



Year 3 Home Learning Tasks

Literacy, Maths, Science, History, Art and French

WB: Monday 6th July 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 a report	Read the info Explain the difference	Read the <u>How to write a Report information</u> sheet. Explain why this is different to writing a diary or a letter.	
Literacy	WALT: find features in a report	Read the info Circle the different features	Look at the <u>Report writing checklist</u> and use it to search through the <u>Penguin Fact File</u> Circle the title, subheadings and any key words that apply to penguins only.	Extension: Can you write a short sentence explaining any of the penguin key words e.g. flippers.....
Literacy	WALT: plan	Subheadings Write notes 2A's Adverbs Similes	Plan a fact file about yourself. Use the <u>Fact File about ME</u> . I have left 2 boxes for if you have different subheadings you want to add. Use these subheadings as a starter but add more of your own if you would like different ones. Likes (food, hobbies, animals) Dislikes (food, hobbies, animals) Appearance and Features (what I look like!) School (what do you enjoy and like and things you don't like)	Extension: Draw a picture of yourself for your own fact file!
Literacy	WALT: write a report	Subheadings 2A's Adverbs Similes	The Title is your name! Choose your different subheadings and write the information about yourself for your new teacher. You can use the <u>Fact File Template</u> or create your own version if you don't have enough room to get it all your information in.	
Literacy	WALT: edit and improve	2A's Adverbs Similes	Edit for spellings and grammatical mistakes. Make sure you have some interesting language about yourself as well, so your new teacher knows lots about you!	

Reading	Reading Comprehension	Read and answer questions	Read the reading comprehension text: <u>Emperor Penguin Life Cycle.</u> Please answer the questions attached. Choose which level reading and questions you feel you can answer.	<u>Extension:</u> Present your work on Emperor Penguins to an adult in your household. Then, ask this person to explain any other fact(s) that they may know about Emperor Penguins.
Maths	WALT: Make 3-D shapes.	Build different 3-D shapes using different materials.	<u>Review:</u> In geometry, a three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions – length, width and height. Unlike two-dimensional shapes, three-dimensional shapes have thickness or depth. 3-D shapes have 3 properties which helps you to identify them: Faces, edges and vertices. Please watch this video about the properties of 3-D shapes: https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zgqpk2p#:~:text=3D%20shapes%20have%20three%20dimensions%20%2D%20length%2C%20width%20and%20depth. <u>Main activity:</u> Create different 3-D shapes, cubes, cuboids, cylinders, pyramids, prisms, cones, spheres, using construction materials, e.g., paper, card, playdough, salt dough, etc. Remember to use the correct terminology, faces, vertices, edges, when describing the shapes that you have made.	<u>Extension:</u> Can you describe your shape using edges, faces, vertices, curved surfaces? What is the same and what is different about your shape compared to your partner's? What do the straws represent? What does the Play-Doh represent? How many straws/balls of Play-Doh do you need to create a _____? Why can't you create a sphere or cylinder using this technique?

Maths	<p>WALT: Measure a mass of an object</p>	<p>Discuss the weight of an object = mass.</p> <p>Watch a video of how to measure and compare the weight of an object.</p> <p>Find objects from around your home and measure their weight.</p> <p>Write down this list of different objects in your book.</p>	<p><u>NEW:</u> Over the next few weeks we will learn how to measure the mass and capacity of different objects.</p> <p><u>Mass: The mass of an object is how much an object weighs. We measure this weight in grams and kilograms. There are 1000 grams in a Kilogram.</u></p> <p><u>Watch this video:</u> https://www.youtube.com/watch?v=N_LG5EkU_a4</p> <p><u>Discuss with someone at home:</u> When would we use kilograms or grams to measure the mass of something?</p> <p><u>Main activity:</u> Using a balance scale to measure the weight of different objects, go around your home to find the following objects:</p> <p>Objects that weigh between 0 grams and 100 grams.</p> <p>Objects that weigh between 100 and 500 grams.</p> <p>Objects that weigh more than 500 grams.</p> <p>Write down this list of objects (objects weighing 0-100 grams, 100-500 grams, and 500-1000 grams), including their weight, in your book.</p>	<p><u>Extension:</u> Discuss what mass is with someone in your family. Ask them to give you examples of objects that weigh between: 0-100 g, 100-500 g, and 500-1000 grams. Write these new items into your book.</p>
Maths	<p>WALT: Read a scale when measuring the weight of an object.</p>	<p>Review how to measure the weight of an object.</p> <p>Watch the video.</p> <p>Read the scale when measuring an object's weight.</p>	<p><u>Mass:</u> The mass of an object is how much an object weighs. We measure this weight in grams and kilograms. There are 1000 grams in a Kilogram.</p> <p><u>Watch this video of how to read a scale in Kilograms:</u> https://www.youtube.com/watch?v=ptaVY3-vRZM</p> <p><u>Main activity:</u> Please see handout: <u>NUMERACY WEDNESDAY READING A SCALE.</u></p>	<p><u>Extension:</u> Please see handout: <u>NUMERACY WEDNESDAY READING A SCALE EXTENSION</u></p>

Maths	<p>WALT: Read a scale when measuring the weight of an object.</p>	<p>Review how to measure the weight of an object.</p> <p>Watch the video.</p> <p>Answer questions on the handout(s).</p>	<p>Mass: The mass of an object is how much an object weighs. We measure this weight in grams and kilograms. There are 1000 grams in a Kilogram.</p> <p>Building on your knowledge and using 'lighter' and 'heavier' to compare mass, Remember: kilograms are used for heavier objects and grams are used to measure lighter objects. For example 500 g is less than 500 kg.</p> <p>Remember: 1000 grams = 1 kilogram.</p> <p>Videos: https://www.youtube.com/watch?v=0A83skSAxKI</p> <p>https://www.youtube.com/watch?v=WyIAXJ356xQ</p> <p>Main activity: Please see handout: NUMERACY THURSDAY COMPARING MASS</p>	<p>Extension: Looking through your work, go through the answer sheet with someone in your household (please see: NUMERACY THURSDAY COMPARING MASS ANSWERS).</p>
Maths	<p>WALT: Write the weight of objects in grams and kilograms</p>	<p>Review how to measure the weight of an object.</p> <p>Watch the video.</p> <p>Answer questions on the handout(s).</p>	<p>Review: Mass: The mass of an object is how much an object weighs. We measure this weight in grams and kilograms. There are 1000 grams in a Kilogram.</p> <p>Remember: 1000g = 1 kilogram.</p> <p>Please watch this video: (from 0 minutes to 3:40 minutes). https://www.youtube.com/watch?v=BX1RG1gT9Y0</p> <p>Main activity: Please see handout: NUMERACY FRIDAY</p>	<p>Extension: Please see handout: NUMERACY FRIDAY EXTENSION.</p> <p>Please see handout: NUMERACY FRIDAY EXTENSION 2.</p>
Science	<p>WALT: understand humans and animals</p>	<p>Read the information and watch the video</p> <p>Create a poster</p> <p>What is healthy?</p> <p>What ways can we keep healthy? Why?</p>	<p>Create a poster about what we need to keep healthy. https://www.youtube.com/watch?v=UxnEuj1c0sw</p> <p>Name and describe the ways we keep ourselves healthy.</p>	

History	<p>WALT: Create an advertising poster for the City of Bournemouth.</p>	<p>S.C.:</p> <p>Read through slides of the Powerpoint: The History of Bournemouth.</p> <p>Discuss your ideas.</p> <p>Create an advertising poster for the City of Bournemouth.</p> <p>Present your poster to another member of your household.</p>	<p>In our History Topic this summer term, we are learning about the History of the City of Bournemouth.</p> <p>Main activity:</p> <p>Go through the Powerpoint: The History of Bournemouth and focus on Slides 13-20: Research how Bournemouth's growth as a health resort.</p> <p>Activity: Create an advertising poster for the City of Bournemouth. Use all of your knowledge about the list of the different activities that can be done while living or visiting the City of Bournemouth to create this poster for our city. Plan your poster first, thinking about the title, which activities you will label and draw, etc., and then use either an A4 or A3 piece of paper to realize your work. Try to name and describe as many different activities that you can!</p>	<p>EXTENSION: Present your work to another member of your household.</p> <p>Then, ask people in your home for feedback on your information poster and on your presentation of your work.</p>
ART	<p>WALT: draw</p>	<p>Observe Draw in pencil</p>	<p>Using the Skeleton on the Science Humans sheet, draw your own skeleton of the human body.</p> <p>There are handy drawing tutorials on YouTube as well! https://www.youtube.com/watch?v=cR3y2VjboEk</p>	<p>Extension: Can you label some of the bones you have drawn? This YouTube video will help you</p> <p>https://www.youtube.com/watch?v=SiBzCpg6vu8</p>

WALT: Write a sentence about toys in French

S.C.: Use your work from last week about writing down the names of various toys in French.

Write a sentence about a toy in French.

Translate the sentence into English

In French this summer term we will be learning about the different names for Toys in French.

Main activity: Using the handout: **FRENCH TOYS LES JOUETS**, write a sentence about a toy that you like to play with in French and then translate them into English.

Note:

J'aime = I like. (you've already used the word 'j'aime' before).

jouer = play

avec = with

J'aime jouer avec..... = I like to play with....

Examples:

Un ballon = a balloon: J'aime jouer avec un ballon. = I like to play with a balloon.

Une poupee = a doll: J'aime jouer avec une poupee. = I like to play with a doll.

Un skateboard= a skateboard: J'aime jouer avec un skateboard. = I like to play with a skateboard.

Un robot = a robot: J'aime jouer avec un robot. = I like to play with a robot.

EXTENSION: Write a sentence about a toy that you do not like to play with.

Note:

Je n'aime pas = I do not like. (you've already used the words 'Je n'aime pas' before).

jouer = play

avec = with

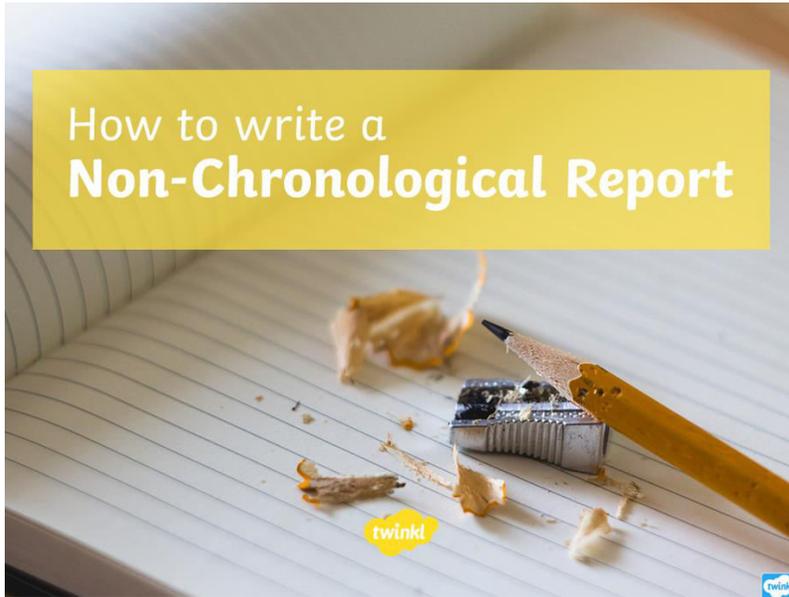
Je n'aime pas jouer avec..... = I do not like to play with....

Examples:

Un ballon = a balloon: Je n'aime pas jouer avec un ballon. = I do not like to play with a balloon.

Une poupee = a doll: Je n'aime pas jouer avec une poupee. = I do not like to play with a doll.

How to write a Non-Chronological Report



Non-Chronological Report

Purpose

To describe something factual, the way things are, tells you what something is or was.



Structure

Opening Statement – Introduce the information

- Who are you writing about?
- What is it or what is it used for?
- Where is it found?
- When is it found?



Description of topic or situation including some or all of its:

- Qualities – Birds have feathers.
- Parts and their functions – The beak is...
- Habits or behaviours or uses – They build nests out of twigs and sticks.

The Report

- Use **headings** and **sub headings**.
- Use simple **clear titles**.
- Tempt the reader using **questions**. Make them think.
- Write using **short sentences**, it makes it clear and gives more emphasis on the point.
- Use **diagrams** and **captions** to help explain leading lines or interesting facts.



Non-Chronological Report Text Features Key

Text Title: _____

Here are the features of a report text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'present tense verbs' box in red, then use the **same** colour to underline examples of the present tense in your text.



	Topic title covers the whole subject.		Non-chronological reports use factual language .
	Brief introduction paragraph gives who/what/where overview.		Present tense verbs (unless it is a historical report, then it would be past tense).
	The information is organised into paragraphs .		Technical language may be explained in a glossary.
	Each category has a sub-heading .		
	Some information may be in fact boxes or bullet-point lists.		
	Extra details support the main points.		

Penguins



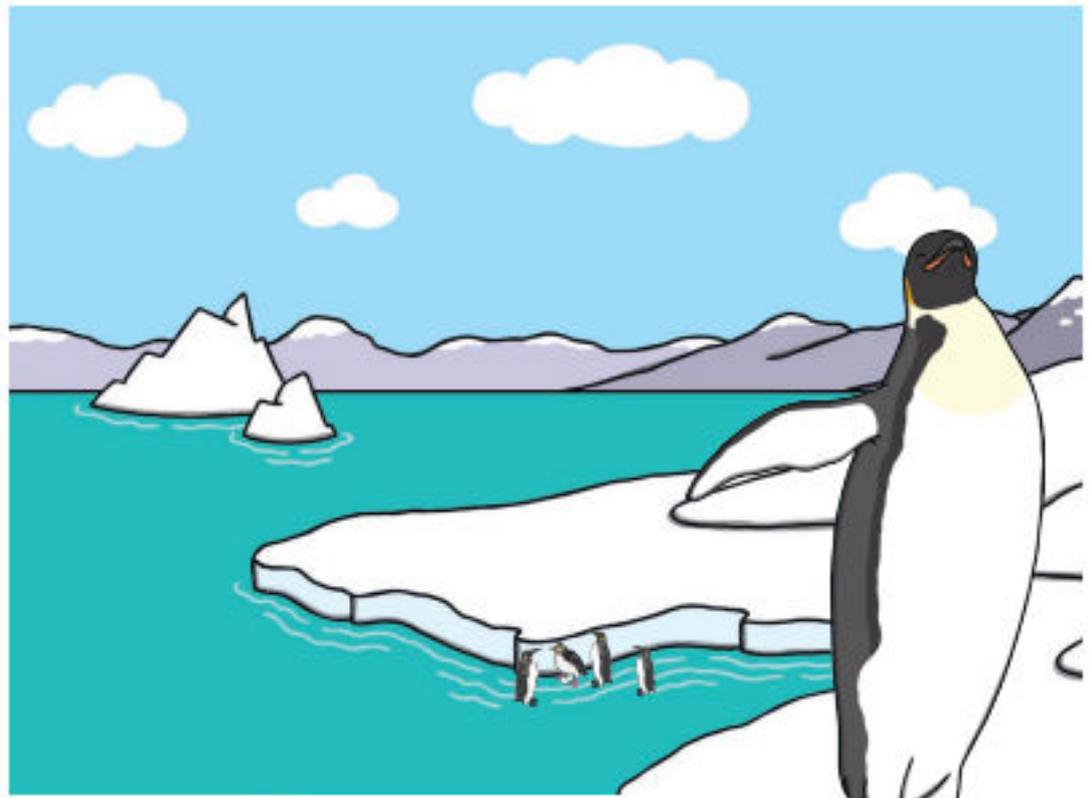
Key Terms

- Hemisphere
- waddle
- insulated
- camouflage
- waterproof

Penguins live in the Southern **Hemisphere**. They live near the ocean. They like to swim. Many live near ice. They eat fish. Penguins have **waterproof** feathers. When they walk, they **waddle**. Their skin is **insulated**. It keeps them warm. They **camouflage** in their homes. Penguin babies are called chicks. Chicks hatch from eggs. Both parents take care of the chicks. Penguins can live for many years.

Making Connections

Penguins, like ostriches, cannot fly.



Interesting Facts:

- Most penguins live on ice, but some live on land.
- Penguin chicks sit on their parents' feet to keep warm.
- Penguins travel long distances, up to 75 miles, for food.

Appearance and Features:

What do I look like?

Likes:

(food, colours, hobbies, animals, TV programmes, films, singers, bands, sports)

Dislikes:

(food, colours, hobbies, animals, TV programmes, films, singers, bands, sports)

School:

(subjects you like and things you really enjoyed at school this year.)

A vertical rectangular box with rounded corners containing 15 horizontal lines for writing.

An empty vertical rectangular box with rounded corners.

A vertical rectangular box with rounded corners containing 4 horizontal lines for writing.

A large horizontal rectangular box with rounded corners containing 10 horizontal lines for writing.

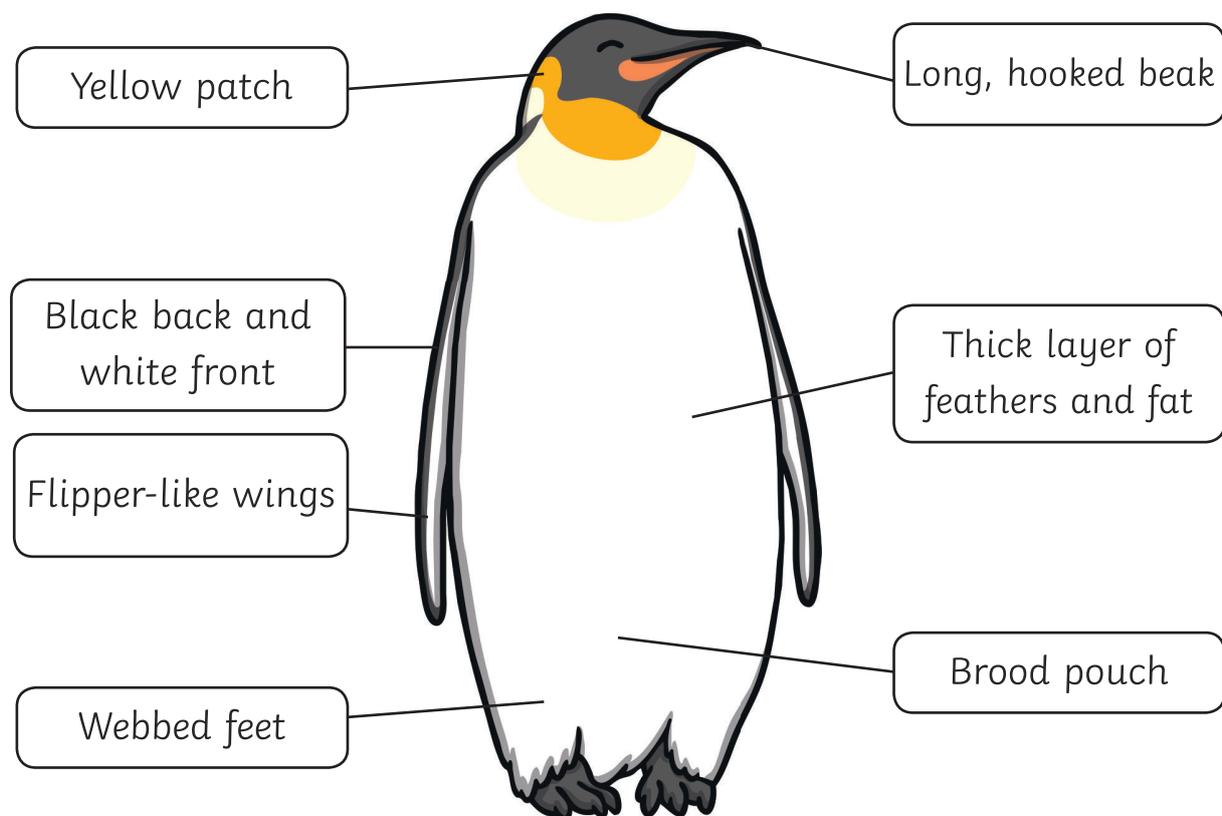
The Emperor Penguin

The emperor penguin is the largest penguin in the world. Penguins are birds but they cannot fly. They use their wings to help them swim.

Habitat

They live in Antarctica and it is very cold. Emperor penguins live together in a big group (a colony) so that they can keep warm.

Body



Did you know...?

- The female lays an egg and passes it to the male. He keeps it warm all winter in his brood pouch.
- Adults can grow up to 130cm.
- They can swim underwater for up to 22 minutes.

Questions

1. Which of these is true about the emperor penguin? Tick **one**.
 - the largest animal in the world
 - the largest penguin in the world
 - the smallest penguin in the world
2. What is their habitat like? Tick **one**.
 - It is very cold.
 - It is very warm.
 - It has a yellow patch.
3. What is a big group of penguins called? Tick **one**.
 - a brood pouch
 - a habitat
 - a colony
4. Look at the **Did You Know...?** section. What does the female do with the egg? Tick **one**.
 - She keeps it warm all winter in her brood pouch.
 - She passes it to the male.
 - She has webbed feet.
5. How long can emperor penguins swim underwater? Tick **one**.
 - for up to 22 minutes
 - for up to 22 days
 - for up to 130cm

Answers

1. Which of these is true about the emperor penguin? Tick **one**.
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 - for up to 22 days
 - for up to 130cm

The Emperor Penguin

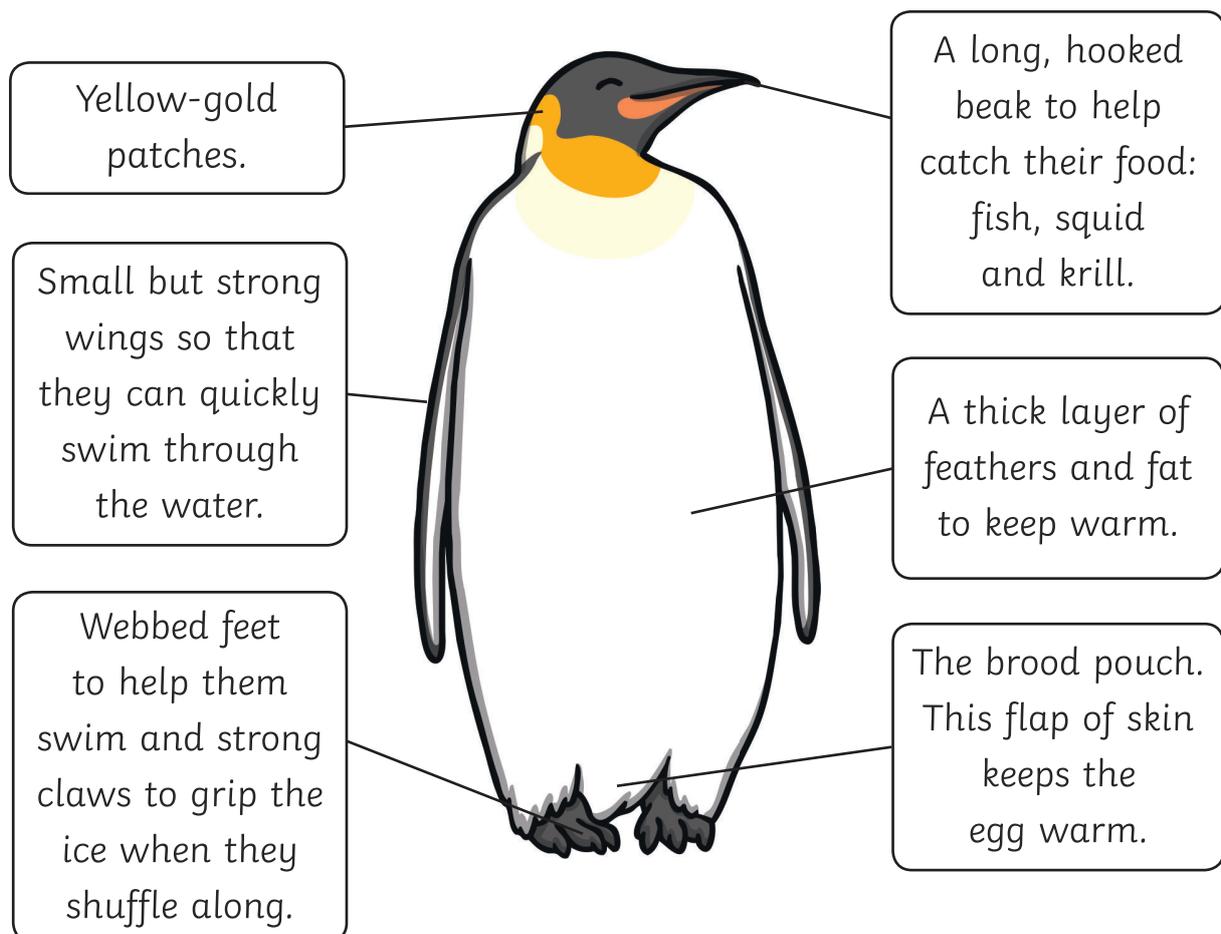
The emperor penguin is the largest of the 17 types of penguins. Penguins are birds but they cannot fly. Instead, their flipper-like wings and webbed feet help them to swim well.

Habitat

Emperor penguins live in the coldest place on Earth: Antarctica. They survive because they have a thick layer of feathers and fat to keep them warm. When it is very cold, they stand together in a huge group called a huddle.

Body

The adult emperor penguin can grow to about 130cm tall. That is about the same as a six year old boy or girl! They look similar to the king penguin but they are much taller.



Did You Know...?

- A group of penguins in the water is called a raft.
- They can swim underwater for up to 22 minutes.



Questions

1. What can emperor penguins do? Tick **one**.

- They can change colour.
- They can fly well.
- They can swim well.

2. How do emperor penguins survive in Antarctica? Tick **two**.

- They have a thick layer of fur to keep them warm.
- They have a thick layer of feathers and fat to keep them warm.
- They make a huddle with each other.

3. Look at the **body** section. Match the animals to how tall they are.

adult emperor penguin ●	● shorter than an emperor penguin
king penguin ●	● as tall as a six year old boy or girl

4. Find and copy a word which describes how emperor penguins move across the ice.

5. Look at the **Did You Know...?** section. What is a group of penguins in the water called?

Answers

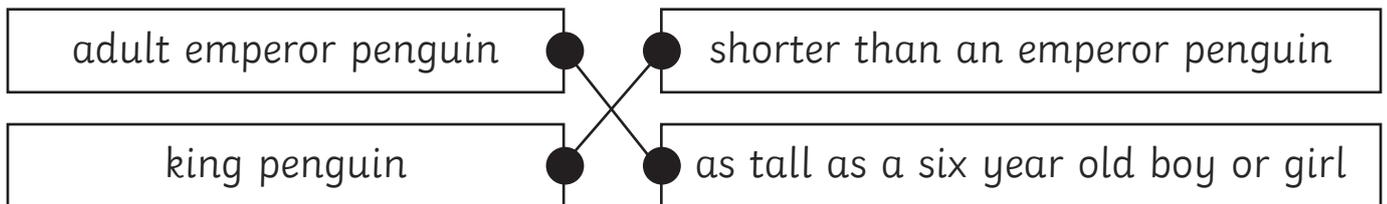
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4. Find and copy a word which describes how emperor penguins move across the ice.

shuffle

5. Look at the **Did You Know...?** section. What is a group of penguins in the water called?

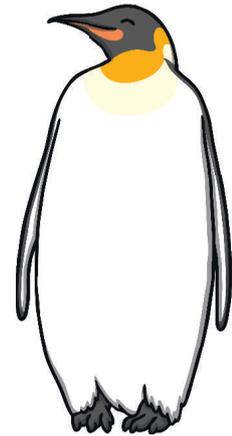
a raft

The Emperor Penguin

The emperor penguin is the largest of the 17 species of penguin. Although penguins are birds, they cannot fly. Instead, their flipper-like wings and webbed feet make them superb swimmers, outstanding divers and skilled at catching fish.

Habitat

Emperor penguins have adapted well to their extreme habitat. They are only found in Antarctica, the coldest place on Earth. They live in a huge group called a colony. To keep them warm in cold weather, they have a thick layer of insulation, made up of feathers (plumage) and fat. However, this makes it hard for them to move quickly on land. If the weather is bitterly cold, emperor penguins group together in a huddle.



Did You Know...?

- It is a long, slow walk inland across the ice to the colony. Emperor penguins can waddle up to 120km (75 miles).
- The male penguin protects his egg from gale-force winds and extremely cold temperatures. In all this time, he eats nothing.
- Climate change is sadly a big threat to colonies of emperor penguins.



Life Cycle

Egg Laying

1

The female lays one egg in May. It uses up a lot of her energy. She carefully passes it to the male and returns to the ocean.



Incubation and Hatching

2

The male keeps the egg warm through the winter in his brood pouch on top of his feet. In July, the female returns from hunting to feed the chick food from her tummy.

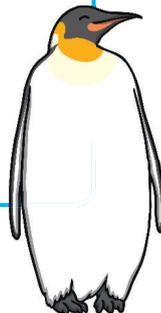


Breeding

5

The young penguins return when they are about five years old.

In April, the penguins find a mate.



Fledging

4

By December, the sea ice has melted and the chicks leave the colony (fledge) and waddle along the ice to the sea.



Moulting

3

The chicks lose their soft, fluffy, down feathers and grow sleek, waterproof ones. This is called moulting.

Questions

1. The emperor penguin is... Tick **one**.

- not a large penguin
 the biggest of all the penguins
 the smallest species of penguin

2. Look at the **Habitat** section. Put ticks in the table to show which sentences are true and which ones are false.

Sentence	True	False
Emperor penguins live all over the earth.		
They live alone.		
They live in a colony.		
Their insulation keeps them warm.		

3. Fill in the missing word.

The male penguin protects his egg from gale-force winds and extremely cold temperatures. In all this time, he eats _____.

4. Look at the **Life Cycle** section. What happens during moulting?

5. **The female lays one egg in May... and returns to the ocean.**

Why does she return to the ocean? Give two reasons.

1. _____
2. _____

6. How do penguins move differently on ice compared to the sea?

Use examples from the text.

Answers

1. The emperor penguin is... Tick **one**.

- not a large penguin
- the biggest of all the penguins**
- the smallest species of penguin

2. Look at the **Habitat** section. Put ticks in the table to show which sentences are true and which ones are false.

Sentence	True	False
Emperor penguins live all over the earth.		✓
They live alone.		✓
They live in a colony.	✓	
Their insulation keeps them warm.	✓	

3. Fill in the missing word.

The male penguin protects his egg from gale-force winds and extremely cold temperatures. In all this time, he eats **nothing**.

4. Look at the **Life Cycle** section. What happens during moulting?

The chicks lose their soft, fluffy, down feathers and grow sleek, waterproof ones.

5. **The female lays one egg in May... and returns to the ocean.**

Why does she return to the ocean? Give two reasons.

1. **She needs to eat to get more energy.**
2. **She needs to find food for her chick.**

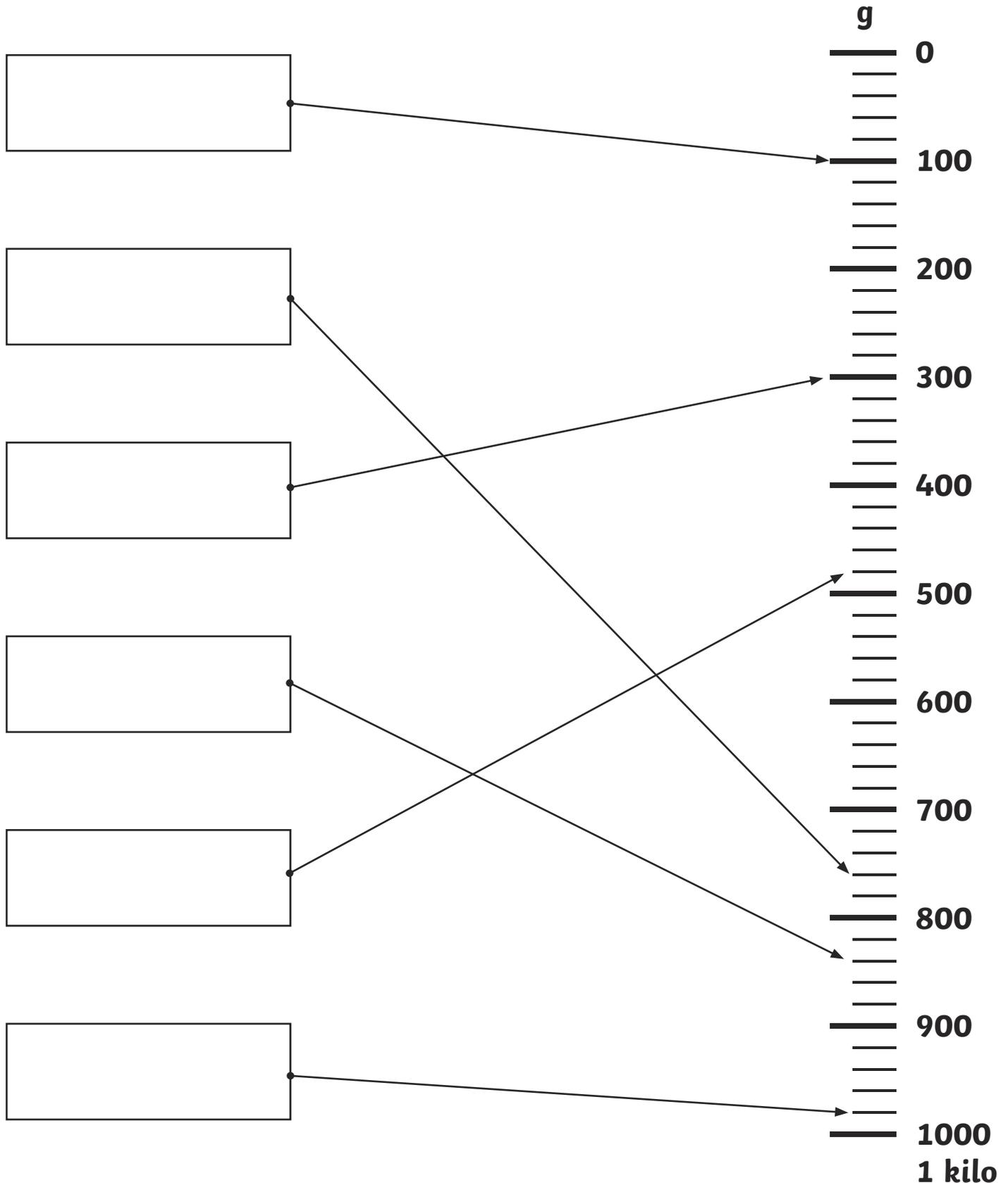
6. How do penguins move differently on ice compared to the sea? Use examples from the text.

Pupils' own responses, showing understanding of the penguins' body parts being adapted to different environments. For example: Penguins are better at moving in the sea. Penguins move slowly and waddle on ice but have flipper-like wings and webbed feet so they are superb swimmers and outstanding divers.

Reading Scales

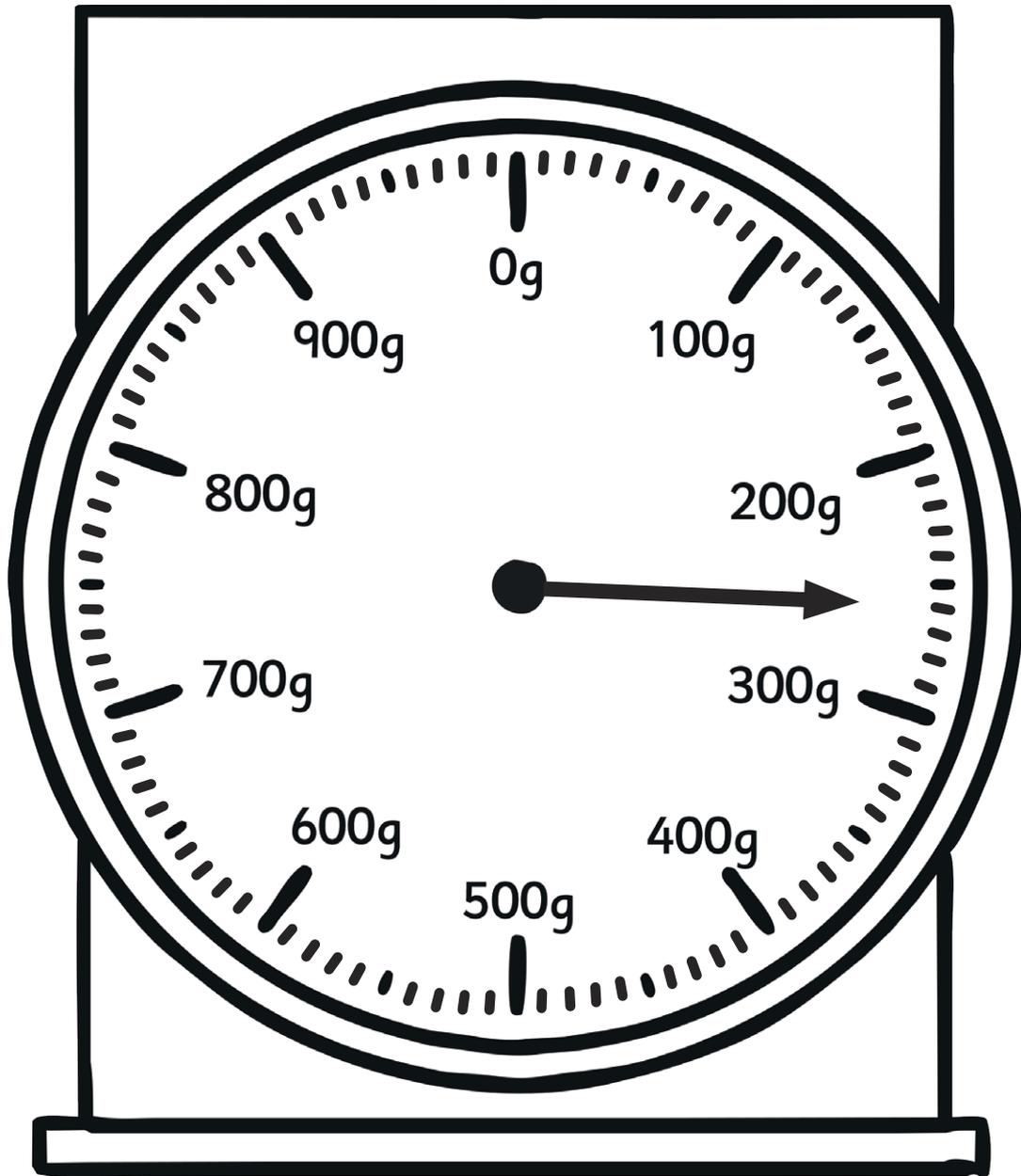
The scale shows 1 Kilogram, each large division is 100 grams and each small division is 20 grams.

Write in the reading for each of the arrows.



Reading Scales

Weighing scales can be read like a clock, the dial indicator moves as the weight increases. Each big line is 100g, each small line is 10g, the arrow shows 260g.



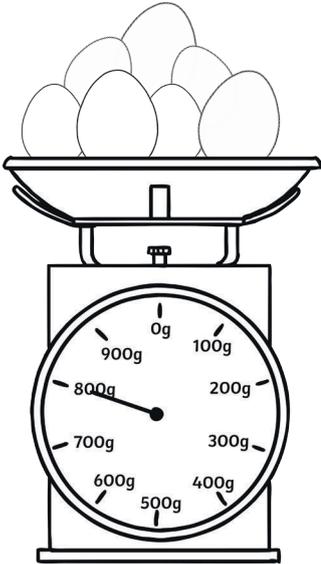
Draw arrows on the scale to show these weights:

- a. 520g
- b. 400g
- c. 960g
- d. 1000g
- e. 180g

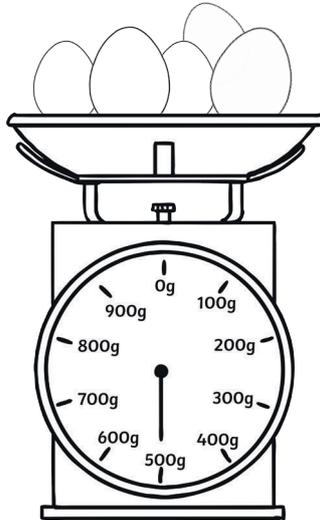
Easter Basket Weight Measurement

I can measure and record weight in grams. (ACMMG084)

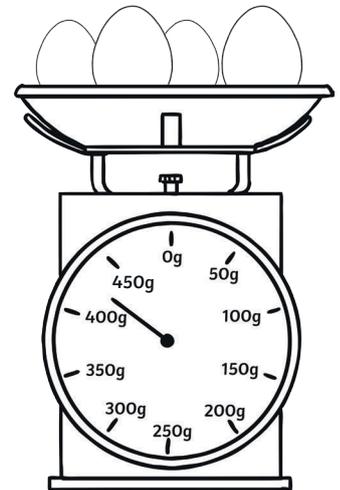
Read the scales of each Easter basket and record the weight.



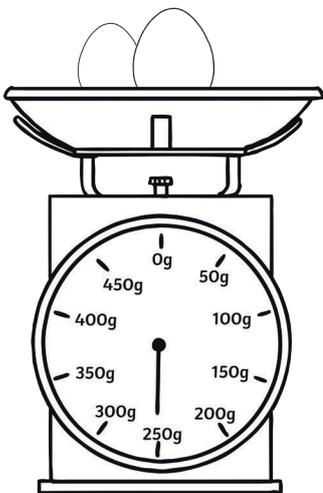
a. _____



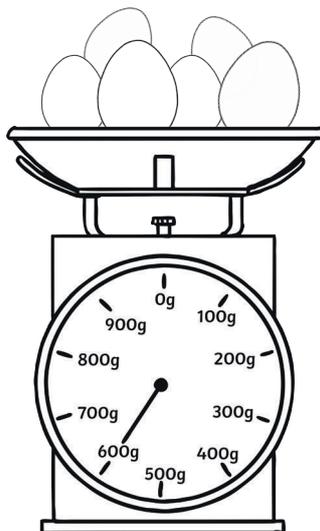
b. _____



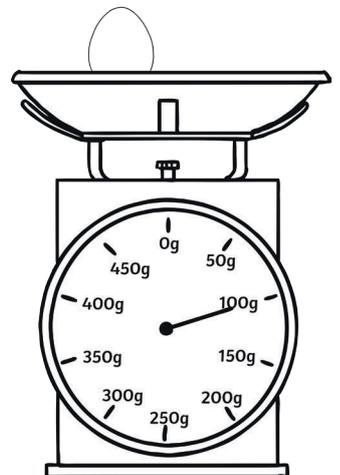
c. _____



d. _____



e. _____



f. _____

Order the Easter baskets from lightest to heaviest.

lightest _____ heaviest

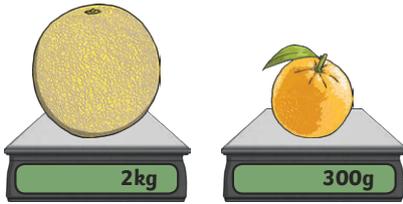
Easter Basket Weight Measurement Answers

- A. 800g
- B. 500g
- C. 425g
- D. 250g
- E. 600g
- F. 100g

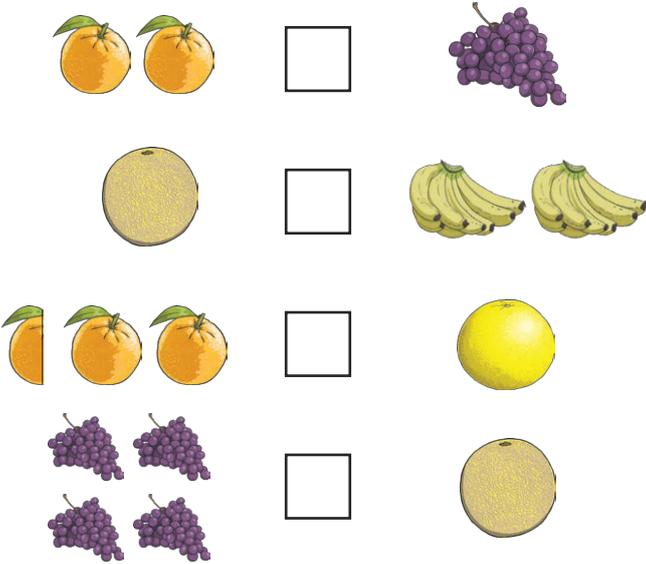
Order the Easter baskets from lightest to heaviest.

F, D, C, B, E, A

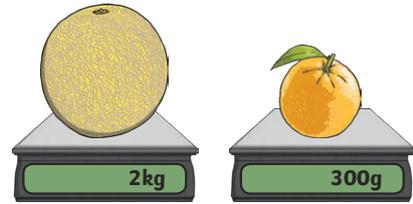
1) Sort these objects into order of mass from lightest to heaviest.



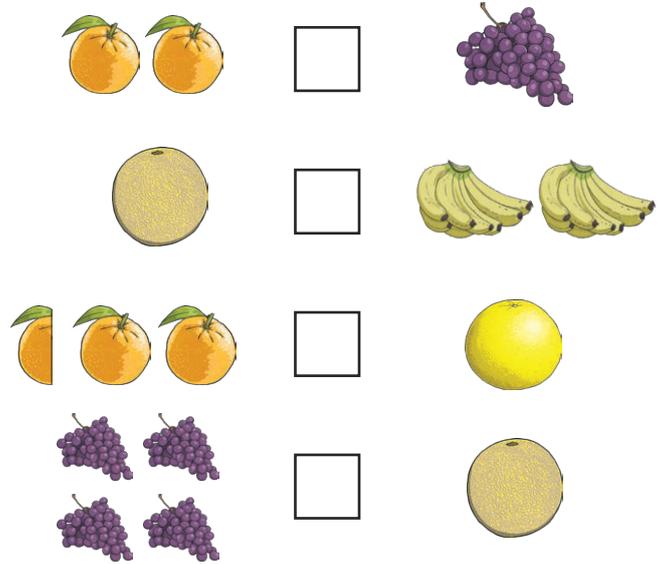
2) Use $<$, $>$ or $=$ to compare these objects.



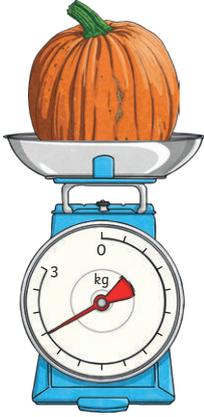
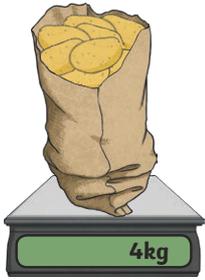
1) Sort these objects into order of mass from lightest to heaviest.



2) Use $<$, $>$ or $=$ to compare these objects.



Tomek, Mark and Geri are weighing their shopping items.



- 1) Sort the items in order of mass from heaviest to lightest.
- 2) Look at the statements below. Which do you agree with? Explain why.

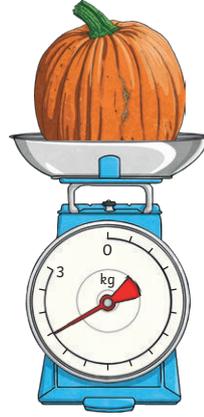
Geri says, "The bag of sprouts is heavier than the bag of potatoes because 960 is greater than 4."

Tomek says, "The apple weighs less than the bag of potatoes because 175g is less than 4kg."

Mark says, "The pumpkin weighs less than the apple because the pointer on the pumpkin scale is less than halfway but on the apple scale it is more than halfway."

- 3) Explain what is wrong with the incorrect statements.

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Maria, Jemma, Ben and Graham have all been shopping.

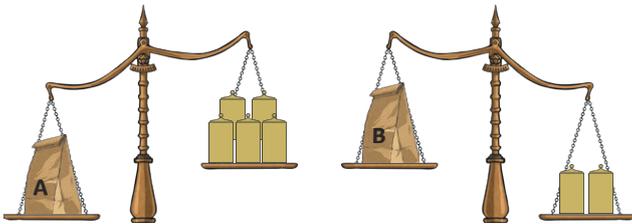


Jemma's shopping bag has a mass of more than 4kg but less than 6200g.

Maria's shopping bag has a mass of less than $\frac{1}{4}$ of 10kg and more than 2kg.

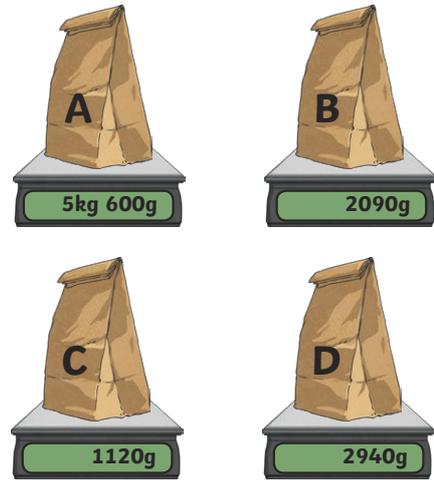
Ben's shopping bag weighs less than Jemma's but more than Maria's.

- 1) Use the clues to work out who each bag belongs to.
- 2) Write a clue to compare Graham's shopping bag to someone else's.
- 3) The same shopping bags are placed onto a balance with some sets of equal weights. What can you say is true about the weights?
- 4) Estimate how many weights would balance each shopping bag.



twinkl.com

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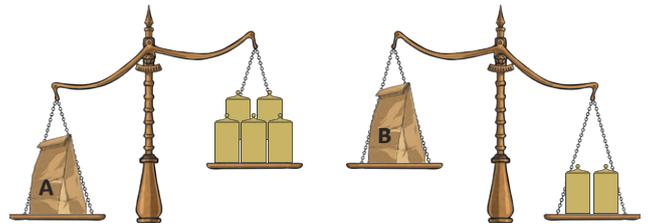


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1) orange - 300g, grapes - $\frac{1}{2}$ kg, grapefruit - 1120g, bananas - $1\frac{1}{4}$ kg, melon - 2kg

2)



2 oranges	>	bunch of grapes
1 melon	<	2 bunches of bananas
$3\frac{1}{2}$ oranges	<	grapefruit
4 bunches of grapes	=	1 melon

1) potatoes, pumpkin, sprouts, apple

2) Only Tomek is correct. Accept any explanations that show that he is correct.

3) Accept any correct explanations about the mistakes that have been made, such as:

Gerri hasn't looked at the units used. The sack of potatoes is 4kg (or 4000g) which is greater than 960g.

Mark hasn't looked at the maximum measurements on each set of scales. The pointer for the apple is at just more than half of 300g but the pointer for the pumpkin is just before half of 4kg (or 4000g).



1) Shopping bag A, Jemma. Shopping bag, Maria. Shopping bag C, Graham. Shopping bag D, Ben.

2) Accept children's own answers, such as Graham's shopping bag has a mass less than $1\frac{1}{2}$ kg.

3) Accept any correct statements about the weights, such as five weights are lighter than 5kg 600g so one weight is less than 1kg 120g. Two weights are heavier than 2kg 190g so one weight is more than 1kg 45g.

4) Shopping bag A - 5 - 6 weights

Shopping bag B - 2 - 3 weights

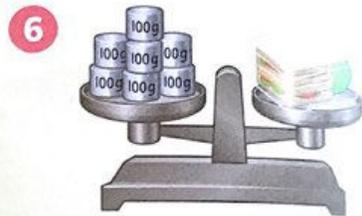
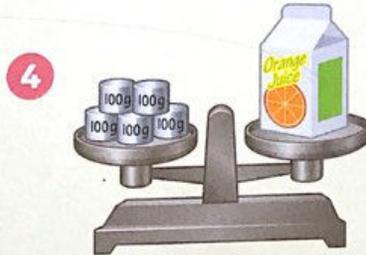
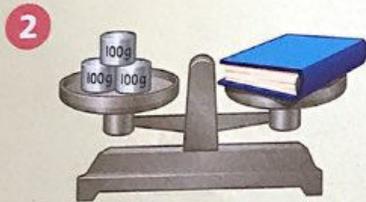
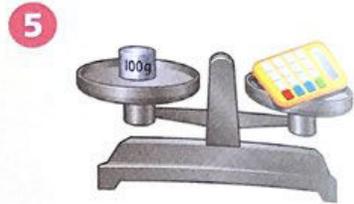
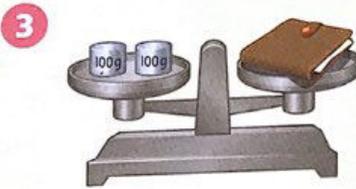
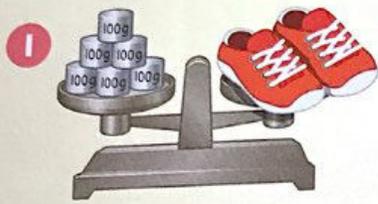
Shopping bag C - 1 - 2 weights

Shopping bag D - 2 - 3 weights



Grams and kilograms

Write the weight of each object.



Your bag cannot weigh more than 1 kg. What objects from above could you put in it?

Estimate the weight of these items in grams or kilograms.

7



10



8



11



9

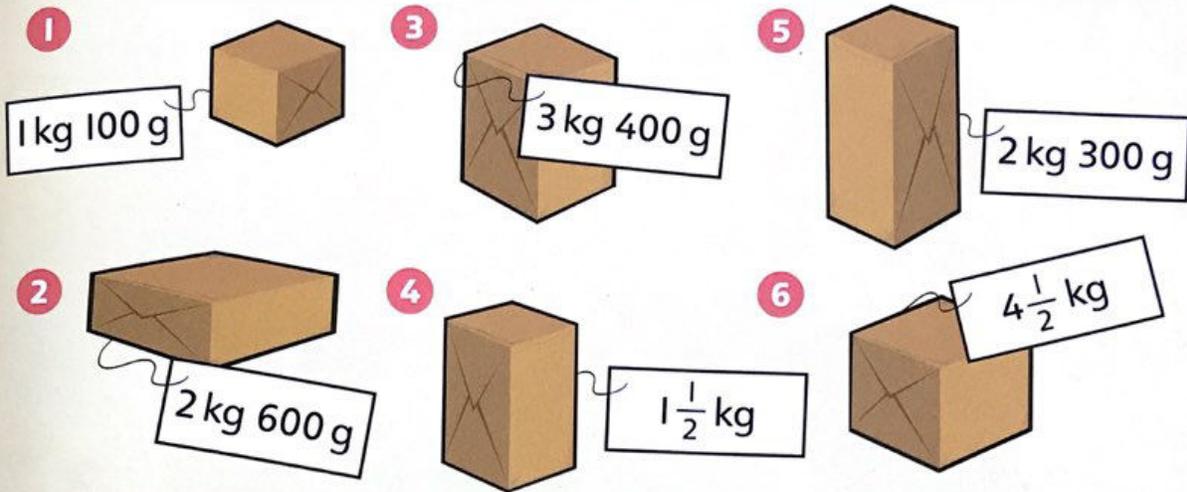


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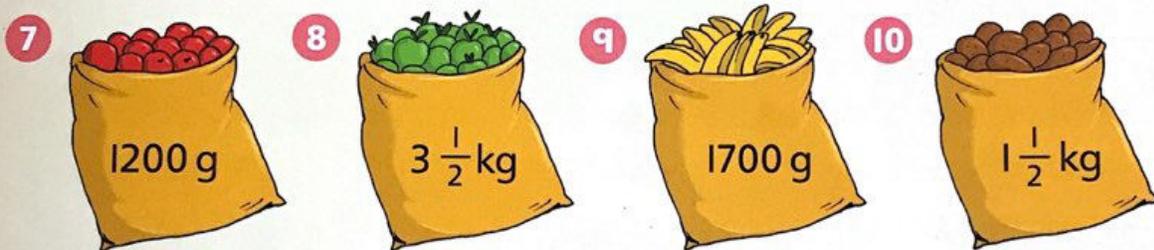


I am confident with calculating and estimating weights in grams and kilograms.

Write each weight in grams.

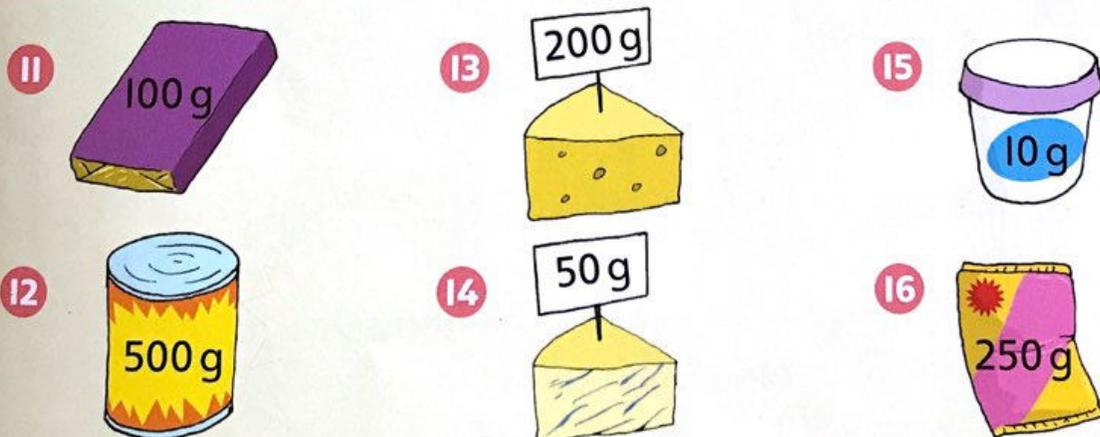


Write the weight of each sack in kilograms and grams.



If a tomato weighs 50 g, how many tomatoes will balance each sack?

Write how many of each item will weigh 1 kilogram.



I am confident with calculating weights in grams and kilograms and converting between the two.

Write whether each of these should be measured in grams or kilograms.

1



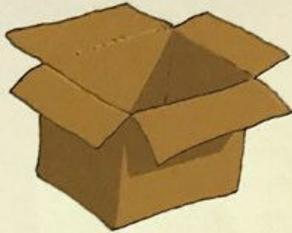
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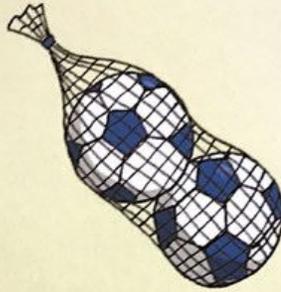
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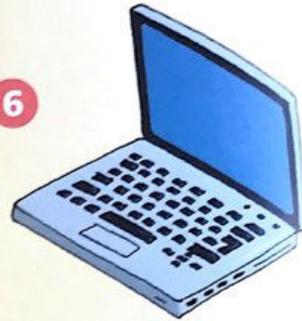
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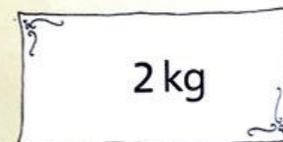
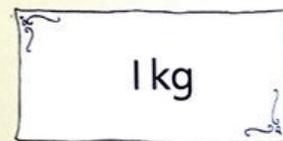
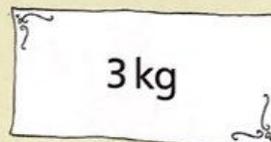
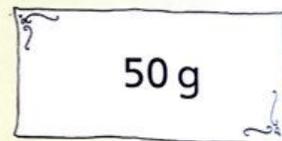
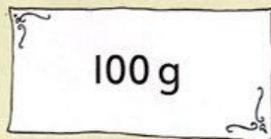
4



6



For each item above, choose one of the weight labels below to estimate its weight.



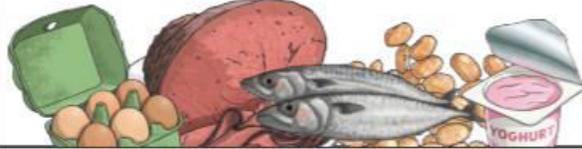
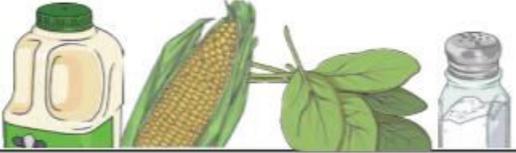
Find some of the items and weigh them to check your estimates.



I am confident with estimating weights in grams and kilograms.

Key Vocabulary	
healthy	in a good physical and mental condition
nutrients	substances that animals need to stay alive and healthy
energy	strength to be able to move and grow
saturated fats	types of fats, considered to be less healthy, that should only be eaten in small amounts
unsaturated fats	fats that give you energy, vitamins and minerals

- Living things need food to grow and to be strong and **healthy**.
- Plants can make their own food, but animals cannot.
- To stay **healthy**, humans need to exercise, eat a **healthy** diet and be hygienic.
- Animals, including humans, need food, water and air to stay alive.

Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste

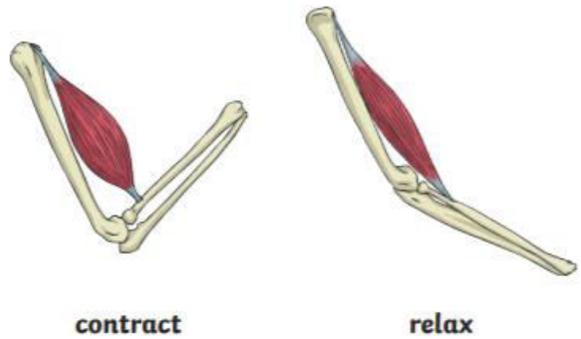
Key Vocabulary

vertebrate	animals with backbones
invertebrate	animals without backbones
muscles	soft tissues in the body that contract and relax to cause movement
tendons	cords that join muscles to bones
joints	areas where two or more bones are fitted together

Skeletons do three important jobs:

- protect organs inside the body;
- allow movement;
- support the body and stop it from falling on the floor.

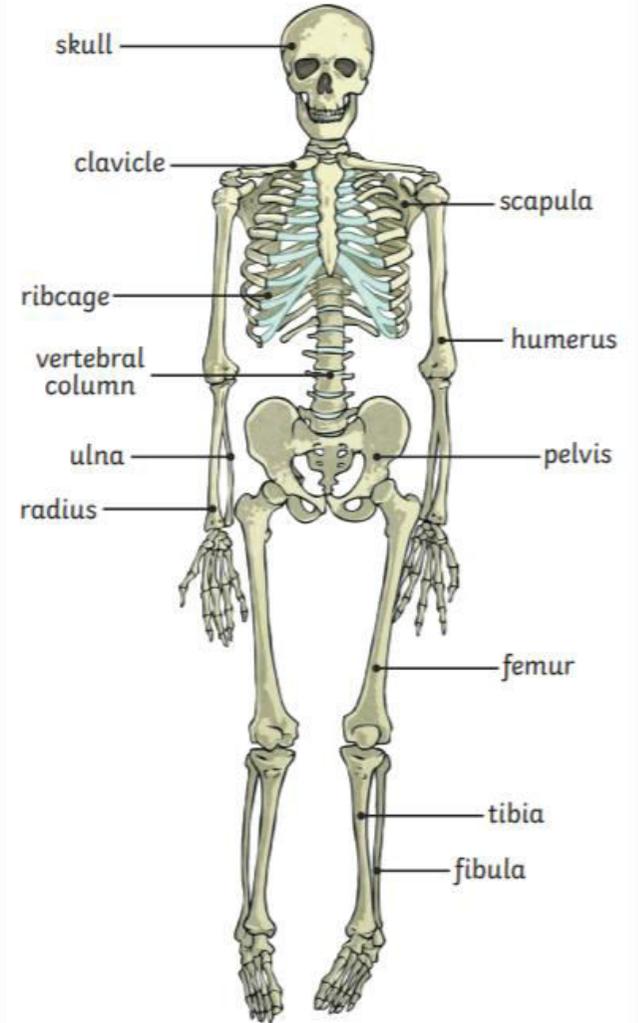
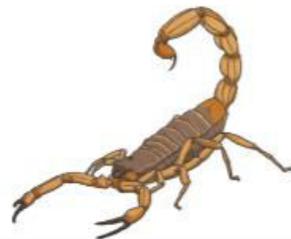
Skeletal **muscles** work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).



vertebrate
↓
endoskeleton



invertebrate
↙ ↘
exoskeleton hydrostatic skeleton



Bournemouth's popularity started to grow. This was boosted when the town

The National Sanatorium became an NHS hospital in 1974 but when treatment was gradually moved elsewhere it closed its doors in the late 1980s.

The hospital was converted to residential use and is now called Brompton Court.

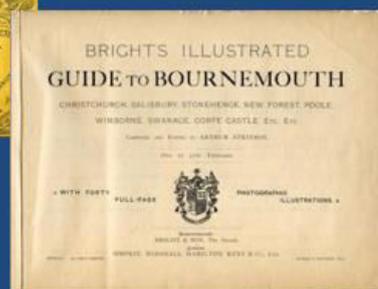
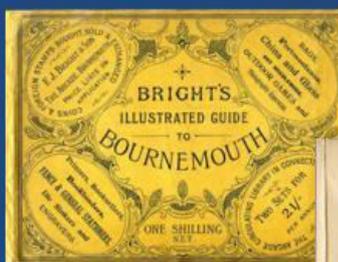
Why do you think the developers chose this name for their apartments?

What part of the old hospital is now used as a resident's lounge?



In 1855 the Brompton Hospital in London built a special hospital in Bournemouth as a place where people could recover from lung diseases. The climate was considered ideal

When Bournemouth became a Municipal Borough in 1890 the Council adopted the Latin motto Pulchritudo et Salubritas meaning Beauty and Health.



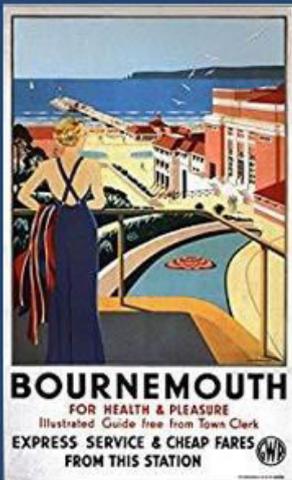
Many of the guidebooks comment on the salubrity (health giving properties) of the town. In particular the beneficial nature of the pine trees was frequently quoted as central to the health-giving character of the resort. Bright's 1898 Guide to Bournemouth devoted a whole page to the subject and mentions the 'antiseptic properties of the volatile substances which the pines exhale ...' Doctors of the day stressed the benefits from the pine trees, some referring to the quality it gave the air, others that the trees simply protected against strong winds in the winter and the hot sun in summer.

Visitors could even buy decorative bottles of pine crystals to take home as a souvenir.

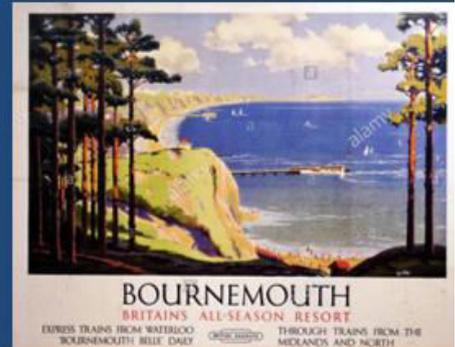


Photo and extract from Bright's book.

Another peculiarity of the leafage of the pine is that the sun's rays easily penetrate to the stems and trunks, which are thus warmed, and radiate the heat to the surrounding atmosphere. Without dwelling upon the antiseptic properties of the volatile substances which the pines exhale, enough has been said to show that the INVALIDS' WALK is not merely a name in which there is nothing. Here on a Summer's day numbers of quiet readers will be found occupying the many seats, intent on the interesting literature of our well-stocked libraries, or listening to the excellent band; and in Winter, invalids, who in other towns would fear to leave their rooms, may be found leisurely strolling along the dry carpet, and, while enjoying their open-air exercise, bearing record to the healthy climate of the town.

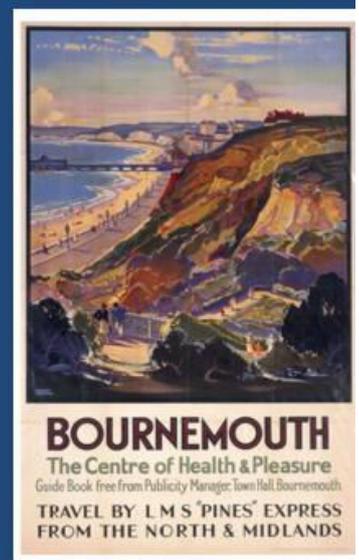


Bournemouth continued to grow. In 1856, a team of Commissioners was established to build and organise the expanding infrastructure of the town, such as paving, sewers, drainage, street lighting and street cleaning. During the late 19th century the town continued to develop. The Winter Gardens were finished in 1875 and the cast iron Bournemouth Pier was finished in 1880. The arrival of the railways allowed a massive growth of seaside and summer visits to the town, especially by visitors from the Midlands and London.



Your job

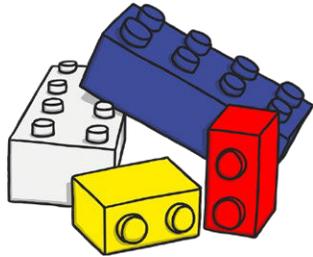
Design a new poster to attract people in the late 1800s to visit Bournemouth. Think about what you have learned about what doctors thought at the time.



Les jouets



les crayons de couleur



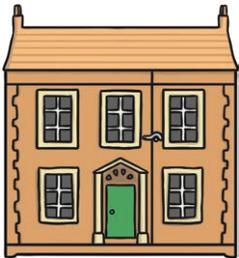
briques
emboîtables



la poupée



les patins à
roulettes



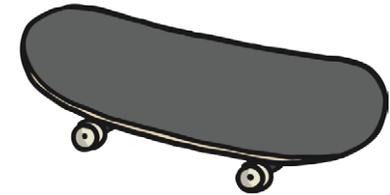
la maison de poupée



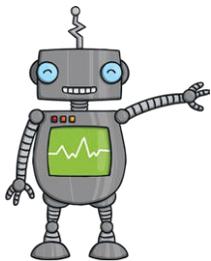
les jeux de société



la console de jeux



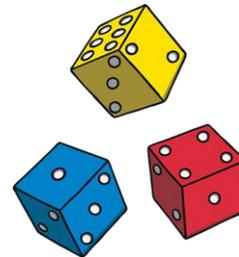
le skateboard



le robot



la figurine de
super-héros



les dés à jouer



le tricycle