

THE DEAN TRUST

Partington Central Academy

Year 3
Week 2 - Home Learning

Remember
to email
photos of
your work
to your
teacher
each week.

Monday - Spelling/Phonics

Say the sound:



ir

Read the words:

girl

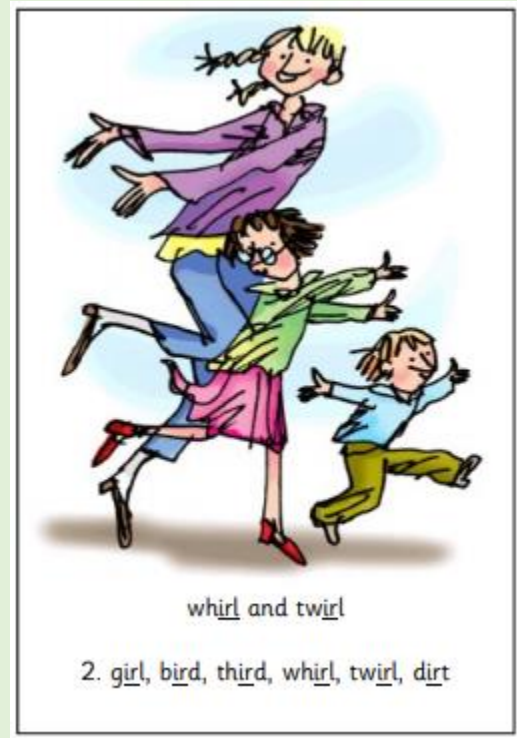
bird

third

whirl

twirl

dirt



Challenge- Can you add the words into sentences?

Monday - Guided Reading

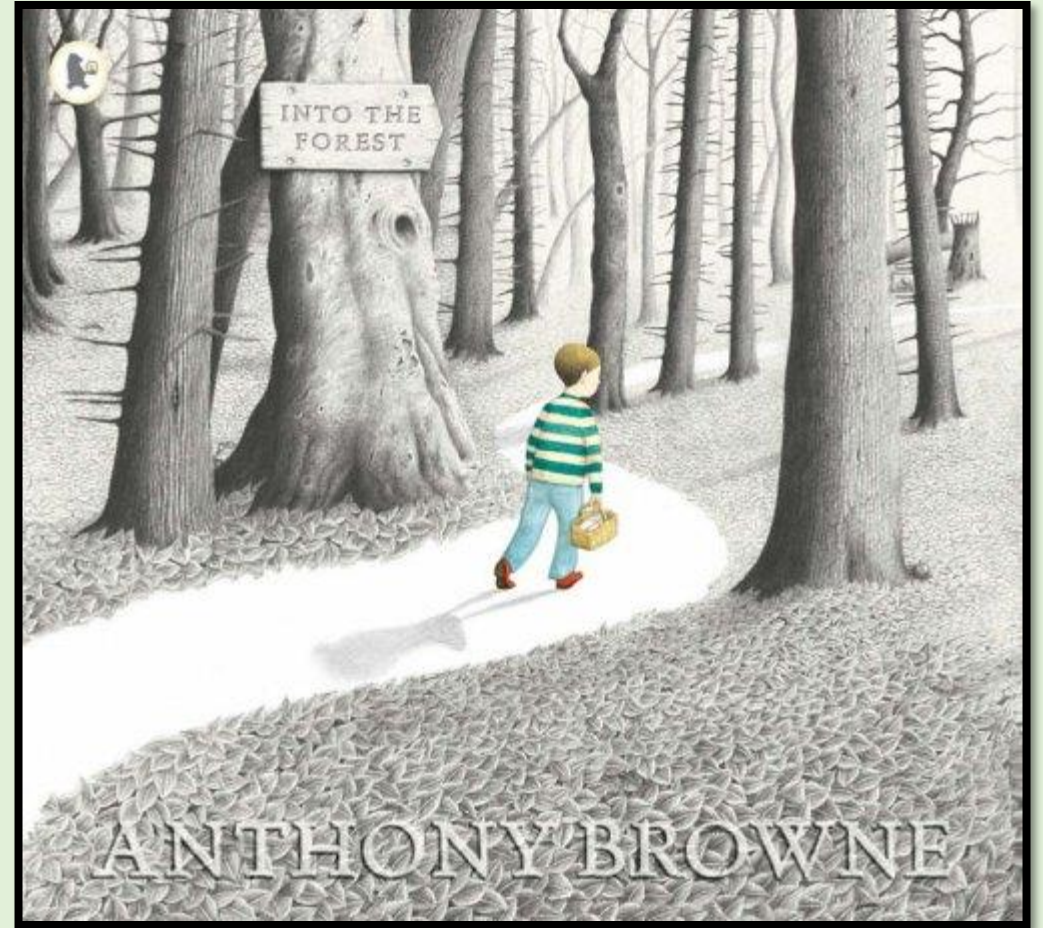
L- To answer questions on a text.

Lesson 4 (following on from last weeks text)

Write all work into your workbook or on a piece of paper with support.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-6mv3cr?activity=video&step=1>



Monday - Maths

L- To know your number bonds

Warm up

Complete these double facts

1) $2 + 2 = \square$

2) $3 + 3 = \square$

3) $5 + 5 = \square$

4) $6 + 6 = \square$

Click on the link below
to access the learning
for today.

<https://whiterosemaths.com/homelearning/year-2/week-5/>



Monday - Maths

L- To know your number bonds

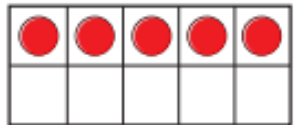
1 Use the diagrams to complete the bonds to 5



$$\square + \square = 5$$



$$\square + \square = 5$$



$$\square + \square = 5$$

2 Take 6 counters. Draw them on a ten frame. Make and write the bonds to 6



3 a) Shade all the bonds to 4

| | | |
|-------|-------|-------|
| 3 + 1 | 1 + 3 | 5 + 2 |
| 0 + 4 | 2 + 2 | 4 + 1 |

b) Shade all the bonds to 7

| | | |
|-------|-------|-------|
| 2 + 4 | 5 + 2 | 4 + 3 |
| 0 + 7 | 3 + 3 | 3 + 4 |
| 1 + 6 | 2 + 7 | 6 + 1 |

4 Who has 8 apples?



Kim

I have 7 red apples and 2 green apples.



Ron

I have 6 red apples and 2 green apples.

5 Here are some cards showing number bonds.

| | | | |
|-------|-------|-------|-------|
| 2 + 8 | 3 + 6 | 5 + 5 | 7 + 2 |
| 3 + 7 | 4 + 5 | 8 + 1 | 6 + 4 |

a) Sort the cards into the table.

| Bonds to 9 | Bonds to 10 |
|------------|-------------|
| | |

b) Write some more bonds to 9 and 10 in the table.

After you have watched the video have a go at the questions on a piece of paper.

Monday - Maths

L- To know your number bonds

6 Complete the bonds.

a) + 5 = 8

f) + 1 = 10

b) 3 + = 3

g) 5 + = 7

c) 8 + = 10

h) + 4 = 8

d) 3 + = 5

i) + 5 = 9

e) + 2 = 8

j) 4 + = 6

7 Work out the value of each shape.

 +  = 10

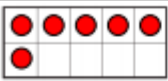
 +  = 6




 +  = 

After you have watched the video have a go at the questions on a piece of paper.

Monday - Maths

L- To know your number bonds

| Question | Answer | | | | | | | | | | | | | | | |
|------------|--|------------|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1 | $4+1=5$ $3+2=5$ $5+0=5$ | | | | | | | | | | | | | | | |
| 2 |  $0+6=6$ $1+5=6$ $2+4=6$ $3+3=6$ $4+2=6$ $5+1=6$ $6+0=6$ | | | | | | | | | | | | | | | |
| 3 | a) <table border="1"><tr><td>$3+1$</td><td>$1+3$</td><td>$5+2$</td></tr><tr><td>$0+4$</td><td>$2+2$</td><td>$4+1$</td></tr></table> b) <table border="1"><tr><td>$2+4$</td><td>$5+2$</td><td>$4+3$</td></tr><tr><td>$0+7$</td><td>$3+3$</td><td>$3+4$</td></tr><tr><td>$1+6$</td><td>$2+7$</td><td>$6+1$</td></tr></table> | $3+1$ | $1+3$ | $5+2$ | $0+4$ | $2+2$ | $4+1$ | $2+4$ | $5+2$ | $4+3$ | $0+7$ | $3+3$ | $3+4$ | $1+6$ | $2+7$ | $6+1$ |
| $3+1$ | $1+3$ | $5+2$ | | | | | | | | | | | | | | |
| $0+4$ | $2+2$ | $4+1$ | | | | | | | | | | | | | | |
| $2+4$ | $5+2$ | $4+3$ | | | | | | | | | | | | | | |
| $0+7$ | $3+3$ | $3+4$ | | | | | | | | | | | | | | |
| $1+6$ | $2+7$ | $6+1$ | | | | | | | | | | | | | | |
| 4 | Ron | | | | | | | | | | | | | | | |
| 5 | a) <table border="1"><thead><tr><th>Bonds to 9</th><th>Bonds to 10</th></tr></thead><tbody><tr><td>$3+6$</td><td>$2+8$</td></tr><tr><td>$7+2$</td><td>$5+5$</td></tr><tr><td>$4+5$</td><td>$3+7$</td></tr><tr><td>$8+1$</td><td>$6+4$</td></tr></tbody></table> b) more bonds to 9 and 10 in table | Bonds to 9 | Bonds to 10 | $3+6$ | $2+8$ | $7+2$ | $5+5$ | $4+5$ | $3+7$ | $8+1$ | $6+4$ | | | | | |
| Bonds to 9 | Bonds to 10 | | | | | | | | | | | | | | | |
| $3+6$ | $2+8$ | | | | | | | | | | | | | | | |
| $7+2$ | $5+5$ | | | | | | | | | | | | | | | |
| $4+5$ | $3+7$ | | | | | | | | | | | | | | | |
| $8+1$ | $6+4$ | | | | | | | | | | | | | | | |

| Question | Answer |
|----------|---|
| 6 | a) $3+5=8$ b) $3+0=3$ c) $8+2=10$ d) $3+2=5$ e) $6+2=8$ f) $9+1=10$ g) $5+2=7$ h) $4+4=8$ i) $4+5=9$ j) $4+2=6$ |
| 7 |  = 5  = 3  = 8 |

Ask an adult to help you mark your work. How did you do?

Check your corrections with an adult.

Can you work out where you went wrong together?

If you had a wobble access this link to further support your learning

<https://www.bbc.co.uk/bitesize/topics/zjkph/bk/articles/zd4b382>

Monday - English

Copy and paste the website link into your Internet browser to access the lesson.

You will need some paper or a work book for this session.

English

LO: To use the past tense (ed)

Lesson 4 of 10



<https://classroom.thenational.academy/lessons/to-use-the-past-tense-ed-6xhp6d>

Monday - PSHE

Positivity

Look at the pictures of these humans overcoming challenges, demonstrating enthusiasm and winning competitions.



What do you notice about their posture? Is it big or small? Wide or narrow? Open or closed? Jot your ideas on paper.

Monday - PSHE

Positivity

Create a power pose, one that makes you feel strong, happy and positive. Look at yourself in the mirror performing this pose and remember it!

Adopt this pose for a week. Each morning before getting ready for your home learning you should spend two minutes in your 'Power Pose', breathing slowly and deeply. You can do this at any point in the day that you may want to feel calm or positive.

If you want to, you can combine this with a positive affirmation (positive statement). Choose from one below, learn it off by heart and say it with conviction whilst you strike your pose.

I am a calm person
I am clever and work hard
I try again if I struggle
I am persistent

My body is strong
I am powerful when I move
I make good choices
I am grateful for everything I have

Today, I feel confident
I am a good friend to others
I take care of my friends and family
I trust my instincts

Please email me photos of your poses or even a video with your positivity affirmations if you can. I can't wait to see them! 😊

Monday - PE

L- Fitness and agility


Wacky Races

Home Physical Education

Can you create your own Wacky race ideas?

How to play:

- Mark out a start and finish line using an object to mark out these points.
- Think of different ways you could move from the start to finish.
- Can you move on your hands and feet?
Can you move backwards?
- What is the quickest way of moving?
What is the slowest way of moving?
- Can you race against a partner using the different ways of moving?



Can you challenge yourself to always try your hardest?

Copy and paste the website link into internet browser to access

<https://www.youtube.com/watch?v=juEOiVZgW84&list=PLnwOPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=35&t=0s>

Save the Treasure

Home Physical Education

Can you play by the rules and if you touch the floor start again?

How to play:

- Agree a starting point. Spread treasure across the floor. Use toys and socks as treasure.
- Using two objects can you move without touching the floor, picking up the treasure and returning it to your starting point.
- If you touch the floor you must drop the treasure and start again.
- Create a scoring system so that shoe = 1 point and socks = 2 points. How many points can you score?



Can you keep trying to think of the best ways to use the objects to move?

Top Tips

Do not carry too much treasure in one go!
If you carry too much treasure then you risk falling and losing your treasure.

Let's Reflect

What tactic did you use for collecting treasure?
How did you use your two objects to move around safely and efficiently?

Monday - PE

L-Street Dance!

Do you still have lots of energy?

Have a go at this street dance.

Can you remember all 3 sections of the dance?

You could even add some of your own moves/ routines like you did in our Jess Glynne- Rather Be dances in September. 😊

You could show your family the end result!



Copy and paste the website link into internet browser to access

<https://www.youtube.com/watch?v=agezOTZIRZ8>

Tuesday - Spelling

Complete the worksheet onto paper 😊

Challenge- Can you add the words into sentences? Can you draw pictures to match some of the words?

-What picture could you draw for the word 'oxygen'?

-What picture could you draw for double?

Spelling patterns *y* (not at the end of words), *oy*,
prefix *un*



| Spellings | Write | Write | Cover and Write | Cover and Write |
|-----------|-------|-------|-----------------|-----------------|
| pyramid | | | | |
| oxygen | | | | |
| trouble | | | | |
| double | | | | |
| uneven | | | | |
| unwelcome | | | | |
| typical | | | | |
| flourish | | | | |
| describe | | | | |
| difficult | | | | |



Total /10

Tuesday -Phonics

Say the sound:



ou

Read the words:

out

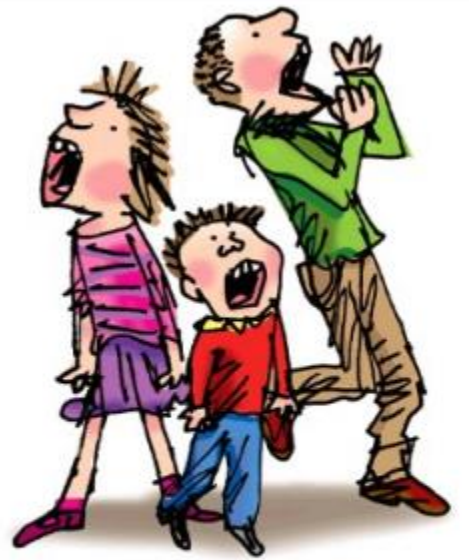
shout

loud

mouth

round

found



shout it out

2. out, shout, loud, mouth, round, found

Challenge- Can you add the words into sentences?

Tuesday - Guided Reading

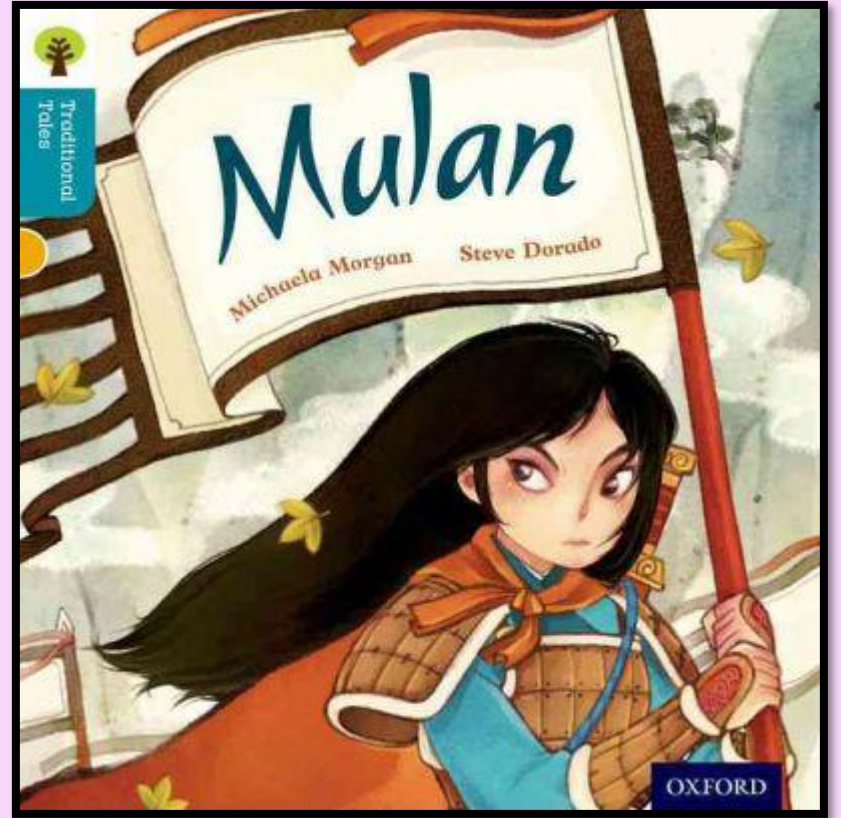
L- To engage with a text.

Lesson 1 (new text)

Write all work into your workbook or on a piece of paper with support.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-engage-with-a-text-cnh62c?activity=video&step=1>



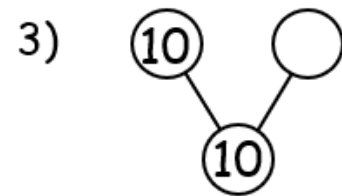
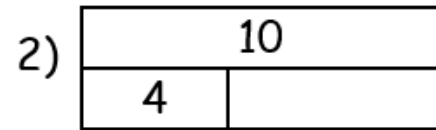
Tuesday - Maths

L- To use related facts.

Warm up

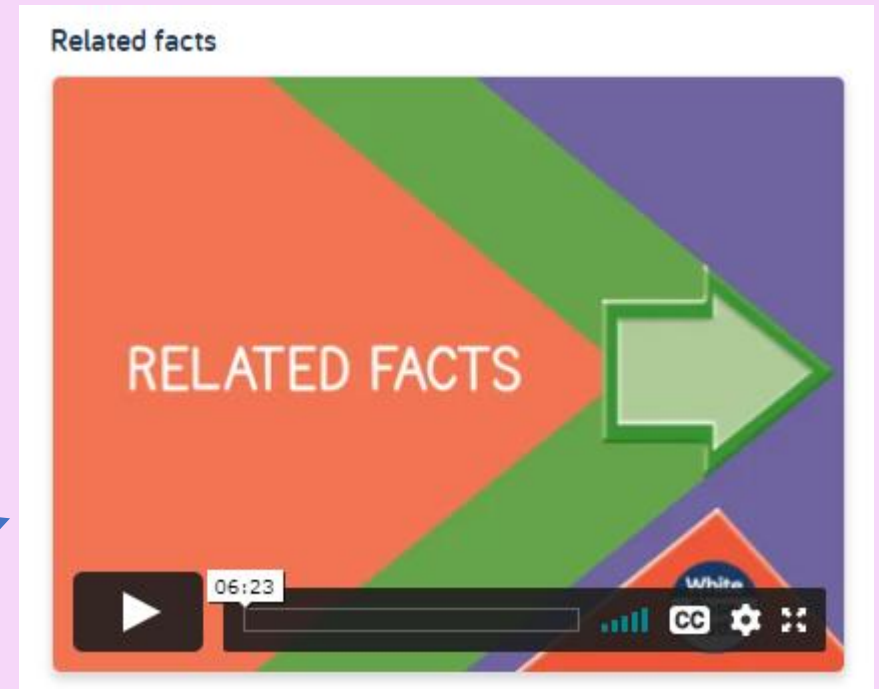
Complete these number bonds to 10

1) $10 = \square + 8$



Click on the link below to access the learning for today.

<https://whiterosemaths.com/homelearning/year-2/week-5/>



Tuesday - Maths

L- To use related facts.

Related facts



- 1 Use base 10 to show that $3 + 5 = 8$ and $30 + 50 = 80$

Draw your answer.

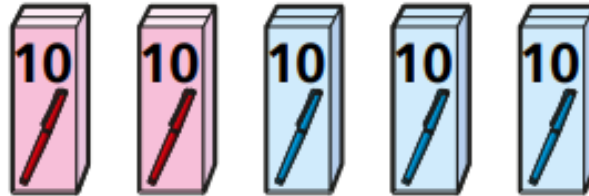
What is the same about your models?
What is different?

- 2 a) Eva has 2 red pens and 3 blue pens.



How many pens does Eva have?

- b) Tommy has 20 red pens and 30 blue pens.



How many pens does Tommy have?

- 3 Fill in the missing numbers in the related facts.

a) $1 + 2 = 3$

$10 + 20 =$

b) $7 + 2 = 9$

$70 + 20 =$

c) $4 + 6 =$

+ 60 = 100

After you have watched the video have a go at the questions on the worksheet.
Answer in your books.

Tuesday - Maths
L- To use related facts

d) $1 + 8 = \square$

$\square + 10 = 90$

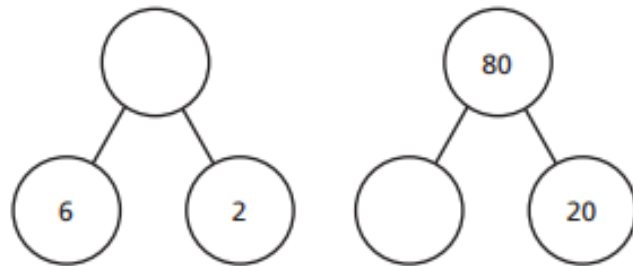
e) $3 + 4 = \square$

$\square + \square = 70$

f) $8 + \square = 8$

$\square + 80 = 80$

4 Complete the part-whole models.



5 Fill in the missing numbers in the related facts.

a) $5 - 3 = 2$
 $50 - 30 = \square$

b) $7 - 1 = 6$
 $70 - 10 = \square$

c) $10 - 6 = \square$
 $\square - 60 = 40$

6



If $3 + 1 = 4$,
then $30 + 10 = 400$ because
there are two zeros.

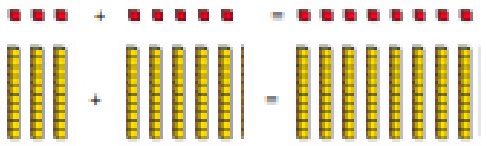
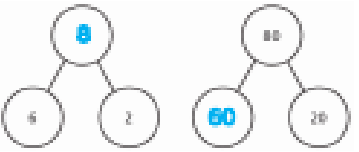
Do you agree with Dexter? _____

Explain your answer.

After you have watched the video have a go at the questions on the worksheet.
Answer in your books.

Tuesday - Maths

L- To use related facts

| Question | Answer |
|----------|---|
| 1 |  <p>Both models have 3 and 5 making 8, but the first model uses ones and the second model uses tens.</p> |
| 2 | a) 5 b) 50 |
| 3 | a) $1 + 2 = 3$ $10 + 20 = 30$ b) $7 + 2 = 9$ $70 + 20 = 90$ c) $4 + 6 = 10$ $40 + 60 = 100$ d) $1 + 8 = 9$ $80 + 10 = 90$ e) $3 + 4 = 7$ $30 + 40 = 70$ f) $8 + 0 = 8$ $0 + 80 = 80$ |
| 4 |  |
| 5 | a) $5 - 3 = 2$ $50 - 30 = 20$ b) $7 - 1 = 6$ $70 - 10 = 60$ c) $10 - 6 = 4$ $100 - 60 = 40$ |
| 6 | No. $30 + 10$ is 3 tens + 1 ten = 4 tens, so $30 + 10 = 40$ |

Ask an adult to help you mark your work. How did you do?

Check your corrections with an adult.

Can you work out where you went wrong together?

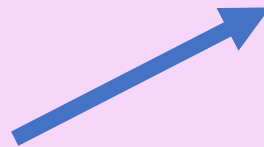
Tuesday - English

Copy and paste the website link into your Internet browser to access the lesson.

You will need some paper or a work book for this session.

LO: To make inferences based on what is said and done

Lesson 5 of 10



<https://classroom.thenational.academy/lessons/to-make-inferences-based-on-what-is-said-and-done-6nk62t?activity=video&step=1>

Tuesday - PE

L- Fitness and coordination

<https://www.youtube.com/watch?v=xp5ClsXs-b8&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=8&t=0s>


Target Treasure: Level 2

Home Physical Education

Can you think tactically and decide which targets to aim for and why?

How to play:

- Place a selection of targets 5 large steps away from your starting line.
- Decide how many points each piece of treasure is worth E.g. Toys = 1 point and shoes = 2 points.
- Players take turns to throw an object towards the treasure targets from behind the starting line.
- The winner is the player to score the most points when all of the treasure is gone.



Can you focus on the target to help you be accurate?

Top Tips

Throwing Underarm

Step forwards with one foot, releasing the object from low to high using your opposite hand.

Let's Reflect

What was the difference between your throws that were accurate and your throws that missed?

Did you use the correct throwing technique?

Cross the River

Home Physical Education

Can you work out a method for successfully crossing the river?

How to play:

- Agree a start point (one side of a big river) and a finish point (the opposite side of the river).
- Using two objects (cushions, pillows, or other flat objects) can you cross the river without touching the floor?
- You are only allowed two objects to cross the river with.
- Can you complete the challenge and cross the river without touching the floor!



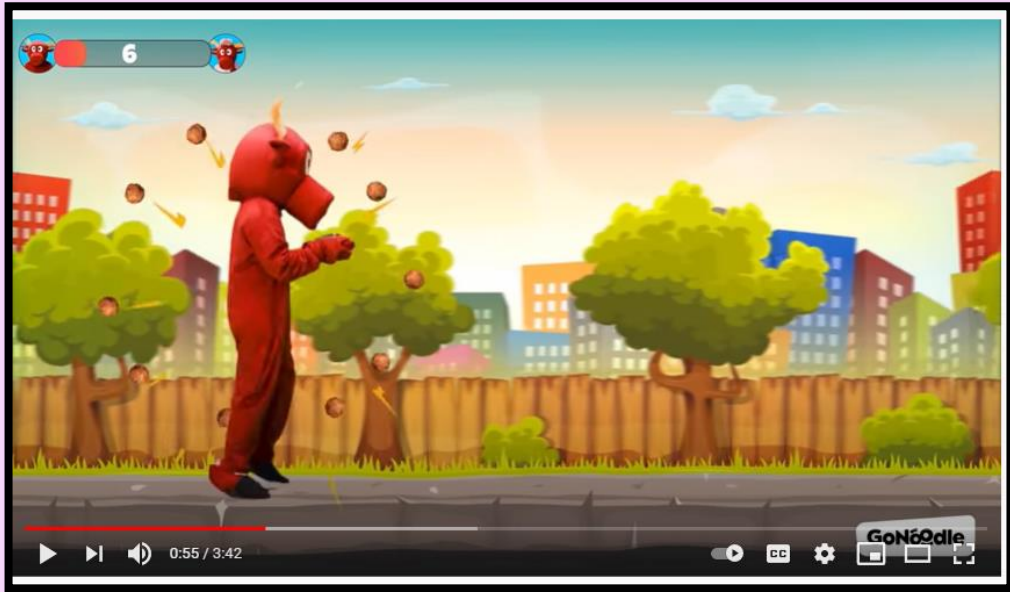
If you fall in, can you keep trying to cross successfully?

Copy and paste the website links into internet browser to access

<https://www.youtube.com/watch?v=N9XU5YKLbx8>

Tuesday - PE

L- Go Noodle



<https://www.youtube.com/watch?v=aZru-M3TUII>



<https://www.youtube.com/watch?v=JU0ETGd5d9k>

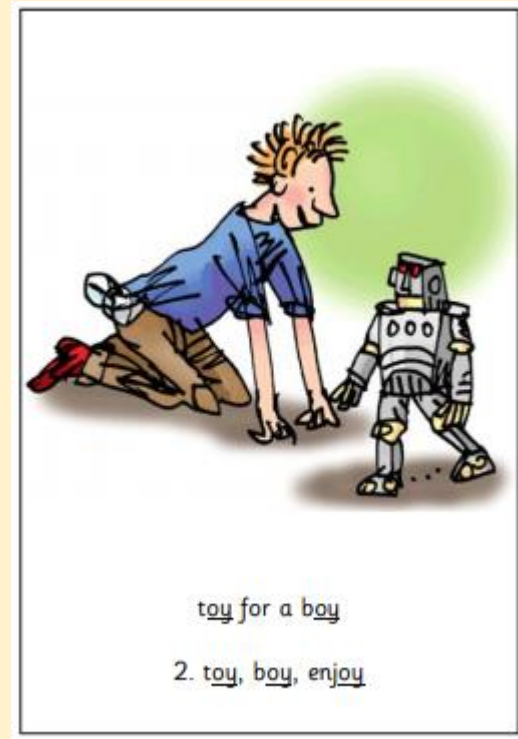
Copy and paste the website links into internet browser to access

Wednesday-Spelling/Phonics

Say the sound:



oy



Read the words:

toy

boy

enjoy

Challenge- Can you add the words into sentences?

Wednesday - Guided Reading

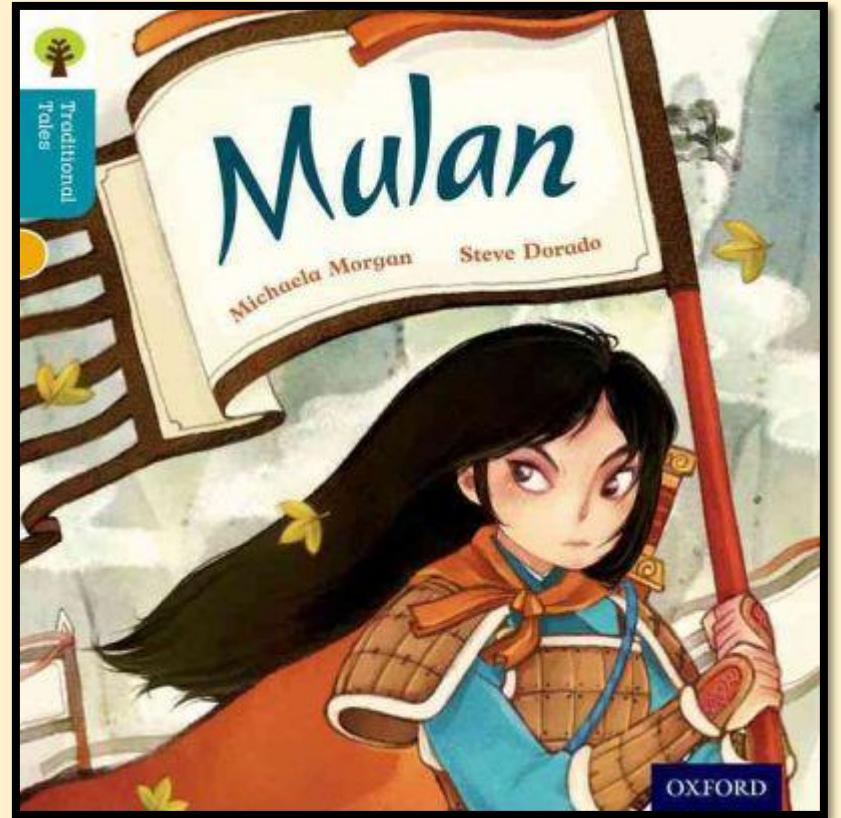
L- To answer questions on a text.

Lesson 2

Write all work into your workbook or on a piece of paper with support.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-part-1-6thkac?activity=video&step=1>



Wednesday - Maths

L- To use bonds to 100 (tens).

Warm up

$$1) \square + 2 = 4$$

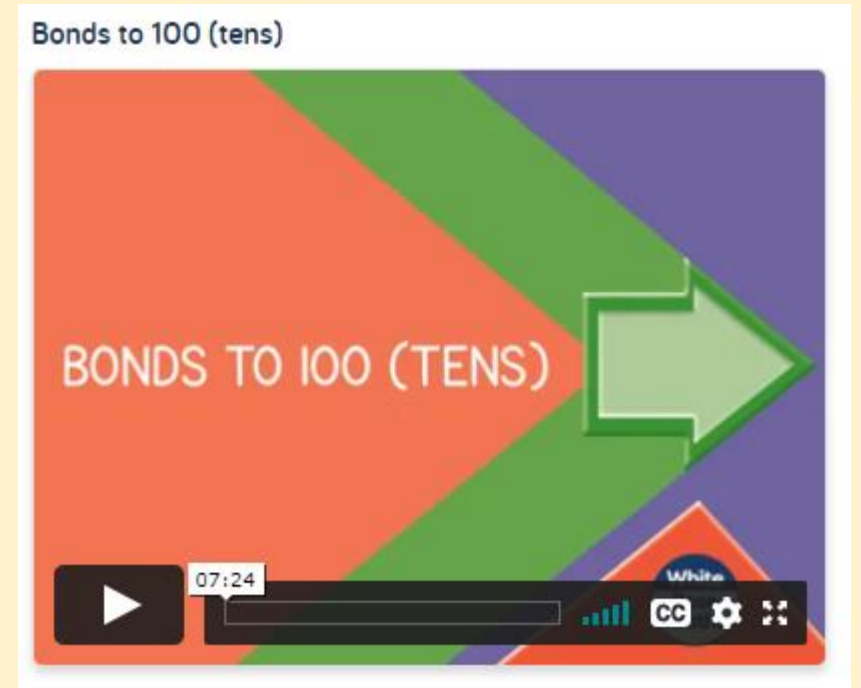
$$2) 20 + 20 = \square$$

$$3) 4 + \square = 8$$

$$4) \square + 40 = 80$$

Click on the link below
to access the learning
for today.

[Autumn Week 6 - Number: Addition & Subtraction | White
Rose Maths](#)



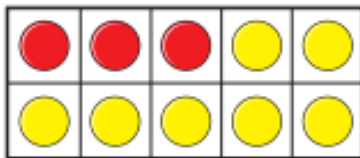
Wednesday - Maths

L- To use bonds to 100 (tens).

Bonds to 100 (tens)



1 a) What calculation is represented?



$$\square + \square = \square$$

b) What calculation is represented?



$$\square + \square = \square$$

What is the same about part a) and part b)?

What is different?



2 a) Write six different number bonds to 10

$$\square + \square = 10$$

$$\square + \square = 10$$

$$\square + \square = 10$$

$$\square + \square = 10$$

$$\square + \square = 10$$

$$\square + \square = 10$$

Compare answers with a partner to make sure you have them all.

b) Write six different number bonds to 100

Use your answer to part a) and related facts to help you.

$$\square + \square = 100$$

$$\square + \square = 100$$

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Wednesday - Maths

L- To use bonds to 100 (tens).

$$\square + \square = 100$$

$$\square + \square = 100$$

$$\square + \square = 100$$

$$\square + \square = 100$$

3 Fill in the missing numbers.

a) $3 + 5 = \square$ $30 + 50 = \square$

$3_ + 5_ = 80$ $80 = _0 + 3_$

b) $7 + 2 = \square$ $70 + 20 = \square$

$7_ + 2_ = 90$ $90 = _0 + 7_$

c) $2 + 2 = \square$ $20 + 20 = \square$

$2_ + 2_ = 40$ $40 = _0 + 2_$

d) $6 + 0 = \square$ $60 + 0 = \square$

$6_ + \square = 60$ $60 = \square + 6_$

4 Fill in the missing numbers.

$$100 = 100 - 0$$

$$90 = 100 - 10$$

$$80 = 100 - \square$$

$$\square = 100 - \square$$

$$\square = \square - \square$$

$$\square = \square - \square$$

Can you continue this pattern?

Talk to a partner.

Write a similar pattern starting with $50 = 50 - 0$

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

How many patterns can you find that start with different numbers?

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Wednesday - Maths

L- To use bonds to 100 (tens).

| Question | Answer |
|----------|---|
| 1 | a) $3 + 7 = 10$ b) $30 + 70 = 100$ Both parts have 3 red counters and 7 yellow counters, but in part a) each counter is a one counter and in part b) each counter is a tens counter. |
| 2 | a) $0 + 10 = 10$ $1 + 9 = 10$ $2 + 8 = 10$ $3 + 7 = 10$ $4 + 6 = 10$ $5 + 5 = 10$ Children may have the same number bonds but with the numbers the other way round, eg. $4 + 6$ and $6 + 4$ b) $0 + 100 = 100$ $10 + 90 = 100$ $20 + 80 = 100$ $30 + 70 = 100$ $40 + 60 = 100$ $50 + 50 = 100$ |
| 3 | a) $3 + 5 = 8$ $30 + 50 = 80$ $30 + 50 = 80$ $80 = 50 + 30$ b) $7 + 2 = 9$ $70 + 20 = 90$ $70 + 20 = 90$ $90 = 20 + 70$ c) $2 + 2 = 4$ $20 + 20 = 40$ $20 + 20 = 40$ $40 = 20 + 20$ d) $6 + 0 = 6$ $60 + 0 = 60$ $60 + 0 = 60$ $60 = 0 + 60$ |
| 4 | $100 = 100 - 0$ $90 = 100 - 10$ $80 = 100 - 20$ $70 = 100 - 30$ $60 = 100 - 40$ $50 = 100 - 50$ continuation of pattern: $40 = 100 - 60$ $30 = 100 - 70$ $20 = 100 - 80$ $10 = 100 - 90$ $0 = 100 - 100$ pattern starting with 50: $50 = 50 - 0$ $40 = 50 - 10$ $30 = 50 - 20$ $20 = 50 - 30$ $10 = 50 - 40$ $0 = 50 - 50$ There are a total of 10 different patterns, starting with 10, 20, 30, ... 100 |

Ask an adult to help you mark your work. How did you do?

Check your corrections with an adult.

Can you work out where you went wrong together?

If you had a wobble access this link to further support your learning

[Teaching Number Bonds to 100 for Year 2 - YouTube](#)

Wednesday - English

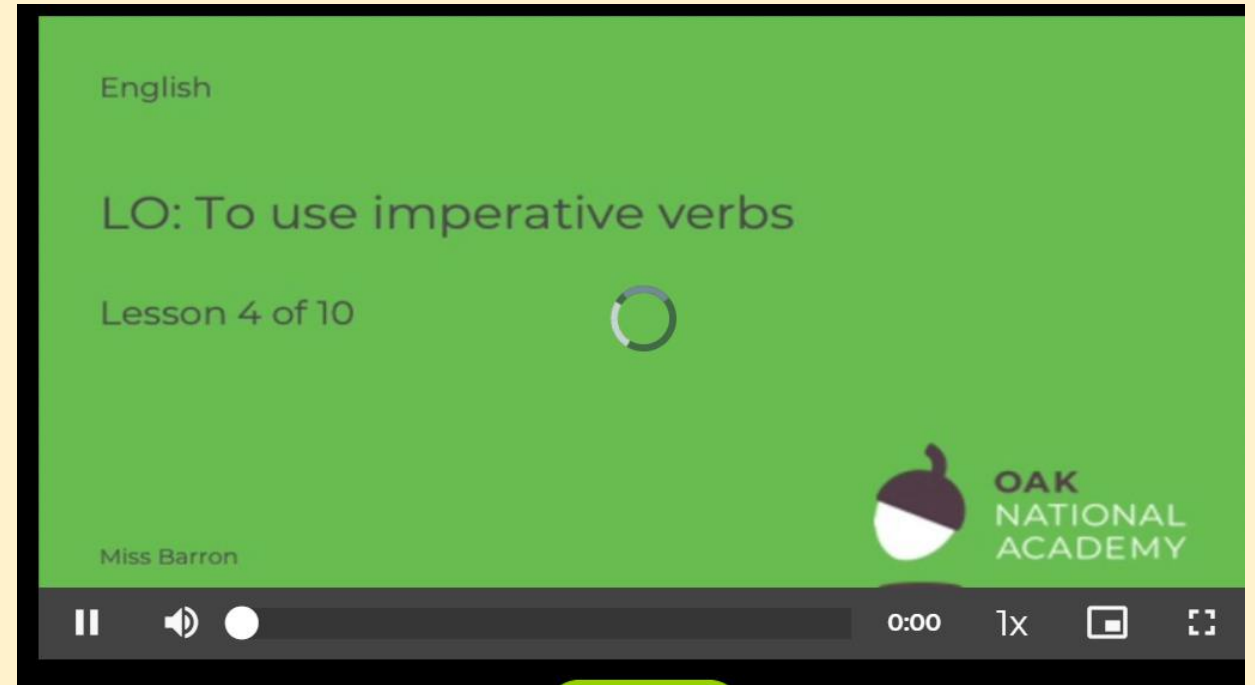
L-To use imperative verbs

Lesson 4

Use imperative verbs to give clear and precise instructions

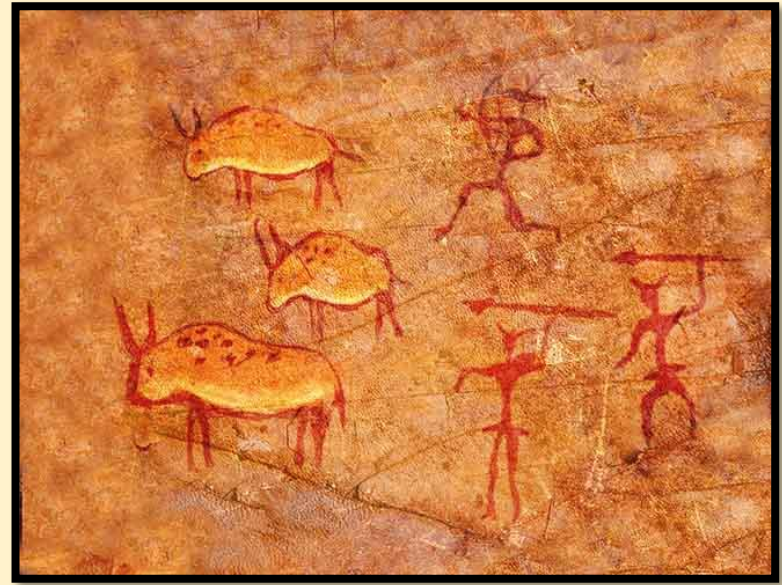
Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-use-imperative-verbs-6wr6cd>



Wednesday - Art

L- To be able to create a Stone Age painting or drawing.



Wednesday - Art

- *What are the images of?*
- *Why are they there?*
- *Are they important?*
- *What colours have been used and why?*



Wednesday - Art

Cave Paintings

They used natural colours from mineral pigments.

Most cave paintings were of animals or hunters.

A cave could be full of many paintings by many different painters.

Many hand stencils have also been discovered.



Some of the most impressive cave paintings have only been found in the last 100 years. There could be more out there we don't know about!

Wednesday - Art



Wednesday - Art

Paintings have been found in caves all over the world. It is thought that they were painted as long ago as the Stone Age. Most of these cave paintings were of animals or hunters. Sometimes cave paintings had symbols, as a way of communicating a message.

Sometimes people made paintings of the outline of their hands. One cave could be full of lots of different paintings by several different painters.

You are going to paint your own cave paintings.

The colours in the paintings were made from mineral pigments, so you are going to use natural colours, such as red, brown, black and white.



Wednesday - Art

Task

Your task is to create a stone age drawing/painting.

If you do not have access to paint, you can use a black/brown pencil or black pen.

Use the images on this PowerPoint to help you.

Are you going to draw handprints?

Are you going to draw an animal?

You may want your painting or drawing to include **both** of the above! You're the artist!

Take your time, use the images to help you and please ask your adult to send Miss Jones and Miss Ifon an email with your completed picture as we can't wait to see the end result!



**Background wash

If you have an adults permission use a cold and soggy teabag to wipe over the paper until it is brown and soggy. Squeeze the tea bag in certain places or the paper to make darker patches. This will make your work look like the real caves you have seen on this PowerPoint! The page will need time to dry before drawing/painting on it!

Wednesday - PE

L- PE: Stamina and Endurance

Playground Pacing

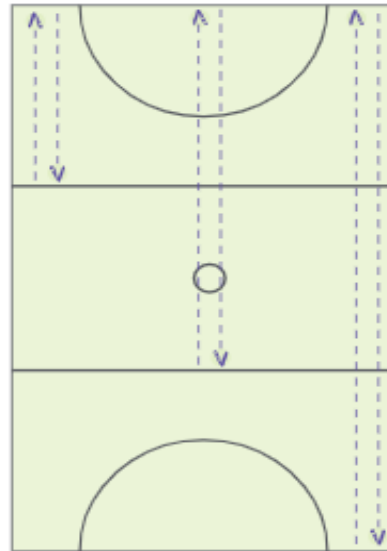
Using the lines on a netball court (or extend to three lines marked by cones on the field for a greater challenge, or if you don't have a netball court, simply mark the lines out with cones/spots), children are going to make their way up and down the court, travelling to the furthest line first (then back), then the second furthest line (and back), then the closest line (and back).

Each time the children head towards the line, they will be jogging.

Each time the children make their way back to their start position, they will be doing one of the following actions:

1. **Bear Crawls** – Children travel forwards on their hands and feet, 'crawling' like a bear, without resting their knees on the floor.
2. **Long Lunges** – Children take a long step forwards, put their weight through their front heel, drop their back knee down towards the floor, keeping their body upright, then push up and through back to standing. Alternate legs.
3. **Bunny Jumps** – Children squat down, reach their hands ahead of them, then jump their feet in towards their hands. Repeat to move forwards.
4. **High Skips** – Children skip high into the air, with their arms swinging high and their knees lifting towards their chest.
5. **Bounding** – Children take the longest strides they can manage. They should use their arms to propel them forward, and lift both legs each time they bound forward.
6. **Backward Bear Crawls** – The same as Bear Crawls, but travelling backwards instead of forwards. Children should focus on pushing back with their arms and let their legs work with them.

Start with one set of the course, then challenge the children to see if they can complete two sets, if not three sets! The children rest either when they really need to (by walking), or when they've completed the full course.



Resources

Cones/spots if necessary

**Children will need a large space for this activity - outdoors preferably weather permitting.*

**Mark lines with objects e.g. balls of socks as cones (just to mark line length.)*

Thursday - Spelling

Alphabetical Order
Write the spellings down on your paper in alphabetical order.

There is a time limit! Your adult will decide the time!



pyramid
oxygen
double
trouble
difficult
tough
courage
couple
hymn

Thursday - Spelling/Phonics

Say the sound:



or

Read the words:

sort

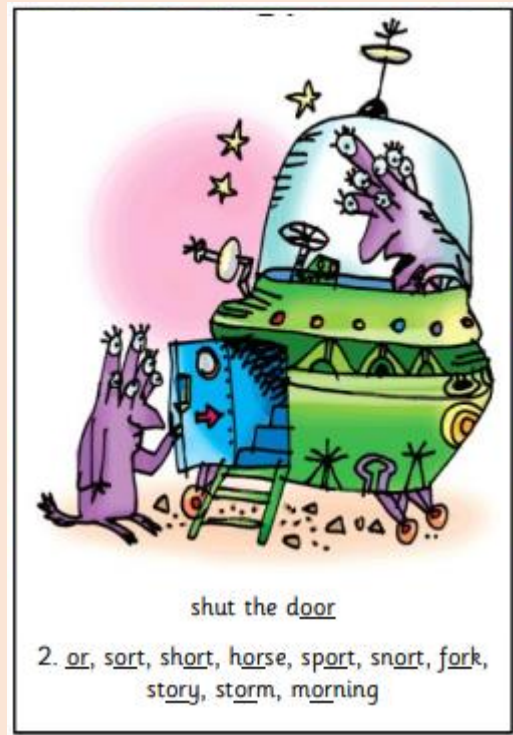
short

horse

sport

fork

snort



Challenge- Can you add the words into sentences?

Thursday - Guided Reading

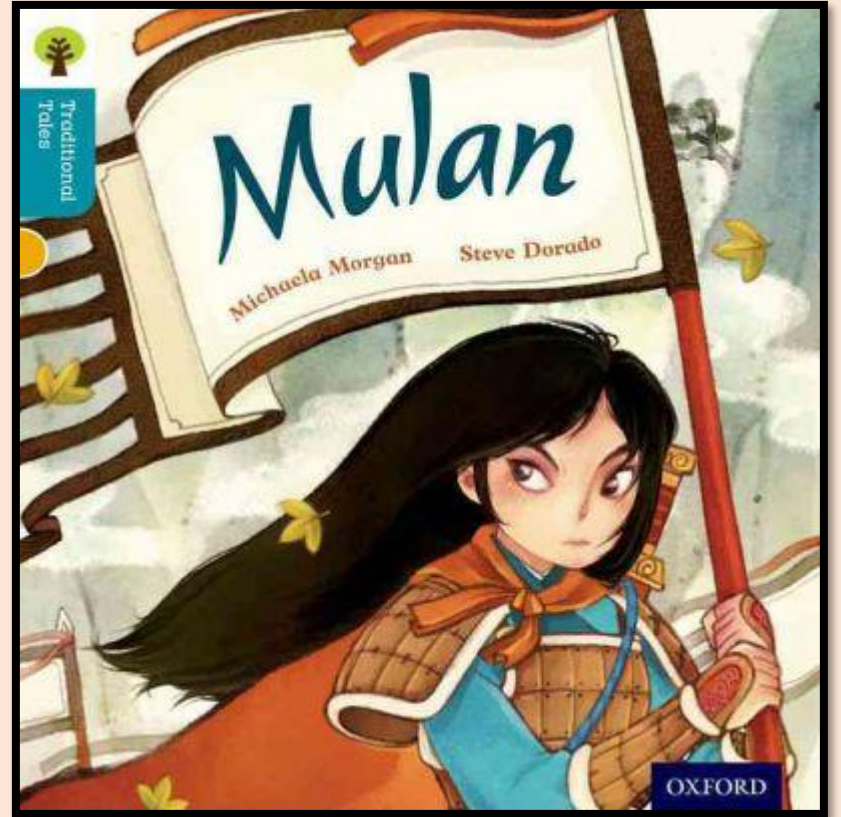
L- To answer questions on a text.

Lesson 3

Write all work into your workbook or on a piece of paper with support.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-part-2-74u3jd>

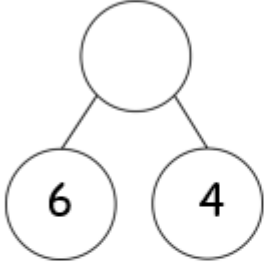


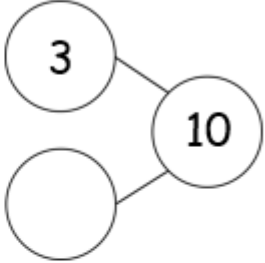
Thursday - Maths

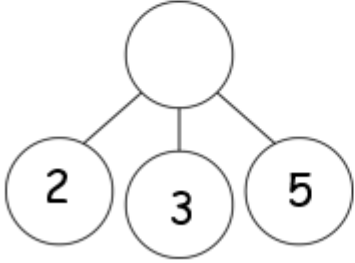
L- To add and subtract 1s.

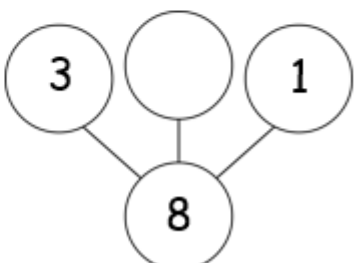
Warm up

Complete the part-whole models

1) 

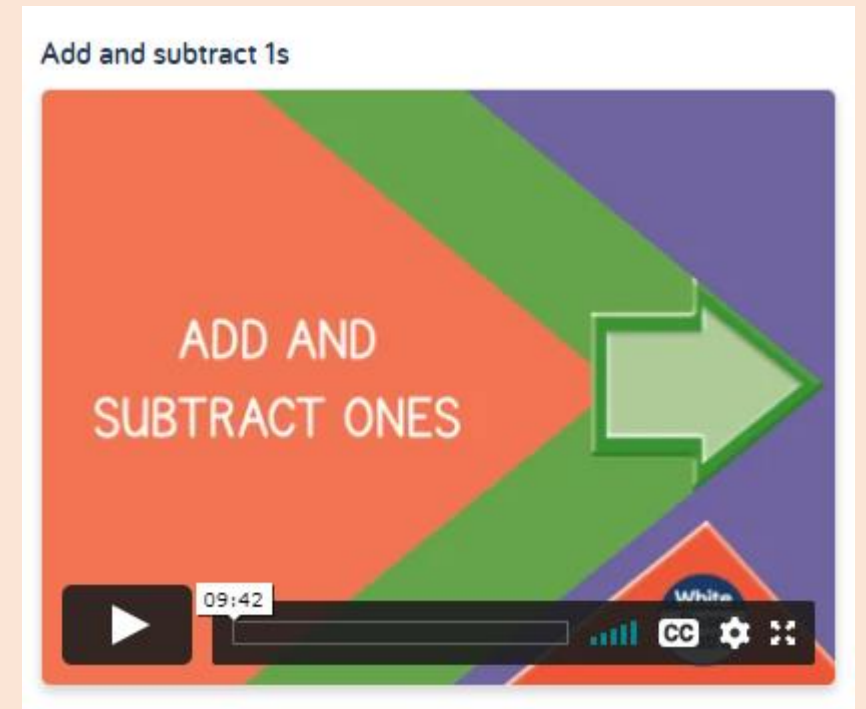
2) 

3) 

4) 

Click on the link below to access the learning for today.

[Autumn Week 6 - Number: Addition & Subtraction | White Rose Maths](#)



Thursday - Maths

L- To add and subtract 1s.

White
Rose
Maths

Add and subtract 1s

- 1 a) Jack has 6 cookies.



Annie gives him one more cookie.
How many cookies does he have now?

Jack has cookies now.

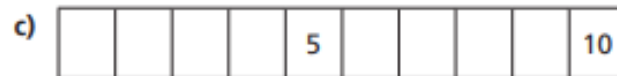
- b) Amir has 4 cookies.



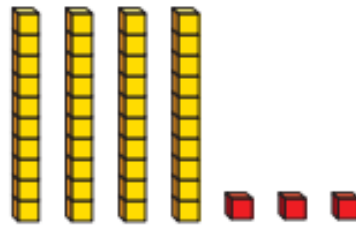
He eats one of his cookies.
How many cookies does he have now?

Amir has cookies now.

- 2 Complete the number tracks.



- 3 a) Filip has made a number using base 10



What number has Filip made?

- b) Rosie also makes a number using base 10
Rosie's number is one more than Filip's number.

What is Rosie's number?

After you have watched the video have a go at the questions on the worksheet.
Answer in your books.



Thursday - Maths

L- To add and subtract 1s.

c) Ron's number is 2 more than Filip's number.

What is Ron's number?

d) Dora's number is 1 less than Filip's number.

What is Dora's number?

4 Complete the calculations.

a) $14 + 1 =$

e) $19 - 1 =$

b) $22 + 1 =$

f) $33 +$ $= 34$

c) $54 + 1 =$

g) $18 = 19 -$

d) $= 1 + 61$

h) $= 89 - 1$

5 Complete the calculations.

a) $14 + 2 =$

e) $19 - 2 =$

b) $22 + 3 =$

f) $33 +$ $= 35$

c) $54 + 4 =$

g) $12 = 19 -$

d) $= 5 + 61$

h) $= 89 - 3$

6 Are the number sentences true or false?

a) $17 + 1 = 1 + 17$ _____

b) $17 - 1 = 1 - 17$ _____

Talk about your answers with a partner.



After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Thursday - Maths

L- To add and subtract 1s.

| Question | Answer | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|----|
| 1 | a) Jack has 7 cookies now. b) Amir has 3 cookies now. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | a) <table border="1"><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr></table> b) <table border="1"><tr><td>47</td><td>46</td><td>45</td><td>44</td><td>43</td><td>42</td><td>41</td><td>40</td></tr></table> c) <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table> | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 47 | 46 | 45 | 44 | 43 | 42 | 41 | 40 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | |
| 47 | 46 | 45 | 44 | 43 | 42 | 41 | 40 | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | |
| 3 | a) 43 b) 44 c) 45 d) 42 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | a) 15 b) 23 c) 55 d) 62 e) 18 f) 1 g) 1 h) 88 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | a) 16 b) 25 c) 58 d) 66 e) 17 f) 2 g) 7 h) 86 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | a) true b) false When two numbers are added together, the order of the numbers does not matter. When one number is subtracted from another number, the order of the numbers does matter. | | | | | | | | | | | | | | | | | | | | | | | | | | |

Ask an adult to help you mark your work. How did you do?

Check your corrections with an adult.

Can you work out where you went wrong together?

If you had a wobble access this link to further support your learning

[Adding and subtracting within 10 - Year 2 - P3 - Maths - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize](#)

Thursday - English

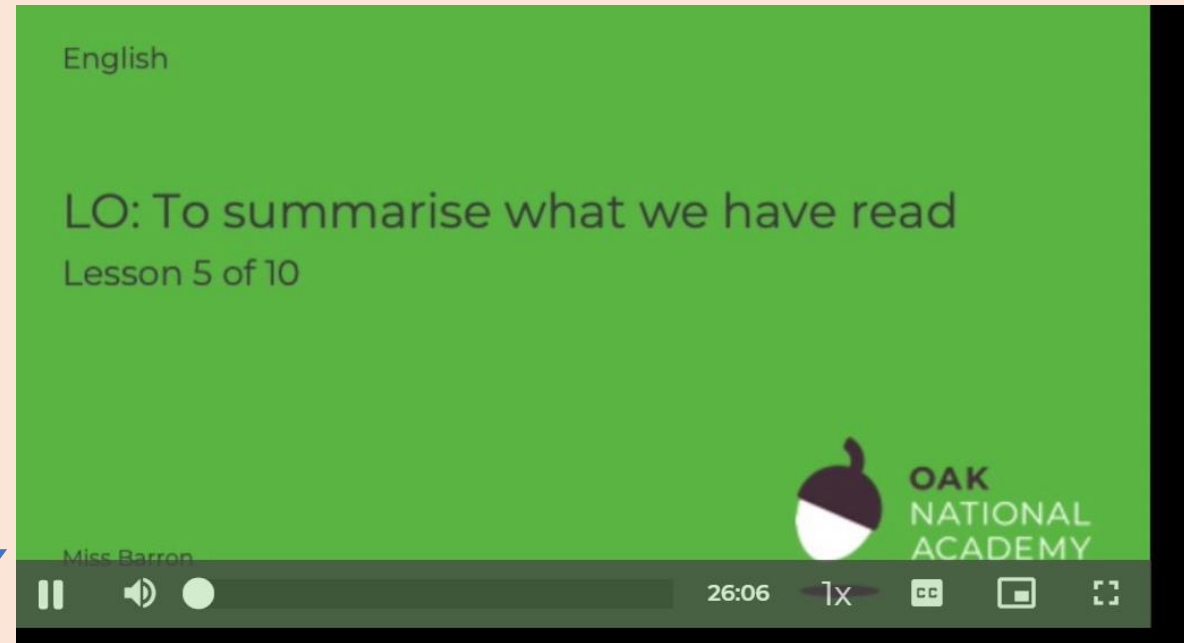
L-To summarise main points

Lesson 5

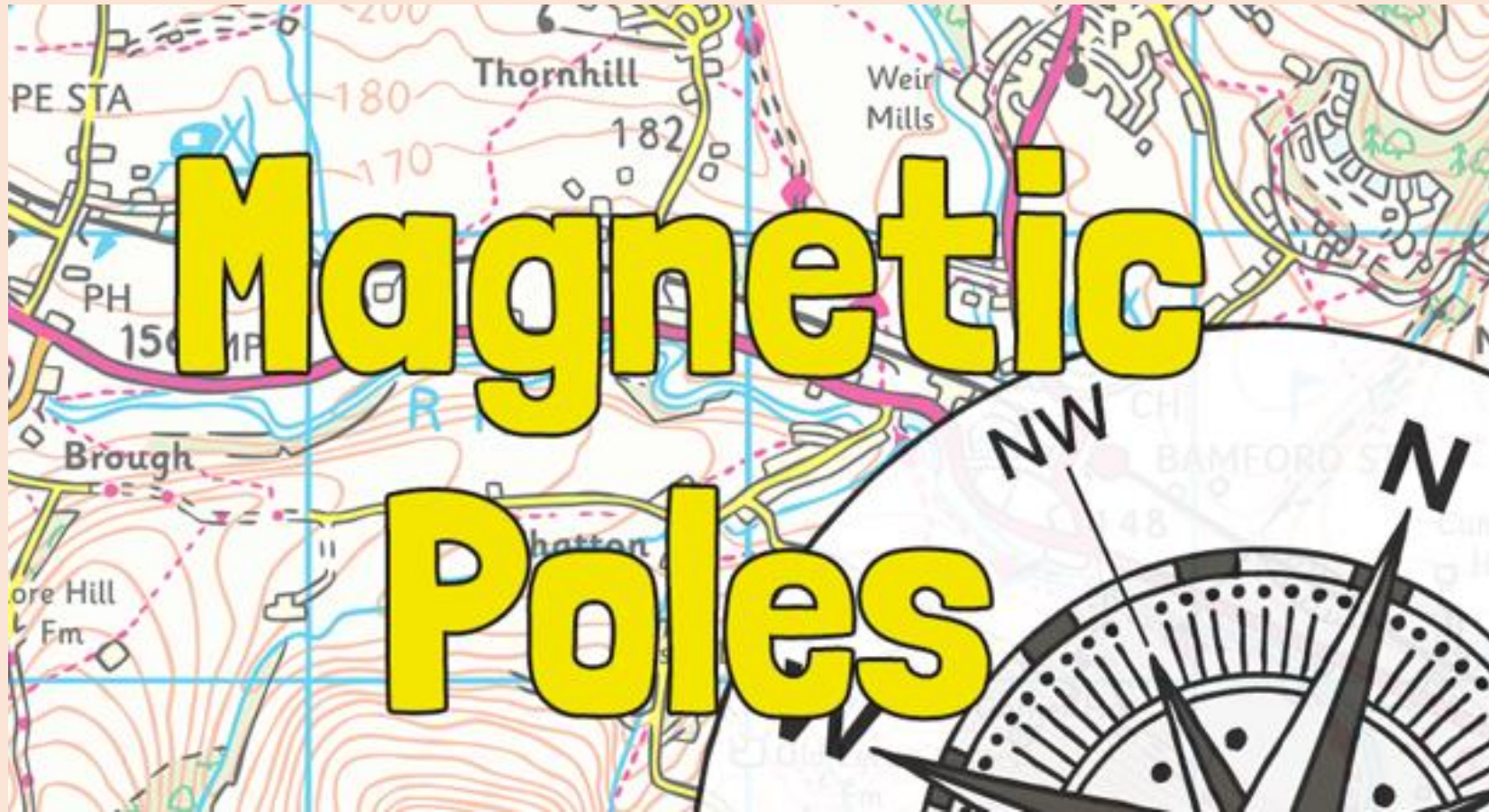
Summarise main points of a text.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-summarise-main-points-6wup6d>

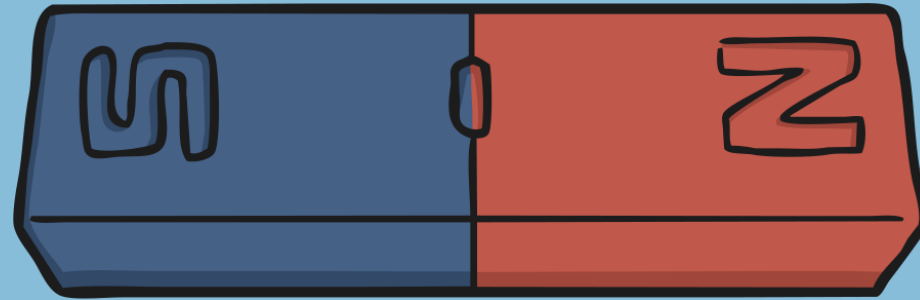


Thursday - Science



Magnets and Their Invisible Force

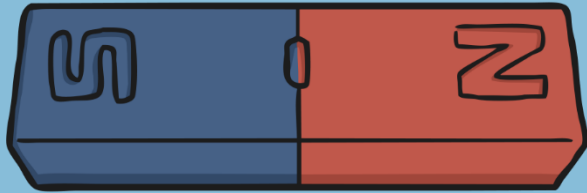
Look at this bar magnet.



It has two different sections, which are often coloured red and blue.
But what are these sections?

Magnets and Their Invisible Force

Click the magnet to find out.



If this doesn't work
copy and paste the link
below

[Magnets and their invisible force - KS2 Science
- BBC Bitesize](#)

While you are watching, can you listen for the answers to these questions?

Which three metals are attracted to magnets?

What happens when two magnets repel each other?

What are the different parts of a magnet called?

Which way will a compass always point?

Magnets and Their Invisible Force

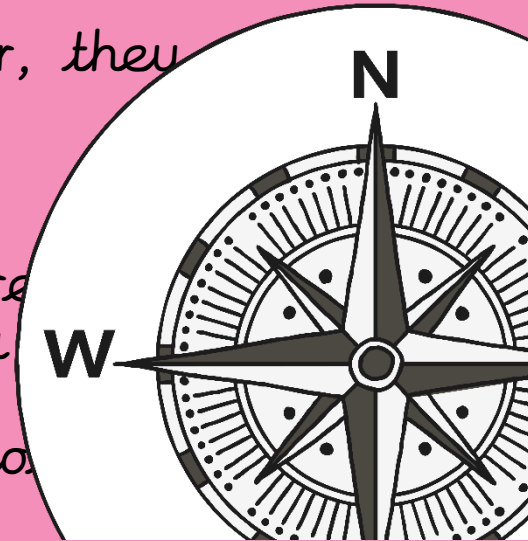
What did you find out?

The three metals that are attracted to magnets are iron, cobalt and nickel.

When two magnets repel each other, they move away from each other.

The different parts of a magnet are poles. There is a north pole and a south pole.

A compass always points north-south.



Attract and Repel

Two magnets will push pushing away from each other when like poles face- they are repelling each other.

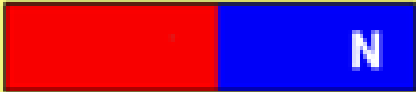





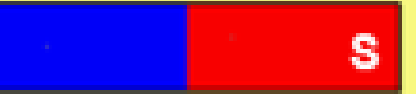
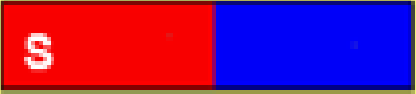
Two magnets will stick together if they are opposite poles face- they are attracted to each other.

Remember: Like poles repel, opposite poles attract.

Attract and Repel

Complete the answers to the Magnetic Poles Activity Sheet on a piece of paper by deciding whether the magnets pictured will attract or repel each other. Write Attract or Repel in the gaps.

Attract or Repel?

| | | |
|---|---|-------|
|  |  | _____ |
|  |  | _____ |
|  |  | _____ |
|  |  | _____ |

Thursday - PSHE

Gratitude and Relaxation



Read, reflect then answer the following questions on a piece of paper.

- How does it feel when someone says 'Thank you' for something you've done?
- Does being grateful mean saying 'thank you' only? What else could it involve?
- Do you know people who 'take' more than they 'give' in life?
- How can spending time with negative people who are not grateful affect you?
- How might we show gratitude?



Thursday - PSHE

Write 3 or 4 of the following topic words on small bits of paper fold them up and place them in a cup.

Friends, Family, Home, Taste, Bones, Play, School, Technology, Books, Touch, The Future, Hearing, Holidays, Music, Taste, Muscles, Siblings, Sight, Sports, Science, Birthdays, Festivals, Role Models, Health, Food, Nature, Teeth, Sleep, Emotions, Challenges

Ask someone at home to choose one out of the cup and give them a moment to reflect on the topic word then ask them two things....

- What is it about that topic they are grateful for?
- How can they show their gratitude today?

 Remember even when times are difficult we should always be grateful for what we do have there may always be someone less fortunate than we are. 

Thursday - PE

L - Fitness

Rainforest Fitness

This fitness session will need to take place in a hall or on the playground where children can work from one side of the room to the other, and back again.

After a warm up, complete the following activities for one length of the hall, and then use the 'Vine Crossing' to return back to their starting positions.

So, the movements will look like this:

The Caterpillar

Vine Crossing

*

The Gorilla

Vine Crossing

*

The Tiger

Vine Crossing

*

The Monkey

Vine Crossing



Repeat
3 times

Rest for 1 - 2 minutes after completing all of these, then repeat twice more.

Use music from a soundtrack like The Jungle Book to bring authenticity to the atmosphere!

Rainforest Fitness cont.

Vine Crossing (each return journey)

Children make their way back to their starting positions, by moving as if they are going under then over vines that cover the rainforest floor. They should take huge giant steps to go 'over' them, and low crouching steps to go 'under' them.

The Caterpillar

One of the smaller animals in the rainforest. Start in a 'plank' position. Gradually work your feet forwards until your bottom is high in the air and you can't step any further. Keep your feet in that position, and walk your hands forward to resume a 'plank' position. Repeat this so that you 'inch' across the forest floor like a caterpillar.

The Gorilla

Large movements for the body now: start in a squat position, lean forwards and slap your hands onto the ground in front of you, jump your feet forwards so they land on the outside of your feet. Repeat all the way across the forest floor. Don't forget - gorillas move quickly!

The Tiger

Children get into a 'plank' position - they take a long, low step with their left leg at the same time as their right hand reaching forwards. Children move across the hall with left leg/right hand, then right leg/left hand. If you want to make it very tricky for the super-fit, ask them to move like a 'crouching tiger' - start them on their forearms and repeat the steps above, telling them to keep their hips low for each step. They make their way across on their feet and forearms.

The Monkey

Children put their hands on the floor, and keep their feet side-by-side. They jump forwards and to the side of their hands with their feet, turning their body as they jump. They then repeat this, but turn the other way. Alternate which side they jump each time they reach forward with their hands.

REST! Then go again!

**Children will not have access to the hall however this activity can be done in any room given safe space.*

Thursday - PE

L- Star Wars Yoga!



Copy and paste the website links into internet browser to access

<https://www.youtube.com/watch?v=coC0eUSm-pc>

Friday - Spelling

Complete the worksheet onto paper 😊

Correct any mistakes the children made.

What child achieved the highest score on their test?

Spelling patterns *y* (not at the end of words), *gy*, prefix *un*

The children have all done a spelling test. Mark their tests and correct any mistakes they have made. Some have one mistake, some have two and some don't have any at all.

| Name | Words |
|---------|--|
| Bean | gym, oxygen, young, courage, unfold, describe |
| Petal | myth, jipsy, cousin, double, unknown, sircle |
| Buddy | mystery, hymn, couple, country, uncover, difficult |
| Blossom | crystal, pyramid, touch, trouble, uncommon, calender |
| Sprout | myth, mystery, cupple, cuzon, uneven, decide |
| Twiggy | gym, pyramid, country, trouble, unnown, center |

Friday - Spelling/Phonics

Say the sound:



ire

Read the words:

fire

hire

wire

bon/fire

in/spire

con/spire



Challenge- Can you add the words into sentences?

Friday - Guided Reading

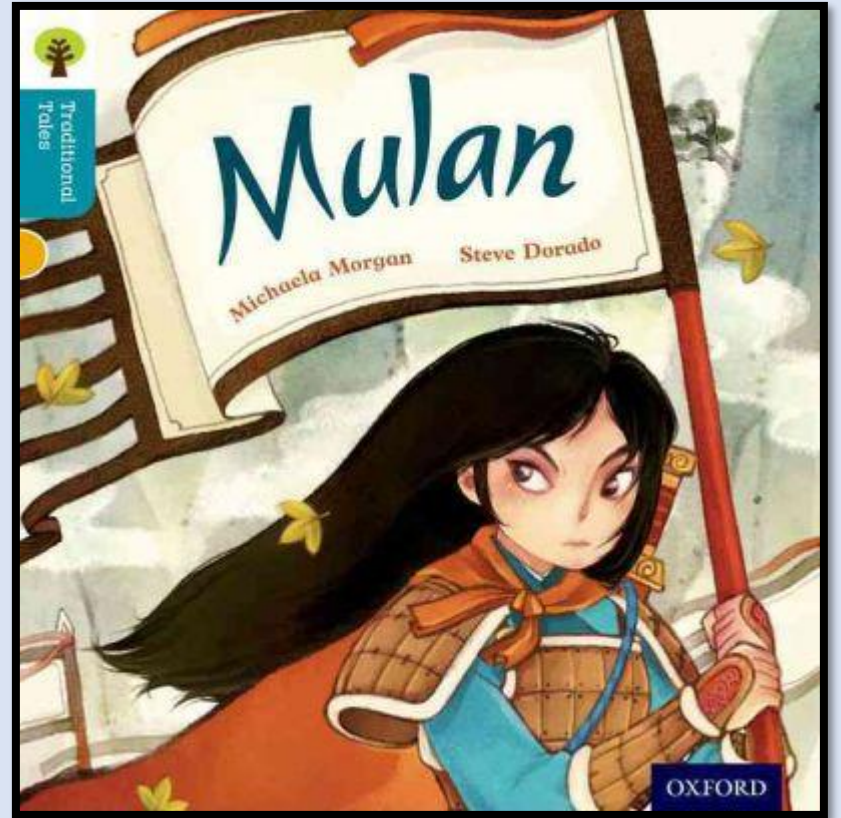
L- To explore a character.

Lesson 4

Write all work into your workbook or on a piece of paper with support.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-explore-character-64tk4e>

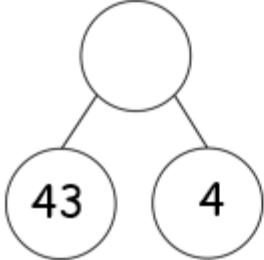


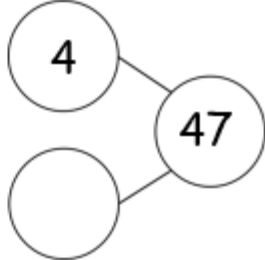
Friday - Maths

L- To find 10 more and 10 less.

Warm up

Complete the part-whole models

1) 

2) 

3)

| | |
|----|--|
| 55 | |
| 52 | |

4)

| | |
|----|----|
| 39 | |
| | 30 |

Click on the link below to access the learning for today.

[Autumn Week 6 - Number: Addition & Subtraction | White Rose Maths](#)



10 more and 10 less



1 a) Dani has some balloons.



How many balloons does Dani have?

Dani has balloons.

She buys one more bag of balloons.

How many balloons does Dani have now?

b) Mo has some balloons.



How many balloons does Mo have?

He gives one bag of balloons to his friend.

How many balloons does Mo have now?

2 Complete the tables.

| 10 less | Number | 10 more |
|---------|--------|---------|
| | | |
| | 21 | |

| 10 less | Number | 10 more |
|---------|--------|---------|
| | | |
| | | |

| 10 less | Number | 10 more |
|---------|--------|---------|
| | | |
| | | |

After you have watched the video have a go at the questions on the worksheet.
Answer in your books.

Friday - Maths

L- To find 10 more and 10 less.

3

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



a) Circle the number 15

Colour in red the number that is 10 more than 15

Colour in blue the number that is 10 less than 15

b) Circle the number 43

Colour in red the number that is 10 more than 43

Colour in blue the number that is 10 less than 43

c) Circle the number 70

Colour in red the number that is 10 more than 70

Colour in blue the number that is 10 less than 70

What do you notice about your answers?

4 Complete the sentences.

a) 10 more than 13 is

b) 10 less than 81 is

c) 10 more than is 60

d) 10 less than is 87

5 Is the statement true or false?

When finding 10 more or 10 less, the ones column doesn't change.

After you have watched the video have a go at the questions on the worksheet.
Answer in your books.

Friday - Maths

L- To find 10 more and 10 less.

| Question | Answer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|-----------|--------|---------|----|----|----|-----------|-----------|-----------|---------|--------|---------|----|----|----|-----------|-----------|-----------|---------|--------|---------|----|----|----|-----------|-----------|-----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | a) Dani has 40 balloons. 50 b) 70 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | a) <table border="1"> <thead> <tr> <th>10 less</th> <th>Number</th> <th>10 more</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>11</td> <td>21</td> <td>31</td> </tr> </tbody> </table> b) <table border="1"> <thead> <tr> <th>10 less</th> <th>Number</th> <th>10 more</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>25</td> <td>35</td> <td>45</td> </tr> </tbody> </table> c) <table border="1"> <thead> <tr> <th>10 less</th> <th>Number</th> <th>10 more</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>21</td> <td>31</td> <td>41</td> </tr> </tbody> </table> | 10 less | Number | 10 more | | | | 11 | 21 | 31 | 10 less | Number | 10 more | | | | 25 | 35 | 45 | 10 less | Number | 10 more | | | | 21 | 31 | 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3 | <table border="1"> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </tbody> </table> <p>Each set of numbers is in a column.</p> | 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 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
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| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4 | a) 10 more than 13 is 23 b) 10 less than 81 is 71 c) 10 more than 60 is 60 d) 10 less than 97 is 87 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Ask an adult to help you mark your work. How did you do?

Check your corrections with an adult.

Can you work out where you went wrong together?

If you had a wobble access this link to further support your learning

[10 More 10 Less - Addition and Subtraction Video for Kids - YouTube](#)

Friday - English

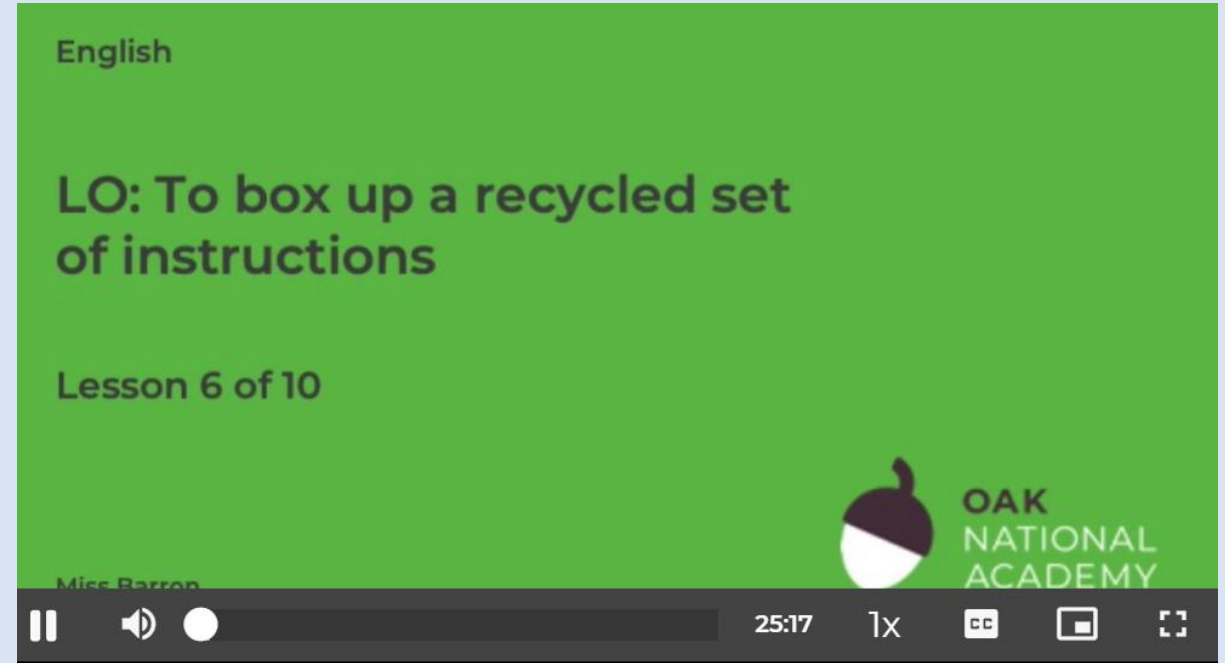
L-To box up a recycled set of instructions.

Lesson 6

Box up a recycled set of instructions showing the overall structure and the purpose of each section.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-box-up-a-recycled-set-of-instructions-chj36c>



Friday - History- lesson 2

L- To be able to understand that people who lived in Stone Age Britain, would not have communicated or have eaten as we do.

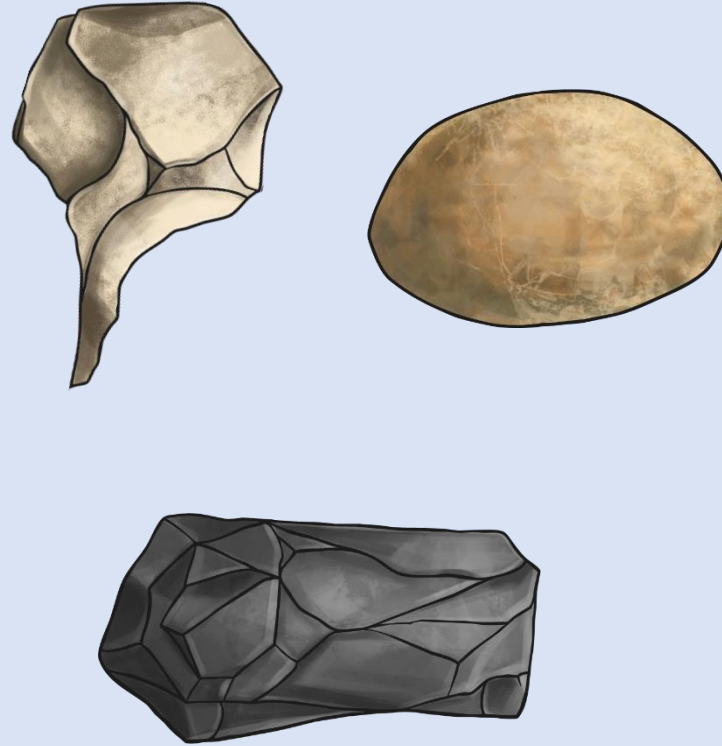


Friday - History- lesson 2

Why is it called the Stone Age?

The Stone Age is so called because the earliest humans used stone to make tools with a sharp edge or point.

Stone was the material predominantly used for tools throughout the Stone Age.

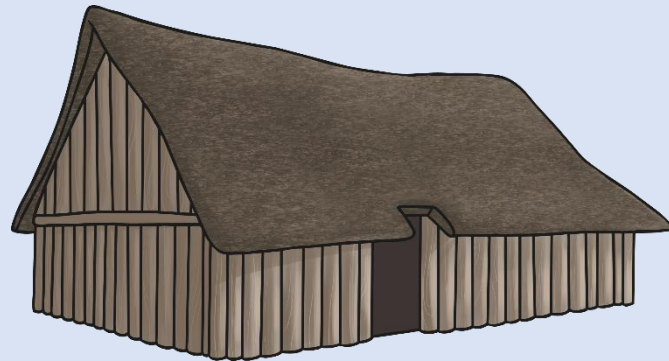
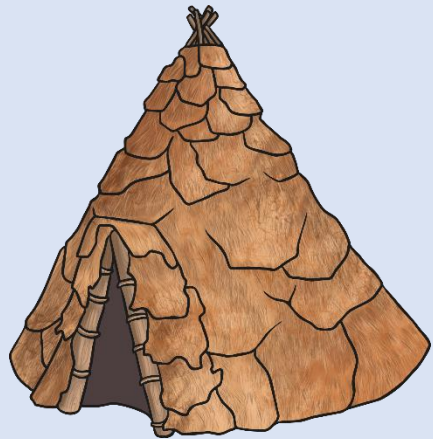


Friday - History- lesson 2

What type of houses did they live in?

This depended on the time, and the country.

In Britain, archaeologists have found evidence of four different types of dwelling.



Friday - History- lesson 2



During the Palaeolithic time period when the ice came, some early humans sheltered from the cold in caves.

Why build your own house when there's one already available?

Friday - History- lesson 2

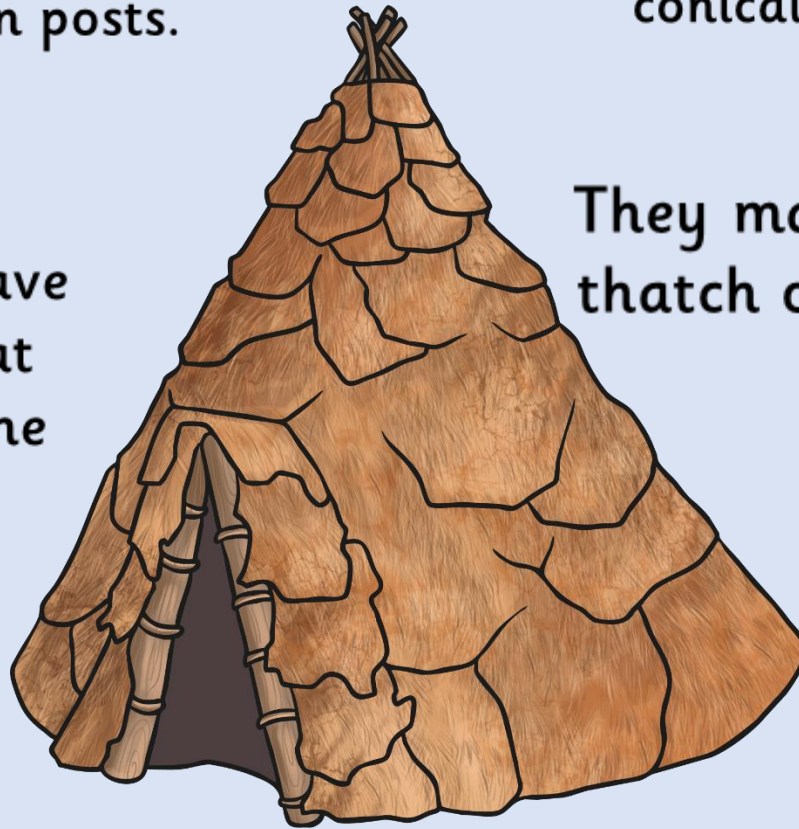
Evidence found in Howick from Mesolithic times indicates a circular structure made from wooden posts.

There are no existing houses remaining but archaeologists have found marks in the ground that they believe were made from the timber poles.

The frame may have been round, or conical like a teepee.

They may have used animal skin, thatch or turf to cover the frame.

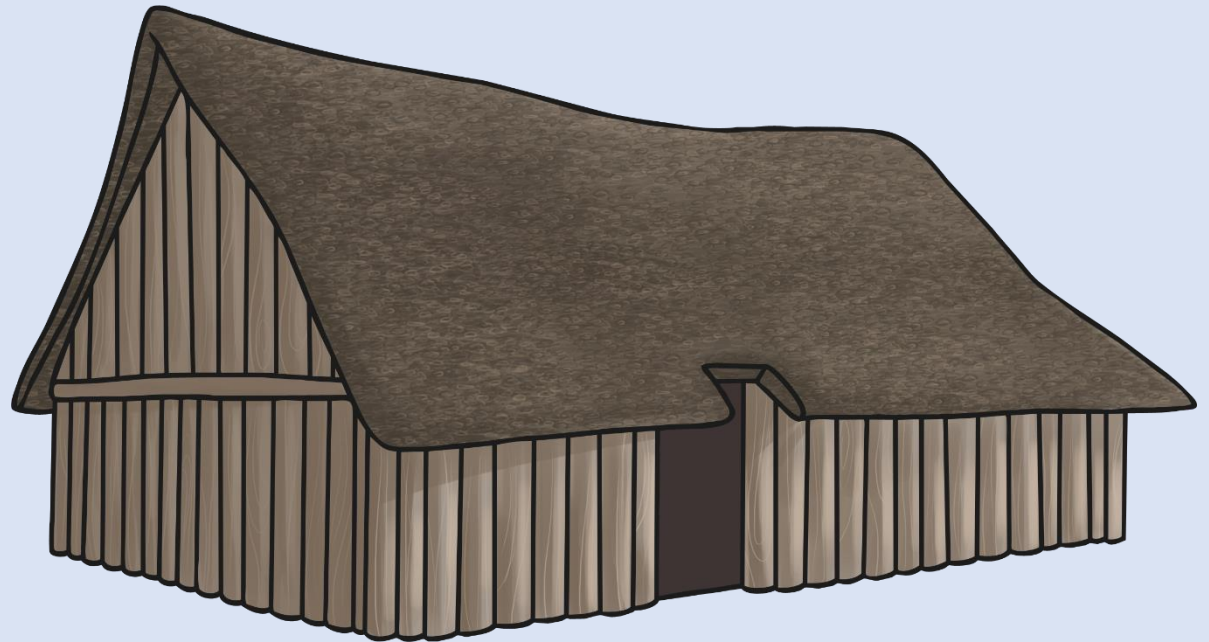
There was evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.



Friday - History- lesson 2

Evidence suggests that houses were usually rectangular and constructed from timber in the Neolithic period.

None of these houses remain but we can see the foundations.
Some houses used **wattle and daub** for walls and thatched roofs.



wattle and daub: a mixture of manure, clay, mud and hay stuck to sticks that have been woven in and out of the timber frame.

Friday - History- lesson 2

Some houses in the Neolithic period, like those uncovered at Skara Brae, were built from stones.

They were built into mounds of rubbish known as midden. This could include small stones, shells, mud and animal bones.

It would provide some stability as well as insulation.

These houses were usually round.



They had beds and storage shelves, and a hearth in the middle.

Friday - History- lesson 2

What food did they eat?

People from the early Stone Age period were called hunter-gatherers because they had to hunt animals and fish and gather wild food, such as berries, leaves, nuts and seeds.

People in the Stone Age would hunt whatever animals they could find, including deer, hares, rhino, hyena and even mammoths.

They would also hunt for seabirds, fish and seals. Every part of the animal was used, including the blood, brain and feet!!

There is evidence that Stone Age people started using fire in Britain about 400,000 years ago. Before this, meat would have been eaten raw!



Friday - History- lesson 2

It was not until near the end of the Stone Age that people discovered how to grow and produce their own food.

Crops could now be grown because the climate had changed and there was more rain. Stone Age people also started to keep sheep and goats.

It meant that they did not need to move about any more to look for food and could stay in one place to form settlements.



Copy and paste the website links into internet browser to access

<https://youtu.be/5AoOh7wXgnY>



Friday - History- lesson 2

How did they communicate?

Symbols have been found alongside cave paintings in Europe, used repeatedly in the same clusters in different caves.

Similar symbols have also been found on jewellery, suggesting that there was possibly a communication system in existence 30,000 years ago.



Friday - History- lesson 2

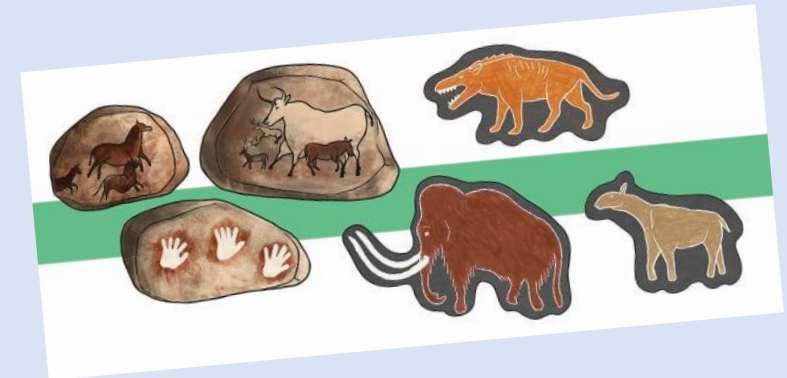
How did they communicate?

Many cave paintings, which were made during the Stone Age, have been found. They're really useful clues for us to work out what it was like to be alive in Stone Age times.

Most cave paintings were of animals, people hunting or handprints.

Fingers, twigs, mosses and even horsehair brushes were used to create these paintings.

Prehistoric cave paintings can be found in caves in different countries around the world, including Bulgaria, Argentina, Somalia, France and India.

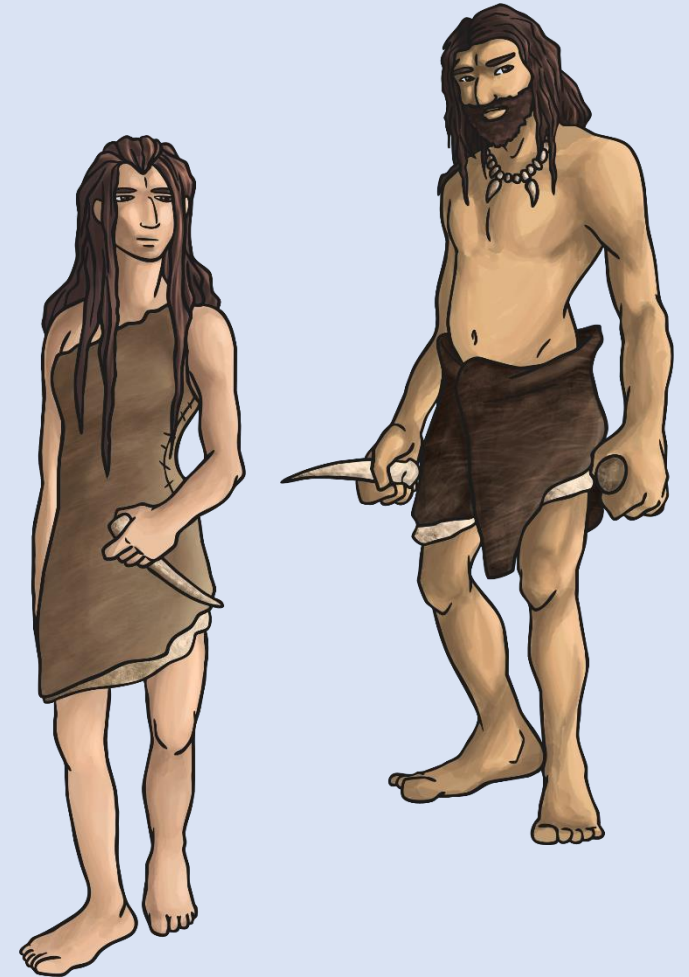
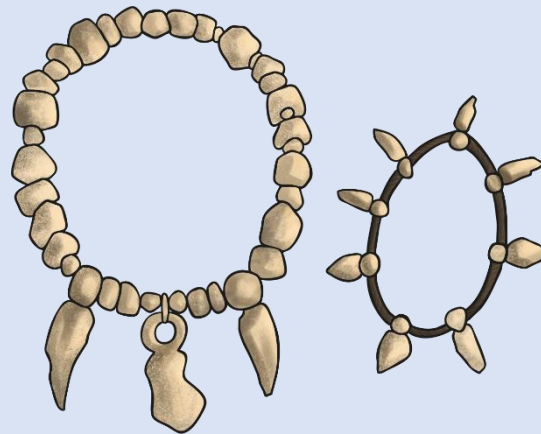


Friday - History- lesson 2

What clothes did they wear?

People wore animal skins to keep them warm, sewn together using bone needles.

The fine bone needles that have been found were probably used for embroidery as well. The bodies of a boy and a girl buried around 28,000 years ago in Russia were found with thousands of ivory beads and fox teeth covering them, work that would have taken years to complete.



We also know that people were weaving fabric back then (which could have been used for clothes) and dyeing spun plant fibres different colours, so maybe fashion started a lot earlier than you might think!

Friday - History- lesson 2

Write a word or draw a picture with a label to answer the following...

- What did early Brits eat?
- What were homes made out of during the Stone Age?
- What clothes did Brits wear?
- How did people communicate during the Stone Age?

Friday - PE

L- Fitness

Feeling Flexible? Home Physical Education

How to play:

- Layout 5 markers in a space around your area. These are your 5 flexibility circuit activities
- **Station 1:** Perform 10 extended tucks.
- **Station 2:** Perform 10 roll and release.
- **Station 3:** Perform 10 lunges.
- **Station 4:** Perform 10 arches, holding each one for 5 seconds.
- **Station 5:** Perform 10 extended leg raises.
- How many times can you repeat the circuit?



Can you complete the circuit with a partner, encouraging each other?

Can you keep trying even if you feel tired?

Healthy Hearts Home Physical Education

How to play:

- Layout 5 markers in a space around your area. These are your 5 cardio circuit activities.
- **Station 1:** Perform 10 star jumps.
- **Station 2:** Perform 10 mountain climbers.
- **Station 3:** Skip or jump for 10 seconds.
- **Station 4:** Perform 10 burpees.
- **Station 5:** Jog on the spot for 10 seconds.
- How many times can you repeat the circuit?



Can you complete the circuit with a partner, encouraging each other?

Can you keep trying even if you feel tired?

<https://www.youtube.com/watch?v=Uj4ytgX77bM>

Copy and paste the website links into internet browser to access

<https://www.youtube.com/watch?v=J7ymsKEgKtw&list=PLnw0Pgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=36&t=0s>

Friday - PE

L- Masked Singer Yoga to end the week!



Copy and paste the website links into internet browser to access

https://www.youtube.com/watch?v=_hB7yYxX0Ag

Well done Year 3

We know the children in school have been working super hard this week and we are sure you have too!

We have loved seeing all of the work you have been completing at home.



Have a great weekend!

Miss Jones & Miss Ifon

