



Year 3 & 4

Mon 11th January 2021 – Fri 15th

Monday

Zoom calls for Class 2 available 10:00 am and 2:30 pm 😊

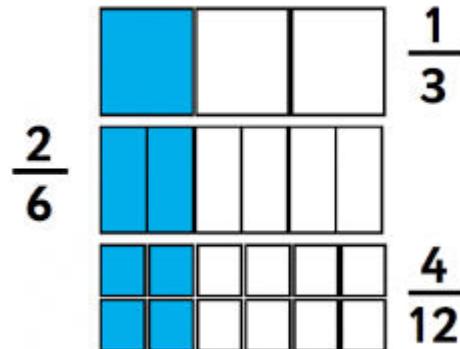
Maths:

Fractions

My maths: On line (they've got log ins)

Yr2 - Simple fractions Yr3 More fractions Yr4 Introducing Equivalent fractions

Older children try the yr3 activity as revision also Yr3 may challenge themselves with some Yr4 work



Equivalent fractions:

Name _____

Date _____



EQUIVALENT FRACTIONS WITH CIRCLES SHEET 2

If two fractions are equivalent it means that they are equal, or represent the same amount.

Use the diagrams to work out the equivalent fractions.

1)	$\frac{1}{2}$	$= \frac{\underline{\hspace{1cm}}}{4}$	6)	$\frac{2}{4}$	$= \frac{\underline{\hspace{1cm}}}{8}$
2)	$\frac{1}{3}$	$= \frac{\underline{\hspace{1cm}}}{6}$	7)	$\frac{3}{6}$	$= \frac{\underline{\hspace{1cm}}}{3}$
3)	$\frac{1}{4}$	$= \frac{\underline{\hspace{1cm}}}{8}$	8)	$\frac{4}{8}$	$= \frac{\underline{\hspace{1cm}}}{4}$
4)	$\frac{1}{2}$	$= \frac{\underline{\hspace{1cm}}}{6}$	9)	$\frac{1}{5}$	$= \frac{\underline{\hspace{1cm}}}{10}$
5)	$\frac{1}{3}$	$= \frac{\underline{\hspace{1cm}}}{9}$	10)	$\frac{5}{10}$	$= \frac{\underline{\hspace{1cm}}}{2}$



English:

Stig of the Dump by Clive King

Chapter One

READ: Chapter 1 The ground gives way

- Using an image or film clip e.g. Stig of the Dump on YouTube ([here](#)) (3:00 to 4:39), imagine looking down into a pit and falling.
-

READ extract one:

I F YOU went too near the edge of the chalk pit the ground would give way. Barney had been told this often enough. Everybody had told him. His grandmother, every time he came to stay with her. His sister, every time she wasn't telling him something else. Barney had a feeling, somewhere in his middle, that it was probably true about the ground giving way. But still, there was a difference between being told and seeing it happen. And today was one of those grey days when there was nothing to do, nothing to play, and nowhere to go. Except to the chalk pit. The dump.

Barney got through the rickety fence and went to the edge of the pit. This had been the side of a hill once, he told himself. Men had come to dig away chalk and left this huge hole in the earth. He thought of all the sticks of chalk they must have made, and all the blackboards in all the schools they must have written on. They must have dug and dug for hundreds of years. And then they got tired of digging, or somebody had told them to stop before they dug away all the hill. And now they did not know what to do with this empty hole and they were trying to fill it up again. Anything people didn't want they threw into the bottom of the pit.

He crawled through the rough grass and peered over. The sides of the pit were white chalk, with lines of flints poking out like bones in places. At the top was crumbly brown earth and the roots of the trees that grew on the edge. The roots looped over the edge, twined in the air and grew back into the earth. Some of the trees hung over the edge, holding on desperately by a few roots. The earth and chalk had fallen away beneath them, and one day they too would fall to the bottom of the pit. Strings of ivy and the creeper called Old Man's Beard hung in the air. Far below was the bottom of the pit. The dump.

Barney could see strange bits of wreckage among the moss and elder bushes and nettles. Was that the steering wheel of a ship? The tail of an aeroplane? At least there was a real bicycle. Barney felt sure he could make it go if only he could get at it. They didn't let him have a bicycle. Barney wished he was at the bottom of the pit.

And then the ground gave way...

Write:

Write a description of what YOU saw in the pit - describe the sides, what was at the bottom - use adjectives and noun phrases to describe.

DRAW the objects you saw there - describe them.

Topic:

RE: Journeys

LEARNING INTENTION: A journey through a year.

Recall the celebrations during the Christmas holiday. What events marked this time? What customs does each family have for Christmas and the New Year?

Think about the whole year, the school terms and the events at school and in the family. family birthdays, family holidays, seasons and special days e.g. Mother's Day, Father's Day, Valentine's Day, Bonfire Night and how these are celebrated.

Think also about the difficult or sad events of the year, seasonal difficulties, the good byes to friends etc.

SOME KEY QUESTIONS to think about

- Q** What are the highlights of your year?
- Q** What makes it good?
- Q** Are there any difficult times in the year?
- Q** What helps you?

Write:

Think about last year 2020 - the special times: your birthday, family birthdays, Christmas Day, summer holidays, fun times at school...

DESIGN a 2020 Timeline poster - DRAW and write:

SHOW Happy/special Times

Sad/Difficult times

Tuesday

Maths: Fractions:

My maths: On line

Yr2: Introducing Fractions **Yr3:** Fractions on a number line **Yr4:** Simple equivalent fractions

Name _____

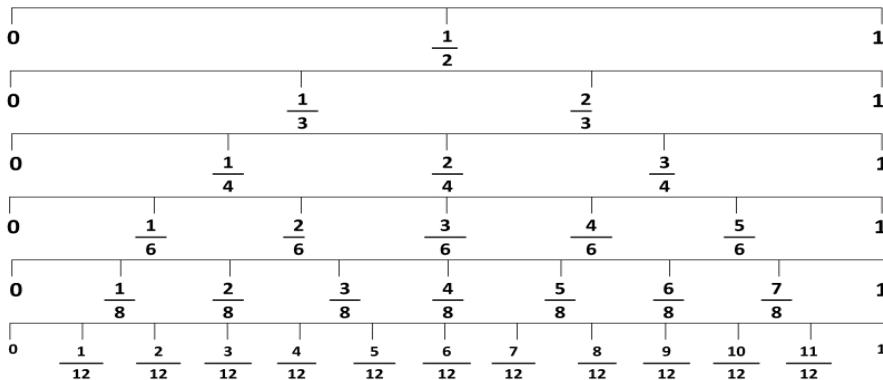
Date _____



EQUIVALENT FRACTIONS SHEET 1 NUMBER LINES

If two fractions are equivalent, it means that they are equal, or represent the same amount.

Use these fraction number lines to help you work out the equivalent fractions.



Use the fraction lines to work out these equivalent fractions.

- 1) $\frac{1}{2} = \frac{6}{\underline{\hspace{1cm}}}$
- 2) $\frac{1}{4} = \frac{8}{\underline{\hspace{1cm}}}$
- 3) $\frac{1}{3} = \frac{6}{\underline{\hspace{1cm}}}$
- 4) $\frac{1}{4} = \frac{12}{\underline{\hspace{1cm}}}$

- 5) $\frac{1}{2} = \frac{8}{\underline{\hspace{1cm}}}$
- 6) $\frac{1}{3} = \frac{12}{\underline{\hspace{1cm}}}$
- 7) $\frac{6}{12} = \frac{2}{\underline{\hspace{1cm}}}$
- 8) $\frac{2}{3} = \frac{6}{\underline{\hspace{1cm}}}$

- 9) $\frac{3}{4} = \frac{12}{\underline{\hspace{1cm}}}$
- 10) $\frac{6}{8} = \frac{4}{\underline{\hspace{1cm}}}$
- 11) $\frac{9}{12} = \frac{4}{\underline{\hspace{1cm}}}$
- 12) $\frac{6}{12} = \frac{8}{\underline{\hspace{1cm}}}$

- 13) $\frac{4}{6} = \frac{12}{\underline{\hspace{1cm}}}$
- 14) $\frac{3}{6} = \frac{4}{\underline{\hspace{1cm}}}$
- 15) $\frac{10}{12} = \frac{6}{\underline{\hspace{1cm}}}$
- 16) $\frac{8}{12} = \frac{3}{\underline{\hspace{1cm}}}$



English:

Stig of the Dump Chapter One (cont...)

READ extract:

And then the ground gave way. Barney felt his head going down and his feet going up. There was a rattle of falling earth beneath him. Then he was falling, still clutching the clump of grass that was falling with him. This is what it's like when the ground gives way, thought Barney. Then he seemed to turn a complete somersault in the air, bumped into a ledge of chalk halfway down, crashed through some creepers and ivy and branches, and landed on a bank of moss. His thoughts did those funny things they do when you bump your head and you suddenly find yourself thinking about what you had for dinner last Tuesday, all mixed up with seven times six.

Barney lay with his eyes shut, waiting for his thoughts to stop being mixed up.

Then he opened them. He was lying in a kind of shelter. Looking up he could see a roof, or part of a roof, made of elder branches, a very rotten old carpet, and rusty old sheets of iron. There was a big hole, through which he must have fallen. He could see the white walls of the cliff, the trees and creepers at the top, and the sky with clouds passing over it. Barney decided he wasn't dead. He didn't even seem to be very much hurt.

He turned his head and looked around him. It was dark in this den after looking at the white chalk, and he couldn't see what sort of a place it was. It seemed to be partly a cave dug into the chalk, partly a shelter built out over the mouth of the cave. There was a cool, damp smell. Woodlice and earwigs dropped from the roof where he had broken through it.

Write:

Can you write a setting description - what was the shelter like? Any insects there? Use your 5 SENSES to describe what is there - what you SEE, HEAR, SMELL, TASTE, TOUCH

Topic: Science/Geographahy – ROCKS

Study/find out about the discovery of Craggy Cliff which can be accessed via The Telegraph website ([here](#)). The features of a man, resembling a character from Lord of the Rings appeared near Hope Cove in Devon in October 2014. This cliff face wasn't made by man.

Craggy face of 'Cliff' appears in rocks on Devon coast

The features of a man, resembling a character from Lord of the Rings or Walter White from Breaking Bad, have appeared near Hope Cove in the county

By Tom Brooks Pollock 12 October 2014 • 18:19 pm



The cliff face near Hope Cove, South Devon CREDIT: Photo: Toad Hall Cottages/SWNS

Britain may have acquired its own, modest version of Mount Rushmore, in the shape of a face that has appeared near a beauty spot on the rocky Devon coast.

- Research Craggy Cliff or another famous rock eg. **Ayers Rock** and research where they are in the world and what makes them famous. What type of rock is it carved/made from? Another suitable website for children to use for research, is Livescience ([here](#)).
- CREATE a Factfile POSTER to draw and describe the famous rock

Wednesday	<p><u>Maths:</u></p> <p><u>Fractions</u> - finding $\frac{1}{2}$ of a number - halving To find $\frac{1}{2}$ of a number divide by 2 eg. $\frac{1}{2}$ of 44 = $40 \div 2 = 20$ $4 \div 2 = 2$ = 22</p> <p><u>Year 3</u></p> <p>1) $\frac{1}{2}$ of 28 2) $\frac{1}{2}$ of 48 3) $\frac{1}{2}$ of 36 4) $\frac{1}{2}$ of 68 5) $\frac{1}{2}$ of 112 6) $\frac{1}{2}$ of 86 7) $\frac{1}{2}$ of 122 8) $\frac{1}{2}$ of 210 9) $\frac{1}{2}$ of 56 10) $\frac{1}{2}$ of 150</p> <p><u>Year 4</u></p> <p>Eg. $1/5$ = divide by 5 $1/7$ = divide by 7 Eg. $1/6$ of 48 = $48 \div 6 = 8$</p> <p>1) $1/5$ of 55 2) $1/6$ of 72 3) $1/5$ of 80 4) $1/7$ of 77 5) $1/5$ of 100 6) $1/6$ of 84 7) $1/5$ of 90 8) $1/6$ of 120 9) $1/7$ of 91 10) $1/6$ of 96</p>
	<p><u>English:</u></p> <p><u>Stig of the Dump Chapter One (cont...)</u></p>

READ extract:

But what had happened to his legs? He couldn't sit up when he tried to. His legs wouldn't move. Perhaps I've broken them, Barney thought.

What shall I do then? He looked at his legs to see if they were all right, and found they were all tangled up with creeper from the face of the cliff. Who tied me up? thought Barney. He kicked his legs to try to get them free, but it was no use, there were 6 yards of creeper trailing down from the cliff. I suppose I got tangled up when I fell, he thought.

Expect I would have broken my neck if I hadn't. He lay quiet and looked around the cave again. Now that his eyes were used to it he could see further into the dark part of the cave.

There was somebody there! Or Something! Something, or Somebody, had a lot of shaggy black hair and two bright black eyes that were looking very hard at Barney.

'Hallo!' said Barney. Something said nothing. 'I fell down the cliff,' said Barney. Somebody grunted. 'My name's Barney.' Somebody- Something made a noise that sounded like 'Stig'.

'D'you think you could help me undo my feet, Mr Stig?' asked Barney politely.

'I've got a pocket- knife,' he added, remembering that he had in his pocket a knife he'd found among the wood- shavings on the floor of Grandfather's workshop. It was quite a good knife except that one blade had come off and the other one was broken in half and rather blunt. Good thing I put it in my pocket, he thought. He wriggled so he could reach the knife, and managed to open the rusty half- blade. He tried to reach the creepers round his legs, but found it was difficult to cut creepers with a blunt knife when your feet are tied above your head.

The Thing sitting in the corner seemed to be interested. It got up and moved towards Barney into the light. Barney was glad to see it was Somebody after all.

Funny way to dress though, he thought, rabbit- skins round the middle and no shoes or socks.

Write:



Thought Bubbles

Draw thought bubbles to show what you would be thinking after your fall - 1) If you had hurt yourself 2) Where you had landed? 3) What was the strange thing in the corner? 4) Would he be safe? 5) How would he get home? Use feelings, panic, worry, fear...

Topic:

Music: Rock and Roll music

Rock and roll is a type of popular dance music influenced by black rhythm and blues and white country music that originated in America during the late 1940s onwards. Many rock and roll songs contain a catchy melody with a heavy beat that appealed to youngsters of the day. Singers, many as part of a band which combined instruments such as guitars, bass and drums became world famous due the rise in entertainment via radio and television.

The rock and roll timeline

* Bill Haley and his Comets - Rock Around the Clock was the biggest selling rock and roll song of 1955. Children can view the video for this song ([here](#)) or the lyric video ([here](#)).

<https://youtu.be/YqYGgj5Rwgc>

Lyrics

One, two, three o'clock, four o'clock, rock
Five, six, seven o'clock, eight o'clock, rock

Nine, ten, eleven o'clock, twelve o'clock, rock
We're gonna rock around the clock tonight
Put your glad rags on and join me, hon'
We'll have some fun when the clock strikes one
We're gonna rock around the clock tonight
We're gonna rock, rock, rock, 'til broad daylight
We're gonna rock, gonna rock, around the clock tonight
When the clock strikes two, three and four
If the band slows down we'll yell for more
We're gonna rock around the clock tonight
We're gonna rock, rock, rock, 'til broad daylight
We're gonna rock, gonna rock, around the clock tonight
When the chimes ring five, six and seven
We'll be right in seventh heaven
We're gonna rock around the clock tonight
We're gonna rock, rock, rock, 'til broad daylight
We're gonna rock, gonna rock, around the clock tonight
When it's eight, nine, ten, eleven too
I'll be goin' strong and so will you
We're gonna rock around the clock tonight
We're gonna rock, rock, rock, 'til broad daylight
We're gonna rock, gonna rock, around the clock tonight
When the clock strikes twelve, we'll cool off then
Start a rockin' round the clock again
We're gonna rock around the clock tonight
We're gonna rock, rock, rock, 'til broad daylight
We're gonna rock, gonna rock, around the clock tonight

Source: [LyricFind](#)

Songwriters: Max Freedman / James Myers

* Discuss the idea that rock and roll was fun, feel good music with people wanting to dance, as in the video. Consider learning a few rock and roll dance moves, such as the ones in the video.

Can you learn and sing the song? Make up dance moves in rock and roll style?

Thursday	<p><u>Maths:</u> <u>+/- mentally</u></p> <p>CHOOSE your level -</p> <p><u>Year 2/3 level</u></p> <p>1) $25 + 5$ 2) $48 + 3$ 3) $17 + 9$ 4) $49 + 5$ 5) $65 + 8$ 6) $76 + 7$ 7) $39 + 4$ 8) $52 - 3$ 9) $41 - 4$ 10) $22 - 9$ 11) $70 - 6$ 12) $56 - 7$</p> <p><u>Year 3</u></p> <p>1) $268 + 7$ 2) $257 + 8$ 3) $653 + 9$ 4) $326 + 6$ 5) $788 + 6$ 6) $395 + 7$ 7) $946 + 6$ 8) $107 - 9$ 9) $453 - 9$ 10) $527 - 9$ 11) $693 - 5$ 12) $107 - 9$</p> <p><u>Year 4</u></p> <p>1) $57 + 47$ 2) $85 + 48$ 3) $52 + 29$ 4) $197 + 40$ 5) $4580 + 700$ 6) $2400 + 160$ 7) $66 + 76$ 8) $125 - 60$ 9) $110 - 29$ 10) $81 - 37$ 11) $2126 - 120$ 12) $1970 - 500$</p> <hr/> <p><u>English:</u></p> <p><u>Adverbs - describe a verb</u></p> <p><u>EG.</u> The girl danced <i>gracefully</i> around the room</p>

- danced is the verb - how she danced is the adverb - gracefully

Movement	Feelings	Sound
energetically	cautiously	loudly
gracefully	viciously	silently
rapidly	kindly	quietly
quickly	nastily	noisily
slowly	carelessly	musically
slothfully	wilfully	discordantly
jerkily	sorrowfully	softly

Use the adverbs above and/or some of your own to write 10 action sentences

Possible actions:

Ran sang danced whispered laughed screamed skipped tip toed
Crept slept sobbed jumped

Topic: History

What was life like after the ice age?

Let's be History detectives!

- In the Mesolithic period, most of the land was covered in thick woodland known as the wildwood. People were hunter-gatherers and moved their small settlements to follow the food.
- A hunter-gatherer or forager society is one in which most or all food is obtained from wild plants and animals. Look at the drawing ([here](#)). (see below) Ask the children to identify what is happening in the picture. In particular, focusing on the shelter, food, transport, the actions that the people are carrying out and how they contribute to their way of life.



What kind of animals might they have hunted?

- In the picture children will be able to see some evidence of animal skulls and bones. Can they identify why they may be there? Ask the children to list the kinds of animals they think would have been hunted (a big animal might provide lots of food, whereas a small animal would feed less people) and what they may have been hunted for (meat would be eaten and they can see evidence in the picture of the wearing of animal skins).
- Explore this picture of a Welsh cave painting, which can be viewed on the Karstworlds website ([here](#)) (*the picture can be enlarged by clicking on it*). Discuss what animal it could be and why this might have been significant enough to etch into the cave wall.



- Archaeologists believe a wall carving in a south Wales cave could be Britain's oldest example of rock art.

The faint scratchings of a speared reindeer are believed to have been carved by a hunter-gatherer in the Ice Age more than 14,000 years ago.

The archaeologist who found the carving on the Gower peninsula, Dr George Nash, called it "very, very exciting."

	<p><u>Activity:</u></p> <p>These pictures give us historical clues about life in the Mesolithic period. Use them and your ideas to DRAW and list some of the features of this period:</p> <p style="text-align: center;">Animals food clothes Shelter/houses Transport</p> <p>Eg. the kinds of animals that would have been hunted (a big animal might provide lots of food, whereas a small animal would feed less people) and what they may have been hunted for (meat would be eaten and they can see evidence in the picture of the wearing of animal skins).</p>
Friday	<p><u>Maths:</u></p> <p><u>X tables</u></p> <p>TT Rockstars - use your log in to test yourself</p> <p>Ask a family member to test you on your 3, 4, 5 x tables. You know these well 😊 SEE if you've completed your My Maths work</p> <p><u>English:</u></p> <p><u>Year 3/4 Keywords:</u> business calendar caught centre century</p> <p>Ask a family member to test you on these spellings WRITE: sentences using these keyword spellings</p>

	Eg. I got a new calendar for Christmas and circled my birthday on it.
	<p><u>Topic:</u></p> <p><u>PE</u></p> <p>https://www.bbc.co.uk/bitesize/subjects/zj6pyrd</p> <ul style="list-style-type: none">* Study video links OR can you create a dance routine to Bill Hayley's 'Rock around the clock'* Try to get outside for a walk with family.* Show your family one of coach Leigh's dance/exercise routines 😊
	Any help needed: jr@st-marys-sabden.lancs.sch.uk Or send me any photos etc