Before we begin our English for the week...REMEMBER THAT READING IS THE KEY TO SUCCESSFUL WRITING!

It's so important that you keep reading when the school is closed. Continue to record your reading in your Reading Record and also look at the links sent home to your parents for reading online too.

https://www.oxfordowl.co.uk/

Username: eps_yearsix Password: yearsix

https://www.lovereading4kids.co.uk/

Register for free

Monday 30th March to Thursday 2nd April 2020

LI. I am learning to identify comma splicing.

Let's put an end to splicing!

What is splicing?

Splicing is when you join two sentences together without using a conjunction or even a full stop and capital letter.
HINT: Listen out for a pause when the sentence is read.

E.g. David sprinted to the shop he was in a hurry. (splice) x

David sprinted to the shop, he was in a hurry. (comma splice) x

David sprinted to the shop because he was in a hurry. (corrected with conjunction)

David sprinted to the shop. He was in a hurry. (corrected with new sentence)

Now, correct these sentences using a new sentence or conjunction each time.

Be careful of comma splicing! Record the sentences in one of your books at home ie. Home Learning Book.

1) Ali stepped slowly onto the wall he couldn't believe what he saw.

2) I think it would be better to go home now we need to go to bed.

3) Eventually, John was allowed to go home he had finished his work.

Top Tip:

Common conjunctions are: and, but, although, even though, yet, because, until, whereas, despite, whilst, so, since, as, after, so that, before, once, which…

LI. I am learning to create sentences that have impact on the reader.

How could you change the sentence below so that you give the reader more information about what is happening in the picture and to make them feel an emotion?

The boy went towards the fence. He looked through the hole. He was excited.

Can you change the verbs (doing words)?

Can you add adjectives (describing words)?

Challenge: can you add an adverb (describes *how* you do the verb)?

Such as *carefully*?

LI. I am learning to use an image as a starting point for my writing.

Question time!

If you could take a photograph of the five happiest moments of your life so far, what would they show?

What five events of your future would you like to take a photograph of?

Record in one of your books at home ie. Home Learning Book.

L.I. I am learning to visualise a scene.

Perfect Picture!

Can you draw what the boy can see through the hole in the fence?

Record in one of your books at home ie.

Home Learning Book.

Story starter! Read these paragraphs with an adult and discuss the questions.

I was puzzled. Things just kept disappearing from our garden. At first, it was just small things, like my toy car, then larger things began to go missing. Dad's lawnmower vanished. Mum's favourite plant pot with her favourite plants in. Gone! Just gone!

My parents kept saying that there were thieves on our street. I believed them. Of course I believed them! Why wouldn't I believe them, they're my parents?! Sneakily, I got into the habit of looking out of my bedroom window with my camera, in the hope that I would catch a snapshot of the crooks in action.

One afternoon, after I had got in from school and done my homework, I stood at my bedroom window. I was ready. I had my camera in hand. I then watched in amazement and shock as the giant oak tree, that had stood in our garden since before I was born, was dramatically wrenched from the ground by an unseen force. Its great branches and straggling roots and shaking, green leaves began to be pulled towards a hole, the size of a pound coin, in our garden fence. I watched as the tree began to be squeezed, again by this unseen force, through the hole in the fence.

A minute later, I was standing with my camera at the ready, peering through the hole in the fence, desperate to find out what had happened to all the things from our garden. Then…I felt it…My eye began to feel as if it was being squeezed. My head felt as if it was being pulled towards the fence. My whole body seemed to be moving. Suddenly…Pop!

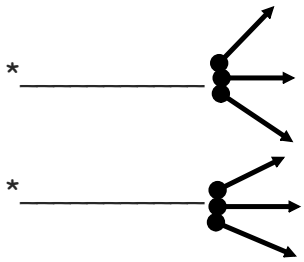
What do you feel as the reader of this story starter? Is it a good starter? *I feel…*

What would you change about the starter above? What would you keep? *I would change…because… I would keep…due to the fact…*

LI. I am learning to write a story opening using an image as a starting point.

Reflect on the learning from this week. Using the image below, you are going to create the opening of a story which begins with the character looking through the fence. It does not have to be like the example previously given - this is your story.

Mini plan:



Focus on quality rather than quantity!

LI. I am learning to write a story opening using an image as a starting point.

Success Criteria

*Using commas accurately

**Precise vocabulary (the correct words)

**Make the reader feel an emotion (impact on the reader)

Friday 3rd April 2020

L.I. I am learning to proofread my writing.

Read carefully through your story opener. Look at the checklist below. Remember that it is important to read your story opener aloud as you can hear mistakes more easily. All authors proofread their work - Roald Dahl used to proofread his work 150 times to get it right. Let's magpie from the best!

***Have you used the Success Criteria correctly?**

***What has been missed out? How can this be added?**

***Check capital letters, full stops and does your work make sense?**

*Have you been consistent (the same) throughout your writing?

*Are your spellings correct? Look up three words in the dictionary.

*Ask an adult or older sibling to check your work.

Success Criteria

*Using commas accurately

**Precise vocabulary (the correct words)

**Make the reader feel an emotion (impact on the reader)

Monday

Guided Reading - Lyric inferring 1

You are going to watch 'Titanium' by David Guetta. What is titanium?

Whilst watching, think about what might have happened in the school and how you know. Watch the peoples' reactions in the video.

Who do you think is to blame for what happens at the end and why?

https://www.youtube.com/watch?v=JRfuAukYTKg

Lyrics:

You shout it out
But I can't hear a word you say
I'm talking loud not saying much
I'm criticized but all your bullets ricochet
You shoot me down, but I get up

I'm bulletproof nothing to lose
Fire away, fire away
Ricochet, you take your aim
Fire away, fire away
You shoot me down but I won't fall, I am titanium
You shoot me down but I won't fall
I am titanium, I am titanium, I am titanium, I am titanium

Cut me down
But it's you who has further to fall
Ghost town, haunted love
Raise your voice, sticks and stones may break my bones
I'm talking loud not saying much

I'm bulletproof nothing to lose
Fire away, fire away
Ricochet, you take your aim
Fire away, fire away
You shoot me down but I won't fall
I am titanium
You shoot me down but I won't fall
I am titanium, I am titanium

Stone-hard, machine gun
Firing at the ones who run
Stone-hard, thus bulletproof glass

You shoot me down but I won't fall, I am titanium
You shoot me down but I won't fall, I am titanium
You shoot me down but I won't fall, I am titanium
You shoot me down but I won't fall, I am titanium
I am titanium

Answer these questions in your books:

1. What is the meaning of the word 'ricochet'? Use google or a dictionary to help you. (1 mark)

2. Titanium is a metal. What does the word 'titanium' suggest about the boy? (1 mark).

3. What does 'ghost town' suggest about the town? Think about the word 'ghost' to help you. (1 mark)

4. Find and copy two pieces of evidence that suggest the boy is strong. (2 marks)

Answers:

1. To rebound off a surface.

2. Titanium suggests that the boy is strong.

3. Ghost town suggests that the town is empty and that no one lives there anymore. It is desolate which is why they refer to it being a 'ghost town'.

4. 'but all your bullets ricochet'

'I'm bulletproof nothing to lose'

'You shoot me down but I get up'

Now you are going to watch 'Firework' by Katy Perry. Whilst watching, think about what she means by 'You're a firework.'

https://www.youtube.com/watch?v=QGJuMBdaqIw

Lyrics

Do you ever feel like a plastic bag
Drifting thought the wind
Wanting to start again

Do you ever feel, feel so paper thin
Like a house of cards
One blow from caving in

Do you ever feel already buried deep
Six feet under scream
But no one seems to hear a thing

Do you know that there's still a chance for you
'Cause there's a spark in you

You just gotta ignite the light
And let it shine
Just own the night
Like the Fourth of July

'Cause baby you're a firework
Come on show 'em what your worth
Make 'em go "Oh, oh, oh!"
As you shoot across the sky-y-y

Baby you're a firework
Come on let your colors burst
Make 'em go "Oh, oh, oh!"
You're gonna leave 'em fallin' down down down

You don't have to feel like a waste of space
You're original, cannot be replaced
If you only knew what the future holds
After a hurricane comes a rainbow

Maybe a reason why all the doors are closed
So you can open one that leads you to the perfect road
Like a lightning bolt, your heart will glow
And when it's time, you'll know

You just gotta ignite the light
And let it shine
Just own the night
Like the Fourth of July

'Cause baby you're a firework
Come on show 'em what your worth
Make 'em go "Oh, oh, oh!"
As you shoot across the sky-y-y

Baby you're a firework
Come on let your colors burst
Make 'em go "Oh, oh, oh!"
You're gonna leave 'em fallin' down down down

Boom, boom, boom
Even brighter than the moon, moon, moon
It's always been inside of you, you, you
And now it's time to let it through

'Cause baby you're a firework
Come on show 'em what your worth
Make 'em go "Oh, oh, oh!"
As you shoot across the sky-y-y

Baby you're a firework
Come on let your colors burst
Make 'em go "Oh, oh, oh!"
You're gonna leave 'em fallin' down down down
Boom, boom, boom
Even brighter than the moon, moon, moon
Boom, boom, boom
Even brighter than the moon, moon, moon

Answer these questions in your books:

1. Find and copy two examples of similes (2 marks).

2. How does the singer feel in the first verse compared to the chorus? Use evidence to support your answer (3 marks).

3. What does 'After a hurricane comes a rainbow' suggest is going to happen to the singer? (2 marks)

4. Find and copy another word that means floating. (1 mark)

Answers:

1. Like a house of cards, like a lightning bolt, like the Fourth of July

2. In the first verse, the singer is feeling lost and unsure. This is because it says 'do you ever feel like a plastic bag drifting through the wind?'. However, in the chorus, the singer is feeling proud and confident because it says 'come and show 'em what you're worth'.

3. This suggests that something good is going to happen to the singer. It is used as a metaphor. The 'hurricane' represents a difficult time in the singers life. the 'rainbow' is associated with happiness and good things.

4. Drifting

Tuesday

Guided Reading - The Farmer and His Sons

Read through the story and answer the questions in your books:

The Farmer and His Sons

One day, there was an old farmer who had worked hard all his life. He was very ill. He had three sons. He wanted them to be good farmers.

He said to them, **"There is a treasure in my land. Promise me that you will look for it."**

Sadly, the father died. The sons looked for the treasure. They dug and dug the soil.

"What will we find?" they said to each other.

Soon, they had dug up all of the land. They had not found any treasure. They were upset.

"All that hard work for nothing!" they said.

But the crops began to grow in the soil that they had dug. They sold the crops and made a lot of money.

Now, they knew what their father had meant by the great treasure.

The sons worked hard on the land and lived happily ever after.

Hard work brings its own reward.

Read through the story and answer the questions in your books:

The Farmer and His Sons **Questions**

1. Where is the story set? Tick one.

   on a farm
   in a hospital
   at a school

2. What did the sons promise to their father? Tick one.

   That they would eat all of their dinner.
   That they would look for the treasure.
   That they would brush their teeth.

3. What did the brothers do to the field? Tick one.

   They put a trampoline in it.
   They filled it with sheep.
   They dug it up.

4. How did the brothers feel when they didn't find any treasure? Tick one.

   happy
   excited
   upset

5. What is the message in the story? Tick one.

   Listen to your father.
   Hard work brings its own reward.
   Do lots of digging.

Answers:

The Farmer and His Sons **Questions**

1. Where is the story set? Tick one.

   on a farm ✓
   in a hospital
   at a school

2. What did the sons promise to their father? Tick one.

   That they would eat all of their dinner.
   That they would look for the treasure. ✓
   That they would brush their teeth.

3. What did the brothers do to the field? Tick one.

   They put a trampoline in it.
   They filled it with sheep.
   They dug it up. ✓

4. How did the brothers feel when they didn't find any treasure? Tick one.

   happy
   excited
   upset ✓

5. What is the message in the story? Tick one.

   Listen to your father.
   Hard work brings its own reward. ✓
   Do lots of digging.

Wednesday

Guided Reading - Planting Bulbs

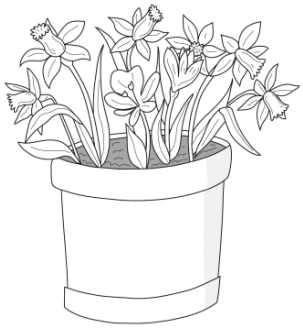
Read through the text and answer the questions in your books:

Planting Bulbs

Have you ever noticed the bright colours of spring flowers? Most of them are grown from bulbs, which contain the food that the flower needs to grow. If you want your flowers to appear in the spring, you will need to plant your bulbs in the autumn, either in the garden or in a pot.

How to plant a bulb:

1. Dig a hole that is three to four times as deep as the bulb.
2. Plant most bulbs with the round bit facing down and the pointy bit facing up. If you're not sure which is which, plant the bulb on its side. The roots will grow down and the bud will sprout up.
3. If you're growing bulbs in a garden, mark the spot where you have planted the bulb. Write the name of the flower on a lollipop stick and push it into the ground above the bulb.
4. Wait and watch.
5. Once the bulbs have finished flowering, leave the leaves until they begin to turn yellow. This lets the bulb make the food it needs to flower again next year.



Read through the text and answer the questions in your books:

1. Why are most spring flowers grown from bulbs? Tick one.

   So the flowers have bright colours. ☐
   So you plant them in the autumn. ☐
   So the flowers have food to grow. ☐
   So they flower in the spring. ☐

2. Find and copy two places you can plant a bulb.

   _____ _____

3. Tick the instruction.

   Have you ever noticed the bright colours of spring flowers? ☐
   How to plant a bulb: ☐
   Planting Bulbs ☐
   Dig a hole that is three to four times as deep as the bulb. ☐

4. *"The roots will grow down and the bud will sprout up."*

   The word *"sprout"* in the sentence is closest in meaning to (tick one):

   green vegetable ☐ grow ☐
   stem ☐ leaf ☐

5. *"Wait and watch."*

   Write what you think will happen next.

   _____

6. Number these events to show the order they happen in.

   Enjoy the spring flowers. ☐ Let the leaves turn yellow. ☐
   Plant the bulb. ☐ Let the roots grow down. ☐

Answers:

1. Why are most spring flowers grown from bulbs? Tick one.

   So the flowers have bright colours. ☐
   So you plant them in the autumn. ☐
   So the flowers have food to grow. ☑
   So they flower in the spring. ☐

2. Find and copy two places you can plant a bulb.

   in the garden in a pot

3. Tick the instruction.

   Have you ever noticed the bright colours of spring flowers? ☐
   How to plant a bulb: ☐
   Planting Bulbs ☐
   Dig a hole that is three to four times as deep as the bulb. ☑

4. *"The roots will grow down and the bud will sprout up."*

   The word *"sprout"* in the sentence is closest in meaning to (tick one):

   green vegetable ☐ grow ☑
   stem ☐ leaf ☐

5. *"Wait and watch."*

   Write what you think will happen next.

   a stem will grow, the flowers will start to grow

6. Number these events to show the order they happen in.

   Enjoy the spring flowers. 3 Let the leaves turn yellow. 4
   Plant the bulb. 1 Let the roots grow down. 2

Thursday

Guided Reading - Lyric inferring 2

You are going to watch Mumford and Son's Lover of the Light. Really watch the main character and think about what is the matter with him?

https://www.youtube.com/watch?v=nMJUbZrNnA8

The main character is blind. Think about what clues there were in the video that told you this.

Lyrics:

In the middle of the night, I may watch you go
There'll be no value in the strength of walls that I have grown
There'll be no comfort in the shade of the shadows thrown
But I'd be yours if you'd be mine

Stretch out my life and pick the seams out
Take what you like, but close my ears and eyes
Watch me stumble over and over

I have done wrong, you build your tower
But call me home and I will build a throne
And wash my eyes out never again

But love the one you hold
And I'll be your goal
To have and to hold
A lover of the light

Skin too tight and eyes like marbles
You spin me high, so watch me as I glide
Before I tumble homeward, homeward

I know I tried, I was not stable
Flawed by pride, I miss my sanguine eyes
So hold my hands up, breathe in and breathe out

So love the one you hold
And I'll be your goal
To have and to hold
A lover of the light

And in the middle of the night, I may watch you go
There'll be no value in the strength of walls that I have grown
There'll be no comfort in the shade of the shadows thrown
You may not trust the promises of the change I'll show
But I'd be yours if you'd be mine

So love the one you hold
And I will be your goal
To have and to hold
A lover of the light

So love the one you hold
And I will be your goal
To have and to hold
A lover of the light

1. Look at the first verse. What time of day does the singer watch the person go? (1 mark)

2. In the second verse, what does the word 'stumble' mean? (1 mark)

3. What does the singer compare his eyes to? (1 mark)

4. What does the singer think about love? Use evidence from the text to support your answer. (2 marks)

Answers:

1. In the middle of the night

2. To stumble means to trip or fall.

3. Marbles

4. The singer thinks that love is precious and valuable. This is because it says 'love the one you hold' meaning that we should appreciate the love that we have with people.

You are now going to watch the video Faded by Alan Walker. Whilst watching the video, think about what has happened to the man and why you don't see his face.

https://www.youtube.com/watch?v=60ItHLz5WEA

Lyrics:

You were the shadow to my light
Did you feel us
Another start
You fade away
Afraid our aim is out of sight
Wanna see us
Alive

Where are you now
Where are you now
Where are you now
Was it all in my fantasy
Where are you now
Were you only imaginary
Where are you now

Atlantis
Under the sea
Under the sea
Where are you now
Another dream
The monsters running wild inside of me

I'm faded
I'm faded
So lost
I'm faded
I'm faded
So lost
I'm faded

These shallow waters, never met
What I needed
I'm letting go
A deeper dive
Eternal silence of the sea
I'm breathing
Alive

Where are you now
Where are you now

Under the bright
But faded lights
You set my heart on fire
Where are you now
Where are you now

Where are you now
Atlantis
Under the sea
Under the sea
Where are you now
Another dream
The monsters running wild inside of me
I'm faded
I'm faded
So lost
I'm faded
I'm faded
So lost
I'm faded

1. Look at the first verse and complete the sentence below:

You were ____ _____ *to my* _____ (1 mark)

2. In the second verse, what does the word 'fantasy' mean? (1 mark)

3. Where is Atlantis? (1 mark)

4. What is 'running wild' inside of the singer? (1 mark)

Answers:

1. You were the shadow to my light

2. Imagination

3. Under the sea

4. Monsters

Friday

Guided Reading - Break-time Bunnies

Read the first chapter of 'Break-time Bunnies'.

Once you have read through the extract, answer the questions.

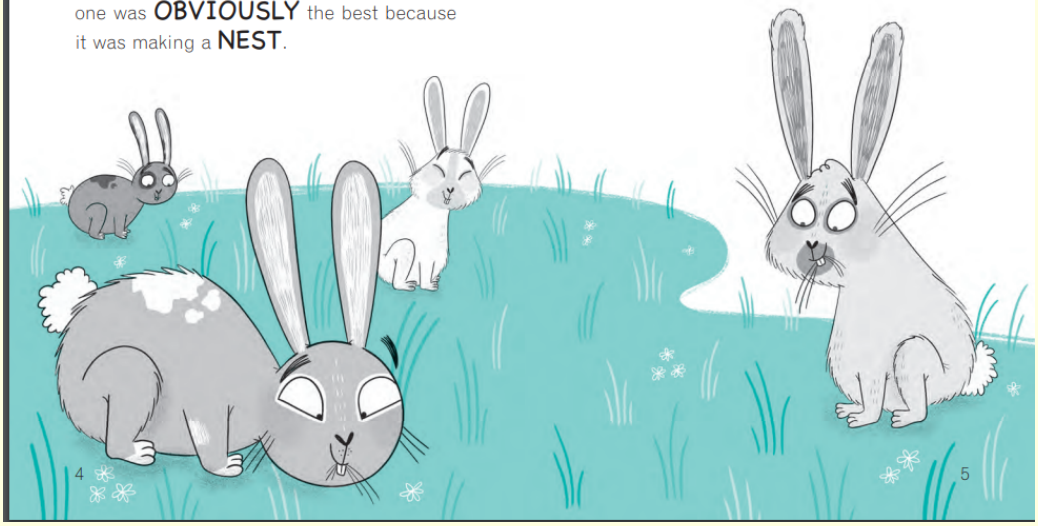
On Monday, as soon as we got to our classroom, Susie Keys pointed out of the window and

GASPED.

So we all ran over to see what the **GASPING** was about and that's when we saw that there were **FOUR** bunnies sitting on the Grassy Bit in the playground. And they were so cute!

Gavin Ross pointed to one of the bunnies and said that it was the **COOLEST** bunny he'd ever **SEEN** because it had a little black patch on one eye and it looked like a pirate.

But then Susie Keys said the pure white one was **OBVIOUSLY** the best because it was making a **NEST**.



4

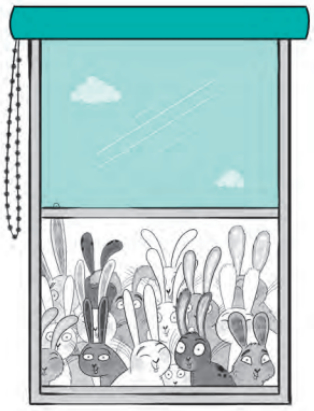
So that's when Roz Morgan said that she didn't think bunnies made **NESTS** and Susie crossed her arms and said that they **DEFINITELY DID**. And then Sunita Ram got involved because she **ALWAYS** gets involved when there's an argument.

5

But then all of a sudden everyone **STOPPED** arguing about the **NEST** because Jayden King squealed a bit and shouted,

"LOOK!"

So we all followed his finger to where he was pointing and **THAT'S** when we saw that there weren't just **FOUR** bunnies on the Grassy Bit any more because there were **TEN**.



That's when everyone started to **PANIC** because we had **NO IDEA** where all the bunnies were coming from and it definitely wasn't **NORMAL**.

Sunita Ram **RAN** to get Miss Riley and when she'd managed to pull her over to the window there were **FIFTEEN BUNNIES** on the Grassy Bit!

1. What day of the week is the story set? (1 mark)

2. What does the word 'gasp' mean?

3. How many bunnies were in the playground in the beginning of the story?

4. What did the author think about the bunnies? What word do they use to describe them? (1 mark)

5. Who thought that the bunnies were 'cool'? (1 mark)

6. What character always likes to argue? (1 mark)

7. How did the characters feel when they started to notice more bunnies on the playground? (1 mark)

8. What do you think will happen next in the story? Use the text to help you with your prediction (2 marks)

Answers:

1. Monday

2. It means to breathe in air quickly and make a noise because you are shocked.

3. 4

4. They thought that the bunnies were 'cute'

5. Gavin Ross

6. Sunita Ram

7. They were panicked

8. I think that more bunnies will start to appear because in the beginning of the text there were only 4 bunnies and at the end of the text there were 15 bunnies.

Maths - Week 2 of Home School – I need extra help

This week, Year 6 are revising all aspects of telling the time and apply your knowledge to real life time problems.

Monday – Arithmetic Test, Purple Mash 'To Do' or Times Tables Rock Stars and NUMBOTS

Tuesday – Revising converting Hours, minutes, seconds, Years, Weeks, Months, Days with Testbase questions

Wednesday – Make a clock activity
Revising Analogue to Digital 12 hour with Testbase questions

Thursday - Revising Analogue to Digital 24 hour with Testbase questions. Optional Purple Mash 'To Do' with the help of an adult.

Friday – Applying your knowledge of time to real life – reading and interpreting timetables. Optional Purple Mash 'To Dos' with the help of an adult.

Optional - Time Game to play with a dice

Monday

Spring Test 1

Name: ..... **Class:** ..... **Date:** .....

1	$\square = 8 - 6$	☐
2	$15 + 3 = \square$	☐
3	$\square \times 3 = 9$	☐
4	$5 + 8 + 5 = \square$	☐
5	$\square + 23 = 67$	☐
6	$416 + 7 = \square$	☐
7	$\square = \frac{1}{2}$ of 16	☐
8	$470 - \square = 20$	☐
9	$10 \div \square = 5$	☐
10	$23 + 9 = \square$	☐

Spring Test 1 (continued)

11 $\square = 6 \times 3$ ☐

12 $\square - 24 = 34$ ☐

13
$$\begin{array}{r} 43 \\ +\ 29 \\ \hline \end{array}$$
☐

14
$$\begin{array}{r} 51 \\ -\ 23 \\ \hline \end{array}$$
☐

15 $\frac{3}{4}$ of 12 = ☐ ☐

Total marks	/15

How well did you do?

Colour the numbers of the questions you got correct.

± without crossing a ten	1	2	5	8	12	
+ crossing a ten	6	10	13			
– crossing a ten	14					
2x, 5x and 10x tables	7	9				
3x table	3	11	15			
Fractions of an amount	7	15				
Missing number statements	3	5	8	9	12	
+	2	4	6	10	12	13
–	1	5	8	14		
x	11	15				
÷	3	7	9	15		

Arithmetic Practice Tests YEAR 3 © Rising Stars UK Ltd. 2015

Spring Test 1

Teacher guidance

18 minutes

Skills and knowledge needed for this test:

- Addition of three single-digit numbers
- Addition and subtraction of multiples of 10
- Addition and subtraction of a two-digit or a three-digit number and a single-digit number with and without crossing a ten
- Addition and subtraction of a two-digit number and a multiple of 10
- Addition and subtraction of two two-digit numbers with and without crossing a ten
- Missing number statements with all four operations
- Multiplication and division by 10, 5 and 2
- Finding a half, a third, a quarter, two quarters or three quarters of an amount

New: The three times table

A teaching suggestion

Step 1 Count in threes, both forwards and backwards, using a number line and circling the numbers.

Step 2 Repeat the exercise, circling the numbers on a number square. Challenge the children to spot a pattern in the circled numbers.

Step 3 Play the game 'Buzz'. The children stand in a circle and take turns counting from 1, but every time they come to a multiple of 3 they say 'buzz' instead of the number (e.g. 1, 2, buzz, 4, 5, buzz, 7 and so on, round the circle).

Step 4 Sing or rap the three times table.

Step 5 Use call and response games for multiplication fact recall, for example:
'3 × 7 you know it well, 3 × 7 you've got to tell.' (Children shout: 'It's 21!')

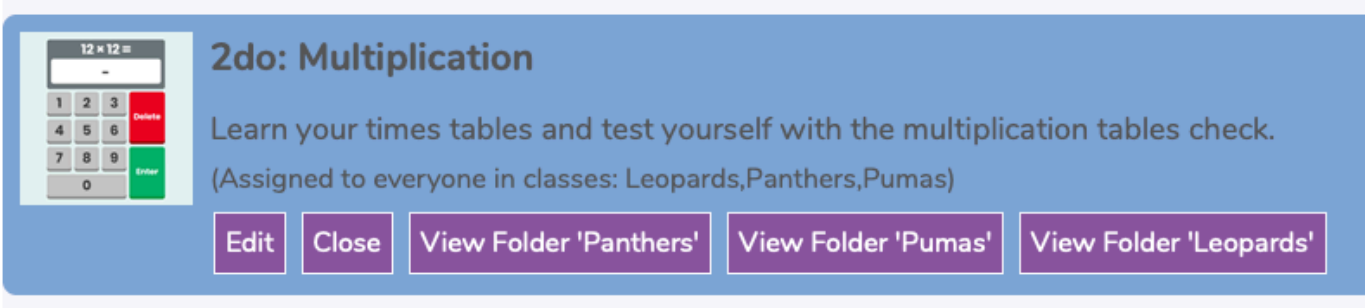
Step 6 Use call and response games for division fact recall, for example:
'30 can be made with threes.
How many threes? Well, you tell me.'
(Children shout: 'It's 10!')

Step 7 When the children are competent, mix up questions about different tables.

Question number	Question	Answer	Marks	Related test
1	$\square = 8 - 6$	2	1	Y1 Autumn Test 5
2	$15 + 3 = \square$	18	1	Y1 Summer Test 4
3	$\square \times 3 = 9$	3	1	Y3 Autumn Test 5, Y3 Spring Test 1
4	$5 + 8 + 5 = \square$	18	1	Y2 Spring Test 6
5	$\square + 23 = 67$	44	1	Y3 Autumn Test 1, Y3 Autumn Test 3
6	$416 + 7 = \square$	423	1	Y3 Autumn Test 6
7	$\square = \frac{1}{2}$ of 16	8	1	Y2 Spring Test 2
8	$470 - \square = 20$	450	1	Y3 Autumn Test 1,Y3 Autumn Test 6
9	$10 \div \square = 5$	2	1	Y3 Autumn Test 5, Y2 Spring Test 5
10	$23 + 9 = \square$	32	1	Y2 Spring Test 3
11	$\square = 6 \times 3$	18	1	Y3 Spring Test 1
12	$\square - 24 = 34$	58	1	Y3 Autumn Test 1, Y3 Autumn Test 2
13	$43 + 29 = \square$	72	1	Y3 Autumn Test 2
14	$51 - 23 = \square$	28	1	Y3 Autumn Test 3
15	$\frac{3}{4}$ of $12 = \square$	9	1	Y3 Autumn Test 4
	Total marks		**15**	

Monday – Purple Mash Optional Activity

Complete this activity in your 'To Dos'.



Play Times Tables Rock Stars and NUMBOTS

https://play.numbots.com

https://ttrockstars.com

Tuesday – Time revision

Time facts to remember

Time

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

7 days = 1 week

365 days = 1 year

52 weeks = 1 year

10 years = 1 decade

100 years = 1 century

1000 years = 1 millennium

30 Days Has September

30 days has September,
April, June and November.
All the rest have 31,
Excepting February alone,
Which only has 28 days clear,
And 29 in each leap year.

twinkl www.twinkl.co.uk

Tuesday – Time revision

1. How many seconds in a minute?
2. How many minutes in an hour?
3. How many hours in a day?

4. How many seconds in half a minute?
5. How many seconds on a quarter of a minute?

6. How many minutes in half an hour?
7. How many minutes in a quarter of an hour?

8. How many days in a week?
9. How many weeks in a year?
10. How many days in a year?
11. How many days in a leap year?

12. How many days in January?
13. How many days in February?
14. How many days in March?
15. How many days in April?
16. How many days in May?
17. How many days in June?
18. How many days in July?
19. How many days in August?
20. How many days in September?
21. How many days in October?
22. How many days in November?
23. How many days in December?

Tuesday – Time revision

Q1. One plane lands every minute. How many planes land in **1 hour**?

planes

Q2. Kemi goes to four clubs each week. Which club lasts the **longest**?

Swimming 45 minutes	**Art** 2 hours
Music 75 minutes	**Drama** 1 hour

Q3. Which is the **shortest** time?

73 minutes 10 minutes 45 minutes 1 hour

Q4. This table shows the ages of some children.

Name	Age	
Fred	7 years	4 months
Harriet	7 years	0 months
Isla	6 years	10 months
Julian	7 years	6 months
Kate	6 years	11 months
Asim	6 years	11 months

How many children are older than Harriet?

Tuesday – Time revision

Hours, Minutes and Seconds

1. Use the digit cards to complete the statements. You can use the cards as many times as you want.

A. 1 minute and 10 seconds is the same as ☐☐ seconds.

B. 90 seconds is the same as ☐ minute and ☐☐ seconds.

C. ☐ hour and 40 minutes is the same as 100 minutes.

D. 180 minutes is the same as ☐ hours.

7 0 1 3

D

VF
HW/Ext

2. Circle the TV programme that has the longest duration.

90 minutes

1 hour and 20 minutes

1 hour and 40 minutes

D

VF
HW/Ext

3. Use the swimmers' times to work out who came 1st, 2nd and 3rd in the race. Fill in the medals with their position number.

David
5 minutes 20 seconds

Rayon
300 seconds

Simon
330 seconds

D

RPS
HW/Ext

Tuesday – Time revision

Years, Months, Weeks, Days

1. Match the pairs to find the odd one out.

30 days	36 months	
3 years	2 weeks	14 days
21 days	Days in April	

VF
HW/Ext

2. Compare the periods of time using the correct symbols.

<	>	=

Days in March		30 days
4 years		50 months
5 weeks		35 days
Days in May and June		60 days

VF
HW/Ext

3. Read the notices then answer the questions below.

Cinema	Bowling	Soft play centre
Half-price for 4 weeks!	2 for 1 bowling all year!	Closed for the whole of February.

a) For how many months can two people bowl for the same price as one?
b) For how many days is the cinema half-price?
c) For how many days is the soft play centre closed? Give 2 possible answers.

RPS
HW/Ext

Tuesday – Time revision

1. How many seconds in a minute? 60
2. How many minutes in an hour? 60
3. How many hours in a day? 24

4. How many seconds in half a minute? 30
5. How many seconds on a quarter of a minute? 15

6. How many minutes in half an hour? 30
7. How many minutes in a quarter of an hour? 15

8. How many days in a week? 7
9. How many weeks in a year? 52
10. How many days in a year? 365
11. How many days in a leap year? 366

12. How many days in January? 31
13. How many days in February? 28 or 29
14. How many days in March? 31
15. How many days in April? 30
16. How many days in May? 31
17. How many days in June? 30
18. How many days in July? 31
19. How many days in August? 31
20. How many days in September? 30
21. How many days in October? 31
22. How many days in November? 30
23. How many days in December? 31

Tuesday – Time revision

Developing

1. A. 70 seconds; B. 1 minute and 30 seconds; C. 1 hour; D. 3 hours.
2. 1 hour and 40 minutes.
3. 1st – Rayon; 2nd – David; 3rd – Simon.

Developing

1. 21 days is the odd one out.
2. >, <, =, >
3. a) 12 months; b) 28 days; c) 28 days or 29 days if it is a leap year.

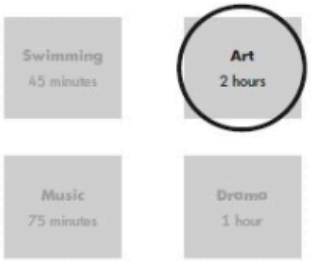
Mark schemes

Q1.

60 (planes)

Q2.

Longest time indicated as shown:



Accept any other clear way of indicating the correct answer, e.g. ticking the correct club.

***Do not** award the mark if more than one club has been indicated, unless it is clear that the correct club is the pupil's final choice.*

Q3.

Shortest time circled as shown:

70 minutes | 10 minutes | 45 minutes | 1 hour

Accept any other clear way of indicating the correct answer.

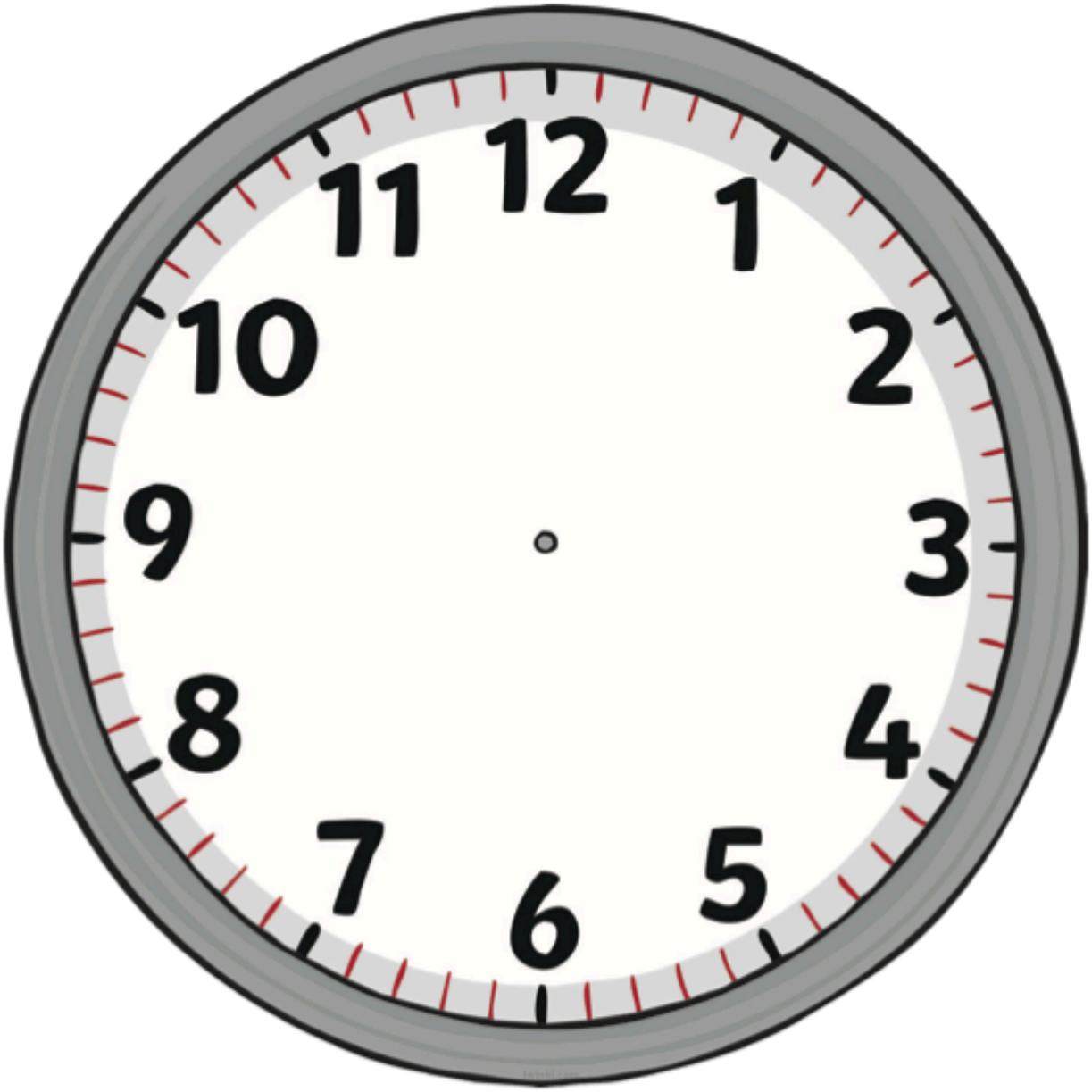
***Do not** award the mark if additional times are indicated, unless it is clear that the correct time is the pupil's final choice.*

Q4.

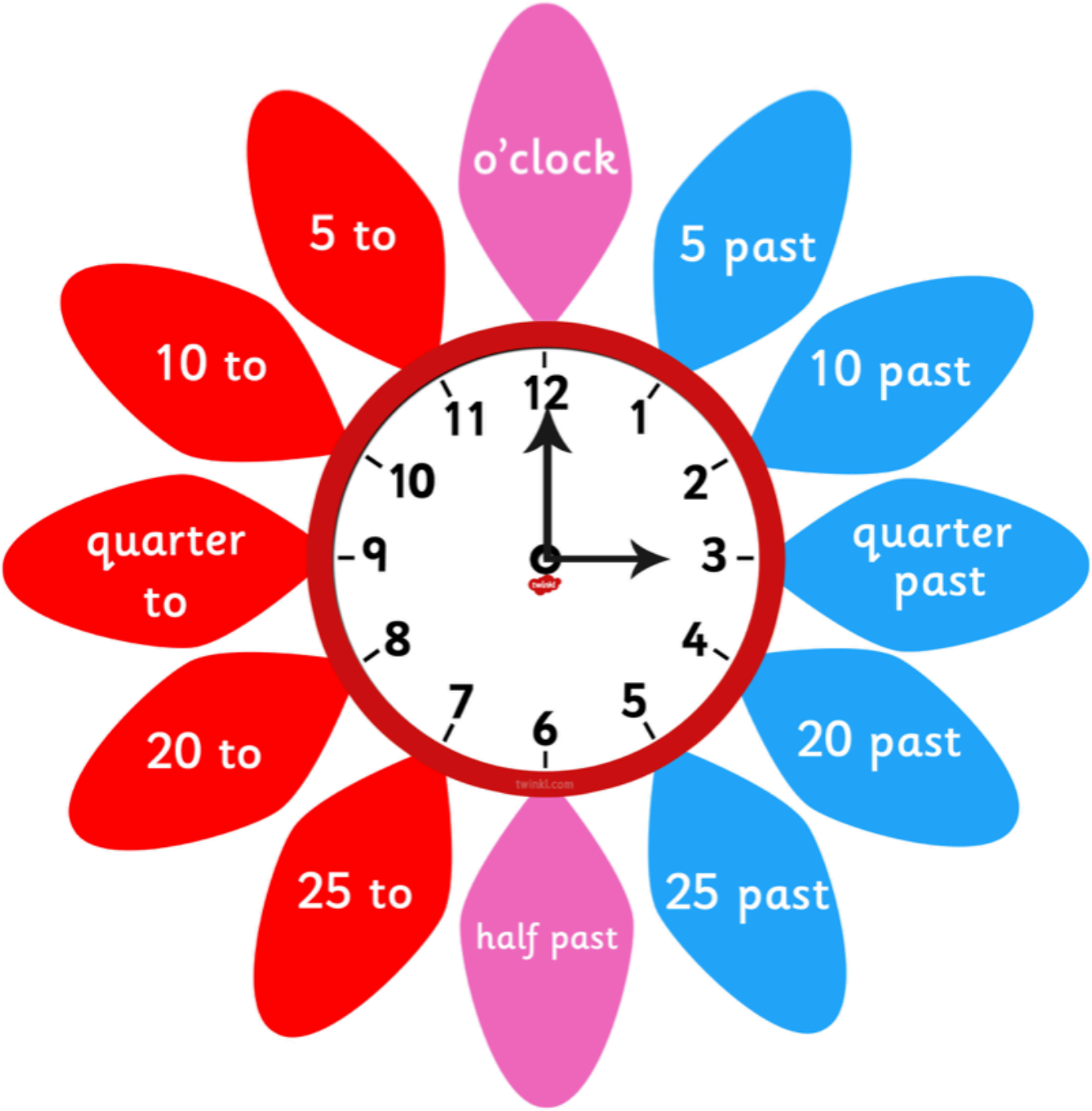
2 (children)

Accept also 'Fred and Julian'.

Wednesday – Time revision - Make a clock



Wednesday – Time revision 12 hour clock



Wednesday

Telling the Time

Write down the time each clock is showing on the line underneath.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

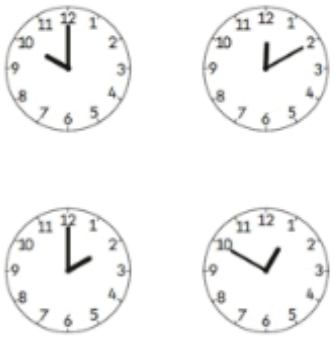
Telling the Time **Answers**

Write down the time each clock is showing on the line underneath.

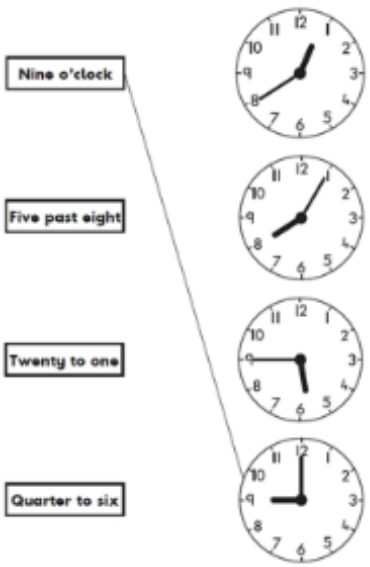
3 o'clock	half past 4	quarter past 2
half past 10	7 o'clock	quarter to 7
half past 12	quarter to 10	half past 3
quarter past 8	quarter to 9	9 o'clock

Wednesday

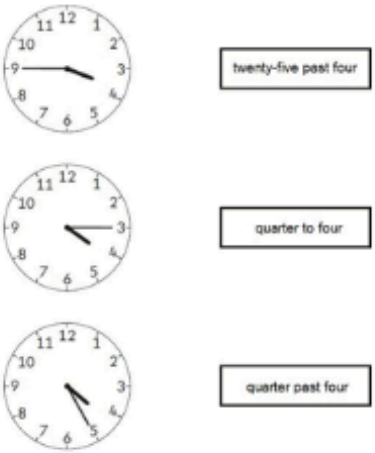
Q1. Which clock face that shows **ten past twelve**?



Q2. Match the correct times to the clocks. One has been done for you.



Q3. Match each clock to the time it shows.



Wednesday – Time revision 12 hour clock

Analogue to Digital – 12 Hour

1. Convert the times below from analogue to digital.

Clock B is 35 minutes later than Clock A.

A.

am

	:	

B.

am

	:	

C.

am

	:	

VF
HW/Ext

2. Match the clocks to the correct times shown.

A.

B.

C.

D.

E.

5 minutes to 3	1 2 : 1 5	5 minutes past 3	1 1 : 4 5	0 1 : 1 5

VF
HW/Ext

3. Helen visits the zoo and arrives at 09:35am. She estimates how long each activity will take. Can she complete both activities so that she can see the lions being fed at 12:15pm? Explain your answer using digital time.

Activity	Duration	Earliest Finish Time
Leopard Experience	60 minutes	
Meet the Koalas	85 minutes	

RPS
HW/Ext

Wednesday

Mark schemes

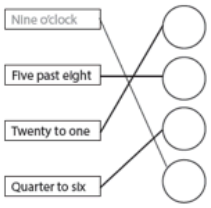
Q1.

Clock face ticked as shown:

Accept any other clear way of indicating the correct clock face.

***Do not** award the mark if other clock faces are indicated unless it is clear that the correct clock face is the child's final answer.*

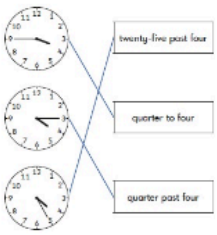
Q2.



All times must match the correct clock to award the mark.

***Do not** award the mark if more than one time is matching the same clock.*

Q3.



Developing

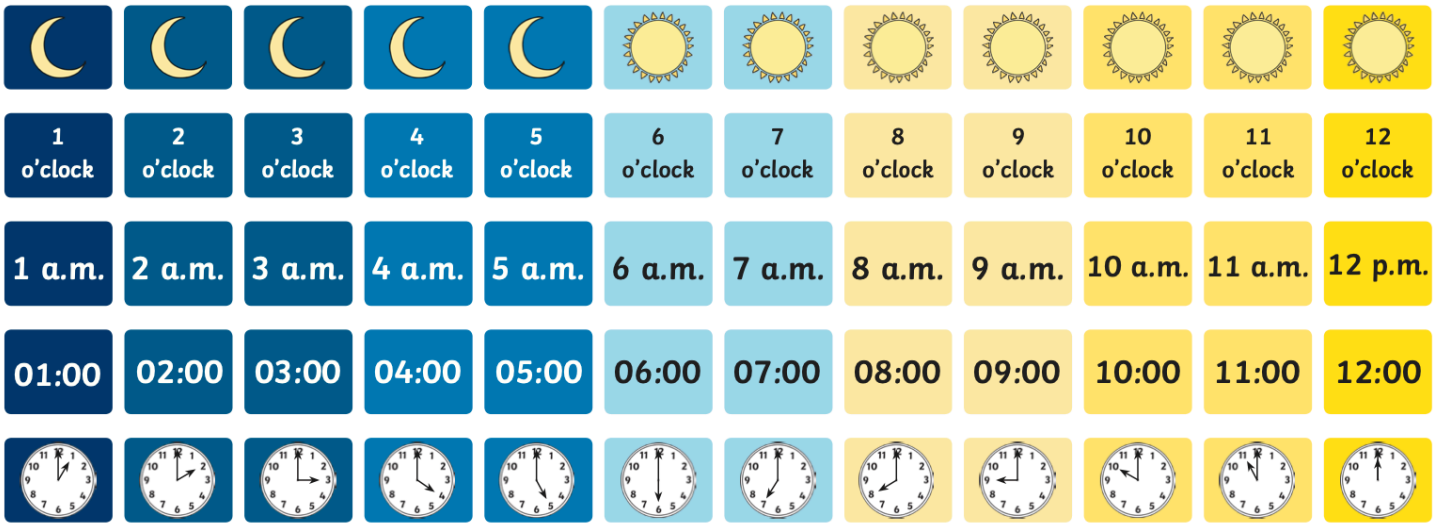
1. A. 07:10; B. 07:45; C. 08:20

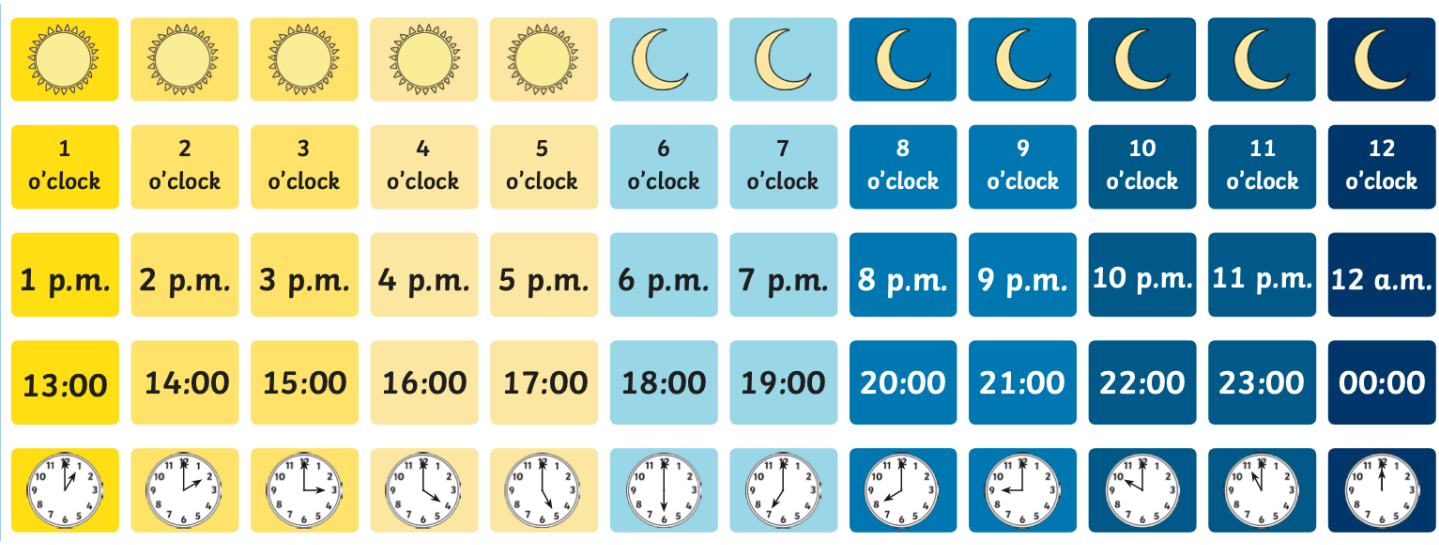
2. A. 11:45; B. 12:15; C. 01:15; D. 5 minutes to 3; E. 5 minutes past 3

3. Helen will be able to do both activities because it will take her 2 hours and 25 minutes to complete both activities. This will make the time 12:00pm when she finishes so she will have 15 minutes left before the lions are fed.

Thursday – Time revision 24 hour

Time facts to remember





Thursday – Time revision – 24 hour

Converting 12-Hour and 24-Hour Times

I can convert 12-hour times into 24-hour times and vice versa.

1) Complete the chart, changing 12-hour a.m. digital times into 24-hour times.

12-Hour Time	24-Hour Time
1:00 a.m.	
2:00 a.m.	
3:00 a.m.	
4:00 a.m.	
5:00 a.m.	
6:00 a.m.	
7:00 a.m.	
8:00 a.m.	
9:00 a.m.	
10:00 a.m.	
11:00 a.m.	

2) Complete the chart, changing 12-hour p.m. digital times into 24-hour times.

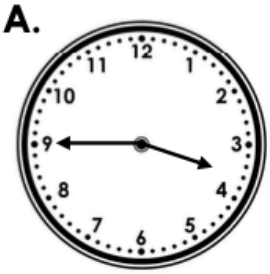
12-Hour Time	24-Hour Time
12:00 p.m.	
1:00 p.m.	
2:00 p.m.	
3:00 p.m.	
4:00 p.m.	
5:00 p.m.	
6:00 p.m.	
7:00 p.m.	
8:00 p.m.	
9:00 p.m.	
10:00 p.m.	
11:00 p.m.	

Thursday – Time revision

Analogue to Digital – 24 Hour

1. Fill in the missing information below using the clues provided. Digital time must be written as a 24 hour number.

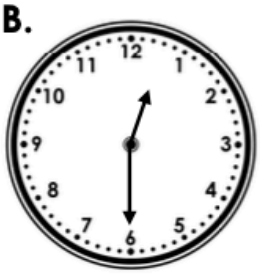
A.



pm

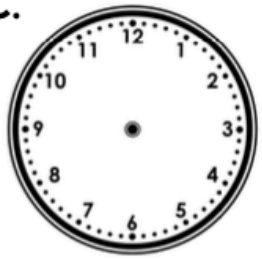
:

B.



12:30

C.



23:45

VF
HW/Ext

2. Circle the letters below that show a time that is later than quarter to 5 in the evening.

A. 05:00 B. 23:00 C. 17:15

D. 16:45 E. 11:45

VF
HW/Ext

3. Ivan catches his bus at 18:15. He arrives at his destination after 22:30 but before 23:00. Where has he gone on holiday? Give your answer in 24 hour digital time.

Destination	Journey Duration
London	4 hours 15 minutes
Edinburgh	4 hours
Cardiff	4 hours 30 minutes

RPS
HW/Ext

Answers

1. Complete the chart, changing 12-hour a.m. digital times into 24-hour times.	
1:00 a.m.	01:00
2:00 a.m.	02:00
3:00 a.m.	03:00
4:00 a.m.	04:00
5:00 a.m.	05:00
6:00 a.m.	06:00
7:00 a.m.	07:00
8:00 a.m.	08:00
9:00 a.m.	09:00
10:00 a.m.	10:00
11:00 a.m.	11:00

2. Complete the chart, changing 12-hour p.m. digital times into 24-hour times.	
12:00 p.m.	12:00
1:00 p.m.	13:00
2:00 p.m.	14:00
3:00 p.m.	15:00
4:00 p.m.	16:00
5:00 p.m.	17:00
6:00 p.m.	18:00
7:00 p.m.	19:00
8:00 p.m.	20:00
9:00 p.m.	21:00
10:00 p.m.	22:00
11:00 p.m.	23:00

Developing

1. A. 15:45; B. pm; C. pm
2. B and C
3. Ivan is on holiday in Cardiff and arrived at 22:45. If he caught the bus to London, he would have arrived at 22:30 which is too early. If he caught the bus to Edinburgh, he would have arrived at 22:15 which is also too early.

Thursday– Purple Mash Optional Activity

Complete this activity in your 'To Dos' with the help of an adult.

2do: 12h & 24h - Conversions

(Ages 9-11) Select the correct time when it is converted to a different format.

(Assigned to everyone in classes: Leopards,Pumas,Panthers)

Edit | Close | View Folder 'Panthers' | View Folder 'Pumas' | View Folder 'Leopards'

Friday – Real Life Time Problems

Q1. The bus left at 9 o'clock to go to the zoo.

It arrived 1 hour and 15 minutes later.

What time did it get to the zoo?

9:15 11:15 9:30

10:45 10:15

Q2. Harry does English and maths homework each week. It takes him a total of two and a half hours.

He spends **80** minutes doing English homework. How many **minutes** does he spend doing maths homework? ____ minutes

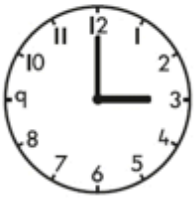
Q3. The table shows the times when some children start their swimming lessons.

name	time
Desi	9.15 am
Ella	9.45 am
Harry	8.45 am
Sita	7.15 am
Tom	8.15 am
Vicky	7.45 am

Which **2** children have lessons between Harry and Sita?

_____ and _____

Friday – Real Life Time Problems

Q4. Harry leaves school at 

He gets home at

How long does he take to get home?

minutes

Q5.

The cake started to cook at this time. **09:25**

It cooked for **50** minutes. At what time did it finish cooking?

:

Q6. Mark got into the pool at 3.30 pm.

3:30

He was in the pool for 40 minutes. At what time did he get out?

:

Answers

Mark schemes

Q1.

Ring around 10:15 as shown:

Accept any other clear way of indicating the correct time.

Do not award the mark if more than one time is indicated unless it is clear that the correct one is the child's final choice.

Q2.

70 (minutes)

Accept 1hr 10 minutes

Q3.

Tom and Vicky in either order
or
7.45 am and 8.15 am
written instead of Tom and Vicky.

Accept any reasonable spelling.

Accept any other clear way of indicating Tom and Vicky, eg 'T' and 'V' written in the answer boxes, or names ticked on diagram.

Both children must be correct for the award of the mark.

Q4.

20 (minutes)

Q5.

10:15

Accept any expression of the correct time which is equivalent to 10:15, eg quarter past ten, ten 15, 10:15 am, 10:15 pm.

Q6.

4:10.

Friday **Purple Mash Optional Activity**

Complete these activities in your 'To Dos' with the help of an adult.

2do: Timetables

(Ages 9-11) Read the flight departure boards carefully in order to answer the questions.

(Assigned to everyone in classes: Leopards,Pumas,Panthers)

Edit | Close | View Folder 'Panthers' | View Folder 'Pumas' | View Folder 'Leopards'

2do: Interpreting Timetables

(Ages 9-11) Read the sections of the timetables carefully in order to answer the questions.

(Assigned to everyone in classes: Leopards,Pumas,Panthers)

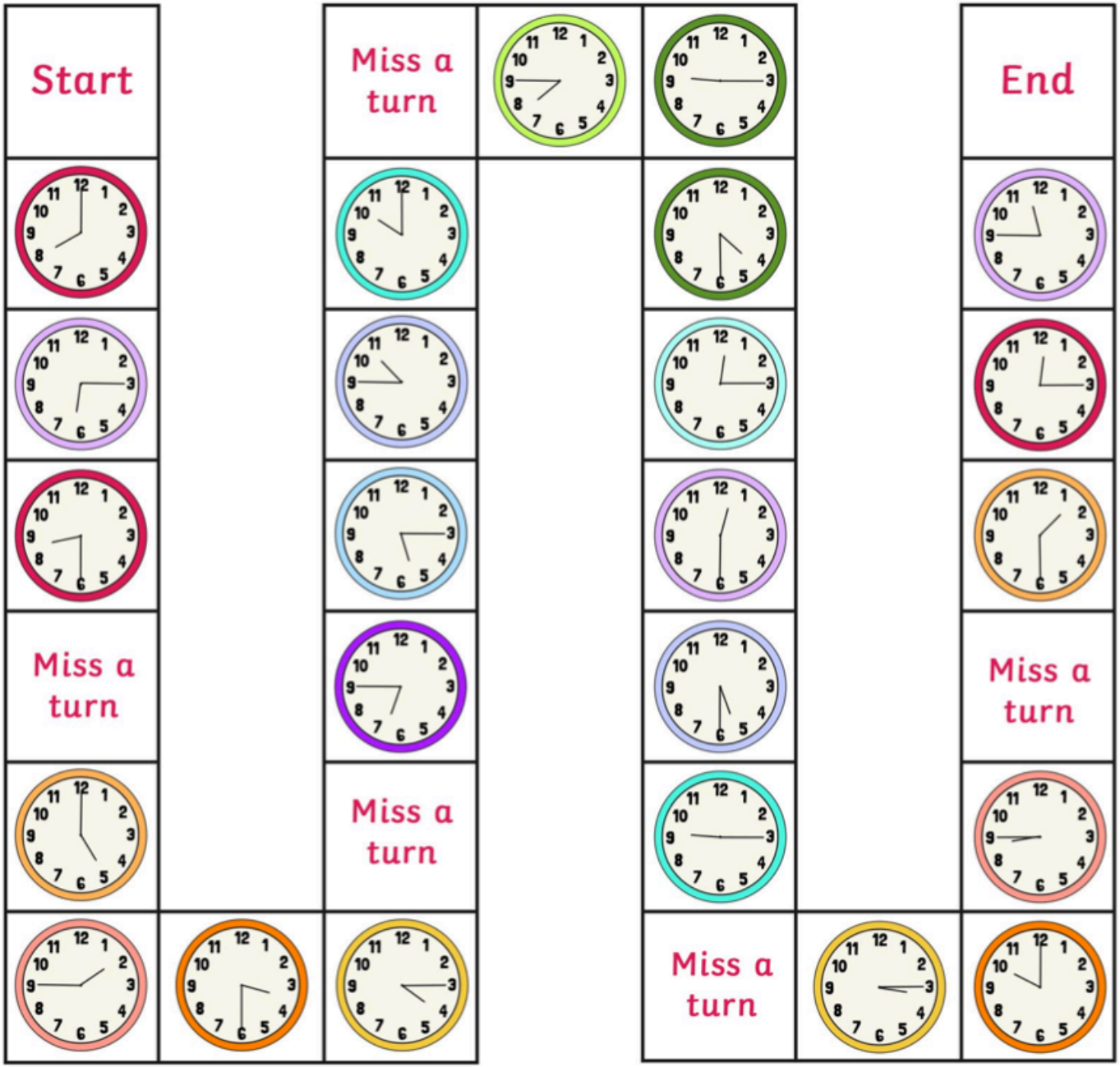
Edit | Close | View Folder 'Panthers' | View Folder 'Pumas' | View Folder 'Leopards'

Friday

Telling the Time Board Game

What time is it?

Roll a dice, move the number of spaces shown and read aloud the time shown on the clock. The first player to complete the board wins!



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