

Monday

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!

	Jungle Log	My Story
State when the exploring happened, sum up the day & tell reader how you felt.		
What you did before you set off.		
Event 1 - what happened?		
Event 2 - what happened?		
Event 3 - what happened?		
Event 4 - what happened next?		
Round off your report and tell the reader what you did at the end of the day.		

Measure length

1 What is the length of each line?

a)



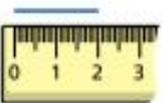
cm

b)



cm

c)



cm

2 Write the length of each line to the nearest millimetre.

a)



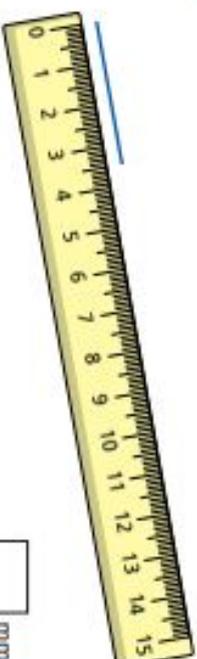
mm

b)



mm

c)



mm

3 Use a ruler to draw lines of these lengths.

a) 5 cm

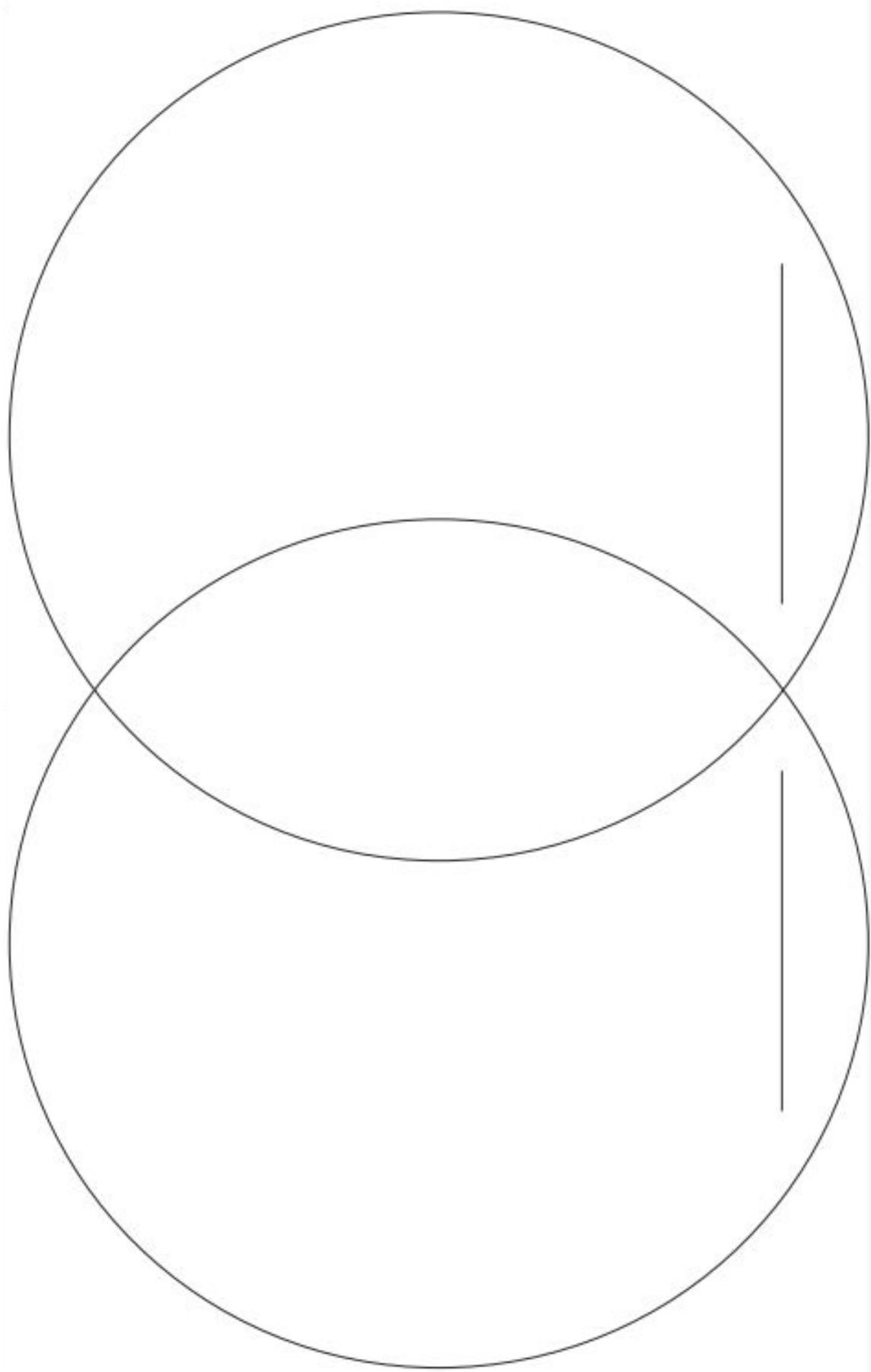


b) 75 mm



c) 42 mm





Tuesday

Leprechauns

There aren't many types of fairy more well-known than the leprechauns of Ireland. However, their history is long and winding. Many of the things you think you know about them might be hundreds of years old.

Most people think of fairies as being twinkly and beautiful. In fact, lots of the different types of fairy were traditionally naughty. They often played tricks on humans and caused lots of trouble. The leprechaun was no different.

They weren't always called leprechauns, either. Around 700 CE, there were many legends of water sprites called luchorpán. This means "small body". These sprites mixed with the fairies of Ireland and would raid cellars for alcohol! There is also the possibility that the name comes from the Irish phrase "leith brogan". This means shoemaker. Originally, leprechauns were cobblers, which is a type of shoemaker.

Leprechauns are normally shown as being wrinkly old men. They nearly always were green now, but they originally wore red. They tend to wear big leather shoes or boots and a leather apron. They may or may not be wearing a pipe. Lots of these things were worn by traditional cobblers as well.

One of the most famous legends of the leprechauns is about the pots of gold that they keep at the end of the rainbow. The leprechauns are a tricky bunch and love to play games with greedy humans. Their pot of gold is likely to just be a way for them to trap people and have their fun.

Once, a greedy old man was wandering through a woodland when he grew lost. He heard the familiar tap, tap, tapping sound of the leprechaun's hammer and knew that one was close. The leprechaun, being a trickster, didn't try to hide and let the man find him. The man's eyes lit up with greed - he had heard that leprechaun's kept their gold hidden away.

The man asked politely if the leprechaun had any gold. The fairy replied that it had, but that it was hidden. Seeing his chance, the man leapt at the leprechaun and grabbed him by the ankles. He

promised to let the creature go if it shared its gold with him. The leprechaun laughed and said that it would.

Once the man had been led to the tree that marked the treasure, he realised that he didn't have a spade. He didn't want to forget where it was, so he tied a ribbon around the trunk to mark the spot, and set off to get a shovel. Leprechauns are creatures of their word, even if they don't always play fair. This particular fairy didn't want to move his treasure, that would be dishonest. Instead, when the man returned, he found that the trickster had tied a ribbon around the trunk of every tree in the forest. Such are the tricks of the leprechaun!

Over the centuries, the legend of the leprechaun has changed and taken on new forms. In all of them, the main warning is always that it is not worth trying to get rich quick or take what isn't yours.

Measure length (m)

1 Look around your classroom.

Choose 10 objects.

- a) Estimate which objects are longer than 1 metre and which are shorter than 1 metre.
- b) Draw each object in the correct part of the table.

Longer than 1 metre	Shorter than 1 metre

c) Use a metre ruler to measure your objects.

Did you put them in the correct column?

d) Which object is closest to 1 metre long?

2



Dexter

I am 1 metre and 8 centimetres tall.



Ron

You can write this as 1 m and 8 cm.

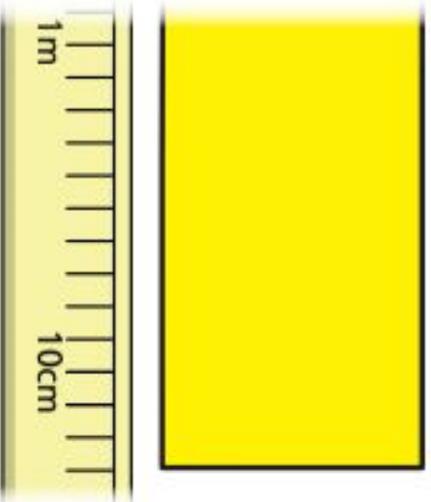
Do you agree with Ron? _____
Talk about it with a partner.

Complete the sentences.

- a) Dexter is 1 _____ and 8 _____ tall.
- b) Dani is 1 metre and 21 centimetres tall.
Dani is _____ m and _____ cm tall.
- c) Scott is 1 metre and 11 centimetres tall.
Scott is _____ and _____ tall.

- 3 Class 2 are measuring poster paper for an art lesson.

Nijah puts the paper next to a 2-metre stick.



How long is the poster paper?

m and cm

- 4 Measure the longest side of your classroom and complete the sentence.

My classroom is and long.



5



Daddy Bear is 2 metres tall.

Baby Bear is half as tall as Daddy Bear.

a) How tall is Baby Bear? m

b) Mummy Bear is taller than Baby Bear, but shorter than Daddy Bear.

How tall could Mummy Bear be?

Mummy Bear could be and

tall.

Compare answers with a partner.

Wednesday

	My Story
State when the exploring happened, sum up the day & tell reader how you felt.	
What you did before you set off.	
Event 1 - what happened?	
Event 2 - what happened?	
Event 3 - what happened?	
Event 4 - what happened next?	
Round off your report and tell the reader what you did at the end of the day.	

Equivalent lengths – m and cm



- 1 There are 100 centimetres (cm) in 1 metre (m).

Use the bar models to complete the sentences.

1 m
100 cm

a)

1 m	1 m	1 m

There are cm in 3 m.

b)

1 m	1 m	1 m	1 m	1 m	1 m

There are cm in 6 m.

d)

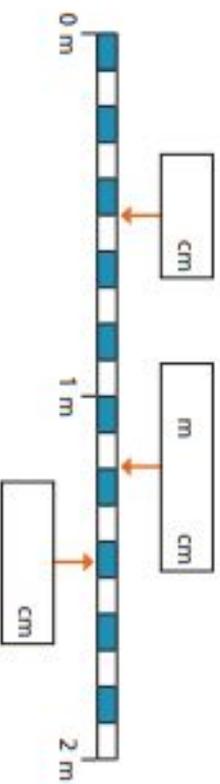
100 cm					

There are 500 cm in m.

- 2 Complete the table to show equivalent lengths and continue the pattern.

cm	m and cm
310 cm	3 m and 10 cm
320 cm	m and cm
330 cm	m and cm
cm	3 m and 40 cm
cm	3 m and 50 cm
cm	m and cm
cm	m and cm

- 3 Write the missing measurements.



- 4 Find three items in your classroom.

Measure them and complete the table.

One has been done for you.

Item	Length in cm and mm	Length in mm
toy car	9 cm 6 mm	96 mm

- 5 Filip and Kim are building towers using cubes.

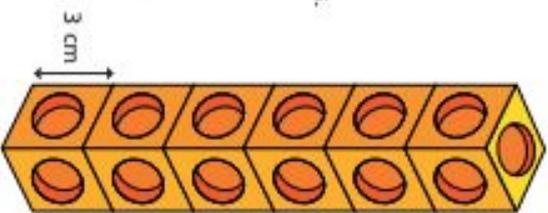
Each cube is 3 cm high.

a) Filip uses 6 cubes.

How tall is Filip's tower?

Give your answer in millimetres.

Filip's tower is mm tall.

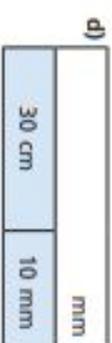
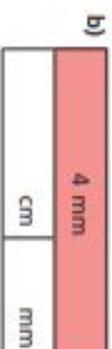
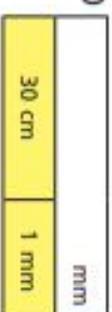
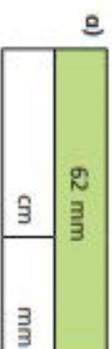


- b) Kim's tower is 300 mm tall.

How many cubes does she use?

Kim uses cubes.

- 6 Complete the bar models.





Computing

Wednesday 3rd March 2021

Computing- Email lesson 2

LO I am learning to send and respond to an email

B- I can send and respond to an email with support

S- I can send and respond to an email independently

G- I can use the address book to send and reply to emails

Last week we looked at different forms of communication, emails are a way of written communication.

This week we are going to use purple mash to send and respond to an email.

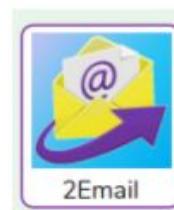
What is email?

Email is a method of sending electronic communication from one device to another.

2Email is a safe way of sending emails, through Purple Mash you can only send and receive emails to other people in our school.

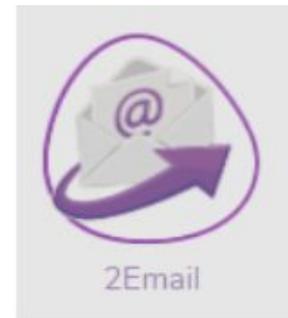


The report to teacher button, allows you to report anything you are concerned about in the emails you receive, the email will then disappear from your inbox and be reported to your teacher



Your Task.

Login to your purple Mash account and look for the 2Email icon
Open 2 Email and check for any new emails.



You can also check for new emails in your alerts.



Open your new email, and read it .

Your teacher will have asked you a question in this email, your task is to reply by sending a reply to the email.

Reply to your email

A screenshot of an email interface. At the top, there is a purple header with a white envelope icon and the text 'Read Email'. Below this, the email content is displayed in a white box with a grey border. The content is divided into three sections: 'From: Caitlin' (with a profile picture icon), 'Subject: Am I breaking any SMART rules?', and 'Message: Thank you for your reply.' followed by the main body text. At the bottom of the email content, there is a toolbar with four buttons: 'Reply' (green), 'Delete' (purple trash can), 'Report to teacher' (purple), and a blue icon. To the right of the toolbar is a red 'Close' button with a white 'X' icon. Red numbered callouts (1-7) are placed over the interface: 1 points to the 'From' field, 2 to the 'Subject' line, 3 to the 'Message' header, 4 to the 'Reply' button, 5 to the 'Delete' button, 6 to the 'Report to teacher' button, and 7 to the 'Close' button.

1. This is the name of the contact who sent the email.
2. This is the subject line the sender gave the email.
3. This is the main content of the email.

Thursday

Tutankhamun's Tomb



Who Found His Tomb?

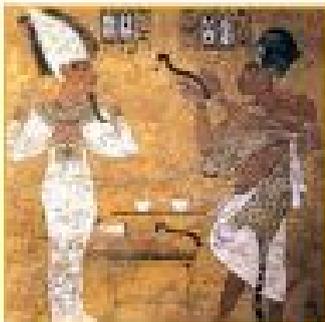
The tomb was found by a group of researchers lead by Howard Carter. It was discovered in 1922, which means that all of the treasures and the body inside have been left in very good condition. Carter worked out from other important finds that the tomb would be in the Valley of the Kings. A man named Theodore Davis found a cup with Tutankhamun and his wife on it. This was a clue that helped Carter find the tomb.

What They Found Inside

Inside the tomb they found over 3000 treasures meant for Tutankhamun to take with him into the afterlife. Many of the items were made from, or covered in, gold – perfect for a king. The tomb was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held his sarcophagus (a decorated stone coffin).

Decoration

The burial chamber with the body is the only decorated room in the tomb, which is very unusual for a resting place for a king.



Normally, all the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly.

The images on the walls were from a ritual called the 'opening of the mouth'.

The Curse of the Mummy!

The curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers and will curse anyone who disturbs them. It started when Lord Carnarvon, the man who paid for the dig of King Tut's tomb, died soon after it was opened. As soon as he died, all the lights in Cairo went out mysteriously. Other stories are that Carter's pet canary was killed by a cobra and Carnarvon's dog died the same night. Some think it was a germ but others say it was magic.



Shark Fact File

Sharks are a type of fish but instead of having bones, their skeleton is made of cartilage. This is what your ears and the tip of your nose are made from. There are more than 500 different species of shark, including the great white shark, grey reef shark, hammerhead shark and tiger shark. Scientists believe that sharks have been in our oceans for around 455 million years. Some species of sharks prefer to live alone while others live in groups called a school or shoal.

Where do they live?

Sharks can be found in all of the Earth's five oceans: the Atlantic, Pacific, Indian, Arctic and Southern. Some sharks can even be found in freshwater lakes and rivers. Different species of shark live in different oceans depending on the temperature of the water. Most prefer warmer temperatures though polar sharks prefer colder water.



What do they eat?

What a shark eats depends on its species and where it lives. Most sharks are carnivores because they like to eat fish and other sharks. Some larger sharks eat dolphins, sea lions and small whales. Smaller sharks eat smaller prey such as clams, crabs and squid.

Some types of shark can be deadly, but only about 12 species have ever attacked humans. In fact, shark attacks are not very common. More people die from bee stings and natural disasters such as earthquakes and volcanoes each year than from shark attacks.

Shark Senses

Sharks have all the senses that humans have; smell, sight, touch, taste and hearing. The strongest is their sense of smell. Sharks can smell a single drop of blood in the water from 400 metres away. They can also hear fish moving from around 500 metres away. Sharks have very good eyesight and they can see in low levels of light.

Amazing Fact!

Most shark species would die if they stopped moving. As long as they keep swimming, water keeps moving over their gills, which keeps them alive.

Did You Know...?

A baby shark is called a pup.



EXTRACT ONE

from 'Grandma' (pp.1-4)

"He was especially tired of having to live in the same house as that grizzly old grunion of a Grandma. Looking after her all by himself was hardly the most exciting way to spend a Saturday morning.

'You can make me a nice cup of tea for a start,' Grandma said to George. 'That'll keep you out of mischief for a few minutes.'

'Yes, Grandma,' George said.

George couldn't help disliking Grandma. She was a selfish grumpy old woman. She had pale brown teeth and a small puckered-up mouth like a dog's bottom.

'How much sugar in your tea today, Grandma?' George asked her.

'One spoon,' she said. 'And no milk.'

Most grandmothers are lovely, kind, helpful old ladies, but not this one. She spent all day and every day sitting in her chair by the window, and she was always complaining, grouching, grumbling, griping about something or other. Never once, even on her best days, had she smiled at George and said, 'Well, how are you this morning, George?' or 'Why don't you and I have a game of Snakes and Ladders?' Or 'How was school today?' She didn't seem to care about other people, only about herself. She was a miserable old grouch.

George went into the kitchen and made Grandma a cup of tea with a teabag. He put one spoon of sugar in it and no milk. He stirred the sugar well and carried the cup into the living-room.

Grandma sipped the tea. 'It's not sweet enough,' she said. 'Put more sugar in.'

George took the cup back to the kitchen and added another spoonful of sugar. He stirred it again and carried it carefully in to Grandma.

'Where's the saucer?' she said. 'I won't have a cup without a saucer.'

George fetched her a saucer.

'And what about a teaspoon, if you please?'

'I've stirred it for you, Grandma.

I stirred it well.'

'I'll stir my own tea, thank you very much,' she said. 'Fetch me a teaspoon.'

George fetched her a teaspoon.

When George's mother or father were home, Grandma never ordered George about like this. It was only when she had him on her own that she began treating him badly.



EXTRACT TWO

from 'Grandma' (pp.4-6)

"You know what's the matter with you?" the old woman said, staring at George over the rim of the teacup with those bright wicked little eyes. 'You're *growing* too fast. Boys who grow too fast become stupid and lazy.'

'But I can't help it if I'm growing fast Grandma,' George said.

'Of course you can,' she snapped. 'Growing's a nasty childish habit.'

'But we *have* to grow, Grandma. If we didn't grow, we'd never be grown-ups.'

'Rubbish, boy, rubbish,' she said. 'Look at me. Am I growing? Certainly not.'

'But you did once, Grandma.'

'Only *very little*,' the old woman answered. 'I gave up growing when I was extremely small, along with all the other nasty childish habits like laziness and disobedience and greed and sloppiness and untidiness and stupidity. You haven't given up any of these things, have you?'

'I'm still only a little boy, Grandma.'

'You're eight years old,' she snorted. 'That's old enough to know better. If you don't stop growing soon, it'll be too late.'

'Too late for what, Grandma?'

'It's ridiculous,' she went on. 'You're nearly as tall as me already.'

George took a good look at Grandma. She certainly was a *very tiny* person. Her legs were so short she had to have a footstool to put her feet on, and her head only came halfway up the back of the armchair.

'Daddy says it's fine for a man to be tall,' George said.

'Don't listen to your daddy,' Grandma said. 'Listen to me.'

'But how do I stop myself growing?' George asked her.

'Eat less chocolate,' Grandma said.

'Does chocolate make you grow?'

'It makes you grow the *wrong way*,' she snapped. 'Up instead of down.'

Grandma sipped some tea but never took her eyes from the little boy who stood before her.

'Never grow up,' she said.

'Always down.'



EXTRACT THREE

from 'Grandma' (pp. 7-8)

'Whenever I see a live slug on a piece of lettuce,' Grandma said, 'I gobble it up quick before it crawls away. Delicious.' She squeezed her lips together tight so that her mouth became a tiny wrinkled hole. 'Delicious', she said again. 'Worms and slugs and beetley bugs. You don't know what's good for you.'

'You're joking, Grandma.'

'I never joke,' she said. 'Beetles are perhaps best of all. They go *crunch!*'

'Grandma! That's beastly!'

The old hag grinned, showing those pale brown teeth. 'Sometimes, if you're lucky,' she said, 'you get a beetle inside the stem of a stick of celery. That's what I like.'

'Grandma! How *could* you?'

'You find all sorts of nice things in sticks of raw celery,' the old woman went on.

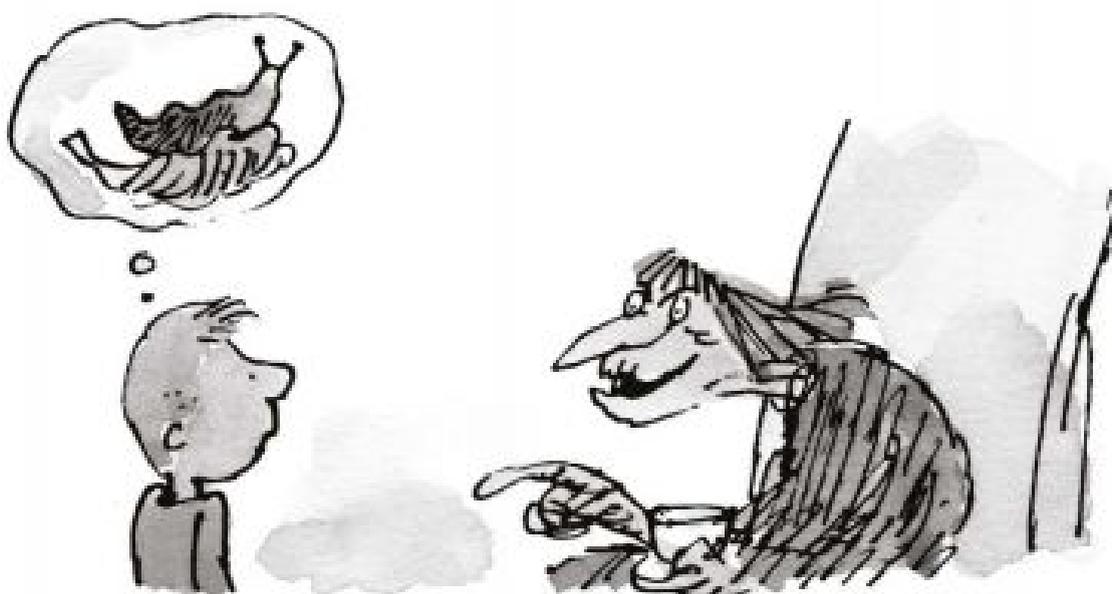
'Sometimes it's earwigs.'

'I don't want to hear about it!' cried George.

'A big fat earwig is very tasty,' Grandma said, licking her lips. 'But you've got to be very quick, my dear, when you put one of those in your mouth. It has a pair of sharp nippers on its back end and if it grabs your tongue with those, it never lets go. So you've got to bite the earwig first, *chop chop*, before it bites you.'

George started edging towards the door. He wanted to get as far away as possible from this filthy old woman.

'You're trying to get away from me, aren't you?'



Draw a picture of Grandma as a girl:



My name is:
.....
(write Grandma's real name)

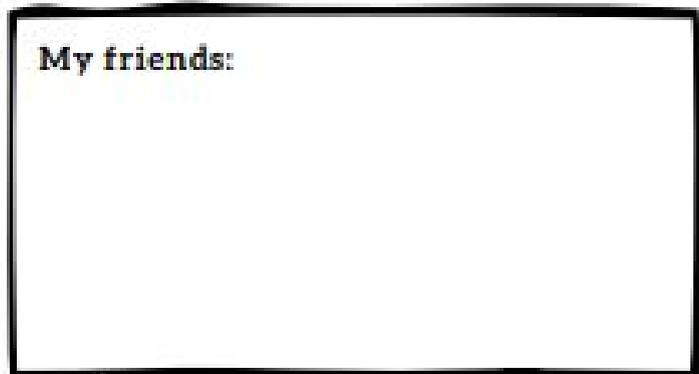
My family:



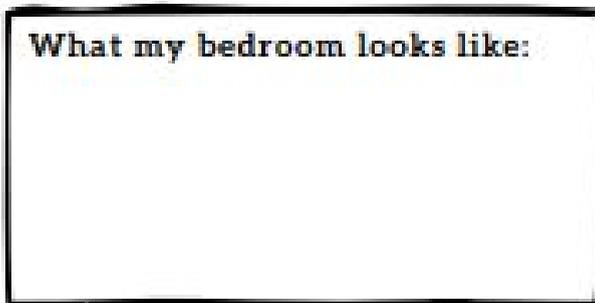
My pets:



My friends:



What my bedroom looks like:



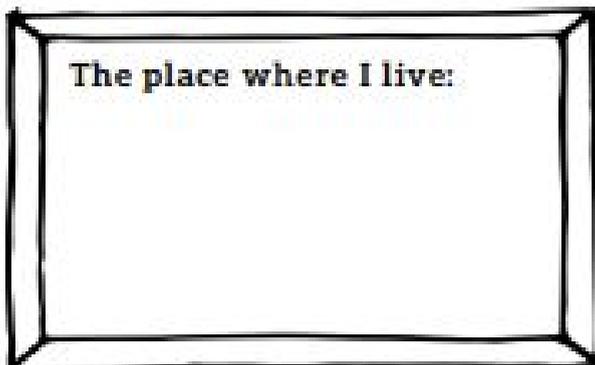
My hobbies:

.....

My favourite food:

.....

The place where I live:



My biggest fear:

.....

My best toys:

.....

Where are we going?

.....

When are we going?

.....

How will we travel there and back?

.....

How much will the day cost?

.....

What will we do in the morning?

.....

What will we do in the afternoon?

.....

What will we do for lunch?

.....

What happens if the weather causes trouble?

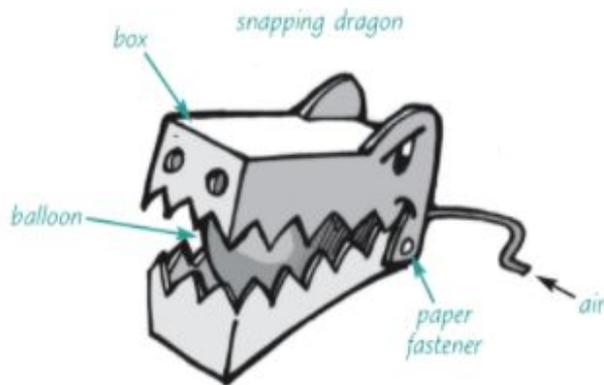
.....

When and where will Grandma be able to rest?

.....

Year 3 DT

As DT technicians your job over the next few weeks is to design and make dragon with at least one moving part



You can make any part of your dragon move, mouth, tail, wings, eyes it's up to you!

But it must move using pneumatics, (air pressure)

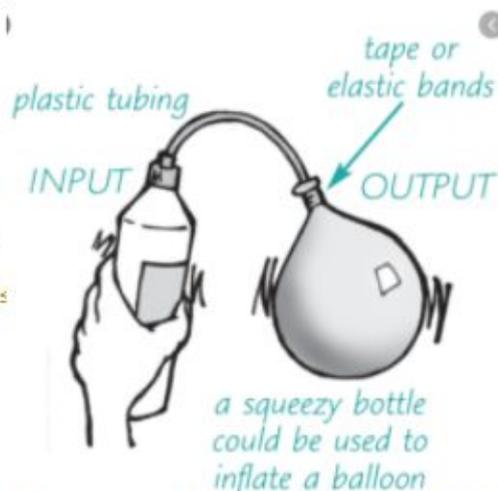
Questions to think about: How will it work? How does it look? and will it be too heavy for the air to open it?

LO: I am learning to design a product, using materials chosen for both suitability and appearance.

B- To design a product using suitable materials and discuss how attractive it is.

S -To design a product and describe how attractive it is and why the materials are suitable.

G- To design a product, explaining how the materials chosen contribute to the attractiveness and suitability of the design.





What I'm looking for...

- A diagram of your design of moving dragon
- Make sure it include at least one moving part
- List what materials you will need
- Remember to upload to your picture.



Things you can use.

- cardboard box that opens
- plastic tubing
- Balloons
- card
- paper plates
- sticky tape
- material
- tissue paper, paint, glue, felt tips, string, paper
- balloon pump or squeezey bottle to inflate balloon

Friday

Fairy Lake

The first time I saw Fairy Lake, I wasn't much older than you. My mother and father had just moved us to a new house in the middle of the countryside. It was the first time I'd seen anything outside of the city. The house itself was grand, but it was the gardens that surrounded it that captivated me.

Fairy Lake wasn't its proper name, of course. The adults were far too "sensible" and grown up to believe anything like faeries. I had always believed in the Fey folk - it seemed obvious to me that there must be an invisible world that crosses over with ours. My friends called me foolish. My teachers laughed when I dared to mention it. I was told to mind my own business and to get on with the war effort.

The war had finished by the time we moved to the new house. Hitler, and the bombs back in London, seemed a distant memory. The thing that struck me most about the gardens was the silence. I would wander down the garden path and disappear behind the hedgerows and towering ashes and be in another world. The woodland lay just beyond the hedges. It was more of a forest, I suppose. The trees went on forever.

I found Fairy Lake on my first day. I'd been wandering between the forked shadows of the trees for hours when I stumbled upon a clearing of sorts. It was surrounded on all sides by the white spokes of silver birches. It wasn't deep by any means. I could see lumps and bumps in the middle where the water level was too low to cover them. I think I could probably have walked all the way across to the middle without wetting any higher than my knees.

A soft yellow glow hovered just above the water. When I approached it, I saw that it was a small ball of light, like a firefly. I realised at once that it was a fairy. It was small, like an insect, but looked more like a grumpy old man. It was floating in the air with its legs crossed and its eyes closed. I approached it cautiously. One eye opened and it began to grin.

My heart leapt and I knew I had been tricked. This wasn't any old fairy, it was a bogan. Bogan are

particularly tricky fey who love to play pranks on unwitting humans. They hide things around the house and tie shoelaces together. This one was acting as a decoy. I turned to run away but tripped over the thin rope that had been tied around my ankles by another two impish sprites.

I sat up and crossed my arms in anger. My mouth opened ready to scold them, but another fairy popped out from behind a bush and sent them scurrying away.

"My name is Blossom Fey," she said in a delicate voice. "I must apologise for my brothers." She raced over and cut the rope around my ankles.

"I am Daphne," I said. I knew that I still sounded angry, but I didn't want to scare Blossom Fey away.

We talked until the sun began to set. Blossom Fey told me all about the fairies that lived around the lake. She also told me about the grave danger that was threatening the hidden world. Of course, I offered to help in any way I could, but that is a story for another time!

	<u>Leprechauns</u>	<u>Fairy Lake</u>
Mythical Creature		
What they do		
Tricksters		
What did the tricksters do?		

Equivalent lengths – mm and cm

Write
Rose
Months

- 1 There are 10 millimetres (mm) in 1 centimetre (cm).

Use the bar models to complete the sentences.

1 cm
10 mm

a)

1 cm	1 cm	1 cm

There are mm in 3 cm.

b)

1 cm						

There are mm in 7 cm.

c)

10 mm	10 mm	10 mm	10 mm

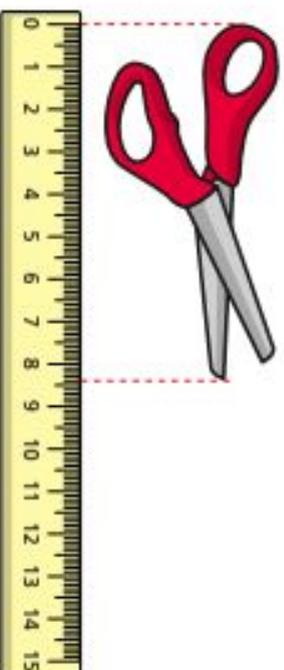
There are 40 mm in cm.

- 2 Match the equivalent lengths.

1 cm 3 mm	3 cm 1 mm	30 mm	33 mm	30 cm
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300 mm	13 mm	31 mm	3 cm 0 mm	3 cm 3 mm
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- 3 How long are the scissors?



The scissors are cm and mm long.

The scissors are mm long.

4

Find three items in your classroom.

Measure them and complete the table.

One has been done for you.

Item	Length in cm and mm	Length in mm
toy car	9 cm 6 mm	96 mm



5

Filip and Kim are building towers using cubes.

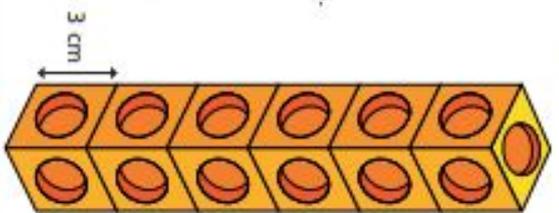
Each cube is 3 cm high.

a) Filip uses 6 cubes.

How tall is Filip's tower?

Give your answer in millimetres.

Filip's tower is mm tall.



b) Kim's tower is 300 mm tall.

How many cubes does she use?

Kim uses cubes.

6

Complete the bar models.

