



## Year 3 Home Learning Tasks

### Literacy, Maths, Science, History, Art and French

### WB: Monday 22nd June, 2020

|          | Task                   | Success criteria  | The tasks below can be completed in any order you like at any time. We look forward to reading your work.  |   |
|----------|------------------------|---|--|---|
| Literacy | WALT: understand tense | Read/listen to the passage of text<br>Underline/circle/write the incorrect tense choice<br>Correct the word | Read the <b><u>Tense powerpoint</u></b> information about the way words change to make them make sense in a sentence. Look at <b><u>Choose the correct tense</u></b> sheet and cross out the wrong word for the sentence. If you don't have the sheet printed, you can just write the correct sentence into your book. Use the <b><u>Correct tense ANSWERS</u></b> sheet to check your choices!  | <b><u>EXTENSION:</u></b> complete the <b><u>Choose the correct tense 2</u></b> sheet<br>Check it with the <b><u>Choose the correct tense 2 ANSWERS</u></b>  |
| Literacy | WALT: understand tense | Read the word<br>Cut/write it into the correct tense column   | Look at all the words for the <b><u>Sorting Tense Activity</u></b> .<br>Cut/stick or write them into your book and put them in the correct columns. HINT: it's about the endings!  | <b><u>EXTENSION:</u></b><br>Complete the <b><u>Changing Tense Activity</u></b>  |
| Literacy | WALT: plan             | Read the powerpoint<br>Choose correct tense for the sentence<br>Check the answer sheet!                     | We will be writing a diary about the things we have done in lockdown so far over the last 13 weeks.<br>Make notes to fill in the sections of the <b><u>Diary Plan</u></b> sheet<br><b>DO NOT USE FULL SENTENCES!</b><br>Remember you might have done lots of the school learning <b>AND/OR</b> things at home to help you with this plan   | <b><u>EXTENSION:</u></b><br>Can you add adverbs and expanded noun phrases to some of your choices   |
| Literacy | WALT: write a diary    | Look at the plan<br>Use the starter if you want to<br>Write in the PAST tense                               | Look at the example of a <b><u>Diary Examples</u></b> .<br>Remember you are writing <b>IN THE PAST TENSE!</b> These things you have written about have already happened.<br>You can use the <b><u>Diary Part 1</u></b> sheet to start you off:<br>Dear diary,<br>I am writing my thoughts down all about this lockdown time. Something I can remember and read about in years to come. Something historic (that I hope never happens again) that happened in my lifetime and that I remember.<br><b>Just choose half the things you have remembered.</b> | <b><u>EXTENSION:</u></b><br>Use the <b><u>Diary Checklist</u></b> to help you check for all the features of a diary<br><br>Edit and improve!! Check your work...add adverbs...use expanded noun phrases...use 'ful' 'ness' 'ment' 'less' 'ly' words |
| Literacy | WALT: write a diary    | Look at the plan<br>Write in the PAST tense   | Continue with another diary entry.<br>Use the things that you didn't use from your plan.<br>Start with Dear diary again and use all the other things you didn't use on your first diary write up yesterday.  | <b><u>EXTENSION:</u></b><br>Edit and improve!! Check your work...add adverbs...use expanded noun phrases...use 'ful' 'ness' 'ment' 'less' 'ly' words  |

|         |   |   |  |   |
|---------|---|---|--|---|
| Reading | <b>Reading Comprehension</b>                        | Read and answer questions   | Read the reading comprehension text: <u>The Battle of Hastings.</u><br>Please answer the questions attached.<br><br>Choose which level reading and questions you feel you can answer.  | <b>Extension:</b> Present your work on The Battle of Hastings to an adult in your household. Then, ask this person to explain any other fact(s) that they may know about the Battle of Hastings (e.g., have they visited the Town of Hastings? Or perhaps the small town of Battle?).   |
| Maths   | <b>WALT: Identify types of angles</b>               | S.C.: Identify a right angle = 90 degrees.<br><br>Fill in the Numeracy handout: <b>NUMERACY MONDAY 22 JUNE 2020.</b><br><br>Identify an acute angle = less than 90 degrees.<br><br>Identify an obtuse angle = more than 90 degrees.<br><br>Colour in the three types of angles on the hand out (page 2) | <b>Review of angles:</b><br><br><b>There are three different kinds of angles.</b> A right angle, as we've learned, is an angle that is created when two lines cross, and the angle between them equals 90 degrees.<br><br><b>An acute angle</b> is an angle that is created when two lines cross, but this angle is less than 90 degrees.<br><br><b>An obtuse angle</b> , again created when two lines cross, equals more than 90 degrees.<br><br><b>Main activity: Please see handout: NUMERACY MONDAY 22 JUNE, 2020. Recognise right angles in shapes.</b> | <b>Extension:</b><br><br>Write a name of someone in your family. Try to find examples of right angles in their name.<br><br><b>Example: DEREK</b> = There are several right angles on the letter 'E'.<br><br>Then, try writing the names of other members of your family - and identify the right angles in their names.<br><br>Which name of the members of your family has the <b>MOST right angles</b> ? Which name in your family has the <b>LEAST right angles</b> ? |
| Maths   | <b>WALT: Identify horizontal and vertical lines</b> | S.C.: Discuss two different types of straight lines.<br><br>Identify examples of horizontal and vertical lines.<br><br>Draw a pictures using straight lines and label the two types of lines.   | There are several types of straight lines.<br><br><u>A horizontal line</u> is one that runs from left to right on a page (the line on the horizon!).<br><u>A vertical line</u> is one that runs up and down on a page.<br><br><b>Warm-up:</b> Looking around a room in your house, identify <u>horizontal lines and vertical lines.</u><br><br><b>Main activity:</b> Draw a pictures using only straight lines: Label the horizontal lines and vertical lines on your picture.   | <b>Extension:</b> Make a list of the horizontal lines that you can identify in a room in your home. Then, make a list of the vertical lines that you can identify in a room in your home.<br><br>How many of each did you identify?   |

|       |  |   |  |  |
|-------|--|---|--|--|
| Maths | <p><b>WALT:</b><br/>Identify parallel lines and perpendicular lines.</p>                     | <p>Discuss: Horizontal, vertical, parallel and perpendicular lines.</p>   | <p><b>Review:</b> There are several types of straight lines.</p> <p><u>A horizontal line</u> is one that runs from left to right on a page (the line on the horizon!).<br/> <u>A vertical line</u> is one that runs up and down on a page.</p> <p>There are two other types of straight lines: <b>Parallel lines and perpendicular lines.</b></p> <p><u>Parallel lines</u> are two straight line that never meet/never intersect.</p> <p><u>Perpendicular lines</u> are two straight lines that meet (intersect) at a 90 degree angle.</p> <p><b>Main activity:</b> Please see handout: <b>NUMERACY WEDNESDAY PARALLEL AND PERPENDICULAR LINES.</b></p>  | <p><b>Extension:</b> Draw a picture using only the four types of straight lines: horizontal, vertical, parallel and perpendicular lines. Then, label your lines in your picture!</p>   |
| Maths | <p><b>WALT:</b><br/>Identify 4 types of straight lines in a range of practical contexts.</p> | <p>Discuss: Horizontal, vertical, parallel and perpendicular lines.</p> <p>Identify all four types of straight lines in the real world.</p> | <p><b>Review:</b> There are several types of straight lines.</p> <p><u>A horizontal line</u> is one that runs from left to right on a page (the line on the horizon!).<br/> <u>A vertical line</u> is one that runs up and down on a page.</p> <p><u>Parallel lines</u> are two straight line that never meet/never intersect.</p> <p><u>Perpendicular lines</u> are two straight lines that meet (intersect) at a 90 degree angle.</p> <p><b>Main activity:</b> Go throughout your home and identify 7-10 objects that have: vertical lines. Write these objects down in your book. Then, repeat this instruction and find objects that have horizontal lines, parallel lines and perpendicular lines. Remember to write these objects down in your book.</p> | <p><b>Extension:</b> Draw a straight line on your page. We will call this straight line: Line A. Then, draw another line that is vertical to Line A.</p> <p>Repeat this activity above and now draw a horizontal line, a parallel line and a perpendicular line to Line A.</p> <p>Repeat these activities above, but draw a different straight line which is in a different direction, and call it Line B.</p> |

**WALT:**  
**Recognise, describe and draw 2-D shapes accurately.**

Identify the names of different 2-D shapes.

Identify the features of different 2-D shapes.

Draw different 2-D shapes accurately.

**A 2-D shape** is a shape that is flat and that has 2 dimensions: length and width. A 2-D shape can be described according to its features: its number of sides and its number of corners.

**Warm-up:** name the different 2-D shapes, identify and describe the various 2-D shapes in your home.

**Circle:** has 1 side, 0 corners.

**Triangle:** has 3 sides and 3 corners.

**Square:** has 4 equal sides, 4 corners.

**Pentagon:** has 5 sides, 5 corners.

**Hexagon:** has 6 sides, 6 corners.

**Octagon:** has 8 sides, 8 corners.

**Main Activity:** Draw accurate pictures of each 2-D shape above. Then, describe and label the shape's number of sides and corners.

**Extension:** Draw the following shapes:

A square with sides measuring 2 cm.

A square that is larger than the one that you have drawn.

A rectangle with sides measuring: 4 cm and 6 cm.

A triangle with two sides of equal length.

| <b>Science</b> | <p>WALT: investigate habitats.<br/>(gather and present data!)</p> | <p>Look in different areas for minibeasts<br/>Count/estimate different types of minibeast<br/>Tally<br/>Graph them!<br/>Answer questions about habitats</p> | <p>Use the <u>Science Investigation minibeast habitats</u> for your write up or just write it into your book.</p> <p>Look in different 4 different areas for your investigation e.g. under a rock, in a section of grass, under a bush, under a flowerpot.</p> <p>Record in a tally chart how many of each minibeast you saw. You might need to estimate!!<br/>e.g. IIII IIII II = 12 woodlouse</p> <p>Then use your data to create a chart in your maths book of how many you did. Up the side decide on the scale in 1's 2's or 5's. Type of minibeast along the bottom.</p> <p>Answer these questions in your conclusion part:</p> <ol style="list-style-type: none"> <li>1. Which was the most frequently found minibeast?</li> <li>2. Which was the least found minibeast?</li> <li>3. What is the difference between these? (subtraction sum!)</li> <li>4. Which was the most popular area for minibeasts? Why do you think that?</li> </ol> <p>In your conclusion, think about <u>why</u> some areas were more popular for the minibeasts compared to others.</p> | <p><b>Table example:</b></p> <p>You will need to show the different areas and the type of minibeast found in this table.</p> <div style="border: 1px solid black; padding: 5px;"> <p>A Minibeast Hunt <span style="float: right;">Name _____</span></p> <p>Complete the table during the Minibeast Hunt. Where are they hiding?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">In the grass </td> <td style="text-align: center;">Minibeast</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Under a log </td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Under a stone </td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">In the air </td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">In a tree </td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Where did you find the most minibeasts? _____</p> <p>Where did you find the least minibeasts? _____</p> <p>Why do you think this was? _____</p> </div> |  |  |  |  |  |  | In the grass | Minibeast |  |  |  |  | Under a log |  |  |  |  |  | Under a stone |  |  |  |  |  | In the air |  |  |  |  |  | In a tree |  |  |  |  |  |
|----------------|---|---|--|--|--|--|--|--|--|--|--------------|-----------|--|--|--|--|-------------|--|--|--|--|--|---------------|--|--|--|--|--|------------|--|--|--|--|--|-----------|--|--|--|--|--|
|                |   |   |  |  |  |  |  |  |  |  |              |           |  |  |  |  |             |  |  |  |  |  |               |  |  |  |  |  |            |  |  |  |  |  |           |  |  |  |  |  |
| In the grass   | Minibeast   |   |  |  |  |  |  |  |  |  |              |           |  |  |  |  |             |  |  |  |  |  |               |  |  |  |  |  |            |  |  |  |  |  |           |  |  |  |  |  |
| Under a log    |   |   |  |  |  |  |  |  |  |  |              |           |  |  |  |  |             |  |  |  |  |  |               |  |  |  |  |  |            |  |  |  |  |  |           |  |  |  |  |  |
| Under a stone  |   |   |  |  |  |  |  |  |  |  |              |           |  |  |  |  |             |  |  |  |  |  |               |  |  |  |  |  |            |  |  |  |  |  |           |  |  |  |  |  |
| In the air     |   |   |  |  |  |  |  |  |  |  |              |           |  |  |  |  |             |  |  |  |  |  |               |  |  |  |  |  |            |  |  |  |  |  |           |  |  |  |  |  |
| In a tree      |   |   |  |  |  |  |  |  |  |  |              |           |  |  |  |  |             |  |  |  |  |  |               |  |  |  |  |  |            |  |  |  |  |  |           |  |  |  |  |  |
| <b>Art</b>     | <p>WALT: draw a living thing</p>                                  | <p>Choose a minibeast<br/>Draw in pencil (black and white)<br/>Shade different parts of the minibeast</p>   | <p>Following your Science investigation on habitats, choose a minibeast (maybe one you saw or maybe one of your favourites that you didn't see!)</p> <p><b>ONLY USE PENCIL!</b> Create the darker sections by shading and using your pencil on the side to create a darker more shadowy part of the minibeast. Check out the example of how you can draw the outline and then shade the bug! Don't forget you can use a rubber as you drew it in pencil!</p> <p><b><u>We would LOVE to see your drawings!</u></b></p>  | <p>EXAMPLE:</p> <div style="text-align: center;">  </div>  |  |  |  |  |  |  |              |           |  |  |  |  |             |  |  |  |  |  |               |  |  |  |  |  |            |  |  |  |  |  |           |  |  |  |  |  |

**WALT:**  
**Research**  
**Isaac Gulliver,**  
**a famous**  
**smuggler in**  
**Bournemouth.**

**S.C.:**  
Read through slides 6  
and 7 of the  
powerpoint: **The**  
**History of**  
**Bournemouth.**

Discuss your ideas.

Go visit the website  
<https://www.youtube.com/watch?v=w7rB7A5dP28>  
and learn more about  
the smuggler: Isaac  
Gulliver.

Do extra research on  
the internet and find  
other important  
facts about Isaac  
Gulliver.

In our History Topic this summer term, we will be learning about the History of the City of Bournemouth.

**Main activity:**

Using the **Powerpoint: The History of Bournemouth from last week, focus on Slides 6 and 7 about smuggling.** Research the smuggler named: Isaac Gulliver.

**Activity: Write a diary entry by Isaac Gulliver.** Explain what he did that day/night, what he ate, what cargo he had smuggled that week, where he and his fellow smugglers had hidden their contraband, etc.

**EXTENSION:** Present your work to another member of your household.

Then, conduct extra research on-line and find more exciting and interesting facts about the smuggler named Isaac Gulliver.

**WALT: Write sentences about the weather during the months of the year in French.**

S.C.: Write down sentence about what the weather is like during the different months of the year.

Use the **FRENCH Weather Vocabulary** handout provided.

Translate the different types of weather into English

In French this summer term we will be learning about the different types of weather, how to say these in French, and how to write sentences about the type of weather in French.

Main activity: Write sentences about the different types of weather that occur during the different months of the year, and then translate them into English.

**Months of the year in English and French:**

January = Janvier  
February = Fevrier  
March = Mars  
April = Avril  
May = Mai  
June = Juin

July = Juillet  
August = Aout  
September = Septembre  
October = Octobre  
November = Novembre  
December = Decembre

**Examples:**

Au mois de \_\_\_\_\_, il y a \_\_\_\_ = In the month of \_\_\_\_\_, it \_\_\_\_\_.

Au mois de Janvier, il y a de la neige. = In the month of January, it snows.

Au mois de Fevrier, il y a du vent. = In the month of February, it is windy.

Au mois de Mars, il y a du soleil. In the month of March, it is sunny.

Au mois de Juin, il y a du soleil. In the month of June, it is sunny.

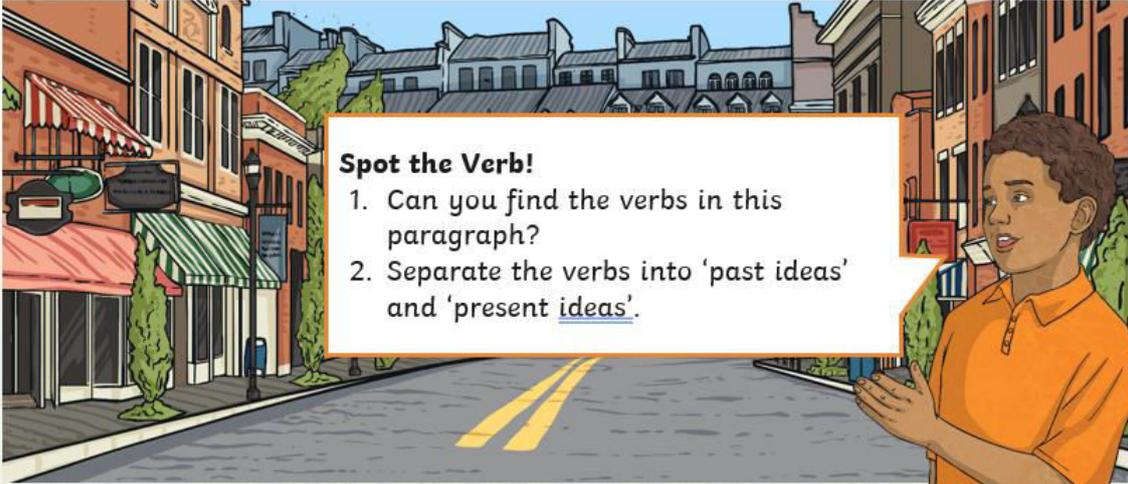
**EXTENSION:** Write a sentence about the weather using a conjunction (et = and).

Au mois de \_\_\_\_\_, il y a \_\_\_\_ **et** il y a \_\_\_\_\_. =  
In the month of \_\_\_\_\_, it is \_\_\_\_\_ **and** it is \_\_\_\_\_.

Au mois de Septembre, il y a du soleil **et** il fait froid. = In the month of September, it is sunny **and** it is cold.

# Starter Activity

My friend Kashaan has lived in this town for five years and we have been best friends all that time. Before he came to our town, he was in Birmingham but his mum got a new job so the family moved here. When I met Kashaan, he spoke with a 'brummie' accent, but his dad says he has taken on the way I speak, so now he sounds as if he has been here all his life!



## Spot the Verb!

1. Can you find the verbs in this paragraph?
2. Separate the verbs into 'past ideas' and 'present ideas'.

# What's the Difference?

Before he **came** to our town, Kashaan **was** in Birmingham. His mum **got** a new job so the family **moved** here. When I **met** Kashaan, he **spoke** with a 'Brummie' accent.

My friend Kashaan **has lived** in this town for five years. We **have been** best friends all that time. His dad says he **has taken** on the way I speak.



## It's all about the timing...

**Past** tense is used for activities or events that started and finished in the past.

**Present perfect** tense is used for activities that started in the past but are still true now, or have an effect on what is happening now.

# Making the Present Perfect Tense

## do...did...done

- **Present** perfect tense uses the **past participle (third form)** of the main verb after the auxiliary 'have'.
- Make sure you choose the correct form!

1. My hair has really **grew** / **grown** recently, hasn't it?
2. Wow; look how much work you've **did** / **done** today!
3. Dad didn't put the washing out because it has **was** / **been** raining all day.
4. Mum, Josh has **came** / **come** round – can I go out to play for a bit?
5. Oh no, I have **forgot** / **forgotten** my homework book!
6. The teacher has **blew** / **blown** her whistle for the end of playtime.
7. Shh! The film has **began** / **begun** already.
8. Would you like to see the portrait I've **drew** / **drawn** of you?

# Making the Present Perfect Tense

## do...did...done

- **Present** perfect tense uses the **past participle (third form)** of the main verb after the auxiliary 'have'.
  - Make sure you choose the correct form!
1. My hair has really **grown** recently, hasn't it?
  2. Wow; look how much work you've **done** today!
  3. Dad didn't put the washing out because it has **been** raining all day.
  4. Mum, Josh has **come** round – can I go out to play for a bit?
  5. Oh no, I have **forgotten** my homework book!
  6. The teacher has **blown** her whistle for the end of playtime.
  7. **Shh!** The film has **begun** already.
  8. Would you like to see the portrait I've **drawn** of you?

# Changing Tense

Change these sentences to past tense:

1. There **are** two birds on the fence.

Yesterday there \_\_\_\_\_ two birds on the fence.

2. **I am bringing** some orange juice to the party.

I \_\_\_\_\_ some orange juice to the party.

3. Tomorrow, Billy **is going** to see the dentist.

Yesterday, Billy \_\_\_\_\_ to see the dentist.

4. Sarah **jumps** over the fence.

An hour ago, Sarah \_\_\_\_\_ over the fence.

5. Mohammed **is catching** an aeroplane to Spain.

Last year, Mohammed \_\_\_\_\_ an aeroplane to Spain.

6. My sister **likes** her ice cream.

My sister \_\_\_\_\_ ice cream.

7. There **is** a cat in the garden sitting on the path.

There \_\_\_\_\_ a cat in the garden sitting on the path.

8. Tomorrow, I **am going to eat** really healthily.

Yesterday, I \_\_\_\_\_ really healthily.

# Your Turn!

## Can you decide which verb form is correct?

1. My mum **has grown** her hair very long, it's now down to her waist!  
My mum **grew** her hair very long; it's now down to her waist!
2. The plane **has arrived** but they have not opened the doors yet.  
The plane **arrived** but they have not opened the doors yet.
3. On my birthday, I **had** a party and all my friends **slept** over.  
On my birthday, I **have had** a party and all my friends **have slept** over.



# Verb Sorting Activity

**When did it happen?** Cut out the verbs on the other pages. Match the pairs of past and present tense of each verb on this page.

**Past**

**Present**

kiss

speak

hugged

walked

sleep

went

grab

eat

growled

look

bought

smelled

yell

get

kick

sing

walk

kissed

go

yelled

smell

buy

sang

got

kicked

spoke

gave

hug

ate

jump

growl

slept

give

looked

grabbed

jumped

**What things did you do?**

**What things did you see?**

**What things did you miss?**

**Who did you miss?**

Friday 22<sup>nd</sup> – Dear Diary

Finally! It feels like I've waited an eternity but now there's only one more day to go before my birthday! As you can imagine, I'm just a little bit excited! Most of my friends are coming to the party tomorrow; all except for Jess that is. I'm gutted my best friend can't make it but she did have a good excuse. The bowling alley has promised plenty of music and laser lights as we play and Mum has ordered burgers, fries and pizza to eat afterwards. Obviously, there will be gallons of ice cream to eat too – just in case we weren't feeling sick enough already. So excited.. yeah!!!

Friday May 5<sup>th</sup>

We've finally got one! My mum has been trying to persuade my dad for ages to get a dog and he has always thought of a hundred reasons why we shouldn't get one. I think my mum had almost given up. Well today after we had all got home and were having a snack, there was a knock at the door. I opened it and there was a big box on the door step. I was a bit worried at first because there was no one there but mum and dad came towards the door too and dad was at the back telling me to open it. So then I opened the box and there inside, looking quite confused and shy was a gorgeous black puppy with a red bow around her neck! I picked her up and brought her into the house. Our house is quite small and not really set up for dogs! There are lots of ornaments everywhere. She scurried around our living room knocking a few

*Rebecca is a 10 year old girl who recently went on holiday to Egypt. This is an extract of her diary.*

Dear Diary,

I've been in Egypt for 3 days already but today was the best day yet! We went to see the Great Pyramids in Giza. There are 3 big pyramids that were built for pharaohs and then there are other smaller pyramids around those that might have been for their relatives.

It was really busy around the pyramids today. There were loads of tourists like me as well as some local people, tour guides and even a few cats. I also saw quite a few camels and I even had a quick ride on one. It was very bumpy and I was worried I might fall off. Then the camel knelt down so I could get off and I nearly toppled over, it made me giggle!

After I rode the camel I went to have a closer look at the pyramids. I couldn't believe how tall they were! The Great Pyramid is about 100 times bigger than a 9 year old child!

The pyramids are all built from huge stones. I queued up for 30 minutes and then I was allowed to go inside one of the pyramids, finally! I walked down a very narrow, dark passageway until it opened out into a big room. The room was empty but the tour guide told us

Dear diary,

I am writing my thoughts down all about this lockdown time.  
Something I can remember and read about in years to come.  
Something historic (that I hope never happens again) that  
happened in my lifetime and that I remember.

# Diary Writing Checklist

## Did I...

Child

include the date and/or time?



write in the first person?

use past tense for the main events?



include an introduction to set the scene?

tell events in chronological order?

include personal emotions and feelings?



use time conjunctions and adverbials  
(e.g. after that, before lunch, until sunset)?

# The Battle of Hastings

The Battle of Hastings is one of the most famous battles in English history.

## What Caused the Battle?

In 1066, three men were fighting to be King of England: William of Normandy, Harold Godwinson and Harald Hardrada.

Harold Godwinson was crowned king on 6<sup>th</sup> January 1066. William and Harald were not happy. They both prepared to invade England in order to kill King Harold and become king themselves.

Harald Hardrada attacked from the north of England on 25<sup>th</sup> September. However, he was killed in battle and his army was defeated by King Harold's army. King Harold was then told that William of Normandy had landed in the south and was attacking the surrounding countryside. King Harold was furious and marched his tired troops 300 kilometres to meet them.

Eight days later, Harold and his men reached London. William sent a messenger to London. The message tried to get Harold to accept William as the true King of England. Harold refused and was angered by William's request.

Harold was advised to wait before attacking William and his army. His troops were very tired and they needed time to prepare for the battle. However, Harold ignored this advice and on 13<sup>th</sup> October, his troops arrived in Hastings ready to fight. They captured a hill (now known as Battle Hill) and set up a fortress surrounded with sharp stakes stuck in a deep ditch. Harold ordered his forces to stay in their positions no matter what happened.

## The Battle of Hastings

On 14<sup>th</sup> October, the battle began. William's troops raced up the hill on foot to attack Harold's army. It was hard running up hill and they could not break Harold's shield wall. The battle lasted for around thirty minutes and William's forces suffered heavy losses.



Next, William ordered his troops to race up the hill on horses. They too were unsuccessful and did not break Harold's wall.

Many hours later, William's troops managed to break through Harold's shield wall. The two sides fought hand to hand. William sent his best knights to find Harold and kill him. Once they achieved this, the battle was over and William had won.



After the battle, William became the new King of England.



# Questions

1. When was Harold Godwinson crowned King of England? Tick **one**.

- 6<sup>th</sup> January 1006
- 6<sup>th</sup> January 1600
- 6<sup>th</sup> January 1066
- 6<sup>th</sup> January 1006

2. Which two other people wanted to be King of England?

---

3. Who attacked England on the 25th September? Tick **one**.

- William of Normandy
- Harald Hardrada
- Harold Godwinson
- The Saxons

4. From where did William of Normandy attack England? Tick **one**.

- the south
- the north
- the east
- the west

5. Explain why King Harold's troops were not ready to fight William and his army.

---

---

---

6. When did the Battle of Hastings begin? Tick **one**.

- 13<sup>th</sup> October
- 25<sup>th</sup> October
- 16<sup>th</sup> October
- 14<sup>th</sup> October

7. Who did William send to kill King Harold?

---

# Answers

1. When was Harold Godwinson crowned King of England? Tick one.

- 6<sup>th</sup> January 1006
- 6<sup>th</sup> January 1600
- 6<sup>th</sup> January 1066
- 6<sup>th</sup> January 1006

2. Which two other people wanted to be King of England?

**William of Normandy and Harald Hardrada**

3. Who attacked England on the 25th September? Tick one.

- William of Normandy
- Harald Hardrada
- Harold Godwinson
- The Saxons

4. From where did William of Normandy attack England? Tick one.

- the south
- the north
- the east
- the west

5. Explain why King Harold's troops were not ready to fight William and his army.

**Pupil's own response, such as: King Harold's troops were not ready to fight because they were tired. They had just fought a battle against Harald Hardrada's army and then they marched 300km to meet William's army in the south. They needed time to rest and to prepare for the battle.**

6. When did the Battle of Hastings begin? Tick one.

- 13<sup>th</sup> October
- 25<sup>th</sup> October
- 16<sup>th</sup> October
- 14<sup>th</sup> October

7. Who did William send to kill King Harold?

**his best knights**

# The Battle of Hastings

The Battle of Hastings is one of the most famous and important battles in English history. It was fought between the Saxons and the Normans in Hastings in the south of England.

## What Caused the Battle?

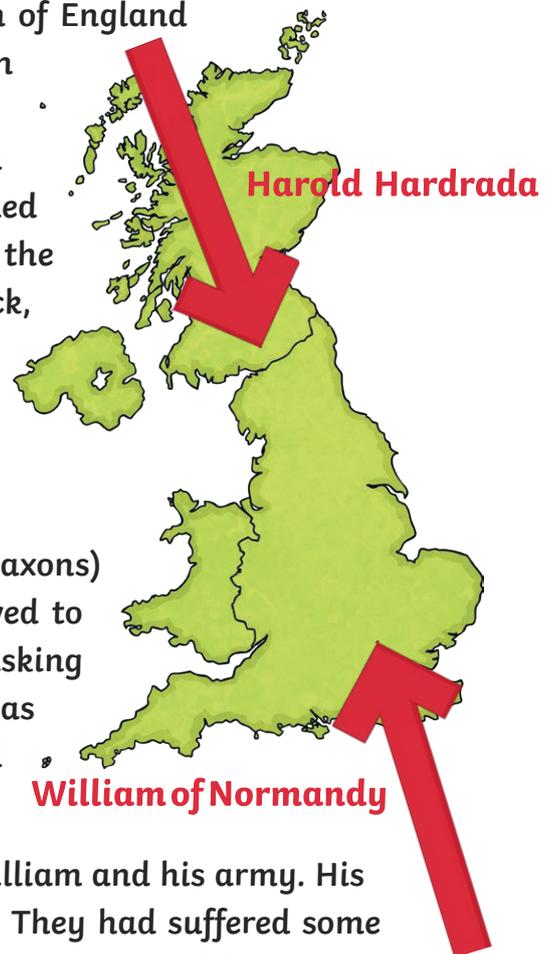
In 1066, after the death of the king, three men were fighting to take the throne of England: William of Normandy, Harold Godwinson and Harald Hardrada.

Harold Godwinson was crowned king on 6<sup>th</sup> January 1066. William and Harald were not happy and both prepared to invade England in order to kill King Harold and claim the throne for themselves.

Harald Hardrada attacked first from the north of England on 25<sup>th</sup> September. However, he was killed in battle and his army was swiftly defeated by King Harold's army. King Harold was then informed that William of Normandy had landed in the south of England and was attacking the surrounding countryside. As part of the attack, William scorched the earth of the land that was owned by King Harold. King Harold was furious and marched his exhausted troops 300 kilometres to meet them.

Eight days later, Harold and his men (the Saxons) reached London where they were finally allowed to rest. William sent a messenger to King Harold asking him to give up his throne and accept William as the true King of England. Harold refused and was angered by William's request.

Harold was advised to wait before attacking William and his army. His troops were tired and unprepared for a battle. They had suffered some losses fighting Hardrada's troops and needed time to rebuild. However, Harold ignored this advice and on 13<sup>th</sup> October, his troops arrived in Hastings ready to fight. They captured a hill (now known as Battle Hill), set up a fortress and formed a shield wall that was surrounded with sharp stakes stuck in a deep ditch. Harold ordered his forces to stay in their positions no matter what happened.



## The Battle of Hastings

On 14<sup>th</sup> October, the battle began. William ordered his troops (the Normans) to race up the hill on foot to attack Harold's army. It was hard running up hill and they could not break Harold's shield wall. The battle lasted for around thirty minutes and William's forces were cut down and suffered heavy losses.



Next, William ordered his troops to race up the hill on horseback. They too were unsuccessful and, even though the Saxons lost many men, they did not manage to break Harold's wall.

Many hours later, the Normans charged again and eventually managed to break through Harold's shield wall. The two sides fought hand to hand. William ordered Eustace of Boulogne and some of his best knights to find Harold and kill him. Once they achieved this, the battle ended and William had won.

After the battle, William continued his invasion of England and was crowned the new king shortly after. He was also known as William the Conqueror.



# Questions

1. Who was crowned king on 6<sup>th</sup> January 1066? Tick one.

- William of Normandy
- Harald Hardrada
- Harold Godwinson
- Edward the Confessor

2. When did Harald Hardrada attack England?

---

3. Find and copy a word which means 'quickly'.

---

4. Why do you think William of Normandy 'scorched the earth of the land that was owned by King Harold'?

---

---

---

5. How long did it take the Saxons to march to London? Tick one.

- eight weeks
- five days
- twenty days
- eight days

6. Why do you think Harold ignored the advice to wait before attacking William and his army?

---

---

---

7. What were William's army called? Tick one.

- the Saxons
- the Normans
- the English
- the French

8. Who did Eustace of Boulogne kill? Tick **one**.

- Harald Hardrada
- William of Normandy
- a soldier
- King Harold

# Answers

1. Who was crowned king on 6th January 1066? Tick one.

- William of Normandy
- Harald Hardrada
- Harold Godwinson**
- Edward the Confessor

2. When did Harald Hardrada attack England?

**25th September**

3. Find and copy a word which means 'quickly'.

**swiftly**

4. Why do you think William of Normandy 'scorched the earth of the land that was owned by King Harold'?

**Pupil's own response, such as: I think that William of Normandy scorch the earth of the land that was owned by King Harold because he wanted to make sure that people could not grow food or live on that land which means that King Harold's kingdom would not grow and expand. He was angry with King Harold and wanted to get revenge for taking the throne.**

5. How long did it take the Saxons to march to London? Tick one.

- eight weeks
- five days
- twenty days
- eight days**

6. Why do you think Harold ignored the advice to wait before attacking William and his army?

**Pupil's own response, such as: I think that Harold ignored the advice to wait before attacking William's army because he wanted to try and take them by surprise. William might have known that the Saxon's would be tired after their journey and would have expected them to rest. King Harold was also angry with William and so probably wanted to defeat him quickly to get rid of him.**

7. What were William's army called? Tick **one**.

- the Saxons
- the Normans**
- the English
- the French

8. Who did Eustace of Boulogne kill? Tick **one**.

- Harald Hardrada
- William of Normandy
- a soldier
- King Harold**

# The Battle of Hastings

The Battle of Hastings, one of the most legendary battles in English history, was fought between the Saxons and the Normans. It took place in Hastings in the south-east of England and changed the course of English history forever.

## Before the Battle

After the death of the current English king (Edward the Confessor) in 1066, three men were fighting to claim the throne of England: William of Normandy from Normandy, France; Harold Godwinson from England and Harald Hardrada from Norway.

On 6<sup>th</sup> January, one day after Edward's death, Harold Godwinson was crowned King of England. William and Harald were angry with this decision and prepared to invade England. They both planned to kill King Harold and claim the throne for themselves.

Harald Hardrada invaded first from the north of England on 25<sup>th</sup> September. However, his army were easily defeated by the Saxons (King Harold's army) and Hardrada was killed in battle. King Harold was then informed that William of Normandy had landed in the south of England and was attacking the surrounding countryside. As part of the attack, William scorched the earth of the land that was owned by King Harold. King Harold was furious and marched his exhausted troops 300 kilometres back towards the south to meet him.

Eight days later, Harold and his men reached London where they were finally allowed to rest. William sent an envoy (messenger) to King Harold asking him to hand over the throne and accept William as the true King of England. Harold refused and was angered by William's treacherous demand.

Harold was advised to wait before attacking the Normans. His troops were weary and unprepared for a battle. They had suffered some losses fighting Hardrada's troops and needed time to rebuild. However, Harold ignored this advice and on 13<sup>th</sup> October, his troops arrived in Hastings ready to fight. They captured a hill, now known as Battle Hill, and set up a fortress by forming



a shield wall that was surrounded by sharp stakes stuck in a deep ditch. Harold ordered his forces not to leave their fortified positions, no matter what.

### The Battle

On 14<sup>th</sup> October, the battle commenced. Norman infantry raced up the hill on foot to attack Harold's army. However, they were at a disadvantage as it was hard running up hill. Despite their efforts, they could not break the Saxon shield wall. The battle lasted for approximately thirty minutes. William's forces were cut down and suffered heavy losses.

Next, William ordered his cavalry to charge up the hill. They too were unsuccessful and, even though the Saxons lost many men, they did not manage to break Harold's wall.

Many hours later, the Normans attacked once again and eventually managed to break through the Saxon shield wall and the two sides fought hand to hand. William ordered Eustace of Boulogne and some of his best knights to find Harold and kill him. Once they did so, the battle was over and William was victorious.

After the battle, William continued his invasion of England and was crowned the new king shortly after. As a result of his success, he is famously known as William the Conqueror.



# Questions

1. Who fought in the Battle of Hastings?

---

2. Who was Edward the Confessor?

---

3. Where was Harald Hardrada from? Tick one.

- Sweden
- France
- Norway
- England

4. How do you think King Harold felt when he heard that William of Normandy had attacked England in the south? Explain your answer fully.

---

---

---

5. How far did the Saxons march back to the south? Tick one.

- 300 miles
- 500 kilometres
- 300 metres
- 300 kilometres

6. Find and copy a word that means disloyal.

---

7. Explain how the Saxons protected themselves in the Battle of Hastings. Use evidence from the text to support your answer.

---

---

---

8. Explain what you think 'fought hand to hand' means.

---

---

---

# Answers

1. Who fought in the Battle of Hastings?

**The Saxons and the Normans fought in the Battle of Hastings.**

2. Who was Edward the Confessor?

**The King of England who died in 1066.**

3. Where was Harald Hardrada from? Tick one.

- Sweden
- France
- Norway**
- England

4. How do you think King Harold felt when he heard that William of Normandy had attacked England in the south? Explain your answer fully.

**Pupil's own response, such as: I think that King Harold would have felt angry and annoyed. Angry because William was trying to take his throne from him and annoyed because he had just finished fighting Harald Hardrada and now had to march his army all the way back to the south to fight again.**

5. How far did the Saxons march back to the south? Tick one.

- 300 miles
- 500 kilometres
- 300 metres
- 300 kilometres**

6. Find and copy a word that means disloyal.

**treacherous**

7. Explain how the Saxons protected themselves in the Battle of Hastings. Use evidence from the text to support your answer.

**Pupil's own response, such as: The Saxons protected themselves in the Battle of Hastings by building a fortress on Battle Hill. They dug ditches and stuck sharp stakes into them and they formed a shield wall which the Normans found difficult to break through.**

8. Explain what you think 'fought hand to hand' means.

**Pupil's own response, such as: I think that 'fought hand to hand' means that because they were fighting so close to each other, they weren't shooting bows and arrows or throwing spears but were fighting with their hands using swords and daggers instead.**

1) Complete the sentences:  
The angle in the corner of a square is called \_\_\_\_\_ angle.

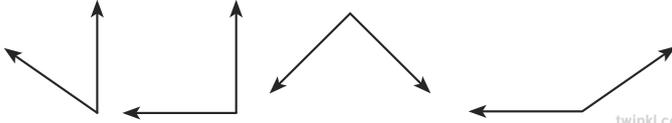


A right angle is the same as a \_\_\_\_\_ turn.

2) Colour any shapes with right angles, then mark each right angle with a small square using your pencil or pen:



3) Toby the turtle turned a quarter of a circle clockwise to make a right angle. Circle the pair of arrows that shows his start and end.



twinkl.com

1) Complete the sentences:  
The angle in the corner of a square is called \_\_\_\_\_ angle.

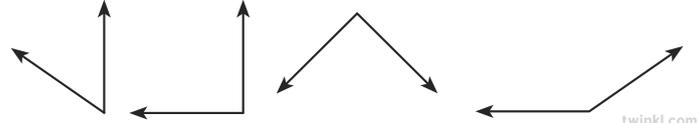


A right angle is the same as a \_\_\_\_\_ turn.

2) Colour any shapes with right angles, then mark each right angle with a small square using your pencil or pen:



3) Toby the turtle turned a quarter of a circle clockwise to make a right angle. Circle the pair of arrows that shows his start and end.



twinkl.com

1) Write your own name here in capital letters: \_\_\_\_\_



How many right angles can you find in your name? \_\_\_\_\_

2) Circle the odd one out:



Explain why you chose it:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



twinkl.com

1) Write your own name here in capital letters: \_\_\_\_\_



How many right angles can you find in your name? \_\_\_\_\_

2) Circle the odd one out:



Explain why you chose it:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



twinkl.com

1) Draw a line to match the shape to the description:



My shape has more than double the number of right angles that Akeem's shape has.

Caroline



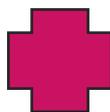
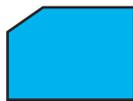
My shape has three right angles.

Akeem



My shape has fewer right angles than Caroline's.

Harvey



2) Draw a **picture** with exactly 20 right angles. Use squared paper to help.

twinkl.com

1) Draw a line to match the shape to the description:



My shape has more than double the number of right angles that Akeem's shape has.

Caroline



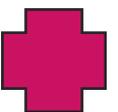
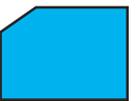
My shape has three right angles.

Akeem



My shape has fewer right angles than Caroline's.

Harvey



2) Draw a **picture** with exactly 20 right angles. Use squared paper to help.

twinkl.com

# Parent Guide

## How can I use this with my children?

Using these worksheets, your child can practise identifying parallel (lines that run alongside one another and never touch) and perpendicular lines (lines that meet at a  $90^\circ$  angle).

## How does this help my children's learning?

Parallel and perpendicular lines are found all around us. As part of their learning of shapes, your child will find out about these types of lines. This activity can help your child spot them.

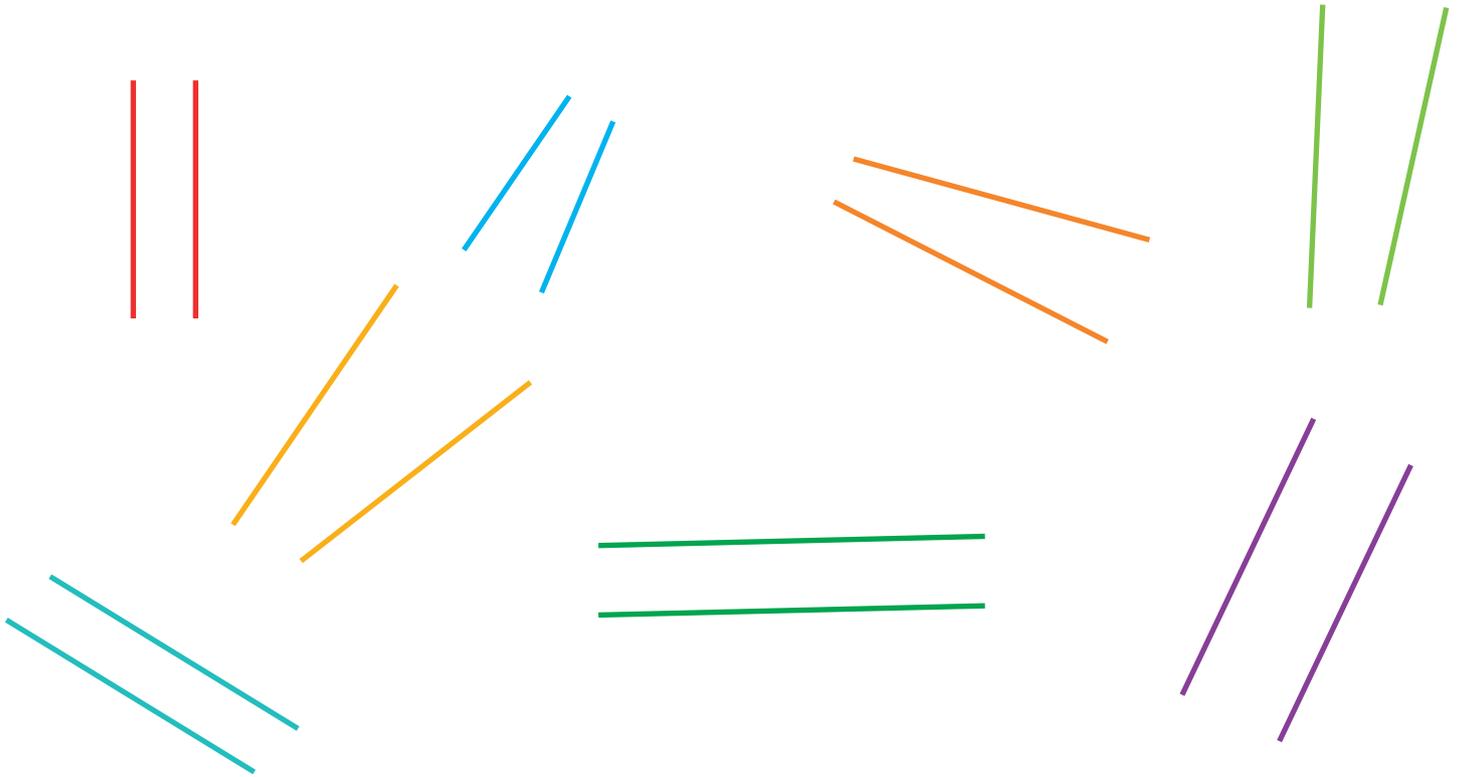
## Ideas for further learning:

Can your child use the information from the sheets to help them spot parallel and perpendicular lines in the real world? Are the edges of a book parallel, perpendicular or both?

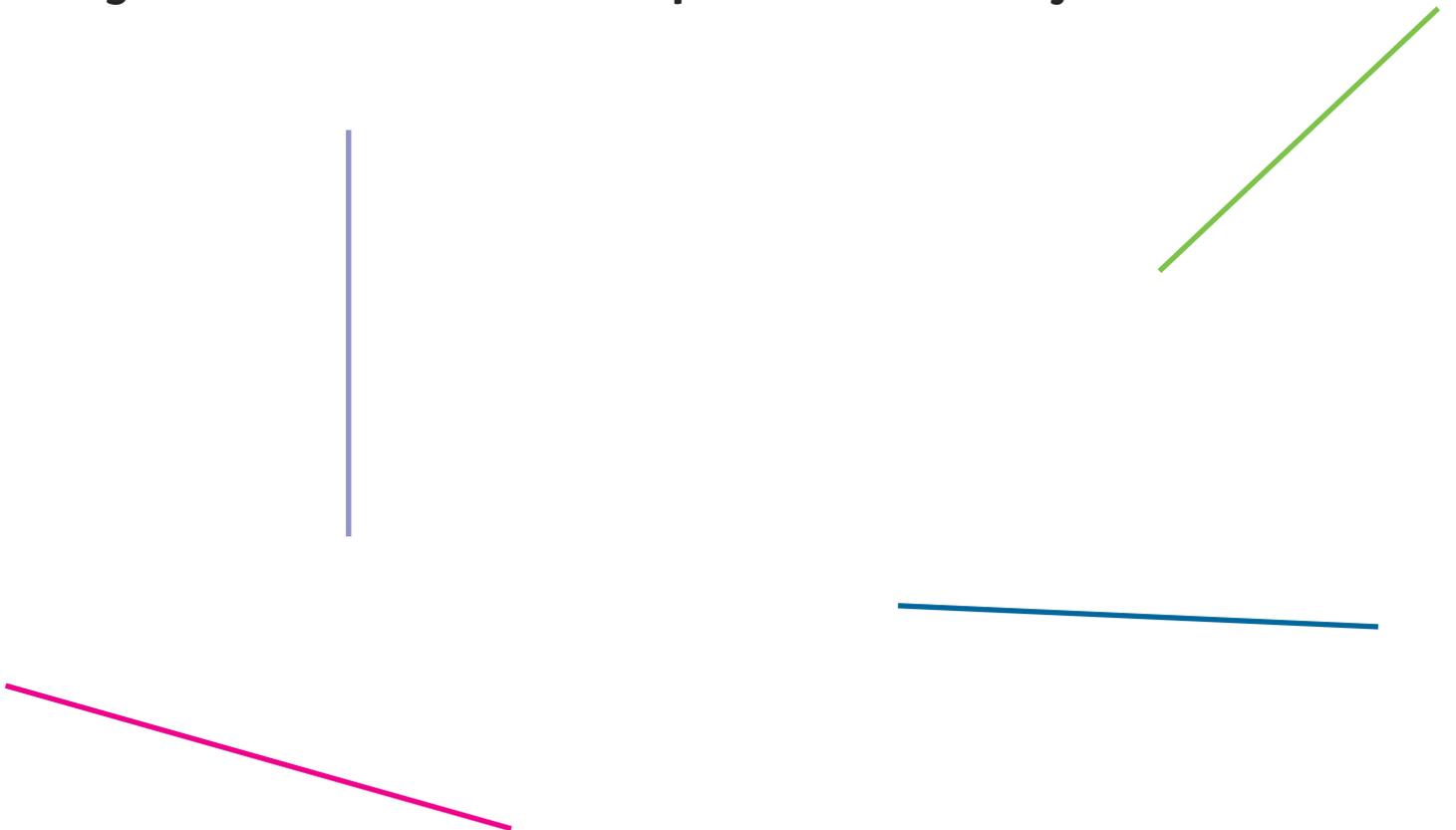


# Parallel Lines

Can you circle the pairs of parallel lines?

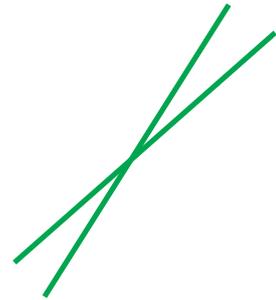
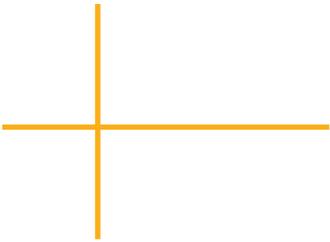
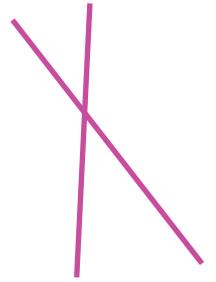
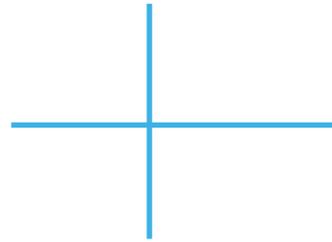
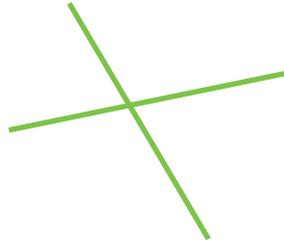
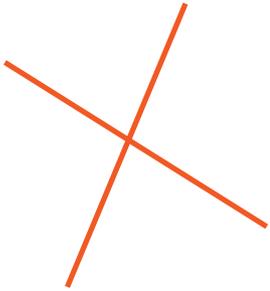


Can you draw lines which are parallel to each of these?

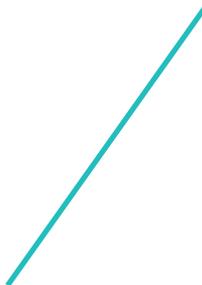
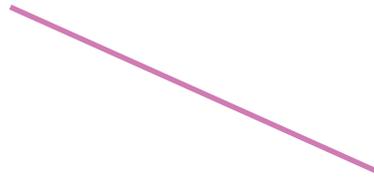


# Perpendicular Lines

Can you circle the pairs of perpendicular lines?

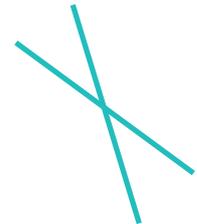
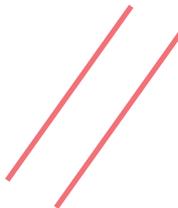
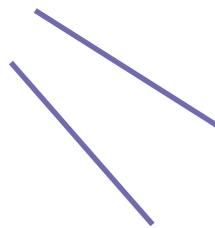
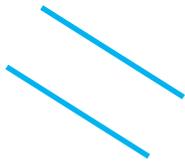
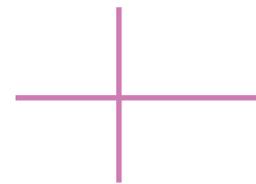
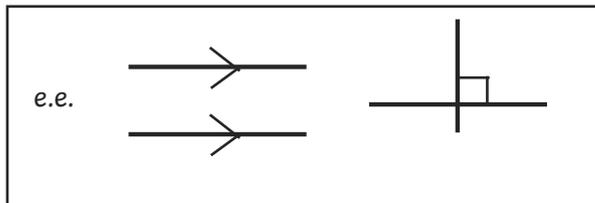


Can you draw lines which are perpendicular to each of these?



# Parallel and Perpendicular Lines

Can you label all the lines which are parallel or perpendicular? Use arrows for parallel lines and a right angle sign for perpendicular lines.

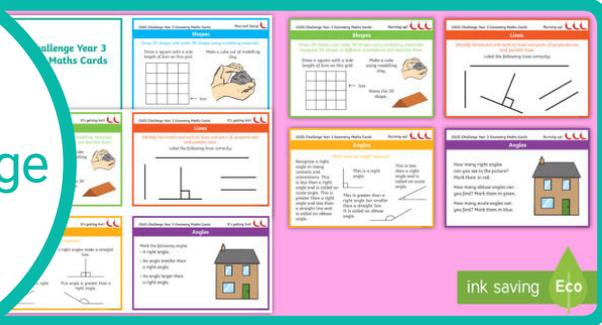


Can you draw a picture using only parallel lines and perpendicular lines?

Label any parallel or perpendicular lines. Use arrows for parallel lines and a right angle sign for perpendicular lines.

If you enjoyed this resource, why not try...

**Geometry Chilli Challenge Cards**



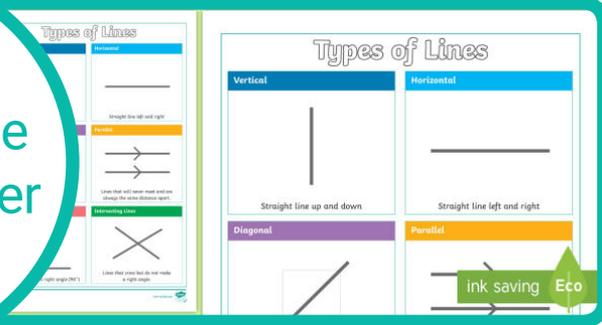
ink saving Eco

**Identify Parallel and Perpendicular Lines**



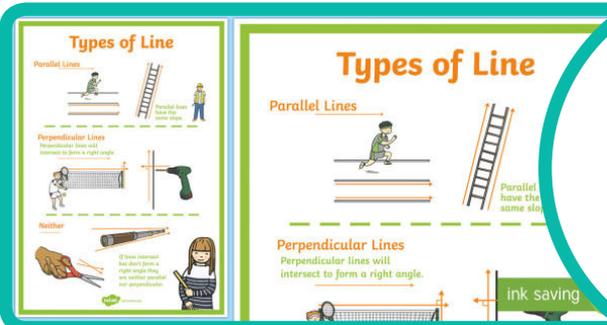
ink saving Eco

**Types of Line Display Poster**



ink saving Eco

**Lines Information Poster**



ink saving Eco

If you need us, just get in touch - contact [twinklcares@twinkl.co.uk](mailto:twinklcares@twinkl.co.uk) visit [twinkl.com/parents](https://www.twinkl.com/parents)

Explore and Discover More



# What habitat was the best?

Equipment: (What I needed to do the investigation)

- 
- 
- 
- 

Prediction: (Which habitat do I think will be the most popular for the minibeasts? Why?)

.....

.....

.....

.....

.....

.....

Method: (What did I do to investigate? How did I test?)

.....

.....

.....

.....

.....

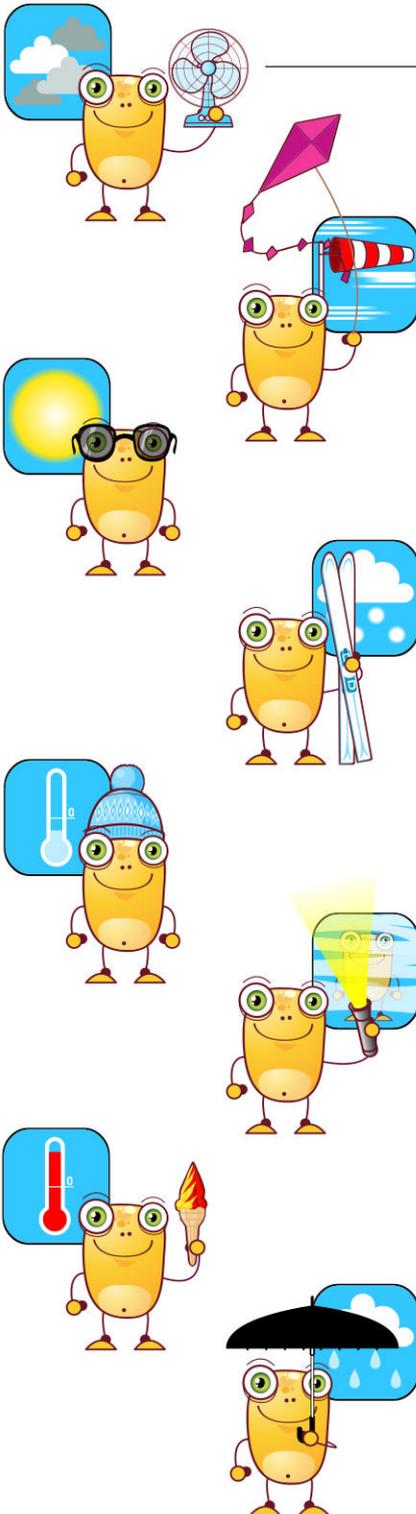
.....

.....

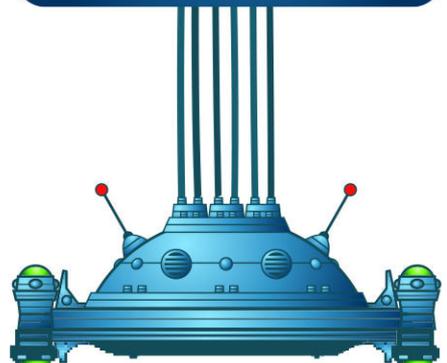




**1** Relie les images et les phrases :



- Il y a du soleil
- Il y a du vent
- Il y a du brouillard
- Il pleut
- Il y a des nuages
- Il neige
- Il fait chaud
- Il fait froid





**2** Écris la bonne légende sous chaque dessin :

|          |       |       |       |
|----------|-------|-------|-------|
|          |       |       |       |
| Il pleut | _____ | _____ | _____ |
|          |       |       |       |
| _____    | _____ | _____ | _____ |

**3** Cherche les mots et complète les phrases :

- Il y a du v e n t
- Il \_\_\_\_\_
- Il \_\_\_\_\_
- Il fait \_\_\_\_\_
- Il fait \_\_\_\_\_
- Il y a du \_\_\_\_\_
- Il y a des \_\_\_\_\_
- Il y a du \_\_\_\_\_

|   |   |   |   |   |   |          |          |          |          |   |   |   |   |   |   |   |
|---|---|---|---|---|---|----------|----------|----------|----------|---|---|---|---|---|---|---|
| A | E | R | Y | T | C | <u>V</u> | <u>E</u> | <u>N</u> | <u>T</u> | J | O | S | M | A | S | X |
| O | B | U | G | B | N | K        | L        | J        | E        | A | O | O | C | M | A | S |
| S | R | K | L | N | B | G        | H        | E        | Q        | I | P | L | E | U | T | E |
| M | O | B | N | H | O | L        | D        | F        | R        | U | L | E | L | F | G | I |
| N | U | A | G | E | S | G        | H        | T        | E        | A | L | I | D | N | Y | T |
| L | I | G | R | V | S | P        | N        | E        | I        | G | E | L | T | L | O | P |
| J | L | E | J | W | G | N        | O        | M        | I        | N | G | I | U | I | X | J |
| D | L | U | R | S | E | M        | J        | Q        | A        | J | R | E | Z | N | B | I |
| G | A | F | H | T | E | S        | R        | C        | H        | A | U | D | G | L | M | O |
| F | R | O | I | D | O | N        | K        | Y        | T        | D | M | J | Q | U | A | I |
| A | D | T | U | G | N | A        | U        | F        | E        | K | M | N |   |   |   |   |
| T | Y | K | J | F | B | Y        | L        | M        | U        | T | Q |   |   |   |   |   |



**4** Réponds à la question :

Quel temps fait-il aujourd'hui ? \_\_\_\_\_