

Home Learning – Cuddington and Dinton C of E Primary School

Year 3 – Daily Lesson Plans

Week 2

Day 1

Lesson 1 Phonics, Spelling or Guided Reading	<p>Concentrate on learning these year 3 spelling words.</p> <p>build guide guard wheat whale honest whirl gnome gnaw surprise popular position</p> <ol style="list-style-type: none">1. Choose one of the fun ways from the Spelling document on our class page and practise writing these words. This is handwriting practise as well, so make sure you form each letter properly. Don't rush and make sure you are writing on the line.2. Get a dictionary and look up the meaning of each word then write a sentence telling me the definition. Write it in your own words, rather than just copying from the dictionary. Examples: Honest means being truthful and not telling lies. The definition of gnaw is to bite or chew on something for a long period of time. Beavers like to gnaw on branches.3. For each word (except for wheat and whale), use a thesaurus to find a synonym. Remember that a synonym is another word that means the same thing. Examples: gnome – pixie – elf If you don't have a thesaurus at home, you could use an on-line version. https://www.thesaurus.com/browse/kid <p>Continue watching and listening to Cressida Cowell reading her novel, 'Hot to train a dragon.'</p> <p>Cressida reads How To Train Your Dragon: Chapter 10 - YouTube Cressida reads How To Train Your Dragon: Chapter 11, Part 1 - YouTube</p>
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Lesson 2
Maths

a What is the value of the underlined numbers?

27 —

120 —

b

$2 \times 11 =$

$20 \div 2 =$

$4 \times 2 =$

$12 \div 2 =$

c Cassie is seven.
Her sister is double her age. How old is her sister?

d If it is 8.55, how many minutes is it until 9.00?

e I am thinking of a number.
I double it.
I add three.
My answer is 23.
What number was I thinking of?

f Bob had 50p. He spends 20p.
How much money does he have left?

g Some children were asked what their favourite fruit was.

Fruit	Number of Children
bananas	4
grapes	2
apples	5
pears	1

Which is the most popular fruit?

Which is the least popular fruit?

h Put a cross where there are right angles in this shape:

Lesson 3
English

Remember that there are two types of speech in writing.
Direct Speech when we use speech marks to show the exact words of the character.
Example: James shouted, "Watch out for the sharks!"
Indirect or Reported Speech when no speech marks are necessary because the actual words of the speaker are being reported to us. This means that the tense is changed and we may need to add extra words to make the sentence make sense.
Example: James shouted that they should watch out for sharks.

Ask an adult to read through these slides with you.

Using Speech within Writing

Within writing, there are two ways to narrate the words spoken by a character. These are called:

- direct speech
- indirect (or reported) speech

In a direct speech sentence, we would narrate Iggy's spoken words like this:

Using Indirect Speech

Now, let's take a look at the indirect (reported) speech sentence.

How is it different to the direct speech sentence?

From his spaceship, Iggy bid farewell to the Earthlings.

In indirect speech, no inverted commas (speech marks) are used.

The actual words of the speaker are often changed. The spoken words need to be in the correct tense, extra words may need to be added and pronouns may need to be changed (e.g. I → Iggy).

There are no reporting clauses within indirect (reported) speech. However, an adverb or prepositional phrase to explain more about how, where or when the speech was said can be added if needed.

Is this direct or reported/indirect speech?

"Watch out!" screamed George as he launched the frisbee.



This is an example of direct speech and

Is this direct or indirect/reported speech?

Guthrum announced that they should charge towards to the village.



This is an example of indirect speech and does not need inverted commas. The sentence is reporting what Guthrum announced.

Changing Direct Speech to indirect Speech

The doctor said gently, "Open your mouth as wide as possible."

The doctor gently told the patient that he should open his mouth as wide as possible.

Task 1

Read this passage from James and the Giant Peach. I have amended it slightly so that it has examples of both direct and indirect speech.

Underline the direct speech (you can recognize it because it uses speech marks) with a red pen and the reported speech with a different coloured pen.

The Centipede made a wriggling movement with his body as though he were about to glide off the sofa – but he didn't.

There was a long pause – and a long silence.

The Spider opened her mouth and ran a long,

black tongue delicately over her lips. "Aren't you hungry?" she asked James.

The Old Green Grasshopper commented that James looked positively ill!

"He looks as though he is going to faint any second," the Centipede added.

"Oh my goodness, the poor thing!" the Ladybird shrieked. She leaned over and told the Centipede that she thought that James was worried that they were going to eat him.

There was a roar of laughter from all sides.

"Oh dear, oh dear!" they said. "What an awful thought."



The Ladybird told James kindly that he must not be frightened and that they wouldn't dream of hurting him. "You are one of the crew. We're all in the same boat," she cried.

The Grasshopper said that they had been waiting for James all day long. "We thought you were never going to turn up. I'm glad you made it."

Task 2


These sentences are written in direct speech. Have a go at turning them into indirect speech. I have done the first one as an example.

Direct speech - "What's the matter with you?" Aunt Spiker screeched.

Indirect speech - Aunt Spiker asked James what was the matter.

1. "Aunt Spiker and Aunt Sponge are very unkind to James" said the Centipede.
2. Aunt Spiker said, "James, you are a lazy good-for-nothing brute!"
3. "I would love to go to the seaside on a bus," commented James.
4. "The bus leaves at 3:00pm from the stop by the church," James told them.

Lesson 4
PE




The Blue Egg PE Home Learning

Can you play fairly and keep the score?

Time to Learn:

- Each player places a marker down on the edge of a space known as their nest.
- In the centre of the space place objects. All blue items are worth two points. Everything else is worth one point.
- Players collect one object from the middle and then return it to their nest.
- Players should keep going until there are no more objects left.
- The winner is the player with the most points at the end of the game.



Playing on your own, how many points can you score in one minute? Can you beat your score each time?

Play for one minute against someone else. Who can score the most points in this time?

Play against different family members. Keep track of who scores the most points.

Top Tips

Work Hard



- The faster you move, working hard to keep going, the more points you will score.

➔


Let's Reflect

Explain your tactics. Did you try and get all the blue objects first?

If you did not win what would you change for next time?

Day 2

<p>Lesson 1 Phonics , Spelling or</p>	<p>Reading Comprehension</p> <p>The Hanging Gardens of Babylon are one of the Seven Wonders of the Ancient World. They are a set of gardens, built thousands of years ago, in around 600 B.C.</p>	
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Guided
Reading

The Legend

According to legend, the gardens were built in what is now Iraq, by King Nebuchadnezzar, for his wife, Queen Amytis. She was from a place called Media, which today is in north-west Iran and south-east Turkey. In the hot and dry climate of Babylon, she missed the trees, plants and mountains of her homeland. It is thought that King Nebuchadnezzar built the Hanging Gardens to look like her homeland and make her less homesick.

The gardens were up to 75 feet high and it is thought that the plants tumbled down over a kind of pyramid-shaped stone structure. The whole thing looked like a mountain!

To make the gardens, the King had to build deep foundations. The Hanging Gardens were pretty heavy, made of stone pillars and slabs, dirt and plants, so the King needed to make sure it wouldn't all collapse.

Some people think that the Hanging Gardens of Babylon were destroyed, perhaps by an earthquake or by war, but no one is sure. In fact, not everyone believes the Hanging Gardens ever actually existed. Some say they were just a legend. Although archaeologists have looked, no one has yet found any archaeological proof that they really did exist. All we have are ancient written descriptions of how they looked.

The gardens are considered one of the Seven Wonders of the Ancient World because of their architecture and design and the beautiful effect of tumbling exotic flowers and plants. They were also quite unique in being so green and vibrant in what was quite a dry place. A botanical garden like this was pretty unusual at the time!

Answer these questions, **writing in full sentences**.

1. What are the Hanging Gardens of Babylon?
2. When were they built?
3. Why did the King build the Hanging Gardens?
4. Why did the Gardens need to have deep foundations?
5. Why do some people think that the Gardens never actually existed?
6. Why were the gardens considered to be an Ancient Wonder of the World?
7. Find out the names of the other Ancient Wonders of the World.

Listening for pleasure - carry on listening and watching Cressida Cowell read her story.

[Cressida reads How to Train Your Dragon: Chapter 11, Part 2 - YouTube](#)

[Cressida reads How to Train Your Dragon: Chapter 12 - YouTube](#)

[Cressida reads How to Train Your Dragon: Chapter 13 - YouTube](#)

**Lesson
2**
English

Present and Past Tense (called Simple Present and Simple Past in this exercise)

We use the present tense when we are writing about something that is happening now. The verb (the action word) in the sentence is in the present tense.

Example: I **am making the sandwiches for my lunch.
The cliff **is** crumbling into the sea.**

We use the past tense when we are writing about something that has already happened. The verb (the action word) is in the past tense.

Example: I **made the sandwiches for my lunch.
The cliff **crumbled** into the sea.**

Task 1 – Fill in the table so that each verb has a present and a past version. To help yourself, put the verb into a sentence and say it out loud.

Present	Past
cook	
swim	
	bought
whisper	
	told
	drove
ride	
	spoke
collect	
write	
believe	
	flew
put	
find	
	brought

Task 2 – Complete the following exercises.

Past and Present Tense 1

5a. Underline the verb in the sentence below.

Ross goes to school everyday but not on Saturday or Sunday.



VF

Past and Present Tense 1

5b. Underline the verbs in the sentence below.

I made a new friend yesterday and he came to my house to play.



VF

6a. Fill in the gaps in the table.

<u>Simple present tense form</u>	<u>Simple past tense form</u>
	sang
dance	



VF

6b. Fill in the gaps in the table.

<u>Simple present tense form</u>	<u>Simple past tense form</u>
	hopped
give	



VF

7a. Tick the verbs that are in the simple past tense.

ignored
flap
drew



VF

7b. Tick the verbs that are in the simple present tense.

shine
cause
held



VF

8a. Fill in the gaps with a verb that puts the sentence in the present tense.

Arya _____ a letter to her Grandpa and he _____ it next to a photo of her.

writes

places

wrote

placed



VF

8b. Fill in the gaps with a verb that puts the sentence in the past tense.

The ship _____ beneath the waves but the crew _____ safely.

sinks

escapes

sank

escaped



VF

**Lesson
3
Maths**

One of Thirty Six



Can you find the chosen number from this square using the clues below?

1. The number is odd
2. It is a multiple of three
3. It is smaller than 7×4
4. Its tens digit is even
5. It is the greater of the two possibilities

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36



Extension: Create your own number grid, choose a number to be the answer and then write five clues for your family to use to solve your puzzle. Remember the kinds of questions we ask when we play this game in class. Odds/evens, multiples, greater than/less than, a prime number, the place value of each digit...

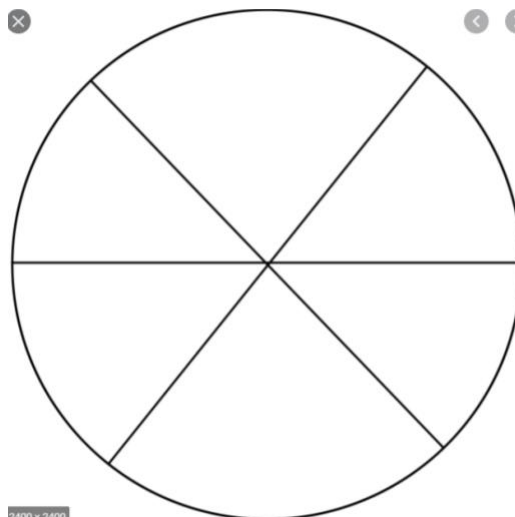
**Lesson
4
Out
door
learning**

Signs of Spring


Go out into your garden and take some paper and a pencil with you.

Make a list of the things that spring is: 1: What things LOOK like spring? List 2: What things SOUND like spring? List 3: What things SMELL like spring? List 4: How does spring FEEL? List 5: What makes YOU FEEL like spring? List 6: What things TASTE like spring? List 7: What EXPERIENCES or IDEAS seem to best describe spring?

Create a circle like the one below and fill each segment with your ideas about Spring. You could include words, phrases and pictures. Think carefully about the colours that suggest Spring to you.



Day 3

<p>Lesson 1 Phonic s, Spellin g or Guided Readin g</p>	<p>build guide guard wheat whale honest whirl gnome gnaw surprise popular position</p> <p>Choose five of this week's spelling words and use them in a super sentence.</p> <p>Cressida reads How to Train Your Dragon: Chapter 14 - YouTube Cressida reads Chapter 15 WITH a special message from the WHO, UNICEF and the IPA - YouTube</p>								
<p>Lesson 2 Maths</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid orange; padding: 5px; margin: 5px; width: 30%;"> <p>a</p> <p>A pen and a notepad cost 88p. If the notepad costs 30p, how much does the pen cost?</p> <p>_____</p> </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px; width: 30%;"> <p>d</p> $\frac{1}{5} + \frac{2}{5} =$ $\frac{2}{8} + \frac{3}{8} =$ </div> <div style="border: 1px solid green; padding: 5px; margin: 5px; width: 30%;"> <p>g</p> <p>Put a cross on the parallel lines on the shape below.</p>  </div> <div style="border: 1px solid yellow; padding: 5px; margin: 5px; width: 30%;"> <p>b</p> <p>$135 = 100 + \square + 5$</p> </div> <div style="border: 1px solid purple; padding: 5px; margin: 5px; width: 30%;"> <p>e</p> <p>John has a toy lorry which is 7cm long. How long is his truck in mm?</p> <p>_____</p> </div> <div style="border: 1px solid pink; padding: 5px; margin: 5px; width: 30%;"> <p>f</p> <p>Romilly has a horse riding lesson at 10.30am. It will take her 30 minutes to walk there. What time should she set off?</p> <p>_____</p> </div> <div style="border: 1px solid lightgreen; padding: 5px; margin: 5px; width: 30%;"> <p>h</p> <p>Solve these in your head.</p> <p>$25 + 9 =$</p> <p>$75 - 30 =$</p> <p>$39 + 3 =$</p> <p>$80 - 6 =$</p> </div> <div style="border: 1px solid green; padding: 5px; margin: 5px; width: 30%;"> <p>c</p> <table border="1" style="display: inline-table; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">10 less</th> <th style="padding: 5px;">10 more</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> </tbody> </table> <p style="margin-left: 20px;">16 27 41</p> </div> </div>	10 less	10 more						
10 less	10 more								
<p>Lesson 3 English</p>	<p><u>Fronted Adverbials</u></p> <p>Fronted adverbials can be added to the beginning of a sentence to give more information to the reader. Can you remember the three facts we learned about fronted adverbials?</p> <ol style="list-style-type: none"> 1. They always come at the beginning of the sentence (ie; at the front). 2. They are always followed by a comma. 3. They do not make sense on their own (<i>Deep in the valley, the troll lived happily in a tree trunk</i>. The fronted adverbial is <i>Deep in the valley</i> and it does not make sense without the rest of the sentence.) <p>Fronted adverbials show location – where something is taking place. <i>Below the waves</i>, the fish swam quickly through the coral. <i>In the forests of Uganda</i>, gorillas live together in small family groups.</p> <p>Fronted adverbials show time - when something is taking place <i>After a while</i>, the rain cleared and the sun came out. <i>As the sun set</i>, long shadows crept across the sandy ground.</p> <p>Fronted adverbials show manner – how something happened <i>Courageously</i>, the gallant knight leaped from his horse to approach the dragon. <i>Curling around the tree trunk</i>, the ivy crept towards the leafy ground.</p>								

Adding Adverbials

Here is a short description of a tropical rainforest. The writer hasn't included any fronted adverbials in the story. Your task is to improve the text by adding fronted adverbials of time, location or manner. Don't forget to add the comma after the fronted adverbial. Keep re-reading your writing to check it makes sense.



The sun began to rise over a tropical rainforest. The sounds of different animals could be heard as they carried out their daily activities. A roaring waterfall cascaded down in the cool river. The sunlight sparkled and glittered on the water's surface. The sweet scents of tropical flowers drifted whilst insects went from plant to plant. A butterfly flapped its wings whilst a blue frog watched. A silky black jaguar was sitting on a rock relaxing in the sun. The monkeys began to howl as they saw a spotted jaguar strolling through the water. The parrots began to flap their wings and took flight to escape the noise. The spotted jaguar lapped up some water and then disappeared into the undergrowth, looking for prey. The sun began to set.

Here is a word bank of suggested adverbials or come up with your own.

Location – where?	Time – when?	Manner – how?
In amongst the towering trees	Early in the morning	Noisily
High above the canopy	Suddenly	Disturbing the quiet
Coming from the undergrowth	Later on	Feeling frightened
In the distance	At last	Lazily
Through the trees	All of a sudden	Elegantly
Nearby	Curiously	With no hesitation
At the end of a leafy path	At the end of the day	Quickly
Sitting on a beautiful leaf	Finally	As loud as a siren

Lesson 4 ICT

We are going to use an online program to practise typing with two hands. The more we practise, the easier typing will become for us.

Please start with Level 1.

BBC Dance Mat Typing:

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

You may find it tricky but keep trying and, with practise, it will become easier for you. This is a skill that you will be able to use throughout your life.

Day 4

Lesson 1 Phonics, Spelling or Guided Reading

Reading comprehension



Captain Blackbeard

Pirates often capture the imagination. None have been as popular as Captain Blackbeard. He was just as famous when he was alive. Many people feared him. He has been made even more famous through films and books. But was he as terrifying as we are led to believe?

Blackbeard's real name was Edward Teach. He was born in 1680 and died in 1718. He wasn't a pirate for most of his life. He was probably a privateer for most of his life. A privateer owned their own ship. They would be paid by governments to fight for them in wars. It is most likely he became a pirate once the war was over.

Another feared pirate at the time was Captain Benjamin Hornigold. Blackbeard joined Hornigold's pirate crew in 1716. He was immediately put in charge of his own ship. Hornigold retired from piracy in 1717. It was then that Blackbeard became captain of his own crew.

There are a few descriptions of Blackbeard's appearance from the time. He had a long black beard. He sometimes decorated it with colourful ribbons. He was tall with broad shoulders. People who saw him said that he wore knee-length boots and dark clothing.

Blackbeard definitely knew how to scare people. He would tie candles and fuses from

RETRIEVAL FOCUS

1. What was Blackbeard's real name?
2. When was Blackbeard put in charge of his first ship?
3. Who did Blackbeard join in 1716?
4. What did Blackbeard's flag look like?
5. Why might we not know how successful Blackbeard was?

canons into his beard and set them on fire. This would create lots of smoke for him to walk through. One person who saw him said that he couldn't imagine anything scarier. None of Blackbeard's ships had a Jolly Roger flag. Blackbeard's flags had a horned skeleton stabbing a heart with a spear. Much scarier!

Blackbeard was definitely a dangerous man. Pirates often used fake names so we may never know just how successful he really was. Aye aye captain! (Pirates never actually said this!)



VIPERS QUESTIONS

- I** Why do you think Blackbeard tied ribbons in his beard?
- V** Which word tells you that people were scared of Blackbeard?
- V** Find a word that tells you Hornigold gave up being a pirate.
- I** Why would people have been scared seeing Blackbeard walk through smoke?
- S** What happened after Hornigold retired?

Carry on listening to Cressida Cowell's story.

[Cressida reads How To Train Your Dragon: Chapter 16 - YouTube](#)

[Cressida reads How to Train Your Dragon: Chapter 17 - YouTube](#)

Lesson 2

English

This is the blurb of Cressida's Cowell's book that you have been listening to, 'How to train your dragon.'

Think about what has happened in the story and then write your own version of the blurb. Remember that the blurb should persuade the reader to go ahead and read the book.

GRONCKLE

COLOR:
A disgusting combination of green, beige, and brown

NASTY BITS:
Razor-sharp teeth and spikes

THREAT TO VIKINGS:
Minimal, if you have two legs

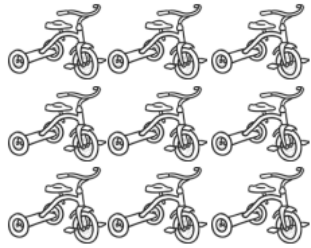





Brutish, stupid, and altogether quite ugly, this fellow is slow and often too fat to fly. This is good news for the average Viking: make a hasty retreat before he takes a bite from your hide with his pointy teeth.

Hiccup Horrendous Haddock III is a truly extraordinary Viking hero known throughout Vikingdom as "the Dragon Whisperer" . . . but it wasn't always so. Travel back to the days when the mighty warrior was just a boy, the quiet and thoughtful son of the Chief of the Hairy Hooligans. Can Hiccup capture a dragon and train it without being torn limb from limb? Join the adventure as the small boy finds a better way to train his dragon and becomes a hero!

DON'T MISS HICCUP'S NEXT ADVENTURE!

Lesson 3
Maths

Use RUCSAC to help you solve these multiplication and division problems. Remember to Show your working out.

<p>1. How many wheels would 9 tricycles have?</p>  <p><input type="text"/></p>	<p>2. 24 people travel to an airport in taxis. 4 people travel in each taxi. How many taxis are used?</p>  <p><input type="text"/></p>	<p>3. Hanan is a keen archer. One day she shoots 5 arrows. Each arrow scores an 8. What is her total score?</p>  <p><input type="text"/></p>
<p>4. Three judges award 27 marks overall. They each give the same score. What score did they each give?</p>  <p><input type="text"/></p>	<p>5. Cinema tickets are £8. Six people go to see a film. How much will they pay altogether?</p>  <p><input type="text"/></p>	<p>6. Cans of lemonade are sold in packs of 4. Cherie wants 36 cans for a party. How many packs should she buy?</p>  <p><input type="text"/></p>

7. Trish, Karen and Layla share equally a packet of nuts. There are 21 nuts in the pack. How many nuts do each get?



8. A machine making mango pieces puts 8 pieces in each snack packet. The machine makes 88 pieces in 1 minute. How many packets are filled every minute?

9. A carpenter makes tables. Some have 3 legs and some have 4 legs. He plans to make 5 tables with 3 legs, and 4 tables with 4 legs. How many legs will he need?



Lesson 4 Topic /Art

Read the story of 'The Home Builders' online, put on the Animal Homes Project playlist, then get creative and use junk bits and pieces to create your favourite animal.

The Art Room At Home Animal Homes Project



Activity 1: Your Animal

Imagine

Read the story 'The Home Builders' by Varsha Bajaj



It is on YouTube to read or watch:

<https://bit.ly/3QrkYPQ>

Listen to our Animal Homes Project Playlist on Spotify:
<https://spoti.fi/3cCxrSE>



Tingatinga Paintings
from Tanzania



Andreas Lie's photos of
animals with their habitat
<https://bit.ly/2YakzX>



Mithila Art from India and
Southern Nepal



Session Aims

- Get to know your favourite animal.
- Think about your animal's features and abilities.
- Make your animal.

Create

You will need:

Bits and bobs such as plastic containers or bottles, bottle tops, toilet roll tubes, cartons, string, cotton, leaves, twigs and/or pebbles

- Paper or card
- Scissors
- Pens, pencils, or paint
- Glue/Sellotape
- Magazines/newspapers

Creative Activity:

- 1) Think about what type of animal you would like to make (drawing a sketch first can be helpful).
- 2) You can draw, paint and/or cut and paste different materials onto paper. Otherwise, different recycled materials can be put together in the shape of your animal.
- 3) The way your animal feels or the sounds and actions it makes can also be created.

Look at the examples above for ideas. Notice the penguin's soft looking belly, the butterflies' movable wings and the rattle snake on the toilet roll maracas?



Explore

- Describe your animal. Does it have a beak, teeth, paws, long nails, fur, scales and/or feathers? Does it make any sounds?
- The different animals in 'The Home Builders' make their homes by digging, nibbling and gathering. How does your animal build its home?
- Are there other animals that your animal enjoys being with? How do they spend time together?

Share your creations

We'd love to see your artwork! Share photos of your creations with us on social media:

- [@Place2Be](https://www.instagram.com/Place2Be)
- [Place2Be](https://www.facebook.com/Place2Be)
- [@_Place2Be](https://www.linkedin.com/company/Place2Be)
- [Place2Be](https://www.linkedin.com/company/Place2Be)

For a larger version of this web page, go to [Animal Homes - MAIN PACK - Links Updated SG 3 \(place2be.org.uk\)](https://place2be.org.uk)

Day 5

Lesson 1 Science

Have a go at this eggs-traordinary science experiment.

EGGS-TRAORDINARILY STRONG

Eggs are designed to provide a safe growing chamber for a developing bird and are very strong, considering their light weight. Their shape allows any pressure put on one area of the egg to be spread out over the whole egg, reducing the chance of them cracking.

Here's a demonstration that shows just how strong they are.

YOU WILL NEED:

5 raw eggs (or hard-boiled eggs)
a large egg carton
a strong board
lots of heavy books

READY, EGGY, GO...

(NB This might get messy, so do this investigation over a sink. They're strong these eggs, but not unbreakable!)

1. Take an egg and squeeze it tightly in your hand – you'll be amazed at how much pressure it can take. Does the way you hold the egg affect how hard you can squeeze it?

Now see how much weight you can support on *four* eggs...

2. Pop an egg in each corner of a large egg carton then place a strong board on top of it. You will need to have similar sized eggs so that the board is held evenly.
3. Pile books on top of the board until the eggs break.
4. Using boiled eggs instead of fresh ones reduces some of the mess when they eventually crack, but it isn't quite as much fun!

Try weighing your books after the eggs have broken... You'll be surprised how much weight they can support.

EGG-STRODINARILY STRONG: THE INSIDE STORY

Eggs have what engineers call an 'arch structure' at each end. This is an excellent design for supporting weight, which is why it's the main type of structure used in many bridges. When a bridge with a single arch supports a weight, the force is transferred down each side of the arch into the ground. An egg, with its two arches, transfers any force placed on it through to the entire shell. This makes it very hard to break an egg by squeezing it 'longways'. However, once the first crack develops, the protective structure is destroyed and any further force will crush the egg.



Lesson 2 Maths

Find three sets of three numbers which add together to make the target number.



Fill in the missing tenths.

$$\frac{1}{10} \quad \frac{2}{10} \quad \square \quad \frac{4}{10} \quad \square$$

Match the number statements with the correct answer.

4×2	16
10×5	50
8×2	8

How many minutes in one hour?

How many sides are there altogether in two squares?

Write a number statement to show your answer.

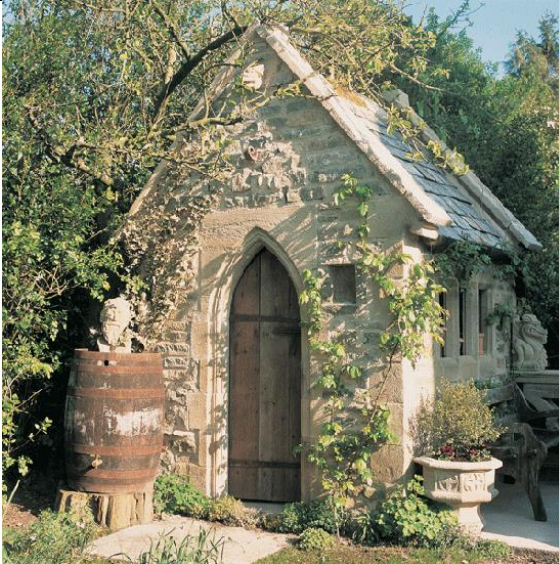
How many millimetres are in 8cm?

How many kilograms are in 2000 grams?

There are 10 daffodils in one pot. How many daffodils are there in four pots?

Easter eggs cost £1.30 each. How much would three eggs cost?

Lesson 3 English



As I walked through the woods, I came across a tiny, stone building...

Write a detailed description of the building. Use interesting adjectives to describe. Try to vary how you start your sentences by using prepositional phrases (In front of the arch shaped door...) and fronted adverbials of place (Creeping up the stone walls,...)

Think about the 5Ws. What might you find inside? Who live there? Where is the building? Why is the building there?

Finish listening to Cressida Cowell.

[Cressida reads How to Train Your Dragon: Chapter 18 - YouTube](#)

[Cressida reads the last chapter of How to Train Your Dragon - YouTube](#)



Kitchen Curling PE Home Learning



Can you play fairly and keep the score?

Time to Learn:

- Clear a space on a smooth surface i.e. a table or hallway floor and place a target at one end of the space.
- Using a pair of rolled up socks, slide them across the floor, trying to get them as close to the target as possible.
- Play against an opponent. Each player has three pairs of socks. The pair of socks closest to the target scores a point.
- The player with the most points after three rounds is the winner.



Place the target marker closer to you. Only move it further away when you feel confident.

Place obstacles in the way of the target!

Have a competition!
Create a league table and play against different family members.

Top Tips

Focus on the target

- Concentrate on the target and use an underarm technique to slide the socks along the surface.



Let's Reflect

What did you find easy or hard about this game?

How did you feel when your socks were the closest?