

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 smile 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

We are combining Reading and Writing this week and embark on an adventure to the jungle! We'll be reading a diary about a trek of discovery into the Atlanti Jungle.

Remember to continue to access [‘Teach your Monster to Read’](#).



Daily –
[EnglishDoodle](#)

Writing

Maths

Maths: Time – Measuring Time

Time- complete - Measuring time in seconds worksheet on White Rose Maths.



Task:- Play the matching time interactive

<https://nrich.maths.org/10332>

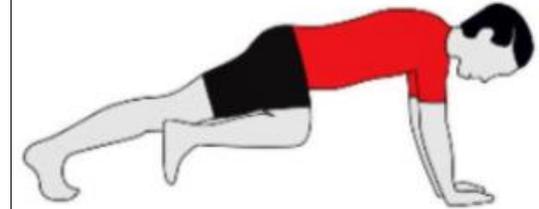
[Doodle Maths](#)

[MyMaths](#)

[Mathletics](#)

[Times table Rockstars](#)

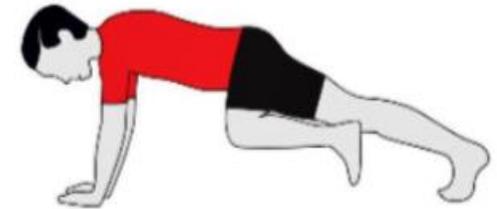
PE



[Joe Wicks PE sessions online – Monday, Wednesday and Saturday 9am](#)

PE:- This week's challenge is: How many mountain climbers can you complete in 60 seconds?

See resource card for more details.



Science

Science:- Shadows

Use a torch, or another light source, to create different shadows at home. What shapes can you make? Can you change the shape and size of your shadows? If so how did you make the shadow bigger / smaller?

Answer all these questions.

Can you draw or take a photograph of the shadows you create?

Try to make at least three interesting shadows, clearly label them including accurate measurements of these. Remember to take pictures and put them up on the APS All Stars gallery.

History

This is our last week of researching an aspect of Ancient Greek life. With this in mind, you get to choose the final aspect of Ancient Greek life! It could be; entertainment, crime & punishment, law and order, art or something else!

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

PSHE

Spanish

Art/DT

unicef
UNITED KINGDOM



**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!

Task:

We have two questions for you this week in regards to your favourite home learning memories.

1. Your favourite memory you did with your family.
2. Your favourite home learning memory.

See resource for more information.



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.

Inspirational quotes are often found in classrooms to help motivate us. This week, we have a selection of quotes that you can decorate. Perhaps bring in your favourite quote to put up in your new year 4 classroom?

Find the resource below.



RE**Spelling****Grammar****Wellbeing**

Children, you will be creating your own mobile this week. You will then design a new Muslim symbol and write to explain why you have used the design you created.

**Task:**

In the resources below you will find a list of spelling words as well as activities to go with them. Good luck!

Some words can be used as both as nouns and verbs, which can get very confusing! Try and remember our little trick to help you use these particular words in different ways within your sentences.



Learn how to make sock puppets with the family.

Use the step-by-step guides below to help you turn an old sock into something new. See resource sheets below with instructions on how to make it.



TalkforWriting™

Talk for Writing Home-school booklet

Journey to the Jungle!

by Maria Richards



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www.talk4writing.com





I'm your explorer and guide, so let's get on and discover new lands together!

Welcome to my world of exploring! You'll find lots of fun things to work through that will help you with your writing skills and build on the work you do at school.



Do you know *The Lion, the Witch and the Wardrobe* – the story of Peter, Susan, Edmund, and Lucy who discover the world of Narnia through the back of a wardrobe?

★ If you have access to the Internet, type this into Google and discover Narnia with Lucy:
<https://cutt.ly/2yv1v0q>

Would you believe me if I told you that I have a wardrobe that takes me to magical places? I have been a jungle explorer for many years. I have explored the Cloud Jungle in Peru, the wild jungles of Borneo and even the Ancient Waipoua Forest in New Zealand. However, six years ago, I bought a beautiful wardrobe at a market and when I got it home, I discovered that it was not just beautiful, but magical too! Every week, on a Sunday evening, if I step into the wardrobe, I'm transported to a magical jungle that is out of this world. Come and discover these new lands with me!

Visiting a jungle

★ Exploring jungles is very exciting. Every time I go through my wardrobe and discover a new one, I write in my 'Jungle Log'. It is a bit like a diary and it is where I write down what has happened on my visits. Here is my entry from my visit to the Atlanti Jungle in Oreno, an amazing place where the sky is yellow and the soil pink.

Listen to a recording of the text below here:

<https://soundcloud.com/talkforwriting/jungle/s-4Ye8khPyx1x>

Jungle Log: 18th April, 2020

Today has been an amazing day of discovery! I woke early and got ready for my trek into the Atlanti Jungle. I was excited and couldn't wait to see what lay ahead of me. I packed my rucksack and put on my sturdy walking boots. I made sure my camera was working because I wanted to record as much of the day as possible. I left the camp at 6am.

First, I trudged through the dense forest and collected samples of the plant life. My favourite was a thorny bush. It had tiny, yellow flowers growing on it, which smelt like ice cream! Next, I studied some of the mesmerising insects that were crawling up the rough bark of every tree. One insect looked like a caterpillar but had 2 sets of wings and tiny hands on the ends of its 20 legs. Excitedly, I photographed as many creatures as I could because I wanted to show my explorer friends what I had discovered.

After a short tea break, I measured the circumference of the tallest trees to work out how old they were. One measured 10 metres around and was so tall that I couldn't see the top of it. It reminded me of the beanstalk in a famous children's story. Next, I trekked to a clearing and found a beautiful plunge pool. The water was turquoise and tiny neon fish were splashing on the surface. I tried to catch one, but they were too fast for me. Then it was time for a rest. I lounged on pink grass, soaking up the purple sun beams and listened to the strange jungle noises around me.

Finally, I headed back to camp because the sun began to set. It sets quickly in Oreno and I was worried I might get lost. When I got to my tent, I unpacked my rucksack and stored my plant samples safely. I'm really looking forward to where my wardrobe will take me next week!



What do the words mean?

★ Let's take a look at the meaning of some of the words in my diary.

Word:	Definition:
discovery	something that is found or learned for the first time
trek	a long, challenging journey on foot
sturdy	strong and solid
trudge	to walk slowly
circumference	the distance around something circular
dense	packed together with not much space around
mesmerising	something that holds your complete attention
turquoise	a greenish-blue colour



Use an example

★ Look at the definitions above. Draw a picture in each box below that could represent the word in the box.

sturdy	trudge
dense	mesmerising



Which synonym?

★ Synonyms are words with the same or similar meanings. Match the synonyms below this table to the target words.

★ Can you find any more synonyms to add into the table?

Target word	Synonyms
discovery	
trek	
sturdy	
trudged	
circumference	
dense	
mesmerising	
turquoise	
Which Synonyms match the target words? fascinating edge hard-wearing hike finding plod thick blue-green	

Anything else?

- ★ Read my diary again. Underline any other words you don't know the meaning of. Can you find out what they mean? You could ask someone else in your home to tell you, use a dictionary or search the internet. Write your definitions out on a separate piece of paper and try to use them in a sentence.



What can you remember now?

- ★ Underline the correct definition of the words below.

Does **mesmerising** mean 'something that is boring' or 'something that is really exciting'?

Is **turquoise** close to the colour blue or close to the colour red?

Does **trek** mean 'to run quickly' or 'to go on a difficult journey'?

Does **discovery** mean 'something you do all the time' or 'finding something for the first time'?

- ★ Challenge: Now write some sentences using any of our new words. I have done one for you:



The sky looked turquoise this morning.



Jungle comprehension!

Here's a quick-fire reading quiz about my journey. Have a go and check your answers at the end of the booklet.

Which jungle is going to be explored?

List two things the explorer did before he left camp.

Give two reasons why the explorer left early at 6am?

Which word in the text means the same as *prickly*?

What did the tiny, yellow flowers smell of?

The fish in the plunge pool were hiding. True or false?

What useful things might the explorer have in his rucksack for exploring?

Why did the explorer measure the trees?

The explorer says: It reminded me of the beanstalk in a famous children's story. What story do you think he is talking about?



10 things in an explorer's rucksack

Here's a poem I wrote when I got back from exploring Atlanti. It's a list poem and it is all the magical things I'd like to find in my rucksack.

10 Things in an Explorer's Rucksack

A sizzling sun beam scorching the sky,
The sound of rain splashing on mud,
A rhino's footprint,
A hat made of stars,
10000 leaf skeletons glittering in the wind,
The sweetest fruit from an ice cream tree,
A never-ending flapjack,
The smell of jungle clouds,
A feather from a Soupee bird,
A pair of very sore feet.

©Maria Richards



Write a List poem

Now have a go at writing your own poem. What magical things would you like to find in your rucksack when you go exploring?

- ★ Try to make your items sound exciting by using alliteration – where words start with the same sound e.g. *sizzling sun, lazy lion, towering trees*
- ★ Use precise, powerful verbs that show things in a more exciting way e.g. *scorching, splashing, glittering*
- ★ Choose unusual things to add to your bag. Be as inventive as you can e.g. *a hat made of stars, boots made of spider webs*
- ★ Exaggerate things. Make them: *the biggest, the tallest, the sweetest, the fastest*
- ★ Invent new things e.g. *a Soupee bird, the smell of clouds*

- ★ Use this planner to help you sort your ideas for your poem. Then, using the tips above, write your poem on a separate piece of paper.

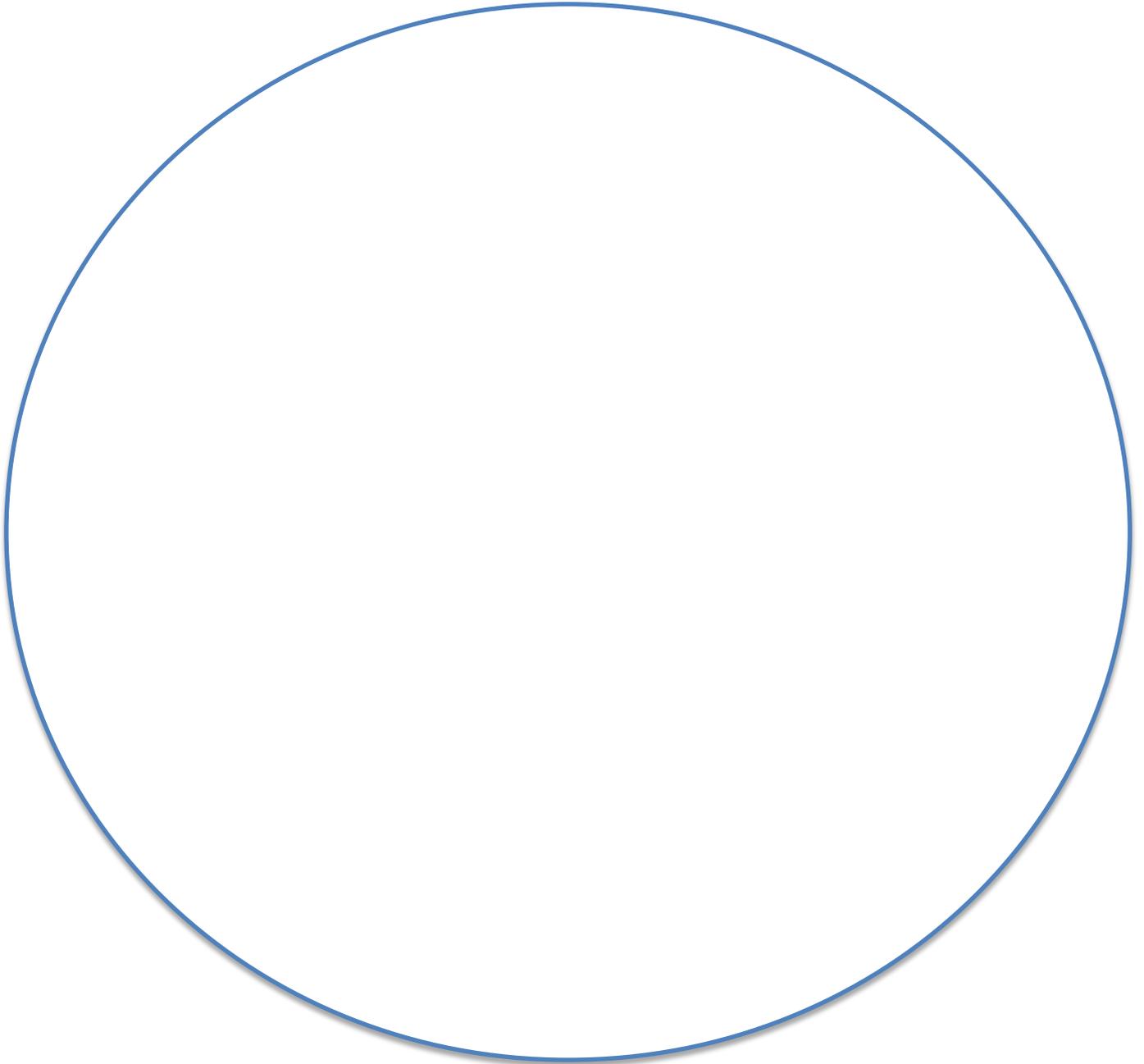
Underlying structure	New poem ideas
Things you might see exploring e.g. <i>sizzling sun</i> <i>a rhino's footprint</i>	
The sound of something	
Unusual clothing	
A large number of something e.g. <i>10000 leaf skeletons</i>	
Something amazing growing in the jungle	
Something never-ending	
The smell of something	
Something that a creature left behind, e.g. <i>the feather from a Soupee</i>	
Something to show how you might feel or that you might have	

Let's be explorers!



Imagine we have gone through the wardrobe together and we are in a new jungle. If I passed you my telescope, an instrument that makes far away objects look closer, what would you see through it? What would the new jungle be like? What weird and wonderful things would be in this new place?

★ Creative challenge: In the circle below, draw what you would see through my telescope.



★ Give your new jungle a name: _____

Your Log

- ★ Now let's imagine we have explored our new jungle and you are going to write your explorer's log. Follow the same pattern as mine and use this planner to jot down the ideas for yours.

Underlying structure	New ideas
State when the exploring happened, sum up the day & tell reader how you felt, e.g. <i>Today has been amazing. I was so ...</i>	
What you did before you set off, e.g. <i>I put on my ...</i>	
Event 1 – what happened? <i>First, ...</i>	
Event 2 – what happened? <i>Next, ...</i>	
Event 3 – what happened? <i>After a short break, ...</i>	
Event 4 – what happened next? <i>Following that, ...</i>	
Round off your report and tell the reader what you did at the end of the day. <i>Finally, ...</i> <i>When I got back ...</i>	



Now for some grammar

Before you write your log, let's practise some sentences that will help you to write like an explorer.

More detail please

★ You can add detail to your sentences by using the simple joining words *and* or *but*. For example:

1. I trudged through the dense forest **and** collected samples of the plant life.
2. I tried to catch a fish **but** they were too fast for me.



Create sentences about your jungle and add detail using *and* or *but*.

Add in 'When'

★ The log uses sentence signposts to tell the reader when something happened in the journey. The ones used in the log are known technically as 'fronted adverbials' – adverbs (or phrases beginning with adverbs) that are placed at the front of sentences to show us **WHEN**. These include:

First, Next, After that, Then, Afterwards, After a while, Finally, When ... ,

For example:

1. **Next**, I trekked to a clearing and found a beautiful plunge pool.
2. **Finally**, I headed back to camp because the sun began to set.



Redraft your sentences, using fronted adverbials to show **WHEN** things happened.

Explain a bit more, please

★ Now try practising some sentences that will help you explain what you were doing, using *because* to enable you to explain.

For example: *Finally, I headed back to camp because it was getting late.*



Take sentences from your ideas above but try adding *because* to explain why you did something. Start your sentence with a fronted adverbial again. Remember, you can spin your sentence round and start with *because*, as well. For example:

1. *First*, I set out early *because* the jungle was far away.
 2. *Because* the jungle was far away, the first thing I did was set out early.
 3. *After that*, I packed my camera *because* I wanted to photograph the flowers.
-
-
-
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Write away!

Now you're ready to write your first Jungle Log!

- ★ Use your plan (and the model for Atanti if it helps) to draft your log on a separate piece of paper.

Remember to:

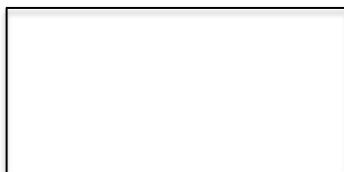
- add detail to your sentences by using *and* or *but*;
- add explanation to your sentences using *because*;
- use fronted adverbials like *After that* or *because*, to start some sentences;
- check your capital letters at the start of sentences, full stops at the end and commas after a fronted adverbial or the phrase introduced by the fronted adverbial.



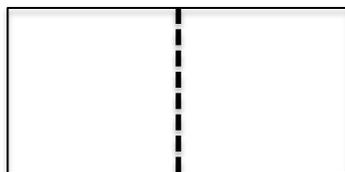
★ Don't forget to read your work and check it flows and makes sense.

Well done! How about publishing your log? Follow the instructions below to make a fold-out log. Draw your jungle on the front and write your log inside!

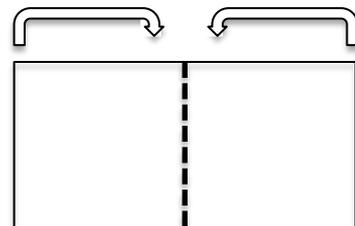
How to make an explorer log



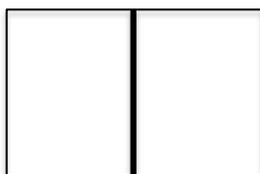
A4 paper



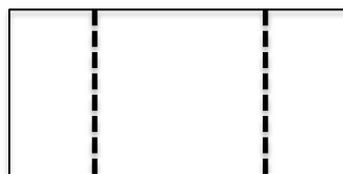
Fold it in half



Fold each side into the middle



You have a log!



Write inside and draw your jungle on the front



Our final mission: studying a Soupee bird!

In my poem, I had the feather from a Soupee bird. I'd love to photograph one for my collection but they are very shy creatures and always hide away. However, I have a cunning plan that would allow me to see one up close!

Here are the instructions:

Listen to a recording of the text below here:

<https://soundcloud.com/talkforwriting/soupee/s-NGvL24j8TWf>

How to uncover a Soupee bird

Are you mesmerised by the rare Soupee bird? Would you love to photograph this magnificent creature up close? If so, read on to find out how!

What you need:

- A long rope
- A net full of chocolate buttons
- Classical music (saved on your phone or iPod)
- Perfume that smells like flowers
- Dry leaves from the jungle
- A good camera

What you do:

1. First, trek deep into the jungle where the trees are dense. Always make sure you wear sturdy boots to do this.
2. Next, choose a tree with a wide trunk and loop your rope over the lowest branch.
3. After that, carefully tie your net of chocolate buttons to both ends of the rope so it hangs from the branch. Check the knot is tight.
4. Then, crouch behind the tree, spray yourself with the perfume and cover your hat with leaves. This will camouflage you.
5. As soon as you are hidden, play the classical music.

6. Next, wait patiently. The Soupee will be so tempted by the aroma of chocolate buttons and the beautiful sound of the classical music, it will leave its hiding place. It will discover the buttons and will peck at them whilst enjoying the music.
7. Finally, peek around the tree and take your chance to photograph the bird. Make sure you are really quiet or you will scare it away.
8. Now you have your precious photograph!

Warning: Never use white chocolate buttons as they might attract giant jungle pythons.

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Glossary

Here are the definitions of some of the technical vocabulary:

crouch: bend your knees and curl yourself in to get your body as low as possible

camouflage: a way of hiding by covering yourself so you blend into your surroundings

classical music: serious music following a long tradition

tempted: to be attracted to do something that you probably shouldn't.

aroma: the smell of something, usually something pleasant.

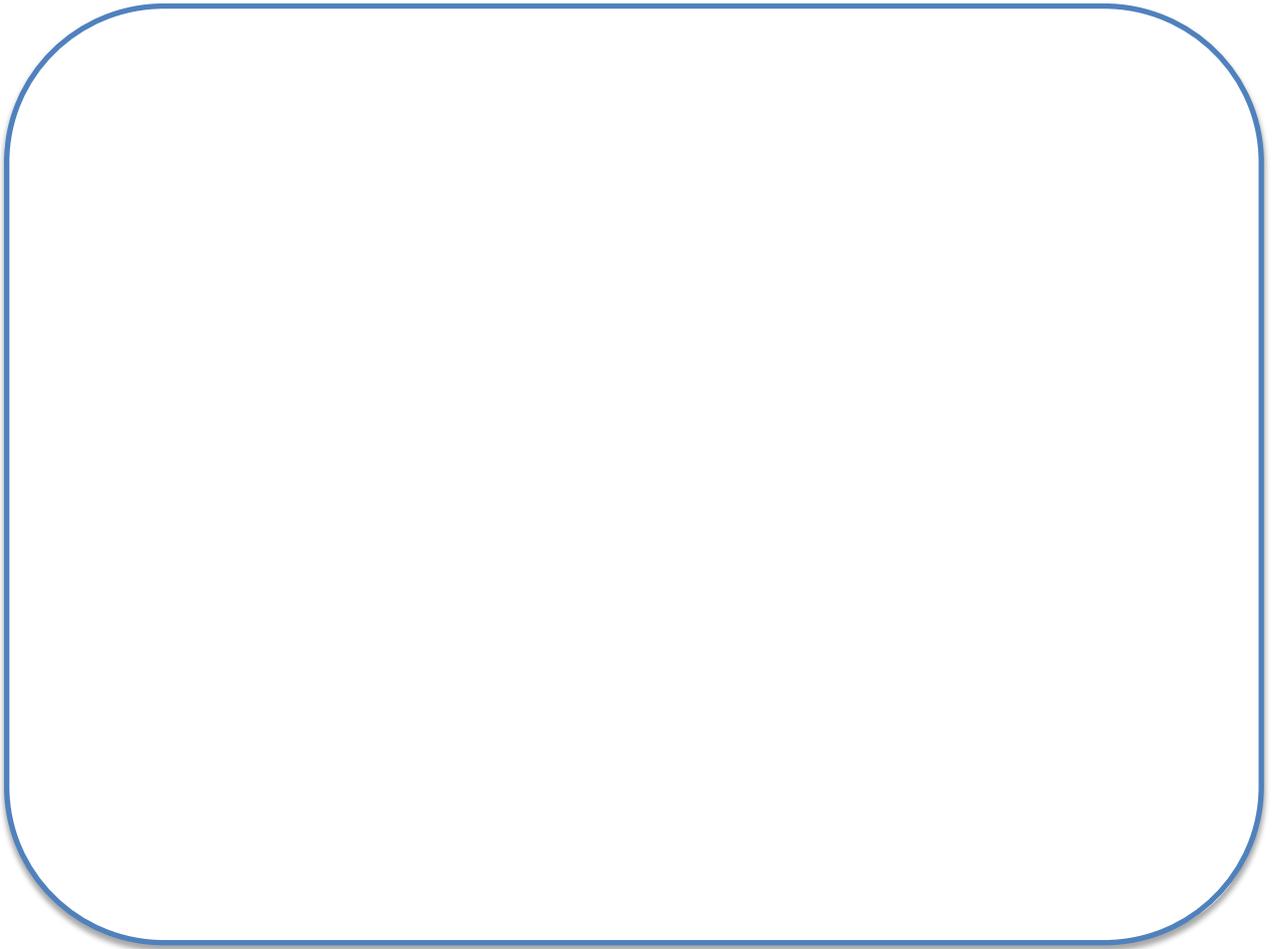


Let's innovate!

★ What mysterious, rare thing would you love to see up close? What would you like to photograph? A fairy? A giant? A wizard? A Pokemon? A minotaur? A T-rex? A mermaid? A unicorn? Something else? Write it below:

I would like to see a ...

★ **Design Challenge:** What would tempt them out of their hiding place? On the next page, use the space to draw and label a trap to tempt your creature out of its hiding place.

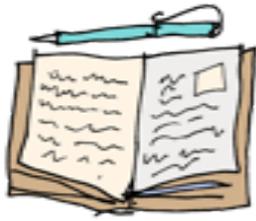


Now write your instructions. Let's imitate the language and structure of mine to help you write yours.

- ★ **Ask 2 questions to introduce the instructions:** **Are you** mesmerised by the rare Soupee bird? **Would you** love to photograph this magnificent creature up close?
- ★ **Use fronted adverbials to order the steps for the reader:** **First**, trek deep into the jungle where the trees are dense. **Next**, wait patiently.
- ★ **Tell your reader what to do by using bossy, imperative verbs:** **trek** deep into the jungle, **peek** around the tree, **choose** a tree with a wide trunk, **play** the classical music
- ★ **Extend detail with a sentence of 3 things:** Then, **crouch** behind the tree, **spray** yourself with the perfume and **cover** your hat with leaves
- ★ **Round off with a warning:** Never use ... Beware ... Do not ...

★ Now plan your instructions for setting up the trap. Use the planner below (and my instructions) to help you.

Underlying structure	Jot down your ideas in note form
<p>Ask a question to the reader to draw them in, e.g.</p> <p><i>Are you ...</i></p> <p><i>Would you ...</i></p>	
<p>What you need:</p> <p>List of items needed for the trap</p>	
<p>What you do:</p> <p>The steps you need to set up the trap. Use your adverbs to show the order</p> <p><i>First,</i></p> <p><i>Next,</i></p> <p><i>After that,</i></p> <p><i>Then,</i></p> <p><i>Now,</i></p> <p><i>Finally,</i></p>	
<p>Final word of warning</p>	



Write away!

Now you're ready to write your instructions! Use your plan and draft them on a separate piece of paper and don't forget to check the punctuation and flow. Does it sound bossy enough?



Well done! You've done a great job completing the activities.

Do you want to do more writing?

If you want to do more writing, you could try some **INVENTING** by using what you have learnt at school already. Here are a few ideas:

- ★ Write a story where your main character has an adventure in a magical jungle. Use a story pattern that you know or use this basic structure:

Once upon a time, ...

One day, ...

Unfortunately, ...

Luckily, ...

In the end, ...

- ★ Write another list poem about somewhere else you could explore. Use the title: *Through my telescope, I saw ...*
- ★ Write an information text about the creature that you captured in your trap.
- ★ Write a letter to a friend telling them about your exploring. Ask them to plan a trip with you.

Jungle comprehension answers

★ Here's the answers. How did you do?

Which jungle is going to be explored?

The Atlanti Jungle is going to be explored.

List two things the explorer did before he left camp.

You could have: *packed his bag, put on his boots, checked his camera.*

Give two reasons why the explorer left early at 6am?

You could have any answer along the lines of:

He wanted to make the most of a full day of exploring.

The jungle was far away, so he needed time to get to it.

It was cooler to trek in the morning, before the sun was hot.

He has woken up, so there was no point in waiting to go out.

Which word in the text means the same as *prickly*?

The word thorny.

What did the tiny, yellow flowers smell of?

The flowers smelt of ice cream.

The fish in the plunge pool were hiding. True or false?

False. (They were splashing on the surface).

What useful things might the explorer have in his rucksack for exploring?

You could list any useful exploring things like: *a map, sunglasses, food, a camera, a notebook, bug spray, sun cream, a torch, a water bottle, clean socks, a book to read.*

Why did the explorer measure the trees?

The explorer measured the trees to find out how old they were.

The explorer says: **It reminded me of the beanstalk in a famous children's story.** What story do you think he is talking about?

The story is 'Jack and the Beanstalk'.



So long! We've reached the end of our journey and it's time for me to explore again. I hope you've had fun and enjoyed your writing! Why not rate your journey with me. Put a star along the scale to show how much you enjoyed it:



My favourite parts of the booklet were ...



This booklet helped me learn ...

Measuring Time in Seconds

Notes and Guidance

Children measure and compare durations of time in seconds. It is important for children to have a realistic sense of what time in seconds feels like, as they often count in seconds too quickly. They could use a stopwatch to compare, for example, counting to 10 seconds in their heads with the actual timed duration. They recognise that there are 60 seconds in one minute and use this to write durations of time in different ways e.g. 80 seconds is the same as 1 minute and 20 seconds.

Mathematical Talk

What can we use to measure time in seconds accurately?

Can you suggest a task that lasts ____ seconds?

Which task took the longest/shortest time to complete?

How many seconds are there in 1 minute?

If a task takes longer than 60 seconds, how else could we record the duration of time?

How could we work out how many seconds there are in ____ minutes?

Varied Fluency

Children use a stopwatch to find the length of time it takes, in seconds, to complete different tasks. For example, run across the hall/playground, do 10 star jumps, write their name. How long did each task take?

Order the tasks based on the time they took to complete.

Match the times in words to the times shown on the stopwatches.

Two minutes five seconds

00:01:50

10 seconds less than 2 minutes

00:02:30

Two minutes 50 seconds

00:02:05

150 seconds

00:02:50

Complete the table.

Time in minutes	Time in seconds
2 minutes	
	100 seconds
3 minutes 20 seconds	

Measuring Time in Seconds

Reasoning and Problem Solving

Alex takes 153 seconds to skip around the playground.



Jack takes 2 minutes 23 seconds.

Who is the quickest?
Explain how you know.

True or False?

- 3 minutes 5 seconds < 190 seconds
- 4 minutes = 204 seconds
- 170 seconds > 2 minutes 50 seconds

Dora works out how many seconds there are in 4 minutes 15 seconds.

She says,

That's easy, it is 415 seconds.



Dexter uses a bar model to help him.

4 minutes 15 seconds



Each minute has 60 seconds. So it's 4 lots of 60 plus 15.



Who is correct?

Measuring Time in Seconds

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Alex takes 153 seconds to skip around the playground.



Jack takes 2 minutes 23 seconds.

Who is the quickest?
Explain how you know.

Jack is quickest. If we convert 2 minutes 23 seconds into seconds it is $120 + 23 = 143$ seconds. So Jack was 10 seconds quicker than Alex.

True or False?

- 3 minutes 5 seconds < 190 seconds
- 4 minutes = 204 seconds
- 170 seconds > 2 minutes 50 seconds

- TRUE
 - FALSE
- 4 minutes is equal to 240 seconds
- FALSE
- 170 seconds is equal to 2 minutes 50 seconds

Dora works out how many seconds there are in 4 minutes 15 seconds.

She says,



That's easy, it is 415 seconds.

Dexter uses a bar model to help him.

4 minutes 15 seconds



Each minute has 60 seconds. So it's 4 lots of 60 plus 15.

Who is correct?

Dora thinks there are 100 seconds in 1 minute, but there are 60. Dexter is correct $60 \times 4 = 240$
 $240 + 15 = 255$ seconds.

60 Second Challenge

Climb the Mountain

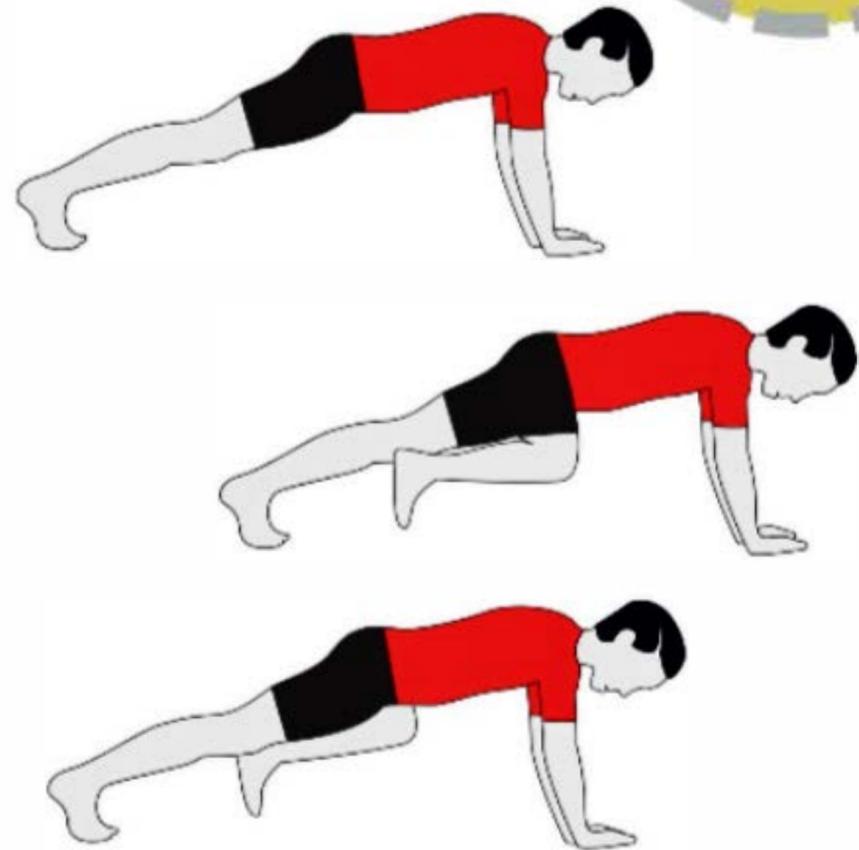
Can you keep going even when you are tired?

The Physical Challenge

How many mountain climbers can you complete in 60 seconds?

Make it harder by performing a press up after you bring both legs up.

#StayHomeStayActive



Equipment

Just yourself and enough space on the floor!

Why not compete against a family member?

Achieve Gold

40 Mountain Climbers



Achieve Silver

30 Mountain Climbers



Achieve Bronze

20 Mountain Climbers



Sausage dog

SOCK
PUPPETS
3

YOU WILL NEED

- ✓ Suitably coloured sock
- ✓ Felt fabric in red, white and brown for mouth, whites of eyes, tongue and ears
- ✓ Two googly eyes
- ✓ Button for nose
- ✓ Sewing needle and matching threads
- ✓ Scissors
- ✓ Glue
- ✓ An adult to help you

DIFFICULTY

EASY

Enter our competition for a chance to **WIN a Korbond 'Family Craft Day Kit'** by sharing photos of your sock puppets on Twitter and Facebook using **#lostsocks**. For more details visit www.loveyourclothes.org.uk/lost-socks

METHOD

Read through the instructions carefully and gather all of the materials needed before you start.



Start by creating the shape of your sausage dog's face, put your hand inside the sock and hold it like in the photo. This will help you to plan the size and positioning of its mouth, lolling tongue and ears.



Cut out a mouth, tongue and ears from felt.



My Spelling List

probably

appear

centre

caught

difficult

exercise

early

extreme

often

notice

Is It a Noun or Is It a Verb?

Some words can be used as both as nouns and verbs, which can get very confusing! Try and remember this little trick to help you use these particular words in different ways within your sentences.

The word '**point**' can be both a noun and verb.

To use '**point**' as a **noun**, put a **determiner** like '**a**', '**an**' or '**the**' before it,

e.g. Henry sharpened his pencil to **a point**. (noun)

To use '**point**' as a **verb**, put the word '**to**' before it,

e.g. The little girl started **to point** out of the coach window. (verb)

1. Read these sentences. Is the underlined word being used as a noun or a verb?

a) The group stood at the front of the class to present their debate speech. _____

Rubbing her eyes in disbelief, Nisha ran over to the present underneath the Christmas tree. _____

b) Dad was extremely pleased with the progress Billy had made in Year 6. _____

Victoria was trying to progress into the 100m backstroke final. _____

c) Holly was starting to suspect that her little brother had stolen the last chocolate biscuit. _____

After a long chase, the police officer finally caught up with the suspect. _____

2. Now, look at these sentences. Is the underlined word being used as a verb or a noun?

Remember to look at the word before it to give you a clue.

a) The recycling club members were able to help the school caretaker by collecting all of the rubbish from the playground. _____

b) Mr Foster put a cover over his antique sports car in his garage. _____

c) During the literacy lesson, the children had to film their presentations. _____

3. Now, it's your turn. Use these words in two different sentences: one where the word is used as a noun and one where it is used as a verb.

a) Write a sentence using the word 'display' as a **verb**.

Is It a Noun or Is It a Verb?

Write a sentence using the word 'display' as a **noun**.

b) Write a sentence using the word 'scratch' as a **verb**.

Write a sentence using the word 'scratch' as a **noun**.

4. Challenge: Can you think of one more word of your own that can be both a noun and a verb? Use the word in two different sentences: one where it is a noun and one where it is a verb.

My chosen word is _____

Used as a noun: _____

Used as a verb: _____

Is It a Noun or Is It a Verb?

Answers

- verb noun
 - noun, verb
 - verb, noun
- verb
 - noun
 - verb
- Write a sentence using the word 'display' as a verb.
e.g. Mum proudly put George's certificate on the wall to display it.
Write a sentence using the word 'display' as a noun.
e.g. The teachers worked hard to put up the display before the children arrived.
 - Write a sentence using the word 'scratch' as a verb.
e.g. The flea-ridden cat used its claws to scratch its fur.
Write a sentence using the word 'scratch' as a noun.
e.g. Miss Verity would not be pleased when she saw the scratch down the side of her new car.
- Various answers possible.

Is It a Noun or Is It a Verb?

Some words can be used as both as nouns and verbs, which can get very confusing! Try and remember this little trick to help you use these particular words in different ways within your sentences.

The word '**point**' can be both a noun and verb.

To use '**point**' as a noun, put a **determiner** like '**a**', '**an**' or '**the**' before it, e.g. Henry sharpened his pencil to **a point**. (noun) To use '**point**' as a **verb**, put the word '**to**' before it,

e.g. The little girl started **to point** out of the coach window. (verb)

1. Read these sentences. Is the underlined word being used as a noun or a verb?

a) Gemma wrote the email and pressed 'send'. _____

Standing by the computer, Adam waited for his friend to email him. _____

b) Every time he told a joke, Amina's dad giggled to himself. _____

Isabelle liked to joke with her friends. _____

c) Abigail quickly ate some breakfast – she knew she would need to race to school so she wasn't late. _____

Jumping as fast as he could, Daniel won the race. _____

2. Now it's your turn. Use these words in two different sentences: one where the word is used as a noun and one where it is used as a verb.

a) Write a sentence using the word 'smile' as a **verb**.

Write a sentence using the word 'smile' as a **noun**.

Is It a Noun or Is It a Verb?

b) Write a sentence using the word 'pop' as a **verb**.

Write a sentence using the word 'pop' as a **noun**.

c) Write a sentence using the word 'fly' as a **verb**.

Write a sentence using the word 'fly' as a **noun**.

d) Write a sentence using the word 'look' as a **verb**.

Write a sentence using the word 'look' as a **noun**.

Is It a Noun or Is It a Verb?

3. Challenge: Can you think of one more word of your own that can be both a noun and a verb? Use the word in two different sentences: one where it is a noun and one where it is a verb.

My chosen word is

Used as a noun:

Used as a verb:

Is It a Noun or Is It a Verb?

Answers

1. a) **noun, verb.**
b) **noun, verb.**
c) **verb, noun.**

2. a) Write a sentence using the word 'smile' as a verb.

e.g. Hamza started to smile as he looked at the photo.

Write a sentence using the word 'smile' as a noun.

e.g. A smile spread across Maria's face as her brother cheered her up.

- b) Write a sentence using the word 'pop' as a verb.

e.g. The children rushed to pop the balloons.

Write a sentence using the word 'pop' as a noun.

e.g. The football burst with a loud 'pop!'.

- c) Write a sentence using the word 'fly' as a verb.

e.g. Brian couldn't wait to fly to Spain for his holiday.

Write a sentence using the word 'fly' as a noun.

e.g. The fly was buzzing around Liam's head.

- d) Write a sentence using the word 'look' as a verb.

e.g. Bethan tried desperately to look for her missing phone.

Write a sentence using the word 'look' as a noun.

e.g. Rachael promised to have a look for the keys.

3. **Various answers possible.**

Is It a Noun or Is It a Verb?

Some words can be used as both as nouns and verbs, which can get very confusing! Try and remember this little trick to help you use these particular words in different ways within your sentences.

The word **'point'** can be both a noun and verb.

To use **'point'** as a **noun**, put a **determiner** like **'a'**, **'an'** or **'the'** before it,

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To use **'point'** as a **verb**, put the word **'to'** before it,

e.g. The little girl started **to point** out of the coach window. (verb)

1. Read these sentences. Is the underlined word being used as a noun or a verb?

a) The group stood at the front of the class to present their debate speech. _____

Rubbing her eyes in disbelief, Nisha ran over to the present underneath the Christmas tree. _____

b) Dad was extremely pleased with the progress Billy had made in Year 6. _____

Victoria was trying to progress into the 100m backstroke final. _____

c) Holly was starting to suspect that her little brother had stolen the last chocolate biscuit. _____

After a long chase, the police officer finally caught up with the suspect. _____

2. Now, it's your turn. Use these words in two different sentences: one where the word is used as a noun and one where it is used as a verb.

a) Write a sentence using the word 'display' as a **verb**.

Write a sentence using the word 'display' as a **noun**.

b) Write a sentence using the word 'scratch' as a **verb**.

Is It a Noun or Is It a Verb?

Write a sentence using the word 'scratch' as a **noun**.

c) Write a sentence using the word 'wave' as a **verb**.

Write a sentence using the word 'wave' as a **noun**.

d) Write a sentence using the word 'lift' as a **verb**.

Write a sentence using the word 'lift' as a **noun**.

e) Write a sentence using the word 'land' as a **verb**.

Write a sentence using the word 'land' as a **noun**.

Is It a Noun or Is It a Verb?

3. Challenge: Can you think of two more words of your own that can be both nouns and verbs? Use each word in two different sentences: one where it is a noun and one where it is a verb.

My chosen word is _____

Used as a noun:

Used as a verb:

My chosen word is _____

Used as a noun:

Used as a verb:

Is It a Noun or Is It a Verb?

Answers

1. a) verb, noun.

b) noun, verb.

c) verb, noun.

2. a) Write a sentence using the word 'display' as a verb.

e.g. Mum proudly put George's certificate on the wall to display it.

Write a sentence using the word 'display' as a noun.

e.g. The teachers worked hard to put up the display before the children arrived.

b) Write a sentence using the word 'scratch' as a verb.

e.g. The flea-ridden cat used its claws to scratch its fur.

Write a sentence using the word 'scratch' as a noun.

e.g. Miss Verity would not be pleased when she saw the scratch down the side of her new car.

c) Write a sentence using the word 'wave' as a verb.

e.g. The Year 6 pupils started to wave through the coach windows as they left for their residential trip.

Write a sentence using the word 'wave' as a noun.

e.g. The wave knocked the surfer straight off his surfboard.

d) Write a sentence using the word 'lift' as a verb.

e.g. The weightlifter tried to lift the heavy bar.

Write a sentence using the word 'lift' as a noun.

e.g. The lazy man caught the lift to go up just one floor.

e) Write a sentence using the word 'land' as a verb.

e.g. Under immense pressure, the brave pilot managed to land the plane with only one engine.

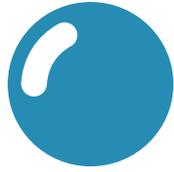
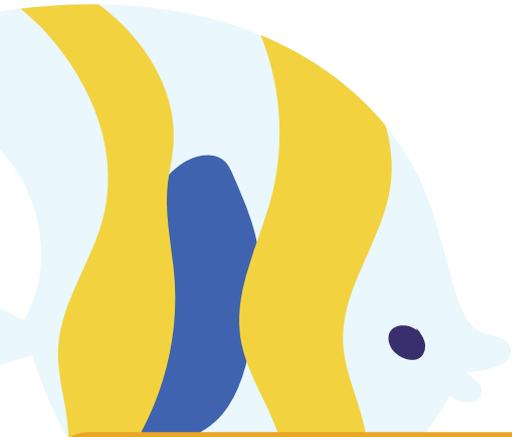
Write a sentence using the word 'land' as a noun.

e.g. The farmer used a horse to help to plough the land.

3. Various answers possible.

So Proud I Could POP!

Think about what your proudest moments have been this year.

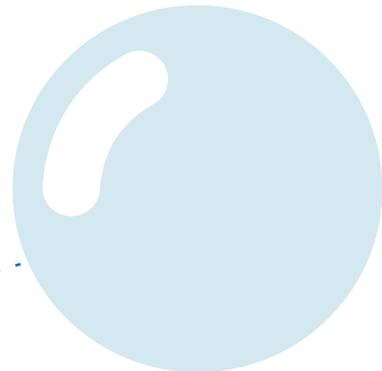


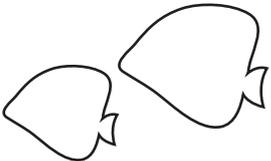
One of my proudest moments this year...

Handwriting practice area with five horizontal lines.



How it made me feel...

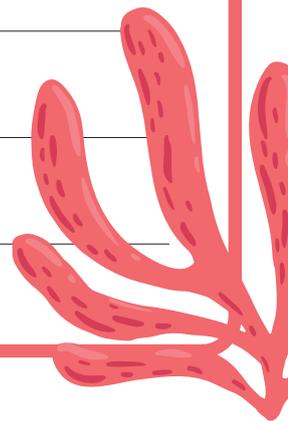




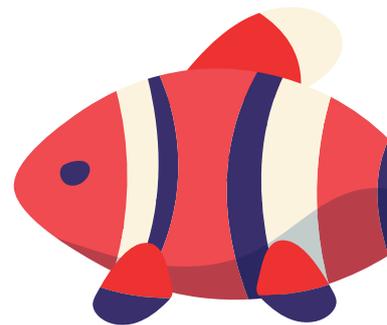
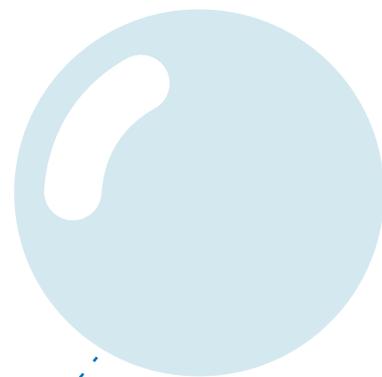
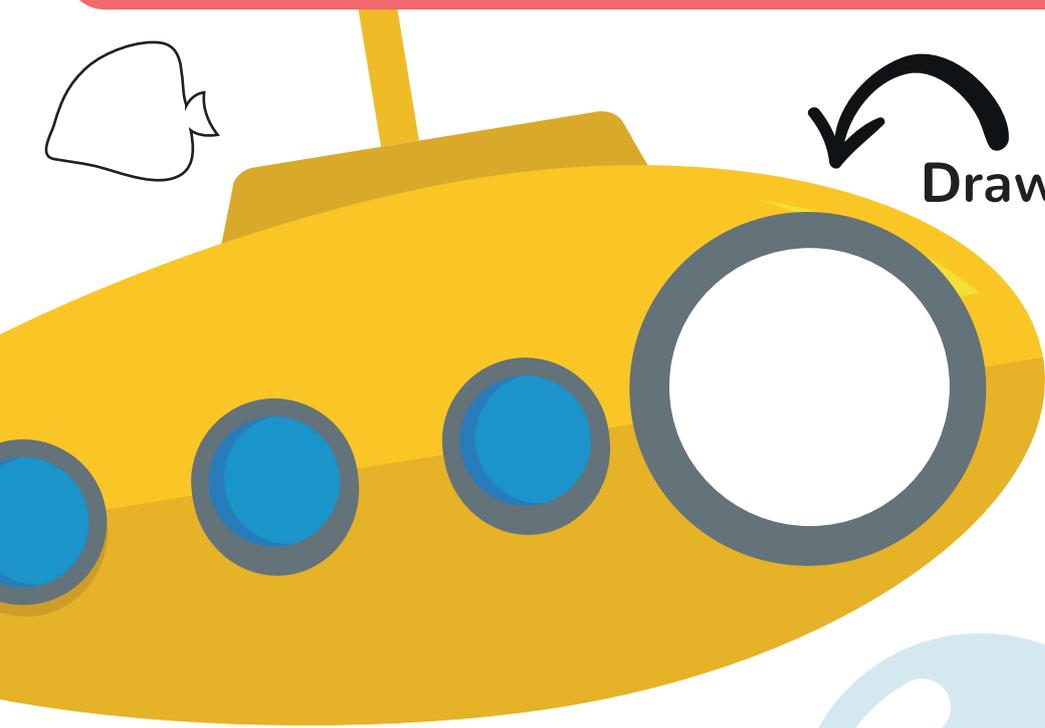
One of my proudest moments this year...



A large rectangular box with a red border and five horizontal lines for writing.

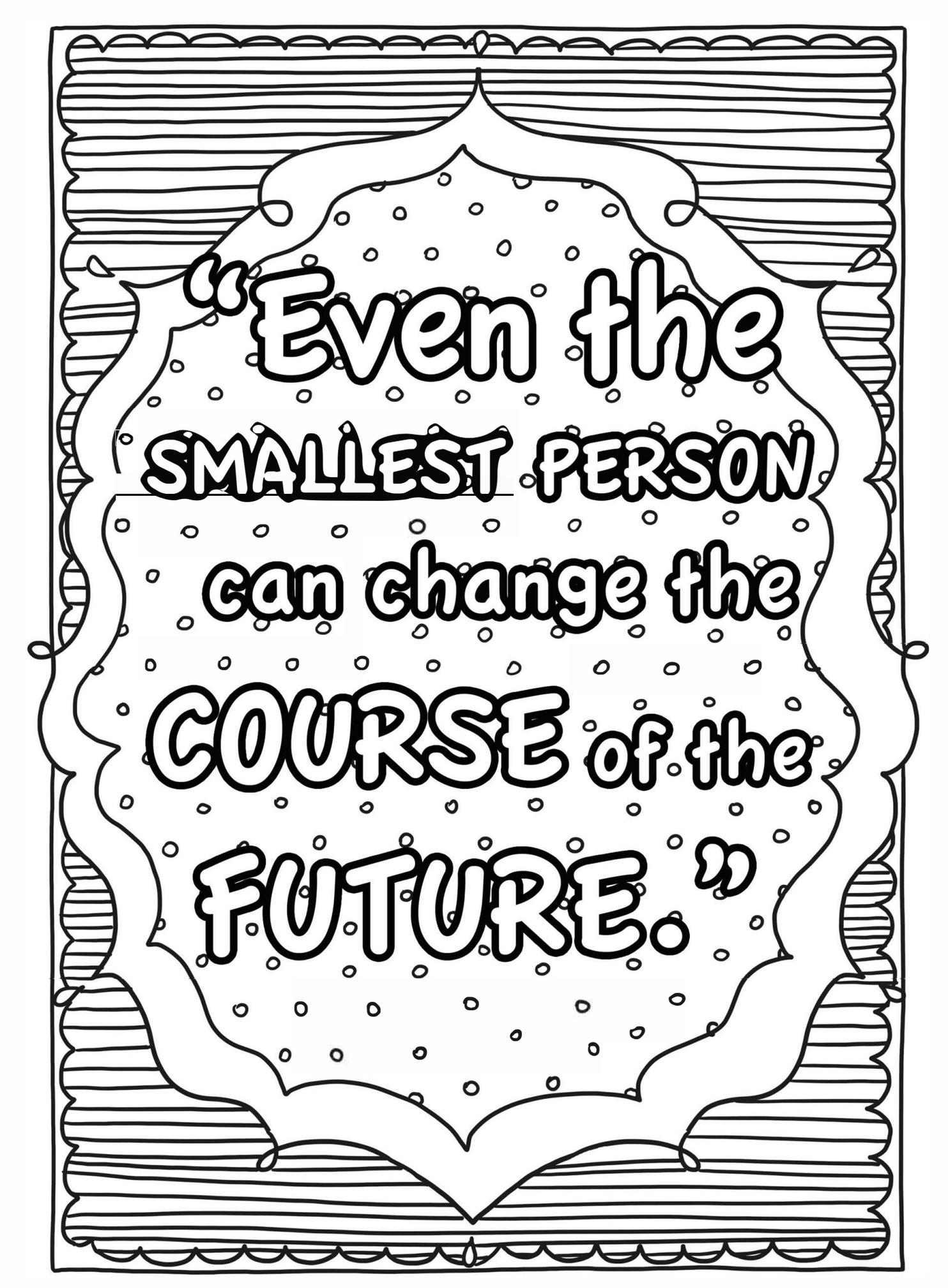


Draw your proudest face.

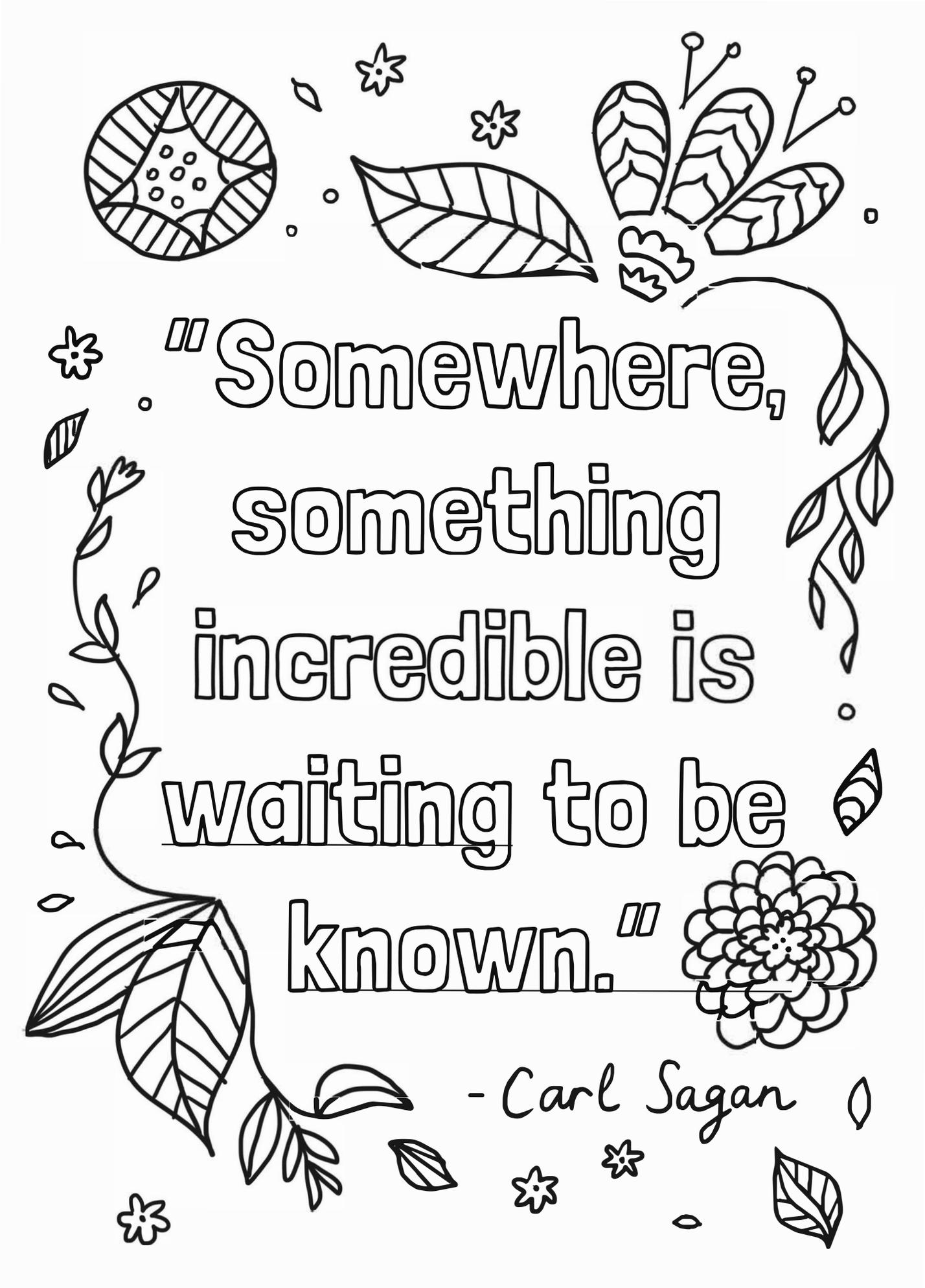


How it made me feel...





**“Even the
SMALLEST PERSON
can change the
COURSE of the
FUTURE.”**



"Somewhere,
something
incredible is
waiting to be
known."

- Carl Sagan



"The mind is not



a vessel to

be filled,

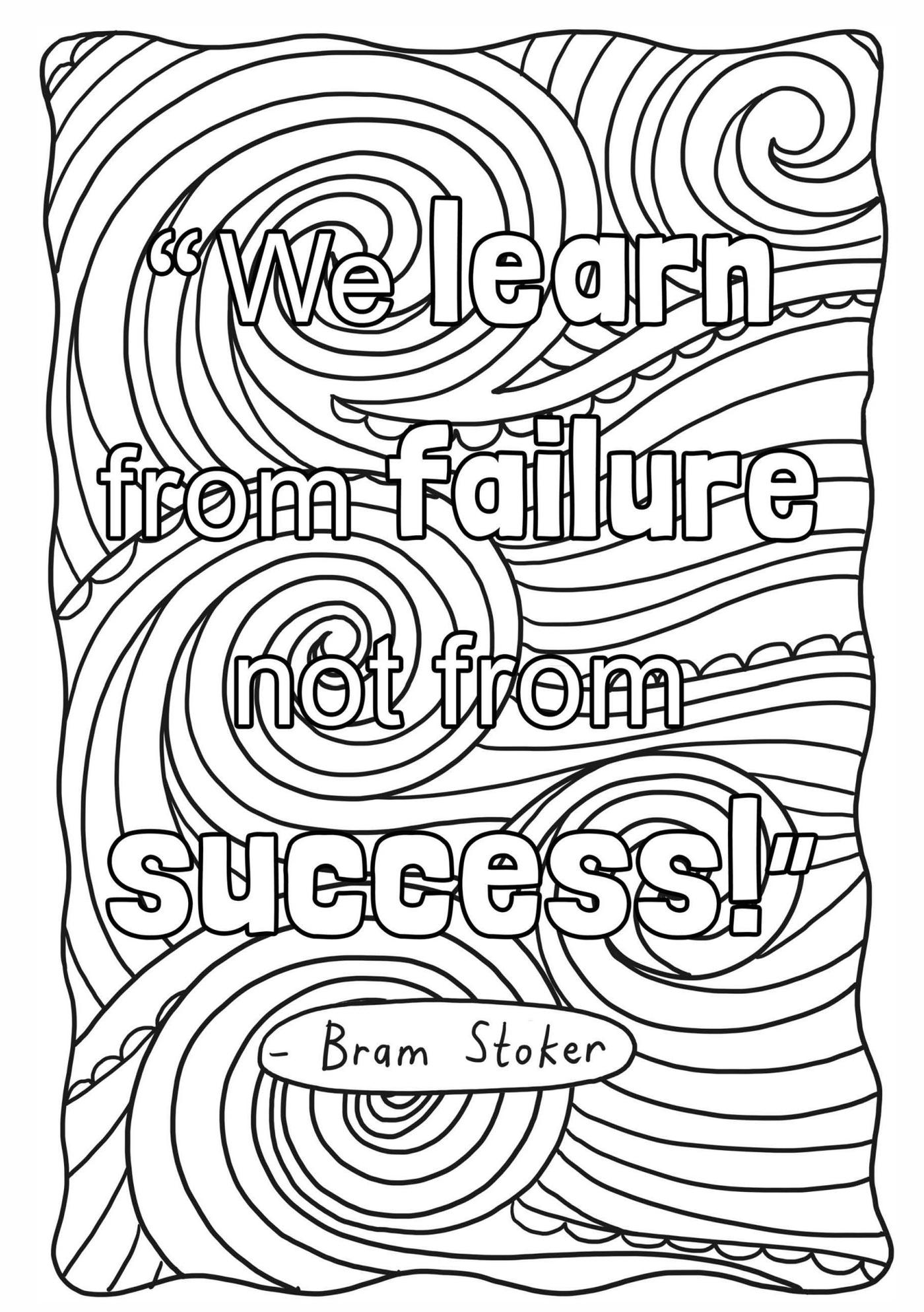


but a fire to

be kindled."

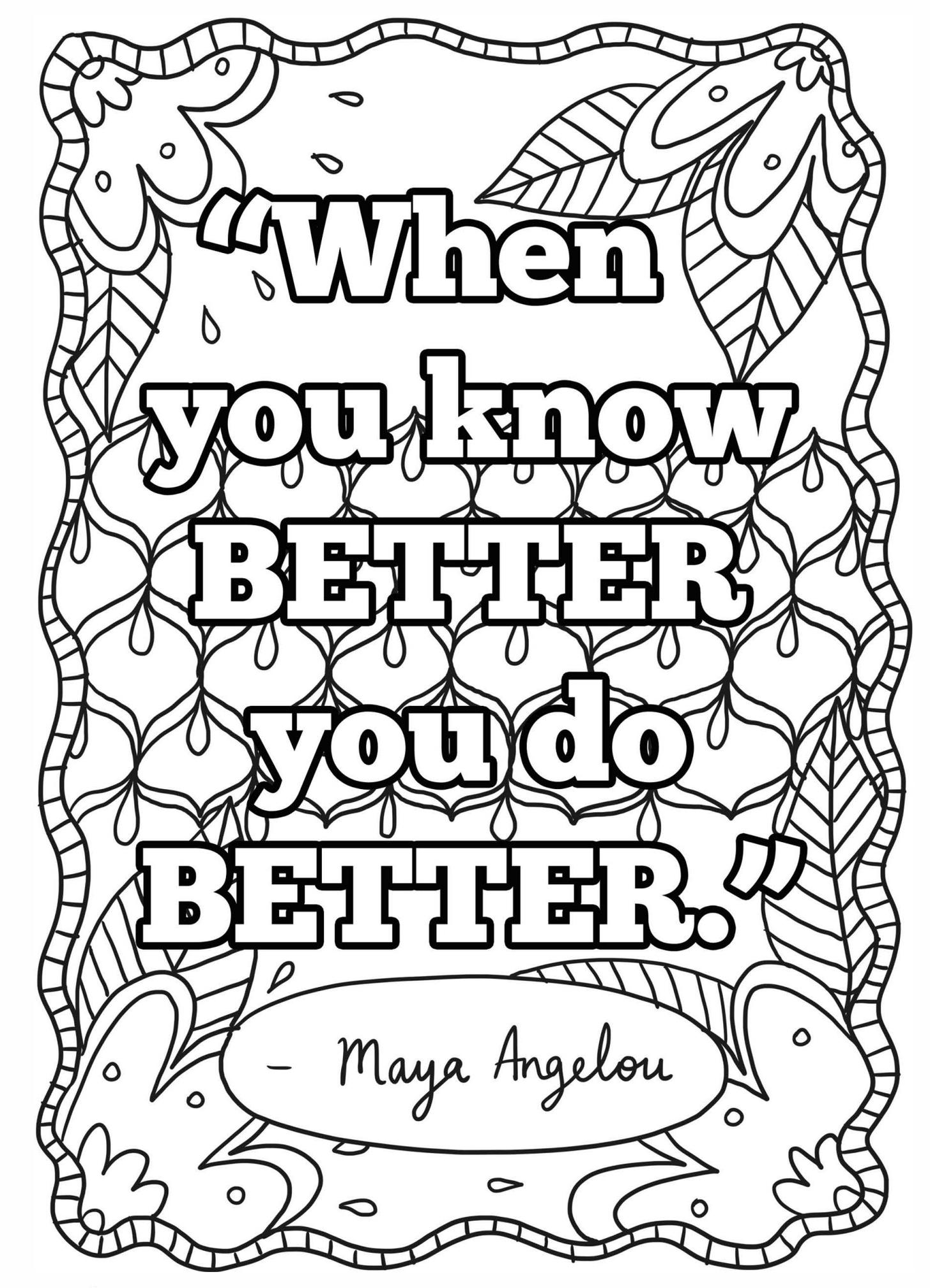
- Plutarch





**“We learn
from failure
not from
success!”**

- Bram Stoker



**“When
you know
BETTER
you do
BETTER.”**

- Maya Angelou

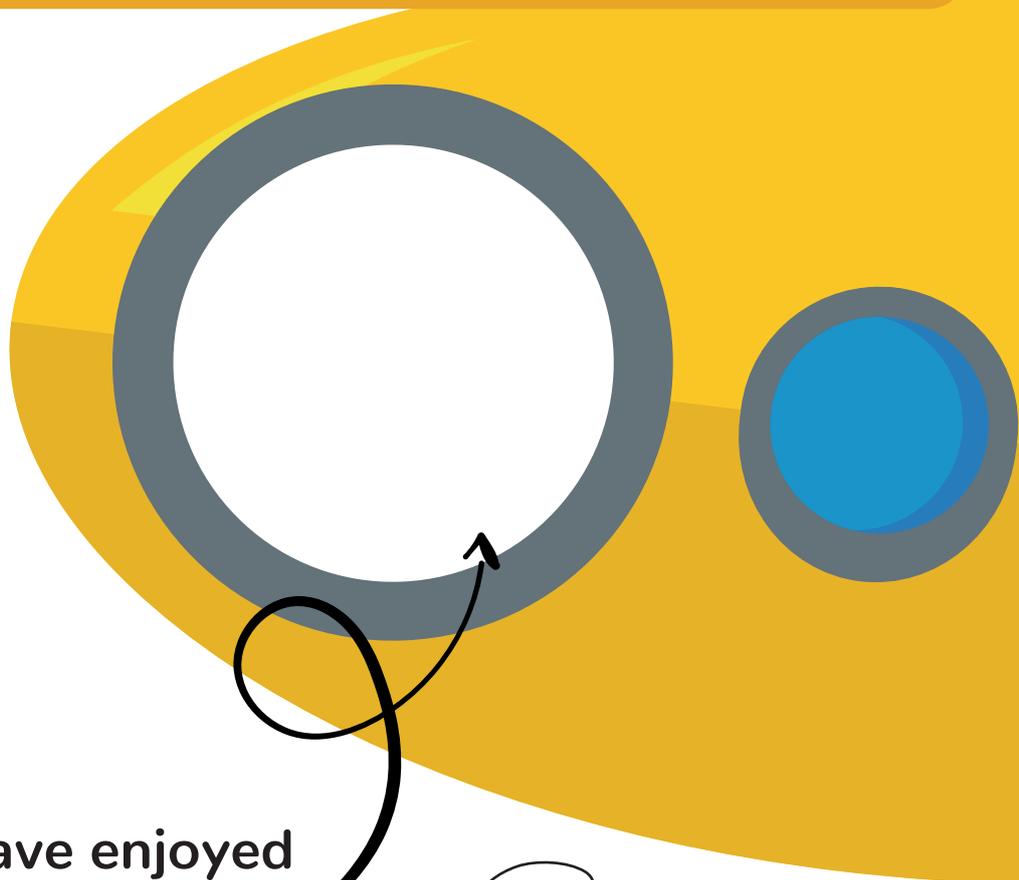
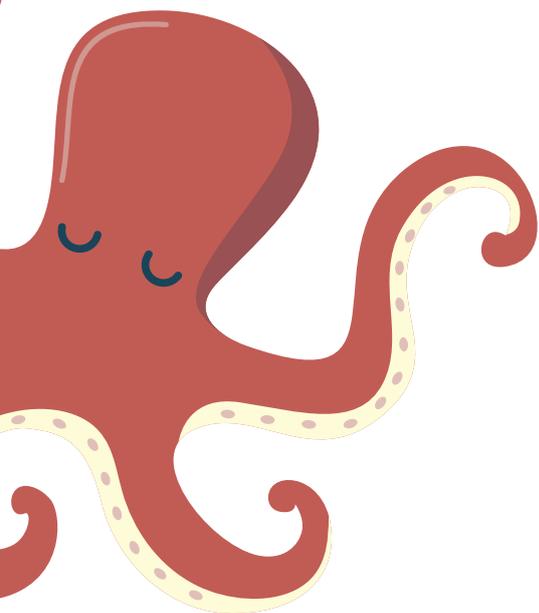
My Under Water Home

Think about your favourite home learning memories.



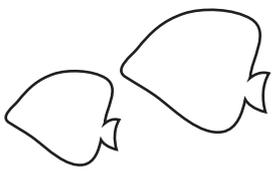
Something we did together as a family....

A large rectangular area with a yellow border, containing five horizontal lines for writing.



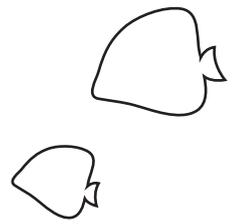
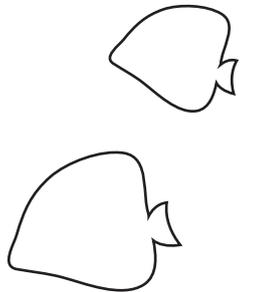
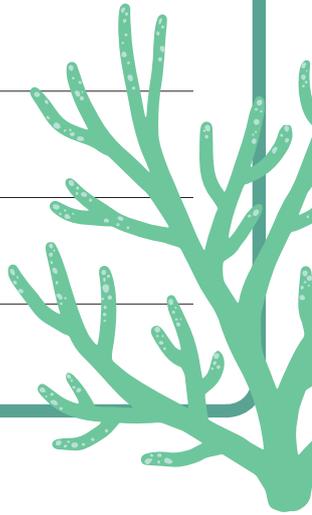
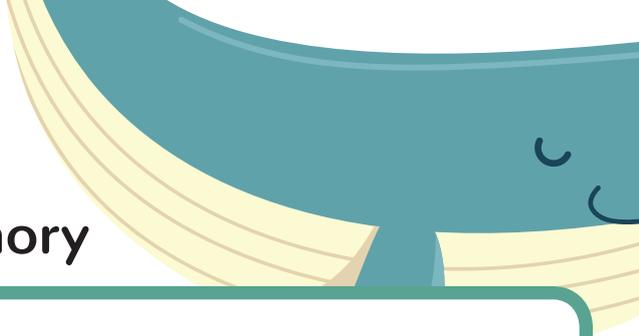
Something new I have enjoyed learning at home.





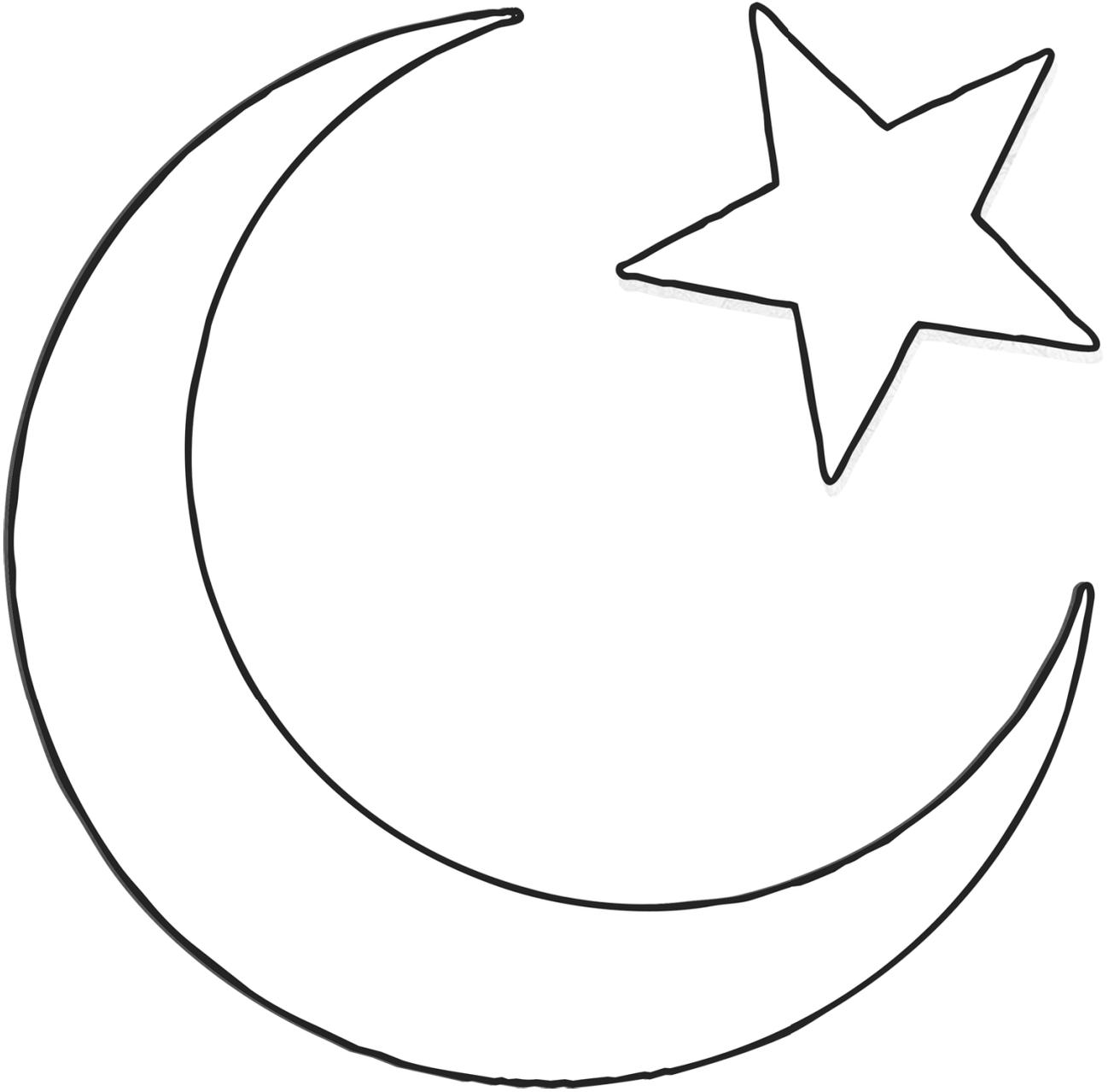
My favourite home learning memory

A large rectangular box with a green border and five horizontal lines for writing.



Words to describe how you feel about the year ahead

Symbol Template



Instructions:

1. Print symbols onto card.
2. Cut out the crescent and the star.
3. Paint or decorate both sides of each.
4. Punch a hole in the top of both and string through two pieces of string.
5. Tie the other end of each piece of string to a lolly stick.
6. Tie a piece of string to the middle of the lolly stick to hang the mobile up.



Muslim Symbol

A large, empty rounded rectangular box for drawing or writing.



Can you design your own symbol for Islam?

Can you explain your symbol and how it links to Islam?



Symbol Design



Can you design your own symbol for Islam in the box below?



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.)



RIGHTS
RESPECTING
SCHOOLS

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ARTICLE OF THE WEEK

GUESS THE ARTICLE

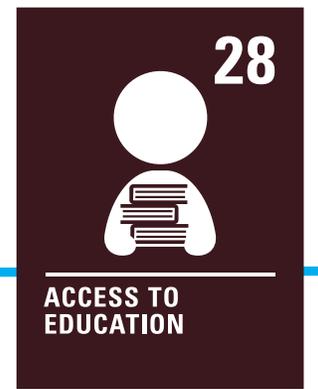
These pictures provide a clue to this week's article.

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.

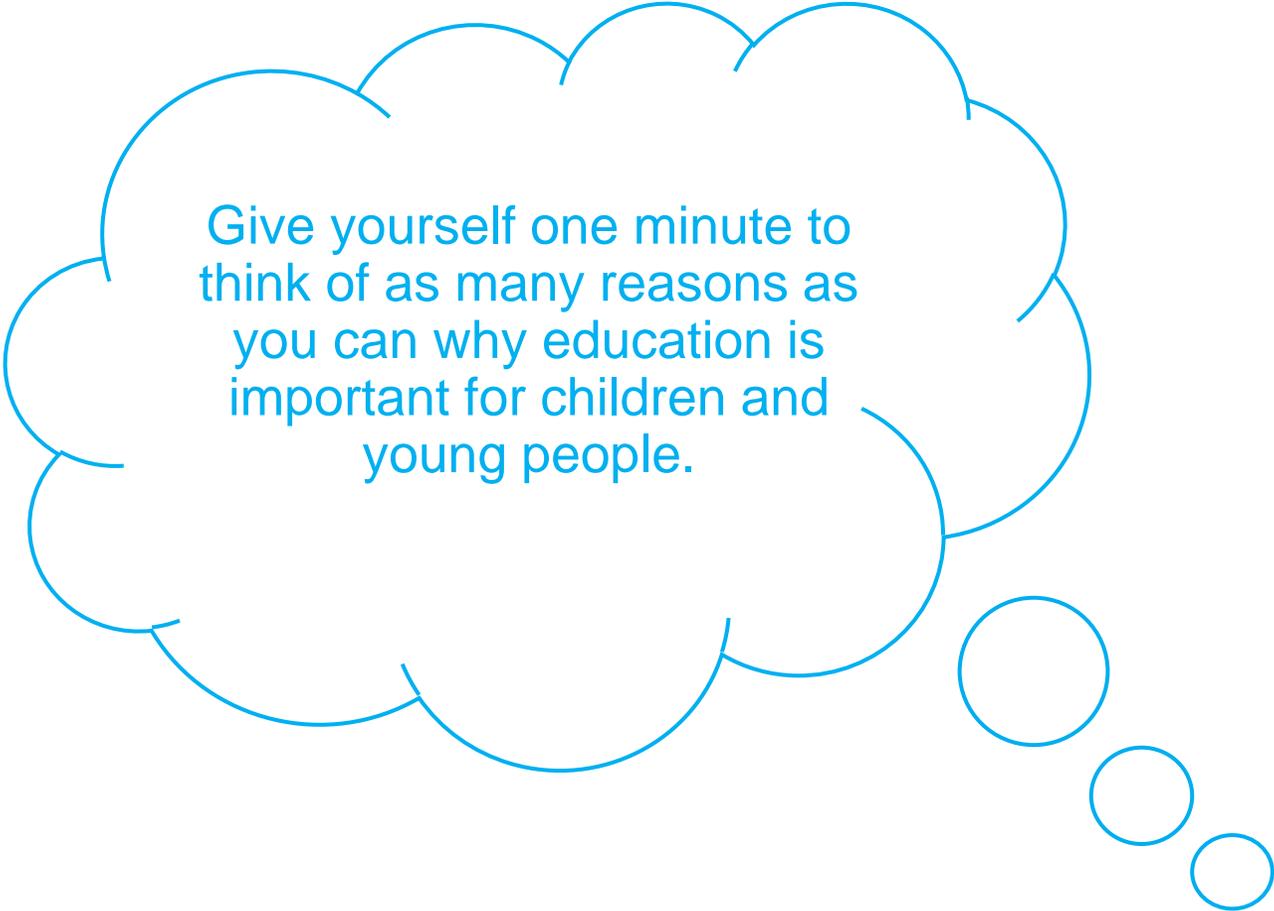
[Watch Jilly on YouTube](#)

unicef
UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS

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.

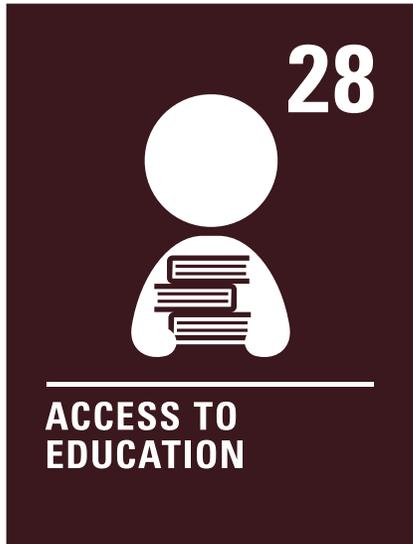
HOW MANY OF THESE DID YOU GET?

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

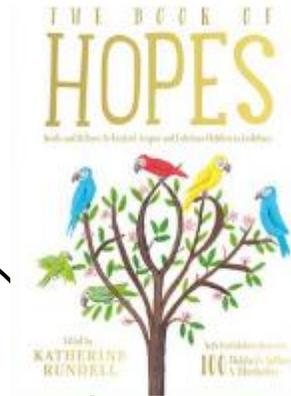
Watch '[Education is every child's right](#)' video and use it to help you create a poem about education and learning.

You could begin:

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

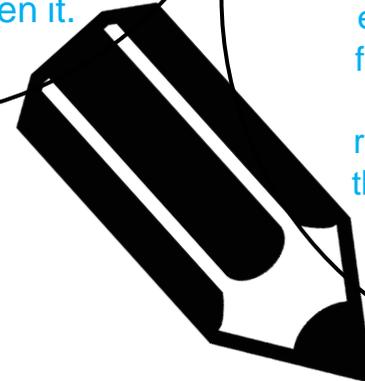
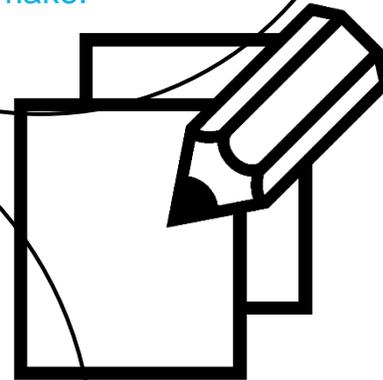


You might like to browse through [this lovely new book](#) 'The Book of Hopes' dedicated to everyone working in hospitals during coronavirus. Choose a poem or a story that you feel is special, Jilly chose 'Hope or learning the Language of Birds on page 76? If you find a favourite, share it with somebody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

THANK YOU



unicef 

UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS

ARTICLE OF THE WEEK

GUESS THE ARTICLE

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

Can you guess how they are linked together? Which article of the Convention do these pictures relate to?

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



Accessible Icon Project



BBC News



Unicef/Dawe

INTRODUCING... ARTICLE 23



Gerry introduces Article 23 - Children with a disability



Article 23 - A child with a disability has the right to live a full and decent life with dignity, and as far as possible, independence, and to play an active part in their community.

Governments must do all they can to support disabled children and their families.

[Watch Gerry on YouTube](#)

CHILDREN WITH DISABILITIES



What can schools do
to support pupils who
have a disability?

The Convention says: “Children must be supported, included, listened to and involved in decisions about their education.”

“A disability is a physical or mental impairment that has a substantial and long term negative effect on your ability to do daily activities.”

**Note down your thoughts
and compare with the
next slide.**

HOW MANY OF THESE DID YOU GET?

- Make sure the building is physically accessible (ramps and lifts for example)
- Work with specialist services to meet the needs of the child such as accessible buildings, specialist equipment or audio descriptions.
- Make lessons and activities accessible for all (easy read, sign language, Braille)
- Have quiet, calm and relaxing spaces such as a nurture room
- Use special equipment such as a microphone or hearing loop
- Listen to the child and help them to be included – every child is unique
- Work together and create a plan – making sure the child is heard
- Have toilets that are accessible
- Make sure all children can enjoy the playground

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.

What does disability mean to you? Do you know anyone who has a disability? How does your school help people with disabilities? Write down a list and talk to your friends about it.

Winnie has cerebral palsy and she enjoys horse riding. Do you have any hobbies? Write a letter to tell Winnie about the hobbies that you enjoy doing and maybe you have some questions for her. Watch Winnie tell her story [here](#).



Article 23 says that children have the right to live a "full and decent life with dignity". Do you know what dignity is? Ask someone at home or school what they think it means or look it up and talk to someone about it.

Some children can't use their hands to do things like drawing and painting. Watch this video and have a look at some art created by artists using only their mouth or feet. Have a go at [painting this hedgehog \(or anything else\)](#) with either your mouth or feet.

ACTIVITY TIME

How would you feel if you couldn't join in with games in the playground? What should a playground that can be used by everyone look like? Draw a picture and share with your friends. Have a look at [this comic](#).

Find out about a [Paralympic sport](#) that interests you and find a way to show your findings in something like a story, poster, PowerPoint or drawing.

It is important that a child with a disability is included and treated with respect. Watch [this video](#) and listen to Phoebe who has Cerebral Palsy share her story about the importance of being included and involved in everything she wants to do. Think about what you would ask Phoebe or what you would want to talk to Phoebe about.

Sign language is a way of communicating using your hands, mostly used by people with loss of hearing. Have a look at this website and see if you can learn some [sign language](#). Mr Norton has been greeting everyone on his Vlogs using Makaton. Teach what you learn to a friend or with someone in your household. Maybe even share a video with us on the APS gallery. You could also try this one for [animals/alphabet](#). Can you spell your name? or sign your favourite animal?



REFLECTION

Try to find somewhere peaceful and spend a few minutes being quiet and still... then think about these questions...

- What do you do in your own life to respect the rights of disabled children to live a full and decent life with dignity?
- Is your local playpark accessible for children with disabilities? If not, what can you do to help improve things?

Write down your thoughts and if you want, share this back with your teacher, friends or family.



EXTENSION

- Rights are universal and unconditional. Which other articles from the CRC link to rights for disabled children?
- Watch [this video](#) on the Social Model of Disability. Explain the ways could your school or community be organised to provide more independence, accessibility and opportunity to people with a disability?

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



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**RIGHTS
RESPECTING
SCHOOLS**

THANK YOU