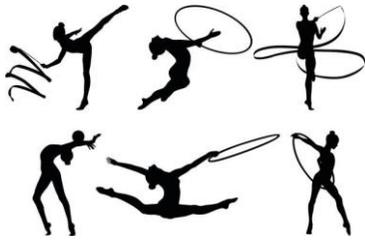
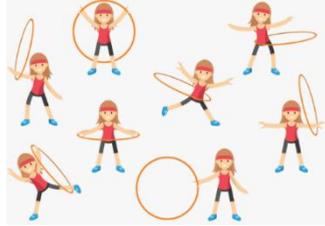
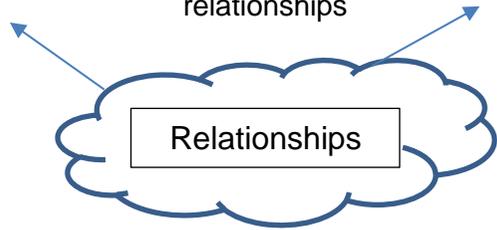




	Year 3	Year 4	Year 5																																																											
Mathematics	<p>Practise counting forwards and backwards in 2s, 3s, 4s, 5s, 6s, 8s and 10s.</p> <p>Using your knowledge of multiplication and division can you come up with a question that involves the following digits 13×6 and $24 \div 4$? For example – Daniel was going to build a patio. He predicted that he could lay 6 tiles in a row with 13 rows in total. How many tiles will Daniel need?</p> <p>Complete the following: $3 \times \square = 12$ $4 \times \square = 20$</p> <p>$\square \times 3 = 15$ $8 \times \square = 24$</p> <p>Find the missing digits.</p> <table style="display: inline-table; margin-right: 20px;"> <tr><td>2</td><td><input type="text"/></td></tr> <tr><td>x</td><td>8</td></tr> <tr><td colspan="2"><hr/></td></tr> <tr><td>1</td><td>7 6</td></tr> </table> <table style="display: inline-table; margin-right: 20px;"> <tr><td>2</td><td><input type="text"/></td></tr> <tr><td>x</td><td><input type="text"/></td></tr> <tr><td colspan="2"><hr/></td></tr> <tr><td>1</td><td>1 2</td></tr> </table> <table style="display: inline-table;"> <tr><td>1</td><td><input type="text"/></td><td>4</td></tr> <tr><td>x</td><td><input type="text"/></td><td></td></tr> <tr><td colspan="3"><hr/></td></tr> <tr><td>7</td><td>3</td><td>6</td></tr> </table> <p>What is the relationship between these calculations?</p> <table style="display: inline-table; margin-right: 20px;"> <tr><td>2×3</td><td>4×3</td></tr> <tr><td>2×30</td><td>4×30</td></tr> <tr><td>20×3</td><td>40×3</td></tr> <tr><td>$20 \times 3 \times 10$</td><td>$40 \times 3 \times 10$</td></tr> </table> <p><i>Children should use their knowledge of place value to mentally calculate by multiples of 10.</i></p>	2	<input type="text"/>	x	8	<hr/>		1	7 6	2	<input type="text"/>	x	<input type="text"/>	<hr/>		1	1 2	1	<input type="text"/>	4	x	<input type="text"/>		<hr/>			7	3	6	2×3	4×3	2×30	4×30	20×3	40×3	$20 \times 3 \times 10$	$40 \times 3 \times 10$	<p>Practise all your times tables. You can do this by counting in any multiple forwards and backwards.</p> <p>Using these 4 digits:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; width: 40px; height: 60px; display: flex; align-items: center; justify-content: center; font-size: 24px;">1</div> <div style="border: 1px solid black; padding: 10px; width: 40px; height: 60px; display: flex; align-items: center; justify-content: center; font-size: 24px;">7</div> <div style="border: 1px solid black; padding: 10px; width: 40px; height: 60px; display: flex; align-items: center; justify-content: center; font-size: 24px;">3</div> <div style="border: 1px solid black; padding: 10px; width: 40px; height: 60px; display: flex; align-items: center; justify-content: center; font-size: 24px;">0</div> </div> <p>What is the smallest number you can make? What is the largest number you can make?</p> <p>5000 years ago Egyptians carved number symbols on their tombs:</p> <p>⌋ = 1 ∩ = 10 @ = 100</p> <p>What is the value of these Egyptian numbers?</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">@nnlll</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">@nnlll + @nnllll</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">@@@nnllll + @@nnnnllllllllll</div>	<p>8 is a multiple of 4 and a factor of 16</p> <p>6 is a multiple of 3 and a factor of <input type="text"/></p> <p><input type="text"/> is a multiple of 5 and a factor of <input type="text"/></p> <p><input type="text"/> is a multiple of <input type="text"/> and a factor of <input type="text"/></p> <p>Fill in the missing numbers in this multiplication pyramid.</p> <div style="text-align: center;"> <table style="margin: auto;"> <tr><td></td><td>108</td><td></td></tr> <tr><td></td><td><input type="text"/></td><td>6</td></tr> <tr><td><input type="text"/></td><td>3</td><td><input type="text"/></td></tr> <tr><td>2</td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> </table> </div> <p>Put the numbers 1, 2, 3 and 4 in the bottom row of this multiplication pyramid in any order you like.</p> <p>What different numbers can you get on the top of the number pyramid? How can you make the largest number?</p> <p>Explain your reasoning.</p> <div style="text-align: center;"> <table style="margin: auto;"> <tr><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> </table> </div>		108			<input type="text"/>	6	<input type="text"/>	3	<input type="text"/>	2	<input type="text"/>												
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English	<p>This term we will be reading stories set in a range of different countries.</p> <p>Choose a well-known story and adapt it to be set in another part of the world.</p> <p>This could be done by changing the animals, people or food encountered.</p> <p>You can choose how you would like to present your new story.</p> <p>You might choose to create a small flipbook, puppets to perform the story or perhaps just the front covers design.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p><i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p> </div> <div style="text-align: center;">  <p><i>WE'RE GOING ON A LION HUNT</i> David Almond</p> </div> <div style="text-align: center;">  <p><i>Katie LONDON</i> SARAH MURRAY The Best Girl in School</p> </div> <div style="text-align: center;">  <p><i>Katie SCOTLAND</i> SARAH MURRAY The Best Girl in School</p> </div> </div>																																																													



	Year 3	Year 4	Year 5
Physical Education and Music	<p>Can you use a hoop, skipping rope or a ribbon to make a routine? See if you can include different jumps, rolls and turns to complete your sequence of moves. This will be shared in a PE lesson and it can be an individual routine or with a partner or small group.</p> 		
PSHE	<p>Create a poster to display 5 rules for a healthy and happy friendship.</p> <p>What qualities do you admire in your friends? What qualities do you think your friends admire in you?</p> <p>Respect is an important part of friendship</p> <p>How do you show respect? What is respectful behaviour?</p>	<p>Can you create a traffic light system to identify what is acceptable and unacceptable within a friendship?</p> <p>For example:</p> <p>RED: controlling the other person AMBER: disagreeing on an activity GREEN: listening to one another</p>	<p>Create a mind map with 'Relationships' in the middle.</p> <p>Record all the different types of relationships you have and what makes them positive, healthy relationships</p> 
Computing/E-safety	<p>Keep an 'honest' log of how much screen time you access each week (you could ask a member of your family to do the same so you can compare!). Discuss with your parents what you use this time doing and agree if you are all happy with both the time and content you are accessing.</p> <p>Carry out some research into what the perceived benefits are of one aspect of online use e.g. internet, gaming, social media. Now also think with your family about any possible dangers that could also be involved – think of things and agree some rules that will help to ensure that you stay safe, whilst having fun and learning at the same time.</p> <p>Create a poster or list of the advantages and disadvantages of technology at home.</p> <p>https://beinternetawesome.withgoogle.com/en_us/interland - Try out this online safety game. How internet awesome are you?</p>		



COMMENTS	
Mathematics	
English	
PE	
PSHE	
Computing/E-safety	

Child's Name:

Class: