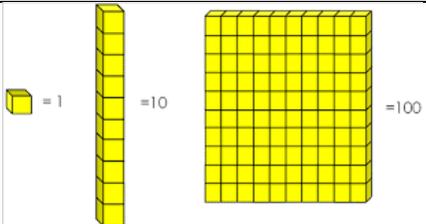
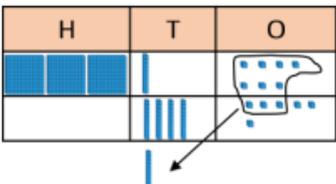
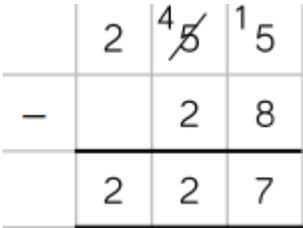
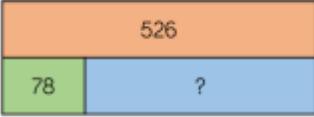
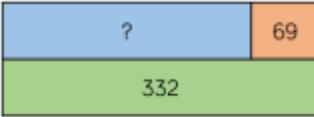
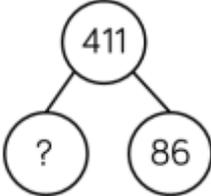
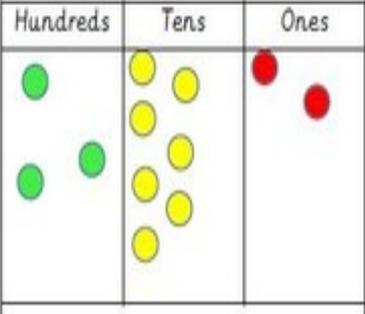


Timetable for Year 3 class WB 06.07.20

| | 9 - 9.40 | 9.40 - 10.30 | 10.30 - 10.45 | 10.45 - 12.00 | 12.00 - 1.15 | 1.15 - 2.15 | 2.15 - 3.15 |
|-----------|-----------------------------|--------------|---------------|----------------------------|--------------|-------------|-------------|
| Monday | PE with Joe Wicks (YouTube) | Maths task 1 | Break | English task 1 + spellings | Lunch | RE task 1 | Music |
| Tuesday | PE with Joe Wicks (YouTube) | Maths task 2 | Break | English task 2 | Lunch | Topic | |
| Wednesday | PE with Joe Wicks (YouTube) | Maths task 3 | Break | English task 3 | Lunch | Computing | RE task 2 |
| Thursday | PE with Joe Wicks (YouTube) | Maths task 4 | Break | English task 4 | Lunch | Science | |
| Friday | PE with Joe Wicks (YouTube) | Maths task 5 | Break | English task 5 | Lunch | Art/DT | French |

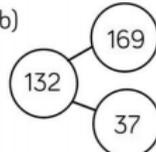
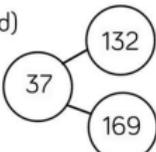
| Maths | | Addition and subtraction revision | |
|---------|--|--|--|
| Monday | <p><u>2-digit & 3-digit numbers</u></p> <p>Sometimes drawing our base 10 can help us when adding and subtracting numbers.</p>  <p>Practise drawing: 42 321 17 126</p> <p>If we are adding we need to draw both numbers. If we are subtracting, we simply cross out that many. E.g. $388 - 44$, we would cross out 4 tens and 4 ones from our 388.</p> | <p>1. Draw the calculations (hundreds tens and ones) to help you solve them: $388 - 44 =$ $167 + 32 =$ $265 - 43 =$</p> <p>2. Calculate:</p> $\begin{array}{r} 365 \\ + 23 \\ \hline \end{array}$ $\begin{array}{r} 365 \\ - 23 \\ \hline \end{array}$ $\begin{array}{r} 365 \\ + 32 \\ \hline \end{array}$ $\begin{array}{r} 365 \\ - 32 \\ \hline \end{array}$ | |
| Tuesday | <p><u>Add 2-digit & 3-digit numbers</u></p> <p>Today we are going to deepen our understanding of adding 2-digit and 3-digit numbers and today's calculations will involve exchanging one to tens, and tens to hundreds! You can still draw your base 10 to help you today, or use the column method. Remember we 'carry' our tens or hundreds on top, not under the answer. Your parents may do it differently, but it doesn't mean it's wrong!</p> | <p>1. Annie uses Base 10 to calculate $317 + 46$. Use Annie's method to calculate: $327 + 46$ $537 + 36$ $538 + 32$</p>  <p>2. Use the column method to calculate: $372 + 64$ $537 + 82$ $537 + 72$ $248 + 76$</p> <p>3. Complete today's extension questions in the table below.</p> | |

| <p>Wednesday</p> | <p><u>Subtract 2-digit & 3-digit numbers</u></p> <p>Today we are focusing on subtraction using the column method. We will need to exchange one ten for ten ones, or one hundreds for ten tens, but you can still draw your number using base 10 if that helps.</p>  <p>Watch this video to help you!</p> | <ol style="list-style-type: none"> Use the column method to calculate: $365 - 48 =$ $492 - 38 =$ $722 - 16 =$ Use the column method to calculate: $248 - 67 =$ $247 - 67 =$ $354 - 92 =$ Calculate the missing number in each model <div style="display: flex; justify-content: space-around; align-items: center;">    </div> | | | | | | | | | | | | | | | | | | |
|------------------|--|---|---|---|---|-----|----|---|-----|----|---|---|---|---|-----|----|---|-----|----|---|
| <p>Thursday</p> | <p><u>Add two 3-digit numbers (1)</u></p> <p>Today we're going to add two 3-digit numbers, but without crossing any boundaries – there'll be no carrying/exchanging! You can still draw your numbers using base 10 or place value counters if this helps you. I would use the column method!</p>  <p>Watch this video to help you!</p> | <ol style="list-style-type: none"> Complete today's extension questions in the table below. <ol style="list-style-type: none"> Complete the calculations: <div style="display: flex; justify-content: space-around; align-items: center;"> <table border="1" data-bbox="1234 592 1619 751"> <thead> <tr><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td>300</td><td>40</td><td>5</td></tr> <tr><td>200</td><td>30</td><td>6</td></tr> </tbody> </table> <table border="1" data-bbox="1637 592 2022 751"> <thead> <tr><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td>300</td><td>40</td><td>5</td></tr> <tr><td>200</td><td>30</td><td>6</td></tr> </tbody> </table> </div> $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ Use the column method to calculate: <ul style="list-style-type: none"> - Three hundred and forty-five add two hundred and thirty-six. - Five hundred and sixteen plus three hundred and sixty-two. - The total of two hundred and forty-seven and four hundred and two. | H | T | O | 300 | 40 | 5 | 200 | 30 | 6 | H | T | O | 300 | 40 | 5 | 200 | 30 | 6 |
| H | T | O | | | | | | | | | | | | | | | | | | |
| 300 | 40 | 5 | | | | | | | | | | | | | | | | | | |
| 200 | 30 | 6 | | | | | | | | | | | | | | | | | | |
| H | T | O | | | | | | | | | | | | | | | | | | |
| 300 | 40 | 5 | | | | | | | | | | | | | | | | | | |
| 200 | 30 | 6 | | | | | | | | | | | | | | | | | | |
| <p>Friday</p> | <p><u>Add two 3-digit numbers (2)</u></p> <p>Today we're going to continue adding two 3-digit numbers together using the same methods as yesterday, but today's calculations will involve exchanging (crossing the tens and hundred boundaries)</p> <p>Watch this video to help you!</p> | <ol style="list-style-type: none"> Use the column method to calculate: $323 + 518 =$ $607 + 288 =$ $507 + 463 =$ $591 + 367 =$ Eva and Ron are playing a game. Eva score 351 points and Ron scores 478 points. How many points to they score altogether? How many more points does Ron score than Eva? Eva and Ron play the game again. Eva scores 281 points, Ron scores 60 less than Eva. How many points do they score altogether? Complete today's extension questions in the table below. | | | | | | | | | | | | | | | | | | |

| | |
|----------------|---|
| English | Read / watch chapters 17 - 22 this week. https://www.youtube.com/watch?v=LZFaBfUs5BQ |
| Monday | <p>SPAG – Spelling activity</p> <p>Use the task sheet to read the extract from chapter 18. Create a revolting word bank of things Centipede has eaten, e.g. minced doodlebugs and curried slugs. Can you identify any words that are specific to a menu? E.g. pan fried. Remember to use a thesaurus to extend your vocabulary – don't just use chopped.</p> |
| Tuesday | <p>SPAG – a or an? (See grammar grid in this document)</p> <p>Write a revolting menu for the Centipede using imaginative words. You can use the word bank you created yesterday or use today's task sheet for more cooking / revolting ideas. You must include, starters, mains, desserts and drinks!</p> |
| Wednesday | <p>SPAG – a or an? (See grammar grid in this document)</p> <p>At the start of Chapter 19, Centipede spots "black things" gliding through the water. Earthworm identifies these black shapes as sharks, and while the others silently agree, they are too afraid to admit it themselves. The characters try to create a false sense of security by saying they are safe if they stay atop the peach, but suddenly the sharks begin to attack the peach by eating chunks of it. Desperate, the creatures call out to James and beg him to think of a way out of the disaster. If you were James, what would your solution be? Create a set of instruction detailing your solution!</p> |
| Thursday | <p>SPAG – a or an? (See grammar grid in this document)</p> <p>Write a diary entry from James' point of view about what has happened in chapters 21 and 22.</p> <p style="text-align: center;"> Full stops capital letters conjunctions Adjectives adverbs ,!? Despite, yet, so, if fronted adverbials paragraphs </p> |
| Friday | <p>SPAG – a or an mini test (See grammar grid in this document)</p> <ol style="list-style-type: none"> 1. Why is the journey inside the peach a terrible one for the creatures? 2. Where do the creatures predict they are located? 3. What would the creatures have done if James had not been there, do you think? 4. Which of the creatures can make string? 5. What does the word martyr mean? Write a sentence using the word. 6. What is the Earthworm afraid of? 7. What makes the sharks attack the peach more furiously? 8. Who, do you think, is the biggest hero in this chapter? Explain your answer. <p>If you were on board the peach, where would you like to go next? Why?</p> |

| | |
|-----------|---|
| RE task 1 | <p>Everyone has a place that is special to them. Talk about your special places and what makes them special with your family. Perhaps it is somewhere you like to go to think or be alone. Everyone's will be different!</p> <ul style="list-style-type: none"> • Create your own imaginary special place. What would it look like? Draw and describe this special place. |
| RE task 2 | <p>Where is a special place for Jesus? Use the RE task sheet to look at scripture referencing special places to Jesus. After, choose and retell your favourite story about Jesus, stating where it happened, why it was special and explaining why it is a special place for people today.</p> |
| Computing | <p>https://turtleacademy.com/lessons/8 - Recursion</p> <p>These lessons are getting very tricky now, so it's OK if you get stuck. Give it a go, if you are still stuck each step has a hint button so you can try again. If you are so stuck that you don't know what to do, each step has a solution button so that you can complete the step and move on to the next step.</p> |
| Science | <p>Before we had clocks and watches people used sundials to mark the passing of time. A sundial measures time by the position of the sun and usually has markings for each hour of sunlight. Sundials have something in the centre which casts a shadow over the markings showing what the time is. There are lots of ways to make a simple sundial, you can draw around your shadow from the same central point at different times throughout the day, use stones or even just a simple straw or stick.</p> <p>You will need: A sunny spot, pen or chalk, straw or stick, plasticine or something similar.</p> <ul style="list-style-type: none"> • You'll need a sunny spot that doesn't get shady • If you're using chalk you can draw directly on the ground, otherwise paper and pen work well too. • I used plasticine to make the straw stay upright. • Start recording at 12 noon and record what happens to the shadow of the straw every hour for a day (until bedtime) • What happens to your shadow? Can you explain why scientifically?  |
| Topic | <p>Use the task sheet and an atlas (online map of England) to identify the areas with the largest populations. You must label Birmingham, Liverpool, London, Manchester and Newcastle. After, use the key to label the least populated areas.</p> <p>Can you use your atlas to explain why each of these areas might be less populated?</p> |
| Art/DT | <p>Reflect on your sketches from last week. <i>How do you think you did?</i></p> <p>This week we are going to focus more on texture, pattern and tone.</p> <ul style="list-style-type: none"> • Choose a different natural form from last week (see Art task sheet) and concentrate on texture and pattern. How are you going to make your drawing look bumpy/smooth? Have you created the same pattern? There are lots of drawing videos on YouTube you could use to help you. |
| Music | <p>https://www.youtube.com/watch?v=en4PBZ1Wzno - Pandit Ravi Shankar- Raga Rasia</p> <ul style="list-style-type: none"> • Listen to the song and fill in the music task sheet. |
| French | <p>You will need to remember your numbers in French, and the months of the year.</p> <p>Draw a picture of yourself and complete the following sentences: Je m'appelle _____. J'ai _____ ans. Mon anniversaire est le _____</p> <p>Now read your sentences to somebody in your family and see if they know what you're saying.</p> <p>Draw picture and write the birthdays of a friend of someone in your family.</p> |

Maths Extension Activities

| Monday: | Tuesday: | Wednesday: | Thursday: | Friday: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------|------------|-----------|---------|-----|--|----|-----|-----|----|------|-------|-------|-------|---|--|---|---|---|---|--|---|---|--|--|--|--|--|---|---|---|----|----|----|----|-----|-----|-----|-----|--|--|---|---|---|--|---|---|---|---|--|---|---|--|--|--|--|--|---|---|---|--|--|--|---|---|---|---|---|---|--|--|--|--|--|---|---|---|--|
| <p align="center"><u>2-digit & 3-digit numbers</u></p> <p>1. Eva has 169 sweets in a jar. She gives 37 sweets to Mo. Which model represents this problem? Explain why.</p> <p>a) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td colspan="2">132</td></tr><tr><td>37</td><td>169</td></tr></table></p> <p>b) </p> <p>c) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td colspan="2">169</td></tr><tr><td>37</td><td>132</td></tr></table></p> <p>d) </p> <p>2. Rosie has 77 sweets. Mo has 121 sweets. Which addition will find out how many sweets they have altogether? Explain your answer.</p> <p style="text-align: center;"> <table style="display: inline-table; vertical-align: middle;"><tr><td>121</td><td>77</td></tr><tr><td>+ 77</td><td>+ 121</td></tr><tr><td>_____</td><td>_____</td></tr></table> </p> | 132 | | 37 | 169 | 169 | | 37 | 132 | 121 | 77 | + 77 | + 121 | _____ | _____ | <p align="center"><u>Add 2-digit & 3-digit numbers</u></p> <p>1. Eva says “265 + 27 = 282” here is her working out:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>2</td><td>6</td><td>5</td></tr> <tr><td>+</td><td></td><td>2</td><td>7</td></tr> <tr><td colspan="4" style="border-top: 1px solid black;"></td></tr> <tr><td></td><td>2</td><td>8</td><td>2</td></tr> </table> <p>Is she correct? Explain why.</p> <p>2. Choose one 2-digit number and one 3-digit number. Write additions that have an exchange in the ones and the tens columns.</p> <div style="border: 2px solid purple; border-radius: 15px; padding: 10px; margin: 10px 0; display: inline-block;"> <table style="margin-left: auto; margin-right: auto;"> <tr><td>23</td><td>35</td></tr> <tr><td>81</td><td>56</td></tr> </table> </div> <div style="border: 2px solid green; border-radius: 15px; padding: 10px; margin: 10px 0; display: inline-block;"> <table style="margin-left: auto; margin-right: auto;"> <tr><td>756</td><td>467</td></tr> <tr><td>487</td><td>619</td></tr> </table> </div> | | 2 | 6 | 5 | + | | 2 | 7 | | | | | | 2 | 8 | 2 | 23 | 35 | 81 | 56 | 756 | 467 | 487 | 619 | <p align="center"><u>Subtract 2-digit and 3-digit numbers</u></p> <p>1. Rosie thinks 352 - 89 is 337. Explain her mistake. What should the answer be?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td>3</td><td>5</td><td>2</td></tr> <tr><td>-</td><td></td><td>8</td><td>9</td></tr> <tr><td colspan="4" style="border-top: 1px solid black;"></td></tr> <tr><td></td><td>3</td><td>3</td><td>7</td></tr> </table> <p>2. Use <, > or = to make these statements correct.</p> <p>234 - 47 _____ 234 - 57</p> <p>472 - 84 _____ 473 - 84</p> <p>406 - 89 _____ 416 - 89</p> <p>3. Alex, Teddy and Dora are trying to work out 300 - 57. Who has the most efficient way of working it out? Explain how you know.</p> <p>Alex - “I know that taking away means difference, so I and do 299 take away 56 and get the right answer.”</p> <p>Teddy - “I can count on from 57 to 100, and then count on to 300.”</p> <p>Dora - “I can use the column method to work it out and exchange when I need to.”</p> | | H | T | O | | 3 | 5 | 2 | - | | 8 | 9 | | | | | | 3 | 3 | 7 | <p align="center"><u>Add two 3-digit numbers (1)</u></p> <p>1. Jack is calculating 506 + 243. Here is his working out:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td></td><td>5</td><td>6</td></tr> <tr><td>+</td><td>2</td><td>4</td><td>3</td></tr> <tr><td colspan="4" style="border-top: 1px solid black;"></td></tr> <tr><td></td><td>2</td><td>9</td><td>9</td></tr> </table> <p>Can you spot Jack's mistake? Explain it mathematically, then work out the correct answer.</p> <p>2. Here are three-digit cards:</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid green; border-radius: 10px; padding: 5px 15px; background-color: #e0ffe0;">2</div> <div style="border: 1px solid green; border-radius: 10px; padding: 5px 15px; background-color: #e0ffe0;">3</div> <div style="border: 1px solid green; border-radius: 10px; padding: 5px 15px; background-color: #e0ffe0;">4</div> </div> <p>Alex and Teddy are making 3-digit numbers using each card once. Alex has made the greatest number possible. Teddy has made the smallest number possible. Work out the total of their two numbers.</p> | | | 5 | 6 | + | 2 | 4 | 3 | | | | | | 2 | 9 | 9 | <p align="center"><u>Add two 3-digit numbers (2)</u></p> <p>1. Roll a dice (online dice) fill in a box each time you roll.</p> <p style="text-align: center; font-size: 2em;">□□□ + □□□ =</p> <p>Can you make a total:</p> <ul style="list-style-type: none"> - That is an odd number? - That is an even number? - That is a multiple of 5? - That is the greatest possible number - That is the smallest possible number? <p>2. Complete the statements to make them correct.</p> <p>487 + 368 _____ 487 + 468</p> <p>326 + 258 _____ 325 + 259</p> <p>391 + 600 = 401 + _____</p> <p>Explain why you do not have to work out the answers to compare them</p> |
| 132 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 37 | 169 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 169 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 37 | 132 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 121 | 77 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 77 | + 121 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | 6 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + | | 2 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | 8 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 81 | 56 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 756 | 467 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 487 | 619 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | H | T | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 | 5 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - | | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 3 | 3 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Grammar Activities

| Monday: | Tuesday: | Wednesday: | Thursday: | Friday: |
|---|---|---|---|---|
| <p style="text-align: center;"><u>Spelling words</u></p> <p>Silent letters revision</p> <ol style="list-style-type: none"> 1. build 2. guide 3. guard 4. wheat 5. whale 6. honest 7. whirl 8. gnome 9. gnaw 10. surprise <p>Make sure you look up the definition of any words you are unsure of.</p> <p>Write a sentence using each word – remember to include an adjective.</p> <p>Write a sentence using each word – remember to include an adjective and conjunction.</p> <p>Write a sentence using each word – remember to try and use similes and metaphors</p> | <p style="text-align: center;"><u>A or An?</u></p> <p>Watch the espresso video about how to use a or an. You can even complete the quizzes if you want to!</p> <p>Create clear instructions for year 2 to follow on how to use a or an.</p> <p>You could include an example to make your instructions crystal clear!</p> | <p style="text-align: center;"><u>A or An?</u></p> <p>We use 'an' before a word that begins with a vowel or a vowel sound. Vowels are a, e, i, o, u.</p> <ol style="list-style-type: none"> 1. Fill in the 'an' or 'a' for the words below. <ol style="list-style-type: none"> a. ___ letter b. ___ window c. ___ ice cream d. ___ sparkler e. ___ poppy f. ___ ear g. ___ bridge h. ___ elephant i. ___ house j. ___ umbrella 2. Try writing sentences using the words above, remembering to use the correct determiner! (a or an) | <p style="text-align: center;"><u>A or An?</u></p> <ol style="list-style-type: none"> 1. Fill in the 'an' or 'a' in the sentences below. <ol style="list-style-type: none"> a. It was ___ honour to have a visit from the Queen. b. There is ___ mouse in the garden. c. We saw ___ ostrich at the farm. d. For my packed lunch I chose ___ apple. e. She made ___ honest mistake. f. His new cat was ___ gift. 2. Write sentences with 'an' or 'a' using the following nouns: <ol style="list-style-type: none"> a. Unicorn b. Egg c. Apricot d. Hour e. Unfair f. Enormous biscuit | <p style="text-align: center;"><u>A or An mini test.</u></p> <ol style="list-style-type: none"> 1. Copy the sentences that uses 'an' or 'a' correctly. The knight was a excellent fighter. The knight was an excellent fighter. 2. Write a sentence using 'an' correctly. 3. Write 'an' or 'a' in the spaces. There was ___ enormous crash. She was ___ honest person. He thought the referee had made ___ unfair decision. 4. Copy all the sentences that use 'an' correctly. She is an unhappy customer. He caught an cold. She wanted an excuse to leave. He listened to an radio. The dog fetched a bone. 5. Write 'an' or 'a' in the space: The little girl chose ___ ice cream. |

English Task Sheet (Monday)

Chapter 18 extract.

Whereupon, the Centipede, with his mouth full of peach and with juice running down all over his chin, suddenly burst into song:

*“I’ve eaten many strange and scrumptious dishes in my time,
Like jellied gnats and dandyprats and earwigs cooked in slime,
And mice with rice – they’re really nice
When roasted in their prime.
(But don’t forget to sprinkle them with just a pinch of grime.)*

*I’ve eaten fresh mudburgers by the greatest cooks there are,
And scrambled dregs and stinkbugs’ eggs and hornets stewed in tar,
And pails of snails and lizards’ tails,
And beetles by the jar.
(A beetle is improved by just a splash of vinegar.)*

*“I often eat boiled slobbages. They’re gran when served beside
Minced doodlebugs and curried slugs. And have you ever tried
Mosquitoes’ toes and wampfish roes
Most delicately fried?
(The only trouble is they disagree with my inside.)*

*I’m mad for crispy wasp-stings on a piece of buttered toast,
And pickled spines of porcupines. And then a gorgeous roast
Of dragon’s flesh, well hung, not fresh –
It costs a pound at most.
(And comes to you in barrels if you order it by post.)*

*I crave the tasty tentacles of octopi for tea
I like hot-dogs, I LOVE hot-frogs, and surely you’ll agree
A plate of soil with engine oil’s
A super recipe.
(I hardly need to mention that it’s practically free.)*

*For dinner on my birthday shall I tell you what I chose?
Hot noodles made from poodles on a slice of garden hose
And a rather smelly jelly
Made of armadillo’s toes.
(The jelly is delicious, but you have to hold your nose.)*

*“Now comes,” the Centipede declared, “The burden of my speech:
These foods are rare beyond compare – some are right out of reach;
But there’s no doubt I’d go without
A million plates of each
For one small might,
One tiny bite,
Of this FANTASTIC PEACH!”*

Everybody was feeling happy now. The sun was shining brightly out of a soft blue sky and the day was calm. The giant peach, with the sunlight glinting on its side, was like a massive golden ball sailing upon a silver sea.

English Task Sheet (Tuesday)

Menu-based words

Chargrilled
Beer battered
Seasoned
Pan fried
Oak smoked
Flame grilled
Half roasted
Smothered
Sautéed
Curried
Basted
Whisked
Caramelise
Marinate

Revolting ingredients

Maggot stuffed fries
Snot
(fart seasoning)
Ripe flies flesh juice
Whale vomit
Frog slime pizza
Pig's guts
Horse bladder sauce
Doodlebug cheesecake
Caramelised donkey urine
Stuffed camel hump
Mouldy lasagne
Pig cheese with pickled fish guts
Road killed squirrel
Seasoned slug heart

RE task sheet

The law says that the eldest boy in each family must be taken to the temple to be presented to God. Mary and Joseph took Jesus to the temple to see an old man called Simeon. Simeon gave blessings to God for Jesus.

Luke 2:23-28

A messenger from God said to the shepherds, "Tonight a baby called Jesus has been born in Bethlehem"

Luke 2:10-12

When Joseph and Mary had finished doing all that was required by the law of the Lord, they returned to their hometown of Nazareth in Galilee. Jesus grew and became strong; He was full of wisdom, and God's blessings were upon Him.

Luke 2:39-40

Every year His parents went to Jerusalem for the Feast of the Passover. After three days they found Him in the temple courts, sitting amongst the teachers, listening to them and asking them questions.

Luke 2:41,46

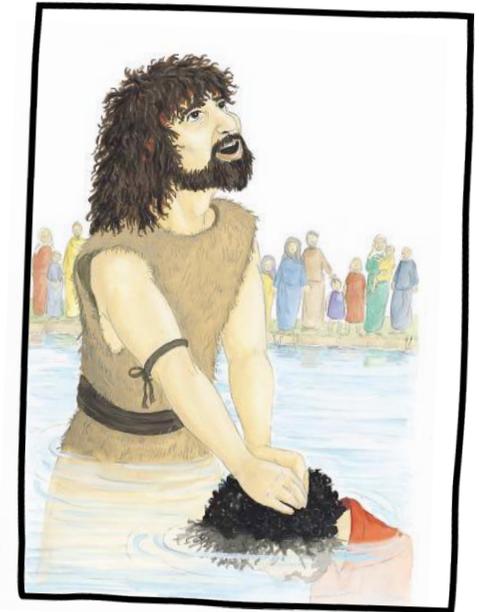
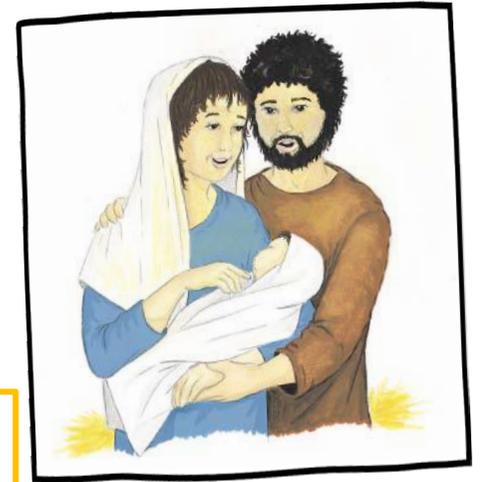
Jesus came from Nazareth in Galilee and was baptised by John the Baptist in the River Jordan.

Mark 1:9

Jesus saw the crowds and went up a hill, where He sat down. His disciples gathered round Him and He began to teach them.

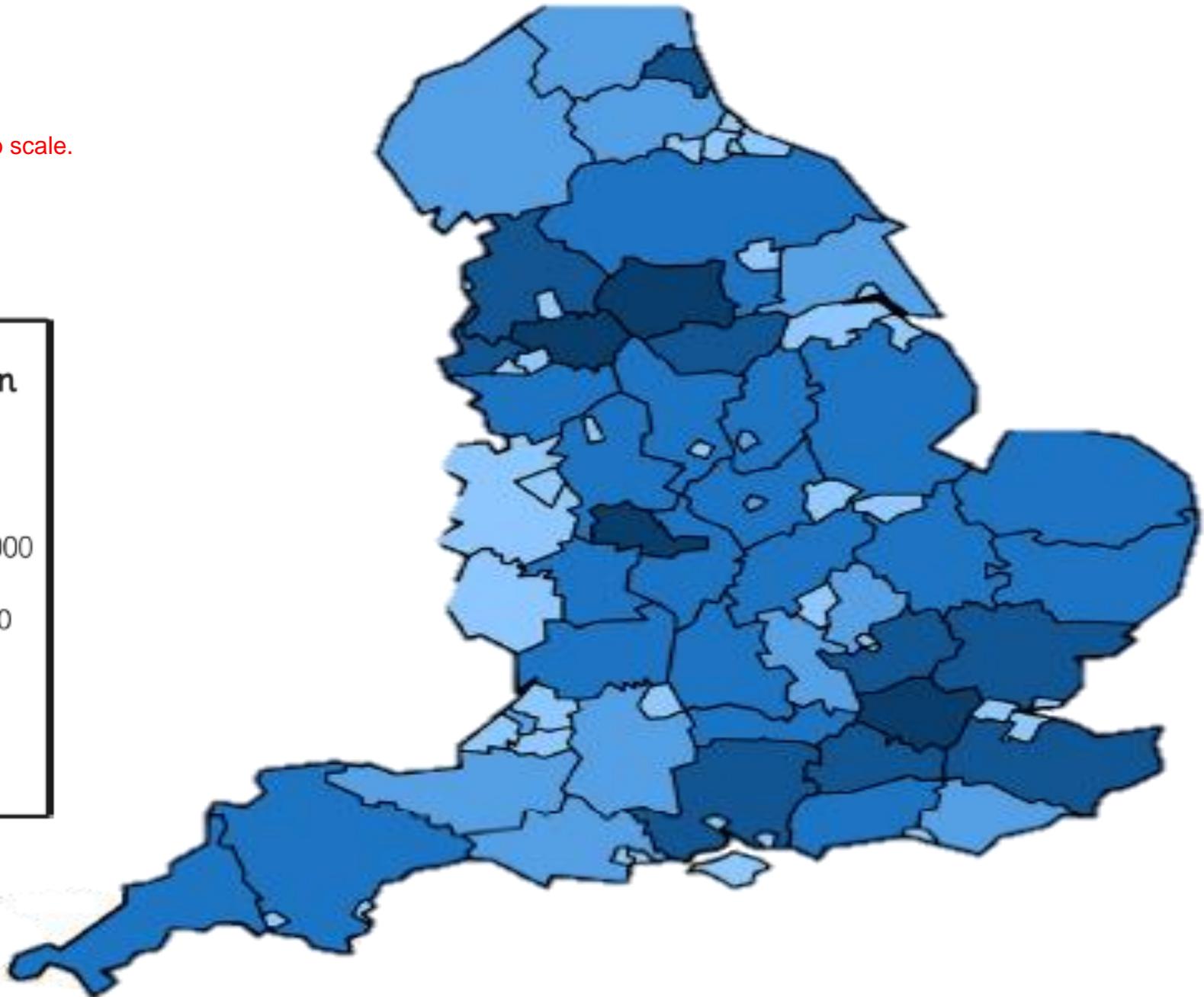
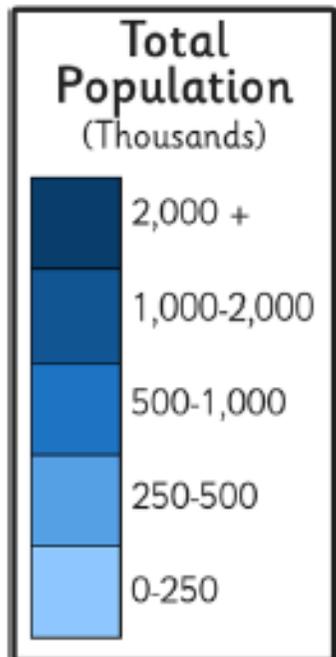
Matthew 5: 1-2

Can you think of any more special places for Jesus?



Topic Task Sheet

Picture not to scale.



Art Task Sheet

