they go.

Rights Respecting

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**RIGHTS
RESPECTING
SCHOOLS**

As you know we are currently a Silver Rights Respecting school. We would like you to know your rights even more than you do so already.

Each week there will be an Article of the Week with your Home Learning Grid, where you can choose some activities to do to show your understanding of the United Nations Convention on the Rights of the Child.

Here you will find all of the Articles for you to remind yourselves again: [Rights of the Child](#)

You do not have to do all of the activities but we would like you to select one or more to complete and show us your fabulous work on APS Allstars so it can be put in pride of place in the gallery!

PSHE

Task:

This week we have a series of [videos](#) for you to watch of kids your age and the life that they live. Can you relate to any of the kids?



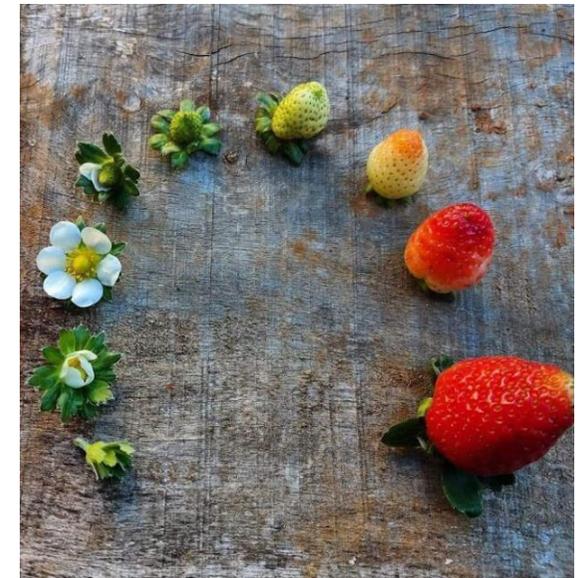
Spanish



Keep up the excellent work with [Language Angels](#)! We can see that you are working hard. Remember, if you have any questions regarding the website, please email us.

Art/DT

The fruits of a plant have a life cycle and some have been captured in the following photographs. Look carefully at the different stages of the cycle. Did you know a strawberry started life as a flower?



This week, we want you to choose a fruit and capture its lifecycle.

RE

This week, we want you to use your poster or computing skills to create a presentation based on the Qur'an. The book could have chapters including friendship, looking after toys, the environment, manners and basic rules.

**Spelling****Task:**

We have a challenge for you this week. There are x3 spelling words, but only one of them is correct. Use your skills to find the correct word. Remember to also eliminate incorrectly spelt words to help you.

Grammar

happily carefully very
sadly loudly joyfully
angrily quietly carelessly
energetically nervously

Let's refresh our grammar skills with a practice test this week. What do we need to work on for Year 4?

**Wellbeing**

Make some homemade super simple strawberry ice cream!

Homemade ice cream tastes amazing but the conventional process involves time consuming freezing, stirring, more freezing and quite a lot of fuss. Here is an easy recipe for making strawberry ice cream that will impress your friends but takes little effort.

[Click here to watch how to make ice cream.](#)



TalkforWriting

Year 3

Talk for Writing Home-school booklet

The Truth about Trolls

by Dean Thompson



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www.talk4writing.com



The Truth about Trolls

Year 3 Workbook
By Dean Thompson

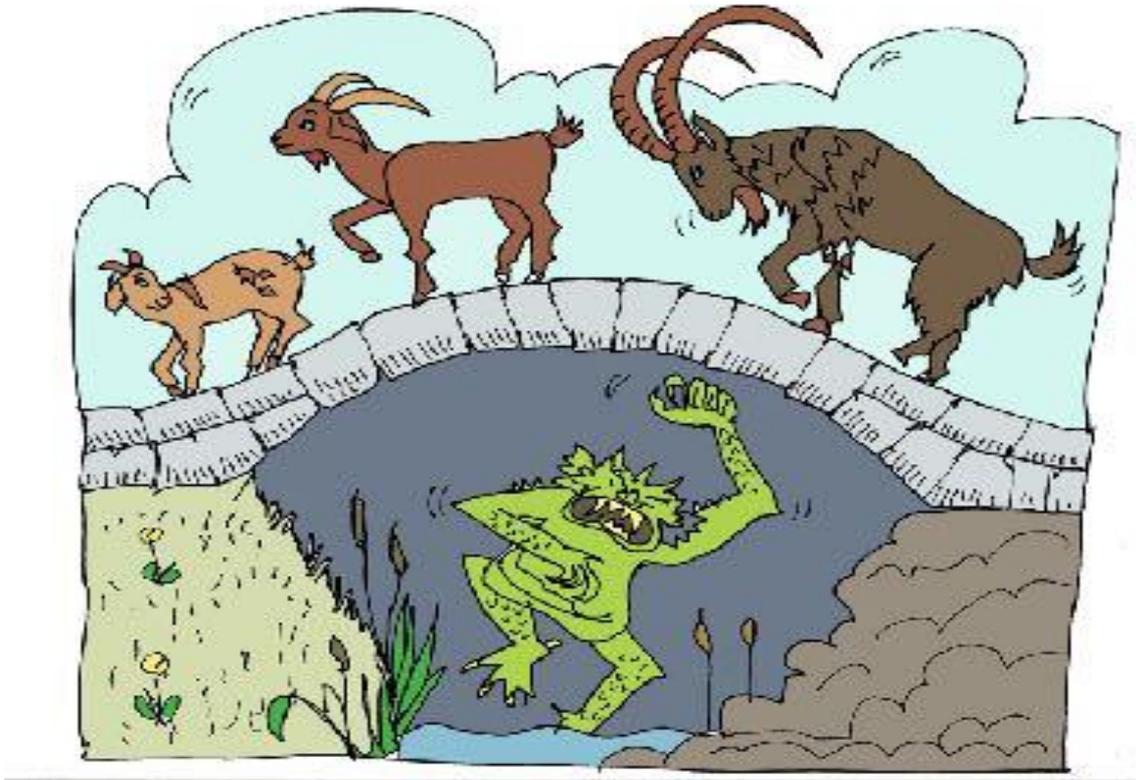


Inside you'll find lots of things to work through that will help you with your writing skills and build on the work you do at school.

I'm your virtual teacher, so let's explore together and get your journey started!



Introduction



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?

The information that follows has been written by Professor Folklore, an expert on Trolls from the University of Myth and Legend.

He provides some basic information on these strange, often misunderstood mythical creatures. You can decide what you think maybe true and what needs more research to establish the truth.

Professor Folklore needs other experts to write more about trolls so that the 'truth' can be shared across the world. He wondered whether you could also become an expert on trolls. Can you dream up some of your own interesting and amazing information to set the record straight and not let trolls just be known as nasty, mean creatures?

You can listen to a recording of the story of The Truth about Trolls text below here:
<https://soundcloud.com/talkforwriting/trolls>

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.



Photo by Michael Behrens on Unsplash

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!



Professor Folklore
'Friend of the Troll'

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Glossary

Here's some help with the tricky technical vocabulary:

earthquake: Sudden shaking of the ground when the Earth's surface moves. Can cause terrible destruction.

volcano: a hole in the Earth, usually a mountain, where very hot, molten rock (magma) and hot gas from the centre of the Earth erupts – can cause terrible destruction

erupt: the action that happens when a volcano spits out hot molten rock (magma) and gas – can cause terrible destruction

cave: Hole or space in rock big enough for a person to go into.



Further Information on Earthquakes from BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39>

Further Information on Volcanoes from BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc>

What do the words mean?

- ★ Read the information on trolls again. All of the words below are in bold. See if you can work out what they mean and jot down your ideas here.
- ★ If you are stuck, there is a list of similar words below 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.

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

Similar Words Help Box

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



Grammar Games

★ 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.

The troll has:

_____ , _____ horns

_____ , _____ hair

_____ , _____ ears

_____ , _____ hands

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

_____	,	_____	_____
_____	,	_____	_____
_____	,	_____	_____
_____	,	_____	_____

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.

★ 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.

What else do you think trolls might like to eat?

Write out a list of food here. Try thinking about food you really like or dislike.

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!





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,

Drop-in Game

Have a go at dropping extra information into a sentence using a relative clause that starts with *who*. In 'The Truth about Trolls', Professor Folklore first wrote:

One troll lived alone under a bridge.

Then he added in another bit of information using *who*.

One troll, who was very grumpy, lived alone under a wooden bridge.

What else could you 'drop-in' to tell the reader something else about the troll?

One troll, *who* _____, lived under a bridge.

Use this sentence to drop-in extra information for the reader starting with *who*.

Remember to use a comma before and after the dropped in information.

Tip – use a different coloured pen for your drop-in 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 planner below to jot down some ideas for your information on trolls.

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

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!	



- ★ 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.
- drop-in extra information for the reader by using a relative clause starting with **who**.

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.

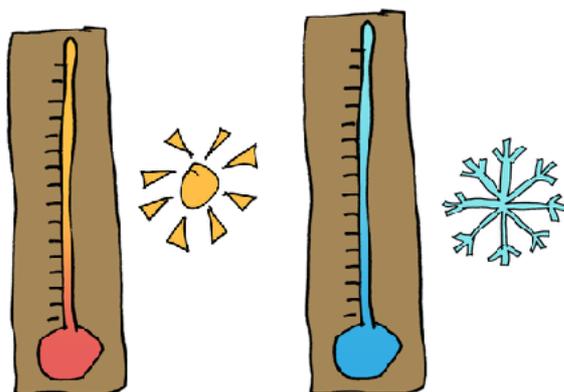
- ★ Read your work through and check that it flows and makes sense
- ★ Remember to check the spelling and punctuation and illustrate your text with pictures or drawings.
- ★ Now decide how you are going to publish your information.

We've reached the end of our journey. I hope you've had fun!

I really enjoyed ...



I would rate my journey through this booklet (tick hot or cold):



This workbook has helped me learn ...



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Dean Thompson, former teacher and Programme Director for Primary School Improvement with the National Strategies, now works with Talk for Writing to help schools develop the approach.

To find out more about Talk for Writing, visit www.talk4writing.com.

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Thanks to Jon Ralphs for the cartoons: jonralphs.com

Photos by Anastasiia Chepinska, Jonathan Gallegos, Michael Behrens, Max Saeling & Matty Adame on Unsplash.com



Finding the Duration

Notes and Guidance

Children find the durations of events using both analogue and digital clocks. They should be given opportunities to practically work out durations of time using clocks with moveable hands. Number lines are also a useful model.

Children explore the most efficient ways of breaking the time down in order to work out the duration. For example: half hours, quarter of an hour and five minutes.

Mathematical Talk

When did ____ start, and when did it finish?

How many hours/minutes is a full turn of the minute hand around the clock?

Do we need to count each individual minute?

How else could you break down the duration to make it easier to count?

Varied Fluency

Calculate the duration of the TV programmes.

TV Programme	Start Time	Finish Time	Duration
Pals	06:30	07:30	
Dennis the explorer	15:15	18:15	
The football show	12:00	14:00	
An adventure	10:40	12:40	

Use an individual clock to work out the time spent running then complete the sentences.

Rosie started running at 7:20 a.m. and stopped at 8:45 a.m.
Rosie ran for ____ minutes.

Tommy started running at 09:10 and stopped at 09:55
Tommy ran for _____ minutes.

Amir gets on a bus at 15:23
It arrives at 16:22

How long was the bus journey?

How many ways can you find to work out the answer?



Finding the Duration

Reasoning and Problem Solving

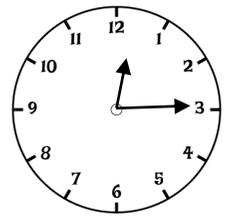
Eva starts playing her piano at 11:30 

She plays for 45 minutes before having a half an hour break.

She then plays for another 15 minutes.

What time did she finish?

Eva finishes at 13:00 or 1 o'clock

Lunchtime begins at: 

Lunchtime ends at: 

Teddy and Rosie are working out how long lunchtime lasts for.

Teddy  I did three quarters of an hour then added 10

Rosie  I did 1 hour take away 5 minutes

Whose method is correct?

Both children's methods are correct.

Teddy has found the duration by $15 + 15 + 15 + 10 = 55$ minutes.

Rosie has found the duration by noticing that one hour after the start of lunch it will be 1:15, so she needs to take 5 minutes from 1 hour to also give 55 minutes.

60 Second Challenge

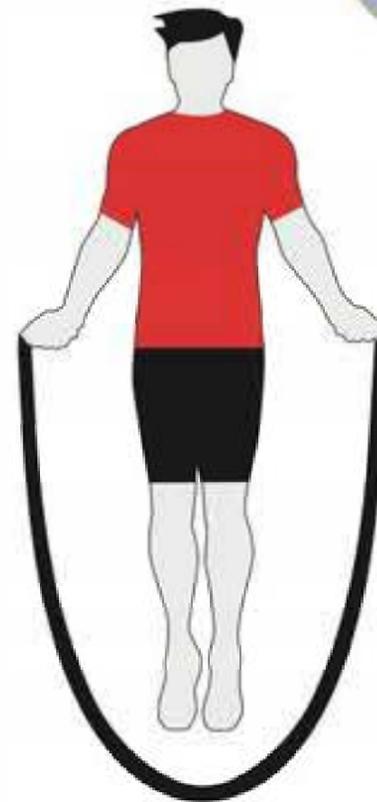
Skipping

Do you keep trying even when you want to give up?

The Physical Challenge

How many times can you skip in 60 seconds?

Both feet must land over the rope for the skip to count.



#StayHomeStayActive

Equipment

Skipping rope

If you do not have a rope, do not worry, you can jump on the spot or use a dressing gown rope!

Achieve Gold

70 skips



Achieve Silver

50 skips



Achieve Bronze

30 skips





Alexandra

Primary School

Aspire, Perform, Succeed

Rights Respecting Article of the Week

Article 28 – Every child has the right to an education.

Primary education must be free and different forms of secondary education must be available to every child.

As you know we are currently a Silver Rights Respecting school. We would like you to know your rights even more than you do so already. Knowing about your rights is an important place to start.

This week the Article of the Week is Article 28. This is all about the need for children to know and understand their rights.

Each week there will be an Article of the Week PowerPoint accompanying your Home Learning Grid, where you can choose some activities to do to show your understanding of the United Nations Convention on the Rights of the Child.

Here you will find all of the Articles for you to remind yourselves again: [Rights of the Child.](#)

Look at the following videos of information about Children's rights for younger children to access learning about rights:

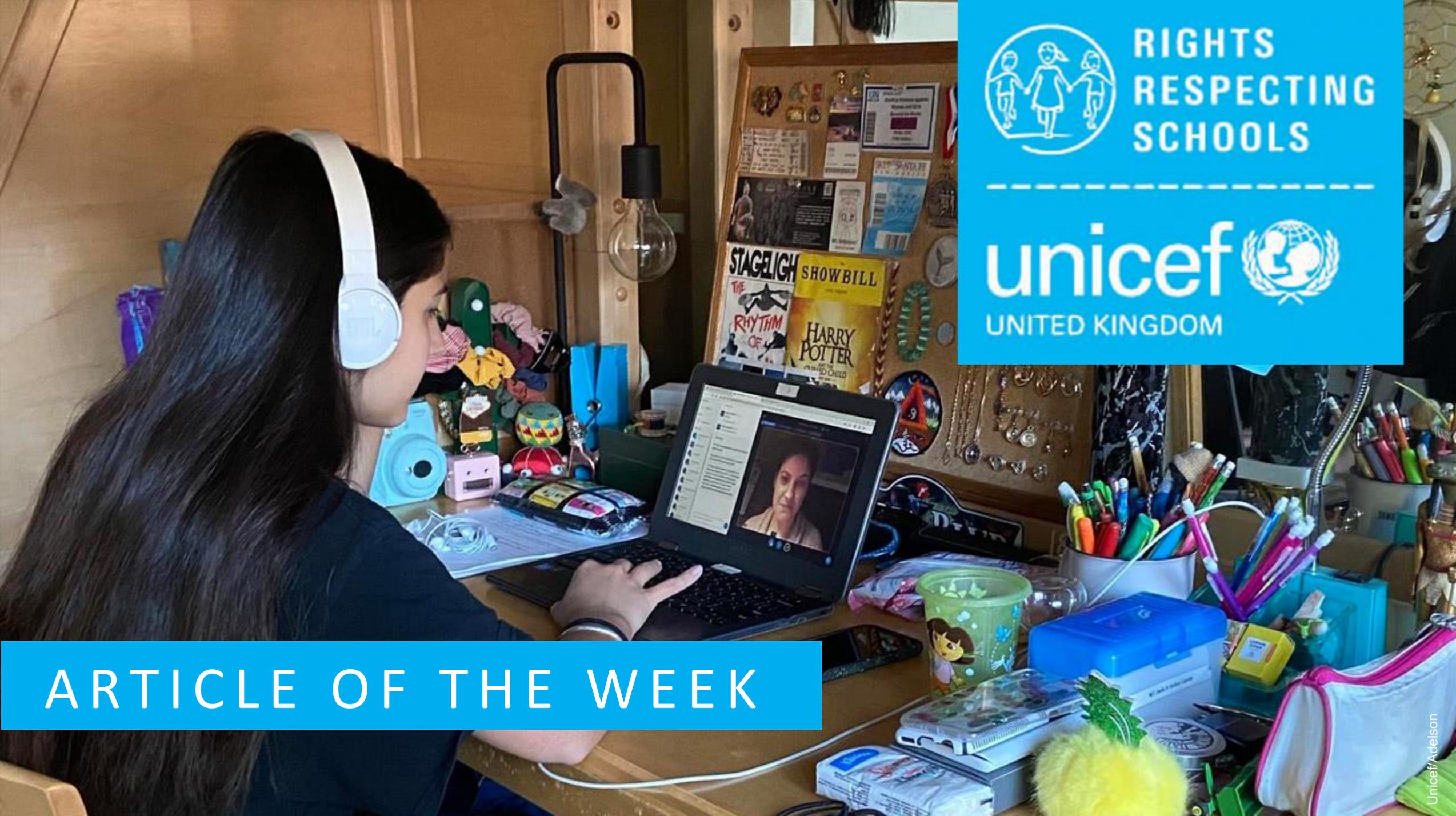
[What are child's rights?](#)



[Realising the Rights of Every Child](#)



We are looking forward to seeing your responses to the activities set on the PowerPoint that accompanies this guidance. Nursery and Reception have ideas to consider for their year group on their home learning grid. From Year 1 upwards, please select the activities you would like to do and share them with us via APS Allstars. (Nursery and Reception children can work with their siblings on activities if parents so wish.)



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ARTICLE OF THE WEEK

GUESS THE ARTICLE

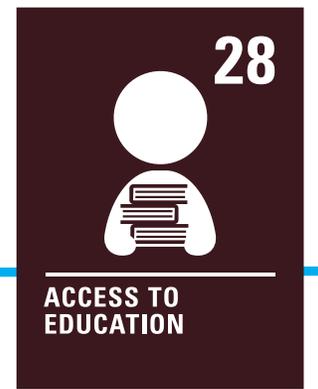
These pictures provide a clue to this week's article.

How do these pictures help you? Can you guess how they are linked together?

Write down your thoughts or discuss with someone in your house.



INTRODUCING... ARTICLE 28



Jilly introduces Article 28



Article 28 – the right to education
Every child has the right to an education.
Primary education must be free and different forms of secondary education must be available to every child.
Discipline in schools must respect children's dignity and their rights.
Richer countries must help poorer countries achieve this.

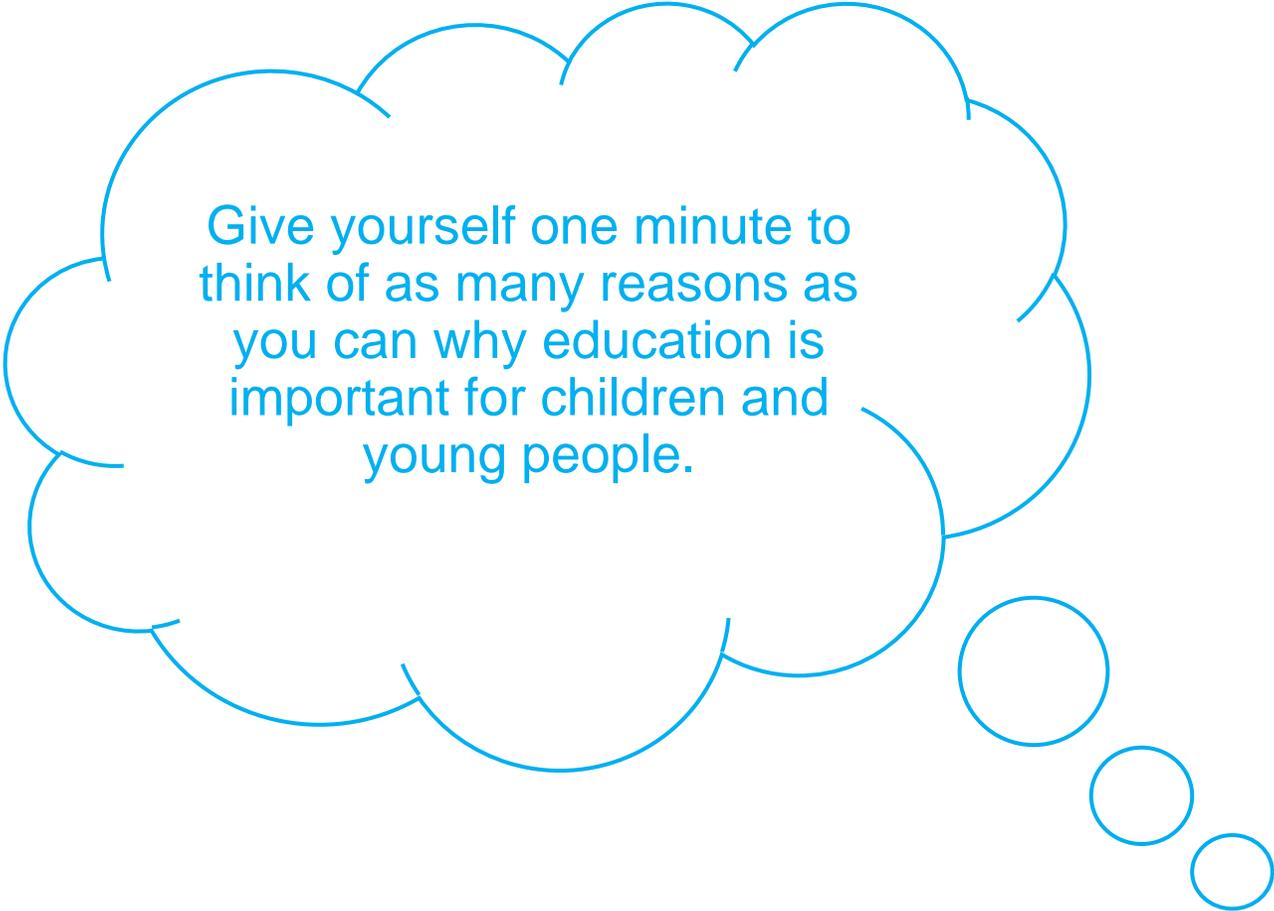
[Watch Jilly on YouTube](#)

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WHY IS THE RIGHT TO EDUCATION IMPORTANT?



Give yourself one minute to think of as many reasons as you can why education is important for children and young people.

You might like to ask someone else in your house to do this too. At the end of one minute share your thoughts and then compare with the ideas on the next slide.

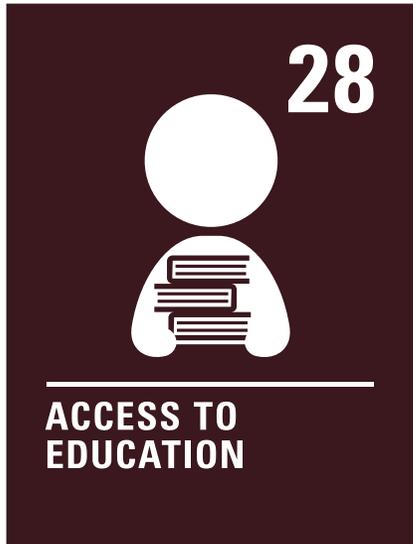
HOW MANY OF THESE DID YOU GET?

Education is important to children and young people because it will help them to:

- have skills to improve things and help people
- form opinions and views about things
- learn things, gain knowledge and pass exams
- know how to stay safe and healthy
- learn how to respect other people's ideas and get on with other people
- get a job they enjoy and earn money
- make informed choices
- have more opportunities in life
- learn about things that are important for the world
- grow up to be responsible adults

ACTIVITY TIME

All these activities are related to...



You don't need to do every single activity but if you have time you can do more than one.

Imagine you have been asked to create your ideal lesson timetable for a day or a week at home or in school. Plan it out and decide what you would include and what you would leave out. Make sure it will provide children with a really good quality education!



What do you think makes a good teacher? [This video](#) might give you some ideas! Draw an outline of your ideal teacher and surround it with words that describe what that teacher is like.



Teachers and learners go together! So now think about what makes a good learner? Imagine you are talking to a younger brother, sister or friend who is about to start school. Describe to them how to be a really good learner! Invent a cartoon character to represent this good learner.

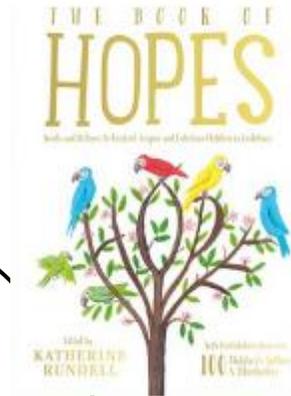


ACTIVITY TIME

Watch [‘Education is every child’s right’ video](#) and use it to help you create a poem about education and learning.

You could begin:

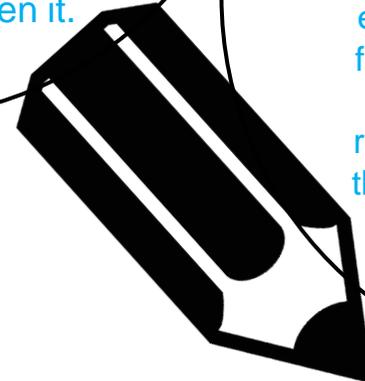
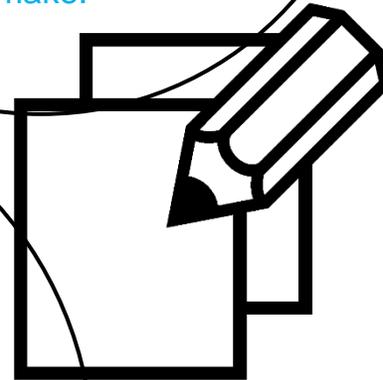
- Education is a right
- Education is hope
- Education is...



You might like to browse through [this lovely new book](#) ‘The Book of Hopes’ dedicated to everyone working in hospitals during coronavirus. Choose a poem or a story that you feel is special, Jilly chose ‘Hope or learning the Language of Birds on page 76? If you find a favourite, share it with somebody at home or email us telling us why you have chosen it.

If you became the new Education Minister in the government – what would be the first thing you would do? Think carefully about what you think children and teachers need. You could have a go at writing your first speech describing the improvements you would make.

Schools and teachers do so much more than teach you facts. Think of every thing that happens at your school – how the adults look after you and treat you with dignity and respect, how you look after each other. Now write a ‘recipe’ for a Rights Respecting School. What are the ingredients? e.g. respect, safety. How do you mix them together to create the best rights respecting learning environment?



REFLECTION

Think about your own learning for a few minutes – your own learning in school and outside of school.

- What do you love learning about the most?
- What are you passionate about? What makes you excited to get up in the morning?
- What are you good at? Or would like to be better at?
- How do you learn best?

Now re-imagine a new kind of school that fitted you exactly. What would it be like? Would it be an actual building? A workshop? A studio? A virtual school? Or an outside space? Let your imagination run...



EXTENSION

Children's rights are universal and indivisible and the right to a good quality education is an example of how rights are interdependent.

For a child to enjoy a good quality education lots of other rights need to be accessed too – health for example. You can't learn effectively if you are unwell.

Think about which other rights are important if all children are to enjoy their right to learn?

You can find a summary of the whole Convention [here](#)



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THANK YOU



Tricky Words

Look at the words below. There are 3 spellings of each word but only 1 is correct.
Write the correct spelling in the box.

1		accidentally	accidental	acidentally
2		potatos	patatoes	potatoes
3		women	wommen	wimin
4		strainge	straynge	strange
5		hart	haert	heart
6		cercle	sercle	circle
7		celeive	believe	beleave
8		Febuary	February	Febrary
9		medicine	medisene	medicene
10		therfore	therefore	theirfour
11		remember	rememba	remmember
12		knowlege	knowledge	nowledge
13		norty	naughty	nauty
14		qater	qwater	quarter
15		brethe	breave	breathe

Name:

Date:

10
total marks

Year 3 English Grammar and Punctuation Test 2

1. **Circle the words** in the passage below **that belong to the same word family** as the verb **'care'**.

Zookeepers care for the animals they look after. They carefully plan what the animal will eat, making sure that visitors do not carelessly throw the wrong sort of food into their enclosures.

1 mark

2. **Draw lines** to match the words below to the appropriate prefix.

mis

biotic

auto

mobile

anti

take

1 mark

3. **Circle the inverted commas** in the passage below.

"We need to turn left here, Dad," said Layla. "Otherwise we will end up going the wrong way again!"

"Are you sure, Layla?" asked Dad. "I'm pretty sure we need to turn right!"

1 mark

total for
this page

4. Read this sentence. **Underline the subordinate clause.**

1 mark

We are going to Cornwall on holiday because we like the scenery there.

5. Look at the words in the table. Do they use 'a' or 'an' as a determiner? **Tick one option.**

1 mark

Word	'a'	'an'
alligator		
factory		
unicorn		
school		
emergency		

6. Read the passage below. **Draw an arrow** to where you think the author should have started a **new paragraph**.

1 mark

Lots of children and families have pets, and dogs are very popular. In this article, we will discuss how you can best care for your pet dog and help it to live a happy life. Firstly, a dog takes quite a lot of looking after. As well as feeding it, a dog needs exercise, training and companionship.

total for this page

7. Read the sentence below. **Circle the verb** which uses **the present perfect** form.

We have owned our cat for six years and we love her very much.

.....

1 mark

8. **Count the consonants** in the sentence below and put your answer in the box.

School finishes at 3.30pm.

.....

1 mark

9. The sentences below are missing a word. **Choose a conjunction from the box and write it in the space** to complete each sentence.

because	but	before
---------	-----	--------

I am not going to school today I am poorly.

We went to Derbyshire to visit my aunt we headed to Yorkshire for a few days.

I invited her to play at my house her mum wouldn't let her come.

.....

1 mark

10. Choose the sub-heading which best matches the paragraph.

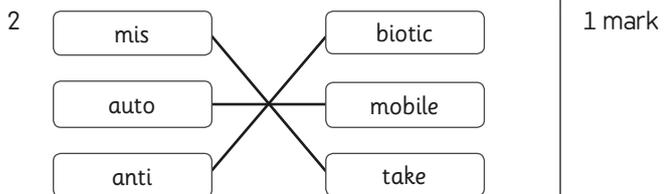
- Keeping your hamster clean
- Fruit and vegetables
- Feeding your hamster
- Choosing a hamster

Hamsters need fresh food and water every day. This should include a spoonful of good quality hamster cereal and a small amount of fresh fruit or vegetables. Some examples are a slice of cucumber, a small stick of carrot, a grape or a slice of apple.

.....

1 mark

1 Zookeepers care for the animals they look after. They carefully plan what the animal will eat, making sure that visitors do not carelessly throw the wrong sort of food into their enclosures. 1 mark



3 “We need to turn left here, Dad,” said Layla. “Otherwise we will end up going the wrong way again!”
“Are you sure, Layla?” asked Dad. “I’m pretty sure we need to turn right!” 1 mark

4 We are going to Cornwall on holiday **because we like the scenery there.** 1 mark

5

Word	‘a’	‘an’
alligator		x
factory	x	
unicorn	x	
school	x	
emergency		x

1 mark

6 Lots of children and families have pets, and dogs are very popular. In this article, we will discuss how you can best care for your pet dog and help it to live a happy life. [√]Firstly, a dog takes quite a lot of looking after. As well as feeding it, a dog needs exercise, training and companionship. 1 mark

7 We have owned our cat for six years and we love her very much. 1 mark

8 School finishes at 3.30pm. 1 mark

9 I am not going to school today I am poorly.
We went to Derbyshire to visit my aunt we headed to Yorkshire for a few days.
I invited her to play at my house her mum wouldn’t let her come. 1 mark

- 10 Keeping your hamster clean 1 mark
- Fruit and vegetables
- Feeding your hamster
- Choosing a hamster

Plants

Capture a Life Cycle

The fruits of a plant have a life cycle and some have been captured in the following photographs. Look carefully at the different stages of the cycle. Did you know a strawberry started life as a flower?



Could you photograph the different stages of the life cycle?



This is the life cycle of a dandelion flower.
Look carefully at these photographs and draw what you see.

Week Beginning 6th July 2020

LI: I can explain what the Muslim holy book is and how it is used.

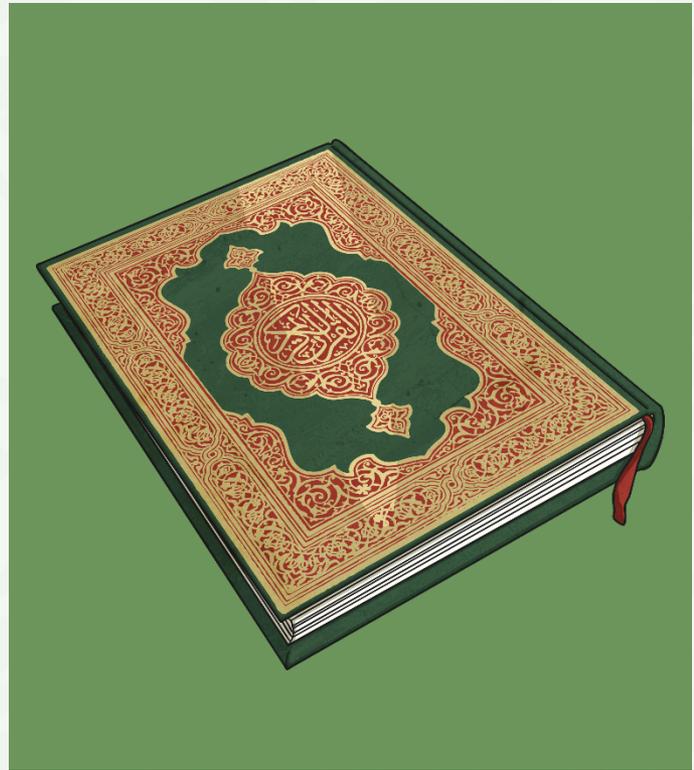
Success Criteria

- I can create a presentation about the Qur'an.
- I can say what the Muslim holy book is called.
- I can explain how the words in the Qur'an were revealed to Muhammad.

Archangel Gabriel

The Qur'an is the name of the Muslim holy book. Muslims believe that it is a record of the exact words revealed by Allah through the Archangel Gabriel to Prophet Muhammad.

- Muhammad memorised the words and wrote them down.
- Muhammad used these words to live his daily life and in the words he spoke.
- Therefore, lots of the things Muhammad did and said were remembered and recorded carefully.
- As well as the Qur'an, the other sacred sources in Islam are the Sunnah (*soo-n-uh*), which contains the practises and examples of the Prophet Muhammad and Hadith (*hah-deeth*), which reports of the Prophet Muhammad said or approved.

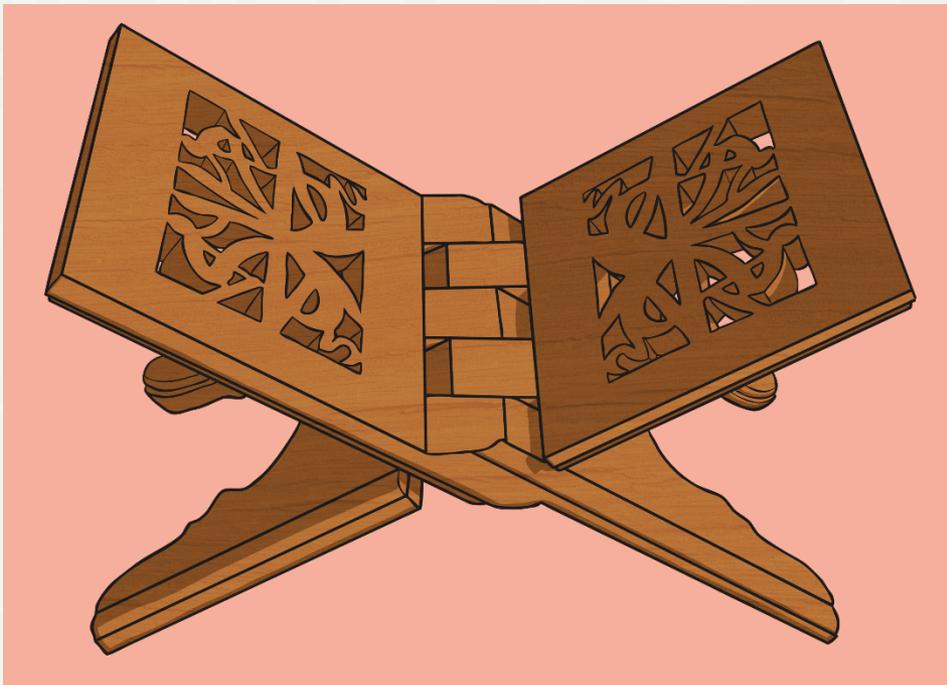


The Qur'an

Muslims treat the Qur'an with a huge amount of respect, as they believe it is literally from Allah and therefore every word is sacred.

The Qur'an is usually placed on a special wooden stand to be read.

Muslims believe that the Qur'an is the unaltered words of Allah.



In pairs, discuss how the Qur'an is similar to holy books in other religions.

Is it different in any way?

Write down your ideas on your whiteboard for us all to share together as a class.

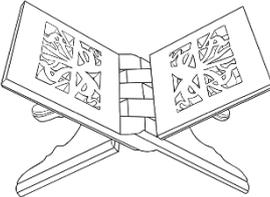
Presentation

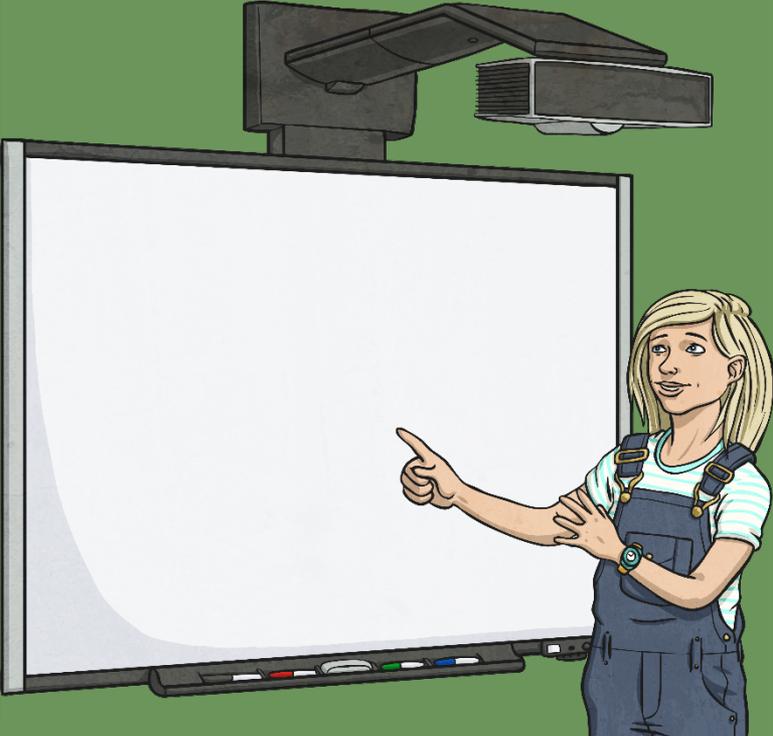
Your task today is to create a presentation about the Qur'an.

★

Can you use the following titles to create a presentation about the Qur'an?

Qur'an	Muslim Holy Book	Muhammad
Allah	Archangel Gabriel	Remembered and Written Down Carefully
Daily Life	Respect	Unaltered Words
Special Wooden Stand	Life Guide	







Information



Can you use the following information about the Qur'an to create a presentation?

The Qur'an is the name of the Muslim holy book. Muslims believe it is a record of the exact words revealed by Allah through the Archangel Gabriel to Prophet Muhammad.

Muhammad memorised the words and wrote them down.

Muhammad used these words to live his daily life and in the words he spoke.

Therefore, lots of things Muhammad did and said were remembered and recorded carefully.

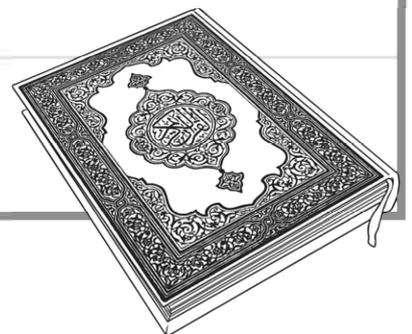
As well as the Qur'an, the other sacred sources in Islam are the Sunnah (this contains the practises and examples of the Prophet Muhammad's life) and Hadith (reports of what the Prophet Muhammad said or approved).

Muslims treat the Qur'an with a huge amount of respect as they believe it is literally from Allah and therefore every word is sacred.

The Qur'an is usually placed on a special wooden stand to be read.

Muslims believe how they should live their lives is all instructed within the Qur'an.

Muslims believe the Qur'an is the unaltered words of Allah.



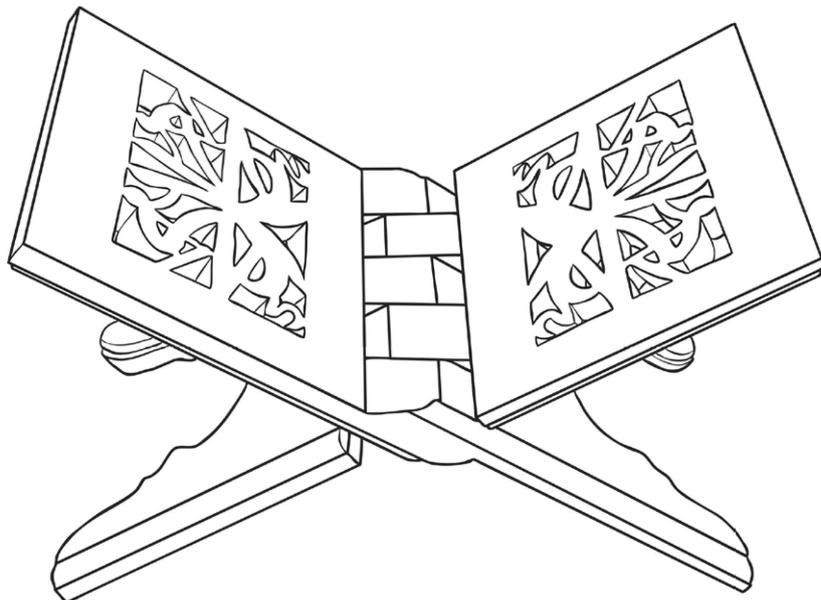


Titles



Can you use the following titles to create a presentation about the Qur'an.

Qur'an	Muslim Holy Book	Muhammad
Allah	Archangel Gabriel	Remembered and Written Down Carefully
Daily Life	Respect	Unaltered Words
Special Wooden Stand	Life Guide	





Key Words

Can you use the following information about the Qur'an to create a presentation? Make sure you fill in the missing words from the 'Key Words' box to complete the information first.

The _____ is the name of the Muslim holy book. Muslims believe it is a record of the exact words revealed by Allah through the Arch Angel Gabriel to Prophet Muhammad.

Muhammad _____ the words and wrote them down.

Muhammad used these words to live his daily _____ and in the words he spoke.

Therefore, lots of the things Muhammad did and said were remembered and _____ carefully.

As well as the Qur'an, the other sacred sources in Islam are the _____ (this contains practises and examples of the Prophet Muhammad's life) and the _____ (reports of what the Prophet Muhammad said or approved).

Muslims treat the Qur'an with a huge amount of respect as they believe it is literally from _____ and therefore every word is sacred.

The Qur'an is usually placed on a special _____ stand to be read.

Muslims believe how they should live their lives is all _____ within the Qur'an.

Muslims believe the Qur'an is the _____ words of Allah.

Key Words					
hadith	life	recorded	Sunnah	instructed	memorised
unaltered	wooden	Qur'an	Allah		

