



Owls Class (Year 3) Home- Learning- Summer 2-  
Week 5



Maths

Monday: Telling the time to 5 minutes

Starter:

Login to Times Tables Rockstars- I wonder if you can beat your score and get higher on the league table!



**1** Label the clock to show the number of minutes past the hour.

Labels around the clock face:

- Top-left:
- Top:
- Top-right:
- Right:
- Bottom-right:
- Bottom:
- Bottom-left:
- Left:
- Top-left:

**2** Label the clock to show what time would be shown if the minute hand was pointing to each interval.

Labels around the clock face:

- Top-right:
- Right:
- Bottom-right:
- Bottom:
- Bottom-left:
- Left:
- Top-left:
- Top:
- Top-right:

Is there more than one possible answer for each label?

3



The hour hand is pointing just after 5 and the minute hand is pointing to 2, so the time is 2 minutes past 5



What mistake has Ron made?

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What time is it? \_\_\_\_\_

4

What time is shown on each clock?

a)



minutes past

c)



minutes past

b)



minutes to

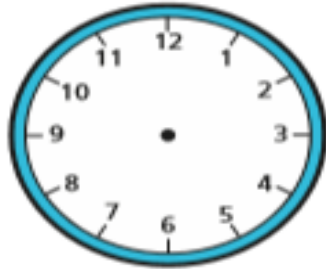
d)



\_\_\_\_\_

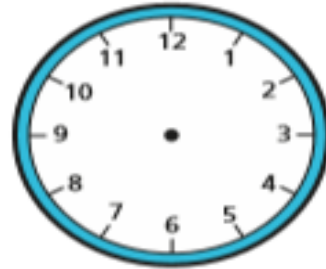
5 Draw the hands on the clocks to show the correct times.

a)



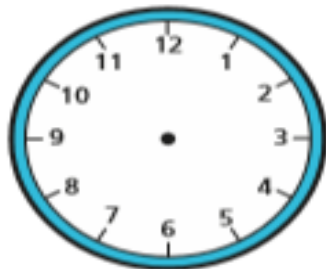
15 minutes past 6

c)



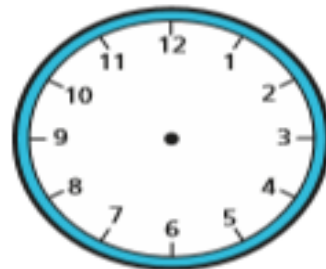
25 minutes to 9

b)



15 minutes to 9

d)



5 minutes to 12

6 Jack wants to tell the time, but the hour hand has fallen off the clock.



There are 12 different possible times it could be during a full day.



Do you agree with Jack? \_\_\_\_\_

Talk about it with a partner.

Monday extension:

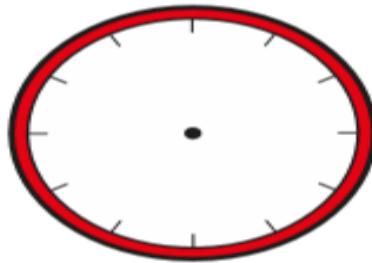
- 7 The minute hand and the hour hand of a clock are both pointing to an even number.  
It is before midday. What times could it be?  
Give three possible answers.

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Compare answers with a partner. Can you find any more?

- 8 The numbers of the clock face were written in Roman numerals but they have been rubbed off.  
The current time has a V in the hour and a V in the minutes.

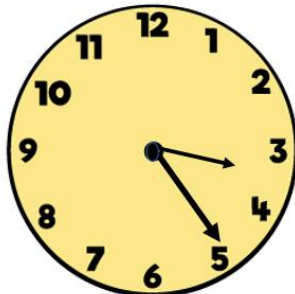


What time could it be? Draw your answer on the clock.  
Are there any other answers?

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True or False? Telling the time to 5 minutes

The time is 25 minutes to 3



## Tuesday: Telling the time to the minute

### Starter:

Take the number in the circle below and divide the numbers outside of the track by it. Write your answers as you go and see how long it takes you to finish the race!

The track is a large U-shaped path with numbers placed at various points. At the top center, there is a circle containing the text "Divide by 3". At the top left, there is a box labeled "Finish!". At the top right, there is a box labeled "Start". Three children are running along the bottom of the track.

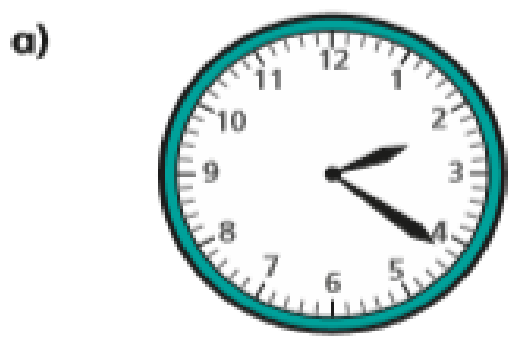
18	3	Finish!	Start	21	6
33					12
30					9
36					24
27					15
24					27
15					36
12					30
9	6	21	3	18	33

1 Complete the sentences.

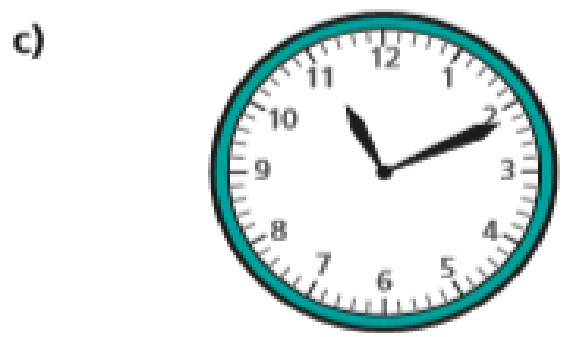
When the minute hand is pointing to 4 it is  minutes past the hour.

When the minute hand is pointing to 5 it is  minutes past the hour.

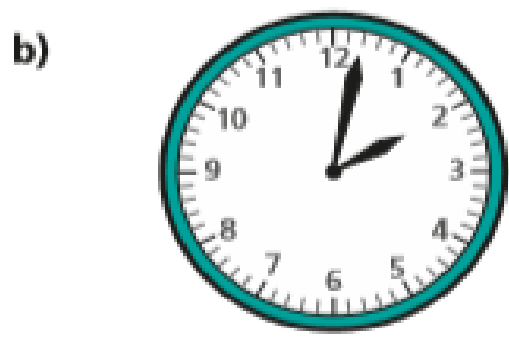
2 Complete the times shown on each clock.



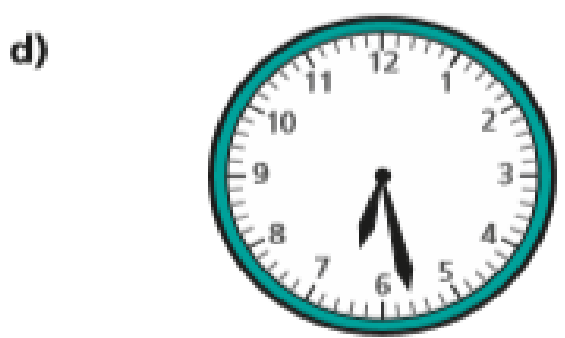
minutes past 2



minutes past



minutes past 2



\_\_\_\_\_

3 Complete the additions.

a)  $51 + \square = 60$

d)  $43 + \square = 60$

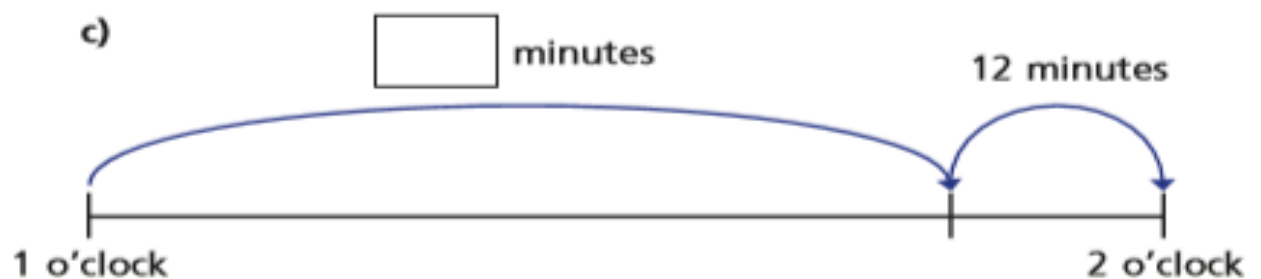
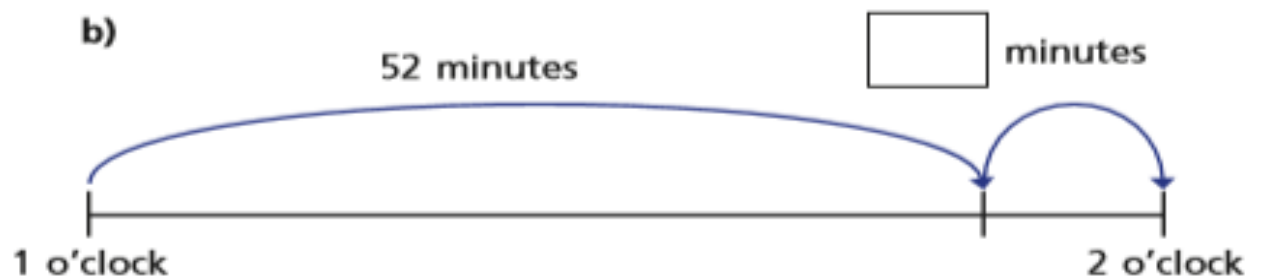
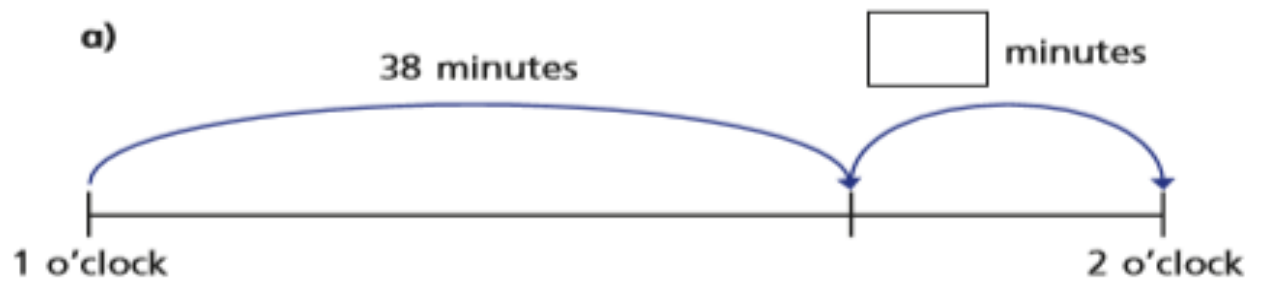
b)  $31 + \square = 60$

e)  $48 + \square = 60$

c)  $39 + \square = 60$

f)  $\square + 11 = 60$

4 Write the missing numbers on the number lines.



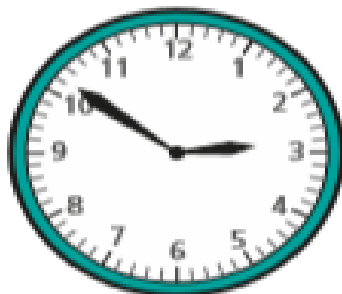
**5**

Complete the times to make the statements correct.

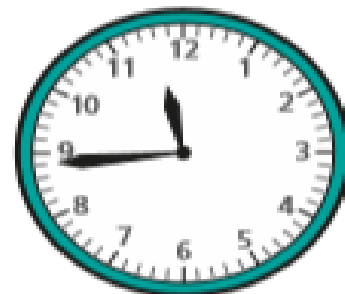
a) 51 minutes past 1 =  minutes to 2b) 51 minutes past 7 =  minutes to c) 34 minutes past  =  minutes to 8d) 44 minutes past 12 =  minutes to e)  minutes past  = 1 minute to 10**6**

Complete the times shown on each clock.

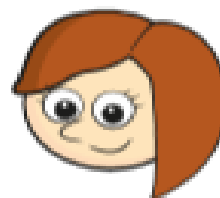
a)

 minutes past 2 minutes to 3

b)

 minutes past  minutes to **7**

The time is  
55 minutes past 7 so it is  
45 minutes to 8



a) What mistake has Rosie made?

b) What is the correct time?

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## Tuesday Extension:

8 Draw the hands on the clocks to show the correct times.

a)



28 minutes to 6

b)



6 minutes to 12

9 Tommy, Whitney and Alex are telling the time.



It is 4 minutes to 5

Tommy



It is 14 minutes to 5

Alex



It is 24 minutes to 5

Whitney

a) Who is correct? \_\_\_\_\_

b) What mistake have the other two children made?

**True or False?**

Telling the time to the minute

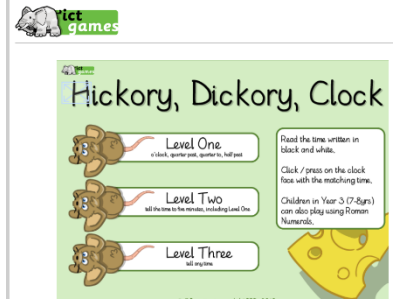
The time is 43 minutes past 6



Wednesday: using am and pm

Starter:

<https://www.ictgames.com/mobilePage/hickoryDickory/>

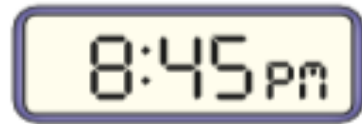
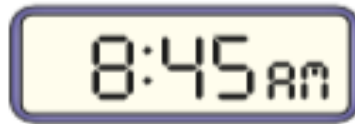


**I** Sort the events into the time of day that they might happen.

sunrise	go to school	alarm goes off	after school club
school play rehearsal	eat breakfast	go home from school	football match
breakfast club	gymnastics practice	lunch	wake up

Morning	Afternoon

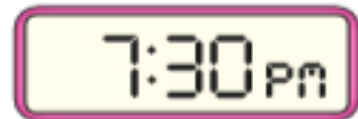
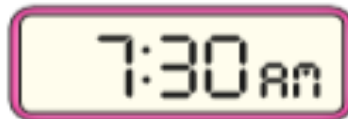
- 2 One of the times is when Dexter starts school.



Which do you think it is? Tick your answer.

Talk about it with a partner.

- 3 One of the times is when Rosie goes to bed.



Which do you think it is? Tick your answer.

Talk about it with a partner.

- 4 Tick the earliest time in each set.

a) 9:13 am

6:18 am

10:11 am

7:59 am

b) 9:13 pm

6:18 pm

10:11 pm

7:59 pm

c) 9:13 am

6:18 pm

10:11 pm

7:59 am

d) 12:13 am

11:18 pm

12:11 pm

7:59 am

5 Tick the latest time in each set.

- a)  9:13 am     6:18 am     10:11 am     7:59 am
- b)  9:13 pm     6:18 pm     10:11 pm     7:59 pm
- c)  9:13 am     6:18 pm     10:11 pm     7:59 am
- d)  12:13 am     11:18 pm     12:11 pm     7:59 am

6



12:15 pm is later than 4:00 pm because 12 is greater than 4

Do you agree with Annie? \_\_\_\_\_  
Talk about it with a partner.

7 Write the times in order from earliest to latest.

- a)  10:12 am     10:04 pm     7:15 am     12:10 pm
- 
- b)  1:11 am     12:41 pm     6:51 pm     8:19 am

Wednesday Extension:

8



It is half past 9 in the morning.

Show this time on both clocks.



Compare answers with a partner.

9

Tom gets to the cinema at this time in the evening.



Here are the film times.

9:00 am	12:15 pm	3:00 pm
6:30 pm	7:15 pm	9:00 pm

Which showing should Tom go to? \_\_\_\_\_

Talk about your answer with a partner.

True or False?

Using a.m. and p.m.

We change from pm to am at midnight.

Thursday: 24 hour clock

Starter:

Fill in the blanks in these multiplication triangles.

1

$$\begin{array}{c} 80 \\ \div \quad \div \\ 8 \quad \times \quad \square \end{array}$$

2

$$\begin{array}{c} \square \\ \div \quad \div \\ 4 \quad \times \quad 8 \end{array}$$

3

$$\begin{array}{c} 12 \\ \div \quad \div \\ \square \quad \times \quad 3 \end{array}$$

4

$$\begin{array}{c} 6 \\ \div \quad \div \\ 3 \quad \times \quad \square \end{array}$$

5

$$\begin{array}{c} \square \\ \div \quad \div \\ 8 \quad \times \quad 2 \end{array}$$

6

$$\begin{array}{c} 3 \\ \div \quad \div \\ \square \quad \times \quad 1 \end{array}$$

7

$$\begin{array}{c} 20 \\ \div \quad \div \\ 4 \quad \times \quad \square \end{array}$$

8

$$\begin{array}{c} \square \\ \div \quad \div \\ 4 \quad \times \quad 4 \end{array}$$

9

$$\begin{array}{c} 24 \\ \div \quad \div \\ \square \quad \times \quad 3 \end{array}$$

10

$$\begin{array}{c} 96 \\ \div \quad \div \\ 8 \quad \times \quad \square \end{array}$$

11

$$\begin{array}{c} \square \\ \div \quad \div \\ 4 \quad \times \quad 7 \end{array}$$

12

$$\begin{array}{c} 88 \\ \div \quad \div \\ \square \quad \times \quad 11 \end{array}$$

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Here are some times.



a) Write the times into the correct part of the table.

am	pm

How did you know which time went where?  
Talk to a partner.

b) Kim gets up at 8:00 am.

Which of the times from the table is this? \_\_\_\_\_

c) Scott goes to bed at 8:00 pm.

Which of the times from the table is this? \_\_\_\_\_

2 Match the times.

6:15 am

02:15

6:15 pm

16:15

4:15 pm

18:15

2:15 pm

14:15

2:15 am

06:15

3 Alex is planning her day.

a)



I will go to school at 8 o'clock in the morning.



Show this time on each clock.  
Use 24-hour time on the digital clock.



b)



I will go to bed at 8:00 pm.



Show this time on each clock.  
Use 24-hour time on the digital clock.



What is the same about your answers to parts a) and b)?  
What is different?



4

Complete the sentences.

a) 07:45 is quarter to 8 in the \_\_\_\_\_.

b) 13:40 is twenty to 2 in the \_\_\_\_\_.

c) \_\_\_\_\_ is twenty-five past 8 in the morning.

d) \_\_\_\_\_ is quarter past 7 in the evening.

e) 15:45 is quarter to  in the \_\_\_\_\_.

5

Rosie, Ron, Annie and Mo are telling the time.



Rosie

It is 03:20



Annie

It is 3:20 am.



It is 15:20



Ron

It is 3:20 pm.



Mo

Who is correct? Circle your answer.

Rosie

Ron

Annie

Mo

can't tell

Talk about it with a partner.

### Thursday extension:

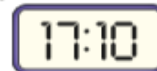
6 Write the times as 24-hour clock times.

- a) 3:27 am \_\_\_\_\_      b) 3:27 pm \_\_\_\_\_  
2:27 am \_\_\_\_\_      4:27 pm \_\_\_\_\_  
1:27 am \_\_\_\_\_      5:27 pm \_\_\_\_\_  
12:27 am \_\_\_\_\_      6:27 pm \_\_\_\_\_

7 Write the 24-hour clock times using am and pm.

- a) 04:14 \_\_\_\_\_      e) 13:27 \_\_\_\_\_  
b) 09:41 \_\_\_\_\_      f) 19:17 \_\_\_\_\_  
c) 12:56 \_\_\_\_\_      g) 20:48 \_\_\_\_\_  
d) 00:56 \_\_\_\_\_      h) 23:09 \_\_\_\_\_

8 Dexter wants to watch a programme at 6:00 pm.  
He looks at his clock and it shows this time.



Oh no!  
It is 10 past 7,  
I have missed it.

Is Dexter correct? \_\_\_\_\_

Talk about it with a partner.

True or False ?

24-hour clock

This 24-hour clock means it is  
15 minutes past 8

15:20

## Friday: Finding the duration

### Starter:

Login to Times Tables Rockstars- I wonder if you can beat your score and get higher on the league table!



- 1 The table shows the start and finish times of some after-school clubs.

Club	Start time	Finish time
Drama	15:30	18:30
Art	15:30	16:30
Rowing	15:45	17:45

- a) How long does Drama club last?

Drama club lasts  hours.

- b) How long does Rowing club last?

Rowing club lasts  minutes.

- 2 The clocks show the start and finish times of some activities.  
Work out the duration of each.

- a)



start



finish

minutes

b)



start



finish

minutes

c)



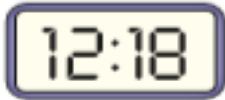
start



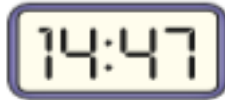
finish

minutes

d)



start



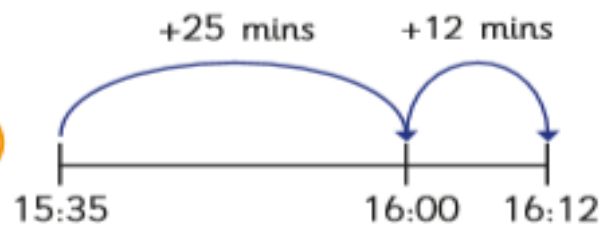
finish

minutes

- 3** Teddy went out on his bike at 15:35 and got home at 16:12. He wants to work out how long he was on his bike. Here are his workings.



I was out on my bike for 37 minutes.



Do you agree with Teddy? \_\_\_\_\_

4 Work out the durations in minutes.

Use the number lines to help you.

a) From 07:35 to 08:21 is  minutes.



b) From 09:25 to 10:23 is  minutes.

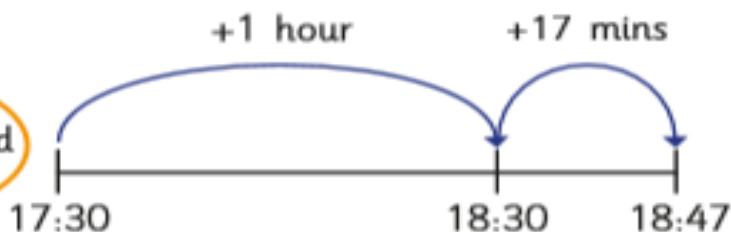


5 Tommy and Eva started watching a film at 17:30 and it finished at 18:47



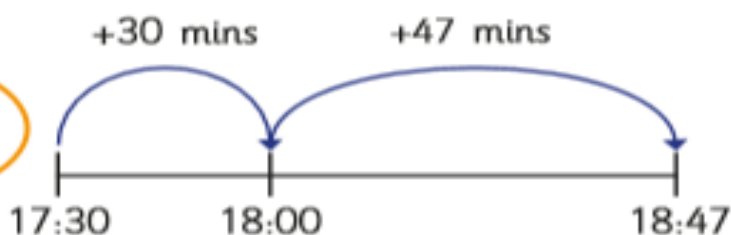
The film lasted 1 hour and 17 minutes.

Tommy



The film lasted 77 minutes.

Eva



Who do you agree with? \_\_\_\_\_

Talk about it with a partner.

Friday extension:

6 Teddy got on the bus at 15:27

He got off the bus at 16:33

How long was his bus journey?

Give your answer in hours and minutes.

hour and  minutes

7 The film *Arctic Adventure* starts at 18:35

and finishes at 20:56

How long does the film last?

Give your answer in hours and minutes.



hours and  minutes

8 The clocks show the start and finish times of a race.



17:45

start

finish



Alex

The race lasted 2 hours and 15 minutes.

The race lasted 14 hours and 15 minutes.



Mo

Who do you agree with? \_\_\_\_\_

True or False?

Finding the duration

You can only measure time in hours or minutes.

## English

Monday:

### 1. Think about a picture

Look at the picture: My Pet and answer the questions below (written or discuss with an adult)

### My Pet



1. What do you think has happened just before this picture was taken?
2. What might happen next?
3. What names would you give these dogs?
4. Who might own them?
5. Can you think of three reasons why people like to keep pets?

## 2. Reading and evaluating Poems

- Read the poems in *Animal and Insect Poetry Collection*.
- Read at least three of the poems. Challenge yourself to read them all.
- Complete *Poetry Notes* and write about your favourite poem.

### Animal and Insect Poetry Collection:

#### Black Cat

Sleepy-purred cat peers out  
from the nest of my duvet  
eyes glinting green gold black

He yawns  
mouth prawn-pink.

Settles.

Sleek black paw  
over coal black nose  
and sleeps.



by Suzanne Elvidge



## The Dog

The truth I do not stretch or shove  
When I state that the dog is full of love.  
I've also found, by actual test,  
A wet dog is the lovingest.

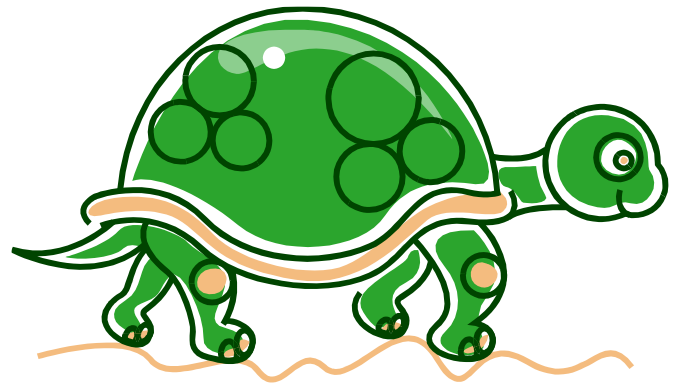


By Ogden Nash

## I Have a Little Turtle

*(Vachel Lindsay)*

I have a little turtle,  
He lives in a box.  
He swims in the water  
And he climbs on the rocks.



He snapped at a minnow  
He snapped at a flea  
He snapped at a mosquito  
And he snapped at me.

He caught the minnow,  
He caught the flea,  
He caught the mosquito,  
But he didn't catch me!



---

Lions

*(Joshua Morton)*

Lions are as orange as the morning sun.

They are as brave as men at war.

Lions are as fast as cars at top speed.

I think the lion in my heart helps me  
stand my ground.

The roar of lions is as loud as thunder  
hitting rock.

Statues of lions stand guard at castle  
doors.

Lions are kings of the countryside.



Bluebottle  
(Judith Nicholls)



Who dips, dives swoops out of space,  
a buzz in his wings and sky on his face.

Now caught in the light,  
now gone without trace,  
a sliver of glass,  
never still in one place?

Who's elusive as a pickpocket,  
lord of the flies,  
who moves like a rocket?  
bound for the skies?

Who's catapult, aero plane,  
always full throttle?

Sky-diver, Jumping Jack,

---

comet, *bluebottle!*

## Insects World

*(Ethel Jacobson)*

Insects are creatures with three pairs of legs.

Some swim, some fly; they lay millions of eggs.

They don't wear their skeletons in, but out.

Their blood just goes sloshing loosely about.

They come in three parts. Some are bare; some have hair.

Their hearts are in back; they circulate air.

They smell with their feelers and taste with their feet,

And there's scarcely a thing that some insect won't eat:

Flowers and woodwork and books and rugs,

Overcoats, people, and other bugs.

When five billion trillion keep munching each day,

It's a wonder the world isn't nibbled away!



## The Spider Web

(Truda McCoy)

The spider spun a silver web

Above the gate last night.

It was round with little spokes

And such a pretty sight.

This morning there were drops of dew

Hung on it, one by one;

They changed to diamonds, rubies red,

When they were lit with sun.

A spider's nice to have around

To weave a web so fine.

On which to string the drops of dew

That catch the bright sunshine.



Garden Snake

(Muriel L. Sonne)

I saw a snake and ran away...

Some snakes are dangerous, they say;

But mother says that kind is good,

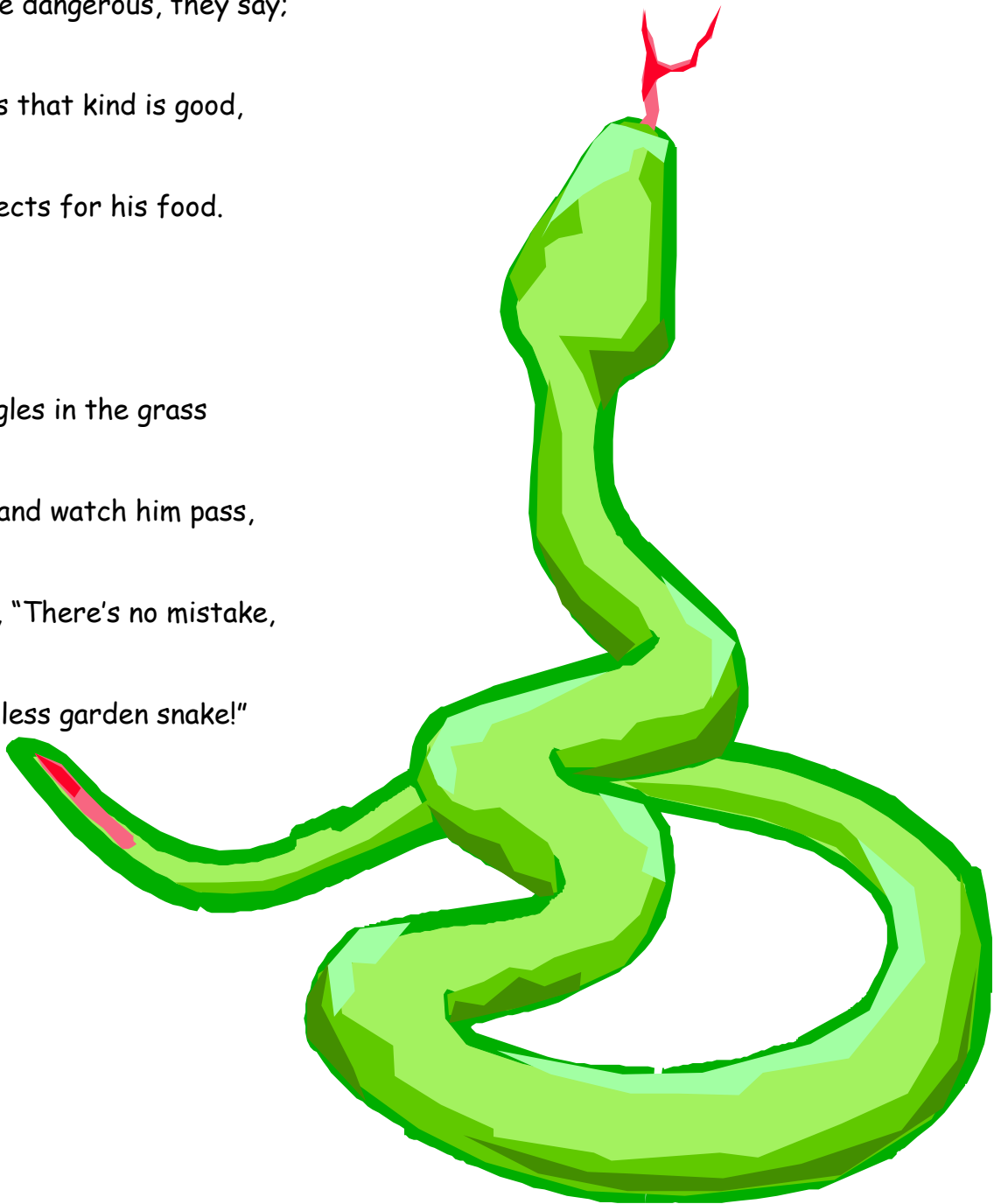
And eats up insects for his food.

So when he wiggles in the grass

I'll stand aside and watch him pass,

And tell myself, "There's no mistake,

It's just a harmless garden snake!"



Feedback on poems

Poem	Like or not? (Give a score)	Patterns I noticed.	Questions I have.
Black Cat			
The Dog			
I have a little turtle			
Lions			
Blue bottle			
Insects World			
Spiders Web			
Garden snake			

My favourite poem is... \_\_\_\_\_  
 My reasons are....



Well done. Share the poems with a grown-up. Do they have the same favourite as you?

**3. Try these extra activities:**

- Can you practise reading your favourite animal poem, then record it and share your recording with someone else?
- Can you make an illustration for your favourite animal poem?

## Tuesday:

### 1. Read a poem

- Read the poem: *Claws*. Read it twice: once in your head and once out loud.
- Read the *Poetry Questions*. Think about your answers and then write them in sentences.



If my cat  
were a fish, he'd be a shark.  
A big shark.  
A big, mean shark.  
A Great White Shark.

But he's not a fish.  
He's a cat.  
A big cat.  
A big, mean cat.  
A Great White Cat

who cruises the neighbourhood  
terrorising any creature  
he happens to meet.

Birds wing away  
when he prowls the gardens.  
Other cats scot  
when he struts his stuff  
and even dogs make sure  
they're somewhere else  
when he's around.

He's rough. He's tough.  
He's terrible to behold.  
More terrible  
than any tiger.

Sometimes he disappears  
for days and days  
and days

but just when  
I start to think  
I'll never see him again

in he strolls  
pushing through the cat-flap  
as if he's never been away

and he jumps up  
into my lap  
and curls himself  
around himself

and falls asleep  
purring like a Porsche  
while I stroke him  
and stroke him

and tell him  
over and over again  
that he's |

the Best Cat  
in the Whole Universe.

By Tony Langham

Poetry Questions

What do you like about the poem? Is there anything that you dislike about it?

Does the poem remind you of anything that you have ever read? Does it remind you of any person you know? Does it remind you of anything that has happened to you?

What patterns can you find in the poem? Are any of the words or phrases linked with other words or phrases? How?

What puzzles does the poem leave? What questions does it make you want to ask?

## 2. Remind yourself about metaphors and similes

- Use the *Revision Card* to remind yourself about metaphors and similes.
- Complete *Metaphors and Similes Practice*. Try writing a metaphor or simile for each of the pets. Challenge yourself to write more than one for some of them. Which is your favourite metaphor or simile? Why?

### Revision Card - Metaphors and Similes

To describe something, we often compare it to something else.

Sometimes we write a **simile**

The cat was as regal as the Queen of Sheba

The cat was as still as a statue.

A **simile** is a comparison where we say one thing is like something else.



Sometimes we say that something **IS** something else in order to make a strong comparison. This is a **metaphor**.

My cat is a flash of lightning.

This means that the cat is like a flash of lightning - it runs really fast!

My dog is a pig.

This means that the dog is like a pig - it is very greedy about food.

## Metaphors and Similes Practice

Write a simile or metaphor for each of these pets. Think of something about them, think of something else that has that characteristic, then compare the pet to that thing.



## Wednesday and Thursday

This lesson is over two days so that you can plan your poem, write your poem, edit your poem, write it up in neat and then perform your poem (if you want to)

1. I would like you to choose one pet. It could be a pet:
  - That is your pet
  - Is a pet you know belongs to someone else
  - A pet you would like one day
  - Or a pet from the pictures in yesterday's learning.

**Have you chosen one?**

2. The next step will be planning your poem ideas. Try to organise your ideas so that they look and sound like a poem. What patterns can you use? Use the planning format to help you.

What is special about the pet?	
What do you notice most about its appearance?	
What is the funniest thing it has done?	
How would you describe its character?	
What metaphors or similes describe this pet?	

Extra information...	
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3. Now you have your ideas it is time to write your poem out carefully.

Please include:

- Capital letters
- Full stops
- Commas
- The best vocabulary
- A simile or a metaphor
- Neat handwriting

Remember to keep checking your work, by reading aloud and change your poem to improve it.

When you have finished your first copy of your poem, share your poem with an adult. Can you show them any metaphors or similes you have used?

After you have finished editing, you can use the pet paper below to write it up in neat or you can create your own paper and design with your own drawings.

### Limericks

- The whole poem is 5 lines.
- Lines 1,2 and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- The first, second and last lines have 3 beats to their rhythm.
- The third and fourth lines have 2 beats to their rhythm.
- The first line often ends with a person's name or the name of a place.
- They are usually funny.

### Haiku

- A Haiku consists of 3 lines.
- The theme focus is often nature.
- A season-related word is included e.g. snow.
- Descriptions relate to the senses – what you can see, hear, smell, taste and touch.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second line.

### Tanka

- A tanka consists of 5 lines and 31 syllables.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second, fourth and fifth lines.
- The focus is a funny or interesting incident or story.

### Acrostic

- The focus is a theme of your choice e.g. reading, ice cream.
- The first letters of each line spell out a word or phrase.
- The first letter of each line is a capital letter.
- The lines do not need to have a rhythm or rhyme.

### Cinquain

- A cinquain consists of 5 unrhymed lines.
- The first and last lines have just 2 syllables.
- The second line has 4 syllables.
- The third line has 6 syllables.
- The fifth line has 8 syllables.
- Tells a story.
- Includes an action and a feeling.
- Has a conclusion.

Remember it does not need to rhyme.

### Sonnet

- A sonnet consists of 14 lines.
- Alternate lines rhyme with one another, apart from the last 2 lines which rhyme with each other.
- Each line has 10 beats.
- The themes are usually about ageing, death, life, love and the seasons of life.

### Riddle

- A riddle is usually 5 or 6 lines long.
- Use creative descriptions.
- The first few clues should be general and tricky.
- The final clues should make it more obvious what the riddle is about.
- It is usually written in the first person.
- The last line should be "What am I?".

Remember there is no end punctuation or rhyming.

Different types of poems...





Extra help to make your poem even more amazing!

# Poetry Toolbox



## rhythm

Create a fun pattern that makes it easy to remember.



## line breaks

Write in shorter lines to slow the reader down.



## metaphor

Tell the reader that something is something else.



## simile

Tell the reader that something is 'like' or 'as' something else.



## imagery

Give them help to form a picture in their mind.



## personification

Give human qualities to something that isn't human.



## alliteration

Start some words in a line using the same sound or letter.

## repetition

Repeat a word or phrase.



## rhyme

Use words with similar sounding final syllables.



## onomatopoeia

Use words that mimic the sound of the noun or verb they describe.





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4. Extra activities:

1. Can you perform your poem, record your performance, and share it with somebody else?
2. Can you make an illustration for your poem?

## Friday- Reading comprehension

# Pet Care of a Cat



Cats are a very popular pet in the UK. They might come and go when they want, but need careful looking after.

Food and drink	Environment
<p>Cats eat meat. They are not vegetarian.</p> <p>Clean water must be put out for them to drink, so that they stay healthy.</p>	<p>Cats need a dry, comfortable place to live. They often like having a few places to sleep.</p> <p>Cats are easily scared, so they need places where they feel safe. Under beds or on the top of shelves are good places.</p>

### **Cat behaviour**

If a cat does any of these things, it might mean they are distressed:

- licking themselves a lot;
- hiding more often;
- sleeping hunched up.

If a cat does shows this behaviour, it can mean they are in pain:

- being bad tempered or angry;
- disappearing for a long time;
- keeping away from people.



### **How to treat a cat**

Cats will come for a cuddle when they feel ready. You must not try to force them to sit on your knee or be stroked. Remember, each cat is an individual, so will behave differently.

#### **Things to remember:**

- Cats need exercise. They need to go outside, or have toys to play with.
- Cats need to scratch their claws to keep them sharp. If they are not given a proper scratching post, they may use the sofa!

Look after them properly, and your cat will be your best friend.



# Questions

1. What sort of food do cats need to eat?

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2. Why do cats need clean water?

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3. Which two adjectives are used to describe the type of place cats need to live in?

---

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4. Where might a cat go to feel safe? Name one place.

---

5. Name one thing a cat might do to show they are distressed.

---

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6. If a cat starts being bad tempered, what might this mean?

---

7. What do you need to do if you want a cat to come for a cuddle?

---

8. Why do cats need to scratch their claws?

---

9. Think of one thing you have learned about caring for a cat from this text.

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Foundation Subjects- choose one lesson per day (in any order)

Science lesson

# Living, Once Living and Non-living

Colour the living items in the picture green (e.g., animals, plants).

Colour the non-living items red (e.g., rock, sand, plastic).

Can you find any once living items in the picture? Add two once living items to the picture.



How do you know something is living?

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How do you know something was once living?

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How do you know something is non-living?

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## Topic and DT lesson- The Watercress line, Alresford

### BUILDING BRIDGES



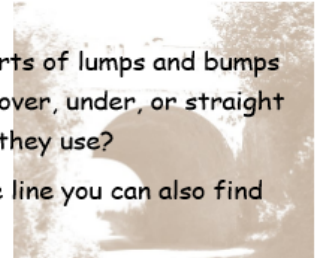
Activity Sheet

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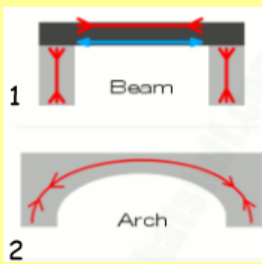
#### Bridges on the Watercress Line

Engineers like railways to be straight and level but the countryside of Hampshire has all sorts of lumps and bumps that made planning the Mid Hants Railway (The Watercress Line) difficult. Should they go over, under, or straight through the middle? The simplest answer was to use bridges but which type of bridge did they use?

Most of the bridges on the line are ARCH bridges built from brick. At the Alton end of the line you can also find steel BEAM bridges across roads. Let's find out more about how they work.



**Forces in Bridges** There are two types of forces working inside the bridge.



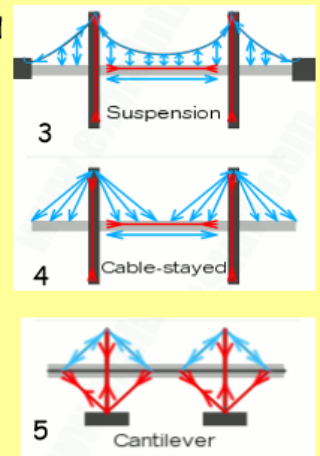
**Compression** or 'squeezing' forces shown by the red lines and **tension** or 'stretching' forces shown by the blue lines.

- 1) A beam bridge has its beam partly in tension and partly in compression, with the abutments (the side pillars) in compression.
- 2) An arch bridge supports loads through compression. Arches are the only kinds of bridges supported entirely by forces of compression.

3) A suspension bridge has its piers (towers) in compression and the deck hangs from thick suspension cables by thinner cables, all of which are in tension. The deck is just like the beam bridge, partly in tension and partly in compression.

4) A cable-stayed bridge is similar but the deck hangs directly from the piers from cables. The piers are in compression and the cables are in tension.

5) A cantilever bridge balances tension forces above the bridge deck with compression forces below.



Oliver Bear

Oliver bear has been out with the safety team keeping an eye on the line.

He counted how many bridges there were between Alresford and Alton, can you guess how many he counted?

Research time: How many bridges are there from Alresford to Alton, was your guess correct?

#### Build Your Own Bridge

Build your own bridge. You might have construction toys like Lego, Meccano or Knex at home but why not use your imagination and see



what else you can find to build with.



Try newspaper, drinking straws, recycling or sticks from the garden or from your walks. For a real challenge try dry spaghetti with marshmallows for joints.

← Design time

## Music Lesson

<https://classroom.thenational.academy/lessons/sing-a-major-scale/activities/1/>

Please follow this link to your Music lesson for this week- I really enjoyed singing and dancing, I hope you do too. This lesson is suitable for both Year 2 and Year 3.



## PE Lesson

# Ship Shape

## Home Physical Education

Can you keep trying to improve your performance?

**How to play:**

- Can you create the following balanced shapes?
- A **'wide'** shape. Are you high or low, what body parts are you using?
- A **'curled'** shape. Are you high or low, what body parts are you using?
- A **'narrow'** shape. Are you high or low, what body parts are you using?
- Can you teach someone else all of your different balanced shapes?
- Can you create a sequence of all 3 balanced shapes together?

Can you teach someone your balances and work together to create a sequence?

### Top Tips

**Be Still!**

All balances must be held completely still for at least 4 seconds. Make your balances excellent by pointing your fingers and toes.

### Let's Reflect


Can you hold your balances still?  
If your balance is wobbling, how could you change it to make it still.

Did you try a variety of ways of balancing?

**RE lesson - please read through information, answer any questions and carry out small activities with an adults help.**

### Starter Activities


What do all of these buildings have in common?



Photos courtesy of Fafai's photos and RussiBawling (@flickr.com) - granted under creative commons license attribution

This slide features three photographs of Hindu temples. The top left shows a tall, ornate golden tower (Gopuram) with intricate carvings. The top right shows a white stone temple with a person in a yellow sari standing in front of the entrance. The bottom center shows a temple with multiple red domes and white walls. The background is orange with white floral and human profile line art.

### What is it like inside a Hindu Mandir?



Photos courtesy of Jorge Lascar, @DEEPAK GUPTA and Fafai's photos (@flickr.com) - granted under creative commons license attribution

This slide features three photographs showing the interior of a Hindu temple. The top left shows a colorful mural on the ceiling depicting various scenes. The bottom center shows a circular golden ceiling with intricate patterns. The right side shows an arched hallway with a person walking. The background is orange with white floral and human profile line art.



### Shoe Rack

A place to store shoes before entering the mandir.



### Murtis

A murtis is a statue of God, a god or goddess.

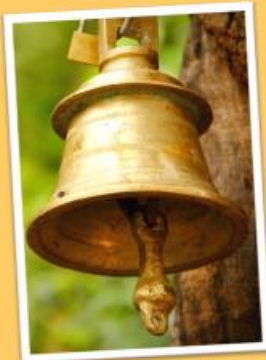
## Important Features of a Hindu Mandir



### Main Shrine

This is the heart of the temple to represent the heart of the worshipper. It is usually at the front of the temple.

Photo courtesy of Os Rippee and justfull (@flickr.com) - granted under creative commons licence - attribution



### Bell

Worshippers ring the bell before entering to let God know they have arrived.

## Important Features of a Hindu Mandir



### Vedas

These are the ancient Hindu texts. They are kept safe in a special case.



### Aum

This is the Hindu symbol. You may see this if you ever visit a Hindu temple.

Photo courtesy of Nitesh Ramasamy (@flickr.com) - granted under creative commons licence - attribution

Can you match the word to the correct object?

Activity

shoe rack

Aum

main shrine

bell

murti

Vedas

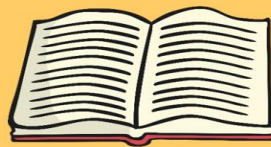


Photo courtesy of Os Rúpias (@flickr.com) - granted under creative commons licence - attribution

Why do people go to a Hindu Mandir?



Worship takes place here. Hindus can attend their local mandir to be peaceful, pray and sing religious songs.



Each mandir is dedicated to a god and inside will be a shrine to that god. Offerings such as flowers, fruit, water, milk, nuts or sweets are made. Incense (a nice smelling fragrance) is burned to make the temple feel special. During worship Hindus chant the names of gods and goddesses.

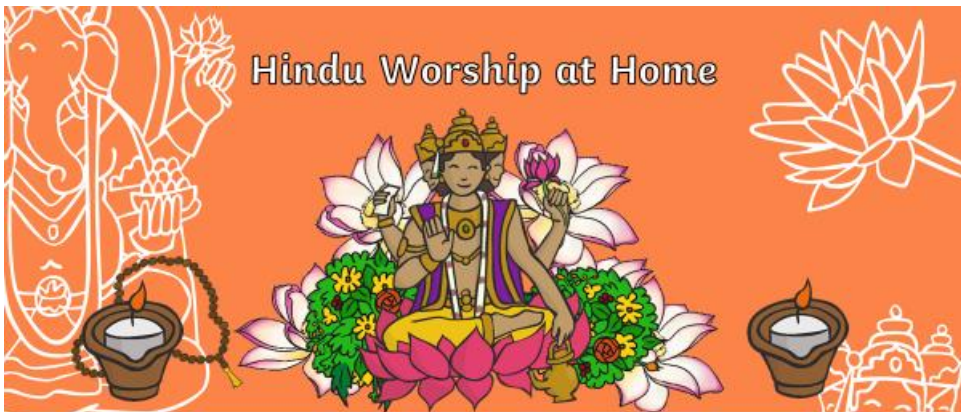
Photo courtesy of wllamcho and oldandsole (@flickr.com) - granted under creative commons licence - attribution

Worshipping at the mandir is a special time to be together with other Hindus.

Other special events such as weddings can take place in a mandir.



## Hindu Worship at Home



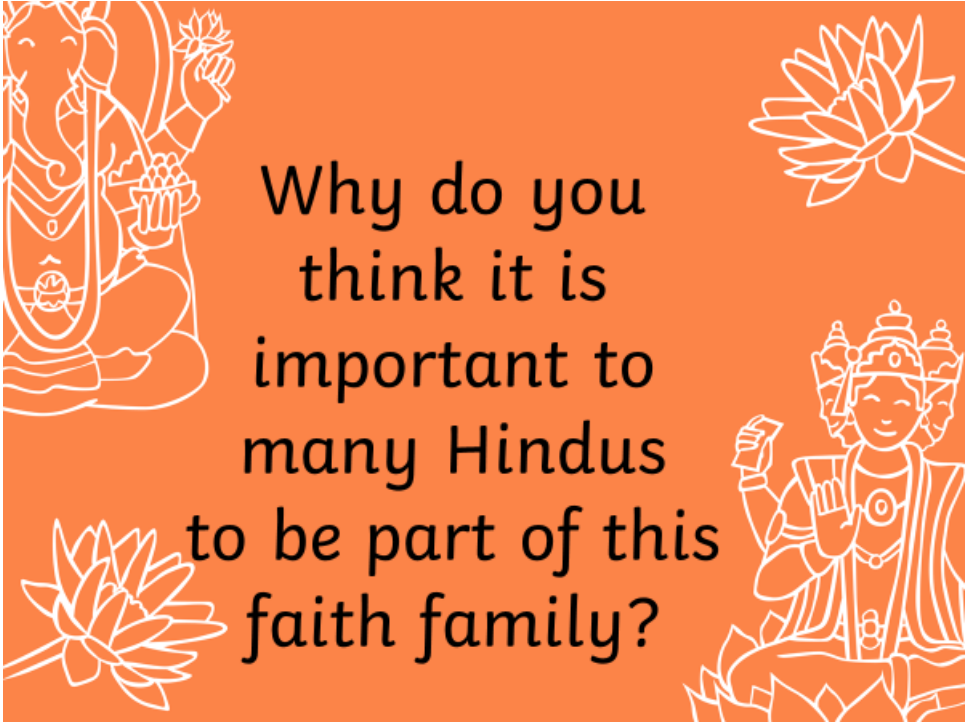
Hindus can worship at home and at the mandir. Making offerings to the gods is something that can be done at home too.

In a Hindu home there may be a shrine where offerings can be made and prayers are spoken. The shrine could be as big as a room, a small corner or a statue.






















## Showing Respect

- Before entering the mandir you have a wash, make sure you are wearing clean clothes and remove your shoes.
- You can make offerings to the gods.
- Sometimes men and women need to worship separately.
- Bow to show respect to the gods.



Why do you think it is important to many Hindus to be part of this faith family?

## PSHE Lesson

<p>Beef</p> 	<p>Potatoes</p> 	<p>Butter</p> 	<p>Milk</p> 
<p>Tomatoes</p> 	<p>Cereals</p> 	<p>Beans</p> 	<p>Cheese</p> 
<p>Apples</p> 	<p>Bacon</p> 	<p>Sweets</p> 	<p>Eggs</p> 
<p>Bread</p> 	<p>Cooking Oil</p> 	<p>Quorn</p> 	<p>Fish</p> 
<p>Yoghurt</p> 	<p>Oranges</p> 	<p>Flour</p> 	<p>Honey</p> 

To understand that food can be put into a few main food groups

1. Cut pictures of all foods out.
2. Sort food into groups and explain why you have put them into these groups with an adult.
3. Say which foods belong to each group- may need an adult's help-
4. Explain what the different foods are for and how they might help our bodies.

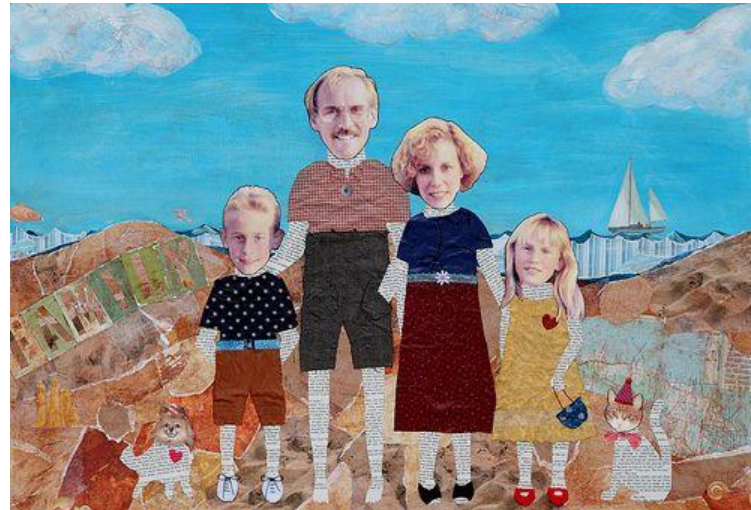


**Art lesson:**

**Let's Create!**

Create a piece of artwork entitled 'Family'. This could be a drawing, a painting, a sculpture, or collage.

- ✚ Could you copy another artist's style?
- ✚ Which materials have you chosen to use and why?
- ✚ How do you feel about your piece of artwork?
- ✚ What would you change or not change?



## Computing

Please log on to Purple Mash to see the 2do's set for the week (Please do at least one 2do- Make sure you press the 'hand in' button so that I am able to give you feedback). Also, remember to log onto My Maths weekly and practise times tables on Times tables Rockstars

Just to let you know that I have planned a lot of activities but please don't feel pressured to do them all. Do what is right for you and your family.

I would rather you have too much than too little but it doesn't mean you have to complete everything or you can save it for when you feel like doing something to keep you occupied. Please get outside in the fresh air if you can, in a safe way and be helpful to your family. Remember you can use the National Oak Academy lessons if you wish to, using this website:

<https://www.thenational.academy/online-classroom/schedule>