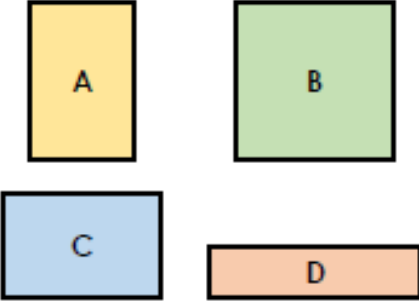
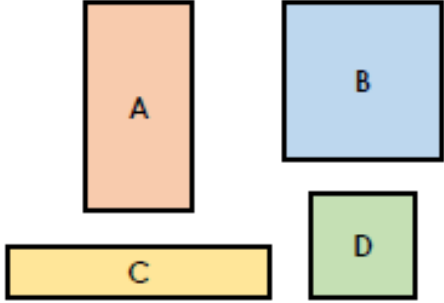
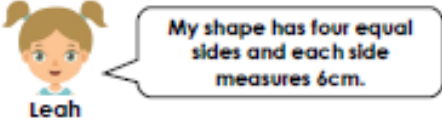
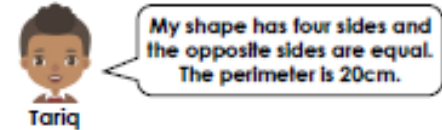
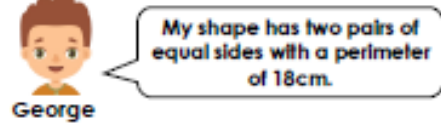
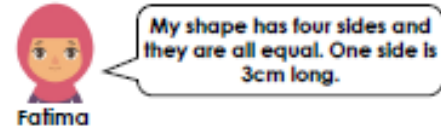

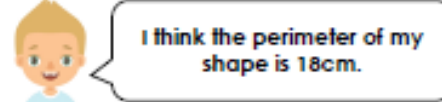
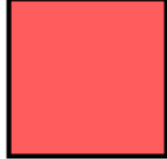
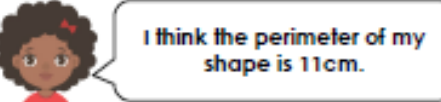


Monday 13<sup>th</sup> July  
Maths – Challenge One

Which one is the odd one out?

Draw the shapes using the clues

Are the children correct? Tell me how you know

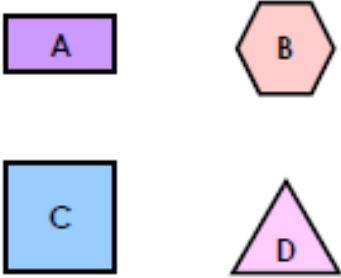
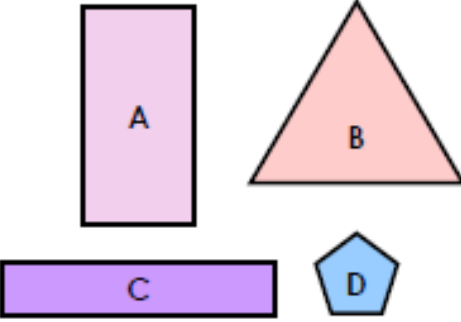
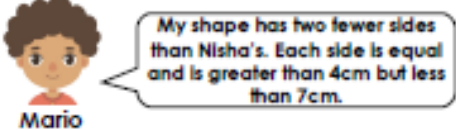
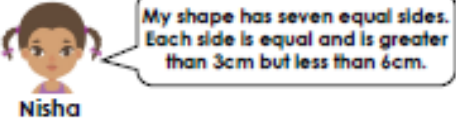
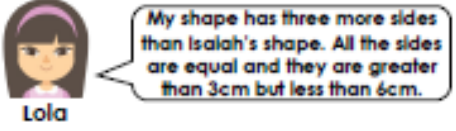
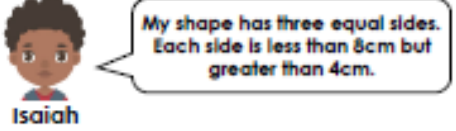


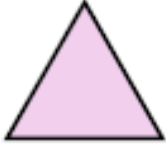

<u>Measure Perimeter</u>	<u>Measure Perimeter</u>
<p>1a. Circle the odd one out.</p>  <p>☆ Explain your choice.</p>	<p>1b. Circle the odd one out.</p>  <p>☆ Explain your choice.</p>
<p>2a. Follow the clues to draw the shapes.</p>  <p>Leah</p>  <p>Tariq</p> <p>☆</p>	<p>2b. Follow the clues to draw the shapes.</p>  <p>George</p>  <p>Fatima</p> <p>☆</p>
<p>3a. Tom has drawn the shape below.</p>   <p>Is he correct? Convince me.</p> <p>☆</p>	<p>3b. Julianne has drawn the shape below.</p>   <p>Is she correct? Convince me.</p> <p>☆</p>

Monday 13<sup>th</sup> July  
Maths – Challenge Two

Which one is the odd one out?

Draw the shapes using the clues

Are the children correct? Tell me how you know

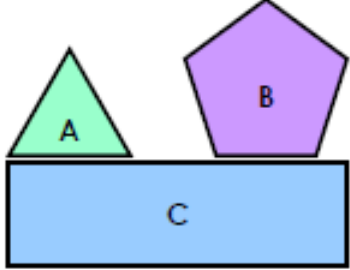
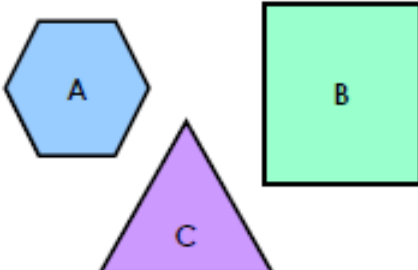




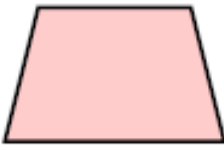



<u>Measure Perimeter</u>	<u>Measure Perimeter</u>
<p>4a. Circle the odd one out.</p>  <p>☆ Explain your choice.</p>	<p>4b. Circle the odd one out.</p>  <p>☆ Explain your choice.</p>
<p>5a. Follow the clues to draw the shapes.</p>  <p>Mario</p>  <p>Nisha</p> <p>☆</p>	<p>5b. Follow the clues to draw the shapes.</p>  <p>Lola</p>  <p>Isaiah</p> <p>☆</p>
<p>6a. Sarah has drawn the shape below.</p>   <p>I think the perimeter of my shape is 12cm.</p> <p>Is she correct? Convince me.</p> <p>☆</p>	<p>6b. Eric has drawn the shape below.</p>   <p>I think the perimeter of my shape is 6cm.</p> <p>Is he correct? Convince me.</p> <p>☆</p>

Monday 13<sup>th</sup> July  
 Maths – Challenge three

Which one is the odd one out?

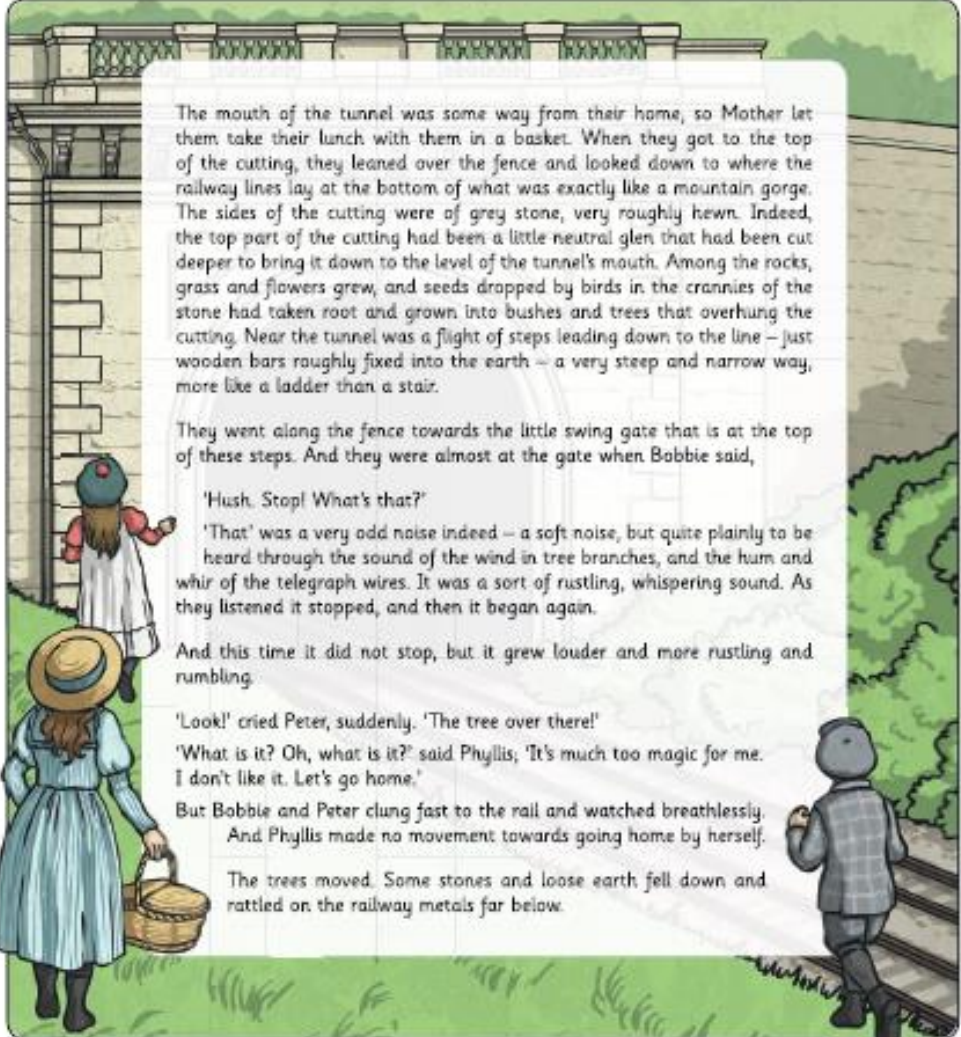
Draw the shapes using the clues

Are the children correct? Tell me how you know

Measure Perimeter	Measure Perimeter
<p>7a. Which shape would be the odd one out if two shapes' perimeter was combined and totalled 245mm?</p>  <p>★ Explain your choice.</p>	<p>7b. Which shape would be the odd one out if two shapes' perimeter was combined and totalled 235mm?</p>  <p>★ Explain your choice.</p>
<p>8a. Follow the clues to draw the shapes.</p>  <p>My shape has two fewer sides than Jacob's shapes. No length is the same and the perimeter is 180mm.</p>  <p>My shape has 5 sides and each side is a different length. The perimeter is 210mm.</p> <p>★</p>	<p>8b. Follow the clues to draw the shapes.</p>  <p>My shape has one more side than Monica's shape. Each side is different and the perimeter is 160mm.</p>  <p>My shape has four sides and each side is different. The perimeter is 200mm.</p> <p>★</p>
<p>9a. Ali has drawn the shape below.</p>   <p>I think the perimeter of my shape is 120mm.</p> <p>Is he correct? Convince me.</p> <p>★</p>	<p>9b. Kelly has drawn the shape below.</p>   <p>I think the perimeter of my shape is 85mm.</p> <p>Is she correct? Convince me.</p> <p>★</p>

# The Railway Children

by E. Nesbit Adapted by Twinkl This is a story about three children: Roberta (Bobbie), Phyllis and Peter. They move to a house near a railway line where they have many adventures. They find out all about the passing trains, the workers at the station and the people who travel on them.



The mouth of the tunnel was some way from their home, so Mother let them take their lunch with them in a basket. When they got to the top of the cutting, they leaned over the fence and looked down to where the railway lines lay at the bottom of what was exactly like a mountain gorge. The sides of the cutting were of grey stone, very roughly hewn. Indeed, the top part of the cutting had been a little neutral glen that had been cut deeper to bring it down to the level of the tunnel's mouth. Among the rocks, grass and flowers grew, and seeds dropped by birds in the crannies of the stone had taken root and grown into bushes and trees that overhung the cutting. Near the tunnel was a flight of steps leading down to the line – just wooden bars roughly fixed into the earth – a very steep and narrow way, more like a ladder than a stair.

They went along the fence towards the little swing gate that is at the top of these steps. And they were almost at the gate when Bobbie said,

'Hush. Stop! What's that?'

'That' was a very odd noise indeed – a soft noise, but quite plainly to be heard through the sound of the wind in tree branches, and the hum and whirl of the telegraph wires. It was a sort of rustling, whispering sound. As they listened it stopped, and then it began again.

And this time it did not stop, but it grew louder and more rustling and rumbling.

'Look!' cried Peter, suddenly. 'The tree over there!'

'What is it? Oh, what is it?' said Phyllis. 'It's much too magic for me. I don't like it. Let's go home.'

But Bobbie and Peter clung fast to the rail and watched breathlessly. And Phyllis made no movement towards going home by herself.

The trees moved. Some stones and loose earth fell down and rattled on the railway metals far below.

'It's ALL coming down,' Peter tried to say, but he found there was hardly any voice to say it with. And, indeed, just as he spoke, the great rock, on the top of which the walking trees were, leaned slowly forward. The trees, ceasing to walk, stood still and shivered. Leaning with the rock, they seemed to hesitate a moment, and then the rock and trees and grass and bushes, with a rushing sound, slipped right away from the face of the cutting and fell on the line with a blundering crash that could have been heard half a mile off. A cloud of dust rose up.

'Look what a great mound it's made!' said Bobbie.

'Yes,' said Peter, slowly. He was still leaning on the fence. 'Yes,' he said again, still more slowly. Then he stood upright. 'The 11.29 down hasn't gone by yet. We must let them know at the station, or there'll be a most frightful accident.'

'Let's run,' said Bobbie, and began.

But Peter cried, 'Come back!' and looked at Mother's watch. He was very prompt and businesslike, and his face looked whiter than they had even seen it.

'No time,' he said, 'it's two miles away, and it's past eleven.'

'If we had anything red, we could get down the line and wave it,' said Peter.

They got down the steep stairs. Bobbie was pale and shivering. Peter's face looked thinner than usual. Phyllis was red-faced and damp with anxiety.

'Oh how hot I am!' she said, 'and I thought it was going to be cold; I wish we hadn't put on our-' she stopped short, and then ended in quite a different tone – 'our flannel petticoats.'

Bobbie turned at the bottom of the stairs.

'Oh, yes,' she cried, 'THEY'RE red! Let's take them off.'

They did, and with the petticoats rolled up under their arms, ran along the railway, skirting the newly fallen mound of stones and rock and earth, and bent, crushed and twisted trees. They ran at their best pace. Peter led, but the girls were not far behind. They reached the corner that hid the mound from the straight line of railway that ran half a mile without curve or corner.

## Reading – Miss Fernandez and Miss Hand's groups

Peter took hold of the largest flannel petticoat. 'Tear them into little bits if you like,' said Bobbie. 'If we can't stop the train, there'll be a real live accident, with people KILLED. Oh horrible!'

'There!' said Peter, tearing in his turn. He divided each petticoat into three pieces. 'Now, we've got six flags.' He looked at the watch again. 'And we've got seven minutes.'

Then came the distant rumble and hum of the metals, and a puff of white steam showed far away along the stretch of line.

'Stand firm,' said Peter, 'and wave like mad! When it gets to that big furze bush step back, but go on waving! Don't stand ON the line, Bobbie!'

The train came rattling along very, very fast.

'They don't see us! They won't see us! It's all no good!' cried Bobbie.

It was very near now.

'Stand back!' cried Peter, suddenly, and he dragged Phyllis back by the arm.

The front of the engine looked enormous. Its voice was loud and harsh. 'Oh, stop, stop, stop!' cried Bobbie.

The train slackened swiftly, slackened and stopped. She saw the great black engine stop dead, but somehow she could not stop waving the flags.



# Reading – Miss Fernandez and Miss Hand's groups

Questions 1 to 15 are about 'The Railway Children'

1. What were the names of the three children?

---

2. Where was the house that they had moved to?

---

3. Why did the children have their lunch with them?

---

4. Draw a line to match what might be found in the places being described.

Place

The sides of the cutting

The top part of the cutting

Among the rocks

Near the tunnel

What might be found

A flight of steps

Grass and flowers

A little neutral glen

Grey, rough stone

5. Who hears the earth moving first?

---

6. 'What is it? Oh, what is it?' said Phyllis; 'it's much too magic for me. I don't like it. Let's go home.'

What ideas are we given about Phyllis's personality in this part of the text?

---

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7. Look at the paragraph beginning: 'It's ALL coming down,' Peter tried to say.

The author describes the trees as if they were people. Find and copy two words that show this.

1. \_\_\_\_\_

2. \_\_\_\_\_

8. Look at the paragraph beginning: 'Look what a great mound it's made!'

Find and copy one phrase which shows that Peter was starting to become very scared.

---

Week  
Fourteen  
Day  
One—  
Reading  
— Mrs  
Chandler  
's and  
Mrs  
White's



# The GIANT Panda

## Where in the World?

Giant pandas are found in China. They are endangered, which means there are very few left in the wild. The forests where they live are being cut down to make room for roads.



1. Copy the name of the country where pandas live.

\_\_\_\_\_

There are about 300 giant pandas being looked after in **nature reserves** and zoos around the world. This is called living in **captivity**. About 1600 pandas live in the wild such as mountains.



2. Put ticks in the boxes to show which sentences are true or false.  
The first one has been done for you.

	True	False
About 1600 giant pandas live in the wild.	✓	
Giant pandas are an endangered species.		
About 200 giant pandas live in captivity.		
They live in mountains.		

## Cool Coat

When giant pandas are first born, they are blind and their fur is all white. As they get older, they grow big black patches on their head and body. Some people think that they are black and white to help them to *camouflage* on snowy mountains and dark rocks.



3. Copy **two** facts about baby pandas when they are first born.

1. \_\_\_\_\_

2. \_\_\_\_\_

.....

4. *Some people think that they are black and white to help camouflage them on snowy mountains and dark rocks.*

Find and copy the word that means **hide**.

\_\_\_\_\_

.....

## Bear Facts

In the winter, bears sleep or *hibernate*, but giant pandas do not. Instead, they move to warmer land. They find shelter in hollow trees and dens but don't have a permanent den.

.....

5. When do giant pandas move? Tick **one**.

in the winter  in the summer

in the day  in the night

.....

## Panda Paws

Giant pandas mostly eat bamboo. In the wild, they sometimes eat the meat of small animals. Their paws have five fingers and a special thumb made from bone, which helps hold the bamboo when they eat.



.....

6. What do pandas mostly eat? Tick **one**.

fruit  eggs

mice  bamboo

.....

7. Why do giant pandas have a special thumb?

\_\_\_\_\_

.....



Week 14 – Day 1– Reading – Miss Hinds’ group – Read the sentences and answer the questions..

To Kate,

Let me tell you how to make a cake that I have made.

First, you grate a lemon. Then, you add the lemon to some dates to make the base. Next, bake it. Then, take it out but stay away from the flame! I made a glaze to go on top. You can make it if you wish. I put choc flakes on top of the glaze.



This cake will amaze you! It is a top-grade cake. I made it for James and we ate it at the lake.

I must go now or I will be late!  
From Jake xxx

### Questions

1. Find and circle all the words in the text that contain the split digraph **a-e**.

How many words did you find?

2. What **two** things did Jake add to the cake base?

\_\_\_\_\_

3. What is on top of the cake? Tick **two**.

glaze

choc flakes

lemon

4. Where did James and Jake eat the cake?

\_\_\_\_\_

Monday 13<sup>th</sup>  
July



### Describe a Setting

Write 5 sentences about:

1. What you can feel under your feet
2. What you can see
3. What you can hear
4. What the weather is like
5. Your footprints

### Challenge:

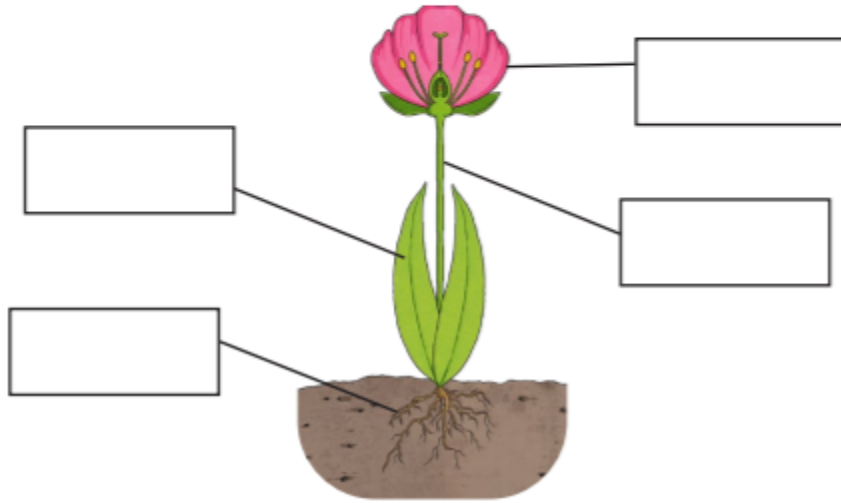
Imagine the penguin comes to life. Describe the moment when it realises it can move. Describe it moving gently and carefully at first. Describe what it decides to do.

# Year 3 Plants Revision Mat

Monday 13<sup>th</sup>  
July 2020

Try this  
plants  
Revision mat

Fill in the names of the parts of a plant.



Every part of the plant has a specific function. Can you match them?

roots

collect the sunlight to convert carbon dioxide and water into food

stem

anchor the plant into the ground and absorb water and nutrients from the soil

leaves

transports water and nutrients upwards

Fill in missing words using words from the box:

For a plant to \_\_\_\_\_ well, it needs the right \_\_\_\_\_ of water, \_\_\_\_\_, nutrients from the \_\_\_\_\_, air and room to grow

light    grow    soil    amount

Tick the right form of seed dispersal for each plant:



- wind dispersal
- animal dispersal
- dropping



- wind dispersal
- animal dispersal
- dropping

The flower has two functions – what are they?

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