



Learning at home: Year 3 Week 13 beginning 15.06.20

Good morning Year 3! Keep persevering with your work. Use this grid to help your child work at home. Children concentrate best during the first half of the day. Make a routine that works for you. Build in fun, exercise and times to relax and laugh. Remind your child that school will want to see what they have been doing.

NEW!

The Oak National Academy is an online school backed by the government. Recorded lessons, ideas and resources for all primary year groups are available for free and with no login required. If you would like to use these resources either to supplement the Welwyn St Mary's learning grids or just as a change of scene please follow the link below and select for your year group and subjects required.

<https://classroom.thenational.academy/year-groups/>

Reading

Online reading books can be found at: <https://www.oxfordowl.co.uk/>

There are colour band reading levels like we have in school! Try it today!

This Weeks Reading Comprehension:

I can find the key information in a text.

I can answer in full sentences.

Follow the link below to the Oxford Owl book

Sport is Fun.

https://www.oxfordowl.co.uk/api/digital_books/2089.html

Read a few pages each day.

At the back of the book on page 24 is a quiz.

See if you can recall the answers before checking. Choose 8 of the questions and answer them in sentences in your home learning book

Continue to share your reading with an adult and record all reading in some way.

Read aloud and focus on:

- Expression
- Following the punctuation accurately
- Accuracy
- Talk about what you have read
- Asking and answering questions about the book.

Daily reading using a home book or other reading materials e.g. a recipe, magazines, National Geographic for kids' website, BBC Bitesize reading materials.

Books are also on [Purple Mash](#). Use your login.

Listen to a good book:

<https://www.worldofdavidwalliams.com/elevenses/>

<https://www.storylineonline.net/>

<https://www.storynory.com/>

Don't forget to check out all the 2dos on Purple Mash and Sumdog.

You have:- Spelling

Maths

Quizzes on the human body.

Family Challenge project at the bottom of the document.

Make sure you enter this fun competition. You could win £10 book tokens for all of your class.

Can you design a book token? <https://www.nationalbooktokens.com/create-a-national-book-token-for-your-class>

Writing

I can write the ending of a story.

Remember:

Date

Leave a line

Title

Leave a line

Then get

started



Monday

I can understand what verbs are and am able to identify them in a sentence.

Follow the link below to find out about verbs.

<https://www.bbc.co.uk/bitesize/articles/zfc2mfr>

Take the activity quizzes one and two afterwards to see if you understood everything!

Complete English sheet activity 2 to show your understanding.

Copy also at bottom of document Monday Activity two

EXT: Activity three bitesize

Or take a page from your current reading book and list all the verbs you find on one page.

Tuesday

I can answer in full sentences.

Go to this link, which you can print out as a PDF.

<https://www.pobble365.com/moon-landing>

Worksheets also at the bottom of the document.

Look carefully at the picture and read the Story Starter.

Underline or make a list of great words or phrases in your home learning book. Can you identify the verbs in the Story Starter? Think back to what you learnt yesterday.

Now read Question Time and write your answers to the 6 questions in full sentences in your home learning book.

Wednesday

I can understand how to add extra information to a sentence using subordinating conjunctions.

See sentence challenge <https://www.pobble365.com/out-of-the-blocks/>

Can you use subordination in a sentence, using a main clause and a subordinate clause?

Can you separate the clauses using a comma?

Can you use one of the following conjunctions to link your clauses: but, or, yet, so?

e.g. The mission so far had gone exactly to plan, but now there was a sense of dread and panic as the alarm sounded.

Follow the link below to find out about subordinating conjunctions.

<https://www.bbc.co.uk/bitesize/articles/zrr8jhv>

Watch the two videos to help you understand what subordinating conjunctions are and how to use them.

Take the activity quizzes one and two afterwards to see if you understood everything!

Complete English sheet activity 2 to show your understanding.

Copy also at bottom of document Wednesday Activity Two

EXT: Activity three bitesize - Copy also at bottom of document Wednesday Activity three.

Thursday

I can write interesting sentence by adding extra information.

Starter: - Look at the *sick sentences*. <https://www.pobble365.com/out-of-the-blocks/>

These sentences are 'sick' and need your help to get better.

The ship landed on the surface of the moon. Stars shone in the sky. The astronauts could see Earth.

Can you improve and extend them using powerful verbs, subordinating conjunctions to add extra information, and adjectives to describe? Really, try to make each sentence exciting, just like the story starter.

Can you continue the story of the Apollo mission to the moon?

Tomorrow you will be writing an exciting ending to the Story Starter.

Carefully read it again and plan your ending by writing a few sentences to answer each of the questions in your home learning book.

	<p>Description: - What can the astronaut see? Add some ideas for powerful sentences. e.g. The cold surface of the moon was covered in huge, grey rocks.....</p> <p>Why is the warning alarm on the spaceship ringing?</p> <p>What is happening?</p> <p>What will the astronaut on the moon do?</p> <p>How does the astronaut feel?</p> <p>How will he solve the problem?</p>		
	<p>Friday Spelling test: ask an adult to test you with this week's spellings. You can email your teacher using Purple Mash to tell them your score. There will be a spelling quiz in your 2dos on Purple Mash if you have access.</p> <p>Friday I can write a series of sentences to create a whole text and develop cohesion.</p> <p>I can punctuate my sentences accurately using capital letters and full stops.</p> <p>Apollo mission to the moon Think about what we have been learning the week. Use powerful verbs. Add extra information to a sentence using subordinating conjunctions. Write interesting sentence by adding extra information.</p> <p>In your home learning book write, the ending of the story from yesterday's planning. Read it and check for mistakes. Try to edit your writing and make at least 3 improvements. Find an adult to read your story to. Be sure to check for correct</p>	<p>Handwriting practice</p> <p>often</p> <p>opposite</p> <p>ordinary</p> <p>particular</p> <p>peculiar</p> <p>perhaps</p> <p>popular</p> <p>position</p> <p>possess</p> <p>possession</p>	<p>Spellings Apples- split digraphs</p> <ol style="list-style-type: none"> plane shine crime spine frame dose froze here tube cute <p>Bananas (1-10), pears (1-12) and mandarins (1-15) prefixes.</p> <ol style="list-style-type: none"> import export exclaim extend exact interior exterior exhale inhale

	<p>punctuation and spelling too.</p> <p>Ext: Perfect picture! Imagine you are exploring the surface of the moon as an astronaut. Can you draw what you might see?</p>		<ol style="list-style-type: none"> 10. antibiotic 11. co-star 12. antiseptic 13. anticlockwise 14. antihero 15. antifreeze
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Maths - This week our Maths is all about shape.

On-going
Use **Purple Mash and Sumdog** - don't forget to check your 2dos and tasks for related games and activities sent by your teacher to keep practising your maths skills
Do a page from your mental maths homework book each week

Lots of printable resources to support times tables learning :
https://www.purplemash.com/#tab/pm-home/maths/printable_resources_maths_tables

You can now access additional textbooks from Pearson. Just use the link below (you have to agree to the terms that appear first):
[Pearson Power Maths Year 3](http://go.pardot.com/e/749453/PowerMathsYear3/5jj14/124032641?h=00TxxXK2c62Mn1aOeM44IV-BVLdc2phNEYi7yG8iMQ0)
<http://go.pardot.com/e/749453/AbacusYr3/5jh6v/123824163?h=Cn9E-XKnT5EkhqvsTC8WkWfrucVtkJahrUnLFOTJnE>
[Abacus Textbooks 1-3 for Year 3](http://go.pardot.com/e/749453/AbacusYr3/5jh6v/123824163?h=Cn9E-XKnT5EkhqvsTC8WkWfrucVtkJahrUnLFOTJnE)

Ask an adult to create a free account at:
<https://www.themathsfactor.com/subscribe/>
They will not be able to sign up between 9am and 2pm, but once you have an account it can be used at any time.

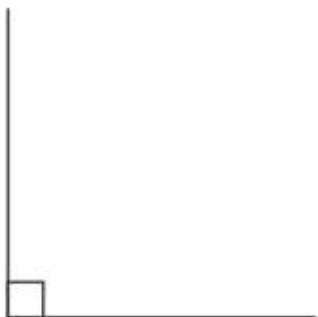
<p>Monday Fluency:</p> <ul style="list-style-type: none"> • https://www.topmarks.co.uk/maths-games/hit-the-button • Choose a category to 	<p>Monday I can identify different types of angles. Follow these two links and watch the clips about different types of angles. Listen carefully to the vocabulary. Right angles,</p>
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<p>practice your mental maths.</p>	<p>Acute angles Obtuse angles https://www.youtube.com/watch?v=GAztKuhs6Rc https://www.youtube.com/watch?v=mKSLU31K8HQ Answer the questions on activity sheet one. Try the challenge activity questions.</p>
<p>Tuesday Fluency starter - mini maths brain warm-up</p> <ul style="list-style-type: none"> • Play 'Number chains': set a timer for 30 seconds. • Use the number 68 and see how quickly you can <u>write</u> numbers by adding 10 to 68. Have a race with someone. Who gets to the highest number in 30 seconds? • Make it harder: Now keep adding 5 to 68. Who gets to the highest number now? 	<p>Tuesday I can name 2d shapes. I can draw and describe 2d shapes. Follow this link Corbettmaths Primary. https://corbettmathsprimary.com/content/ Watch video 58 on 2d shapes. Look at the questions, which go with video 58. See if you can answer them. You should know all the vocabulary. The only question, which may prove tricky, is question 6 it uses the word acute angle. Can you remember we have covered it? An acute angle is less than 90 degrees, less than a right angle. When you have answered, the questions check your answers. Remember this vocabulary and its meaning. It may help you answer the questions in the extension. You have covered this already in year three: - Angles, right angles, obtuse angle. acute angle, lines of symmetry. EXT: Maths Activity 1 Draw a picture using straight lines. It could be a car, robot, house, street, you choose. Label 10 of the angles on your picture. RA= right angle A= acute O= obtuse</p>
<p>Wednesday Fluency starter - mini maths brain warm-up</p> <ul style="list-style-type: none"> • Play 'Number chains': set a timer for 30 seconds. • Use the number 368 and see how quickly you 	<p>Wednesday I can understand what symmetry is. I can identify lines of symmetry in 2d shapes. Follow this link Corbettmaths Primary. https://corbettmathsprimary.com/content/ Watch video 64 on symmetry. Look at the questions, which go with video 64. See if you can answer them. You should know all the vocabulary.</p>

<p>can <u>write</u> numbers by subtracting 10 from 368. Have a race with someone. Who gets to the lowest number in 30 seconds?</p>	<p>When you have answered, the questions check your answers. EXT: Maths Activity Using the squared paper below. Draw symmetrical patterns. Try both challenges one line of symmetry, two lines of symmetry. Use coloured pencils to keep the symmetry in your patterns. Take time and care. Design two beautiful patterns.</p>
<p>Thursday Fluency starter - mini maths brain warm-up</p> <p>Check the activities on Purple mash.</p>	<p>Thursday I can name 3d shapes and their properties. Follow this link Corbettmaths Primary. https://corbettmathsprimary.com/content/ Watch video 59 on 3d shapes. Also, watch video 20 on edges, faces and vertices. Look at the questions, which go with video 20. See if you can answer them. You should know all the vocabulary. When you have answered, the questions check your answers. EXT: Maths Activity 1 Go on a scavenger hunt around your house. How many different 3d shapes can you find? List and draw the objects in your home learning book.</p>
<p>Friday Fluency starter - mini maths brain warm-up</p> <p>Have you tried the multiplication test on Sumdog? Test yourself against the clock!</p>	<p>Friday I can identify the nets of 3d shapes. Follow this link Corbettmaths Primary. https://corbettmathsprimary.com/content/ Watch video 42 on the nets of 3d shapes. Look at the questions, which go with video 42. See if you can answer them. You should know all the vocabulary. Question 7 and 8 are challenging. Try them if you can. When you have answered, the questions check your answers. Ext: Maths activity 1. Choose a net to make a 3d alien, cut out carefully, glue the tabs or use the blank net and decorate it first then cut out and glue the tabs to make a beautiful box.</p>

Types of Angles Worksheet

Look at these different angles:



Right Angle - a square 90° .



Obtuse Angle - is greater than a right angle but less than a straight line (as anything over 180° is a reflex angle).



Acute Angle - is smaller than a right angle.

Write the type of angle:

1.



2.



3.



4.



5.



6.



7.

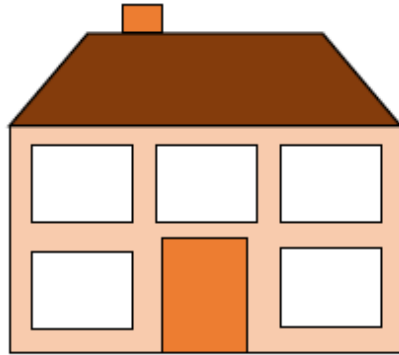


8.



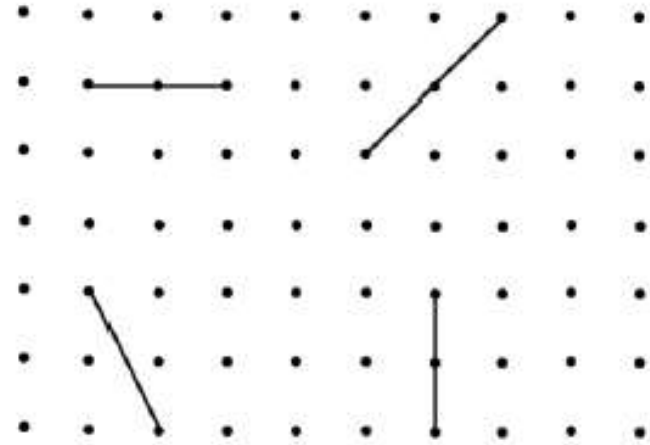
Monday Challenge

How many right angles can you see in this image?

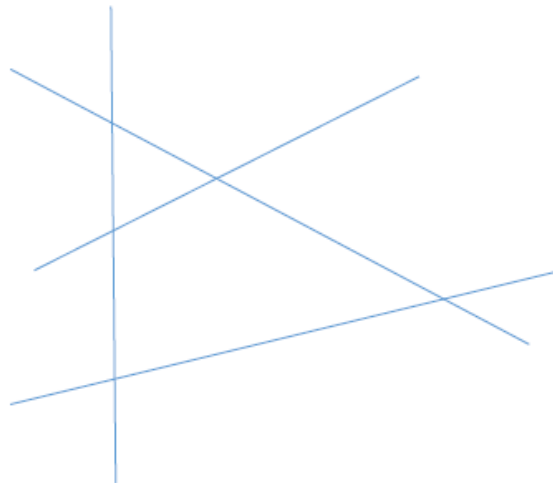


Can you create your own image with the same number of right angles?

Draw a line along the dots to make a right-angle with each of these lines:



Label the acute angles (A) and obtuse angles (O) on the diagram below



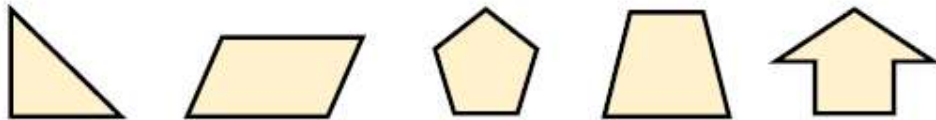
Tuesday Maths Activity 1

Describe this quadrilateral.



It has ____ angles.
It has ____ right angles.
It has ____ obtuse angle.
It has ____ acute angle.
It has ____ lines of symmetry.

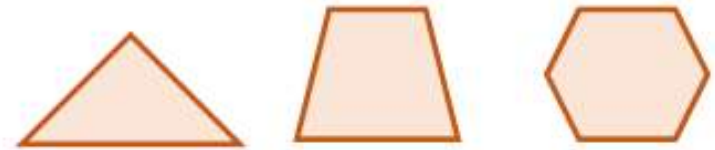
Choose one of these 2-D shapes and describe it to a friend thinking about the angles, types of lines it is made up of and whether it has any lines of symmetry. Can your friend identify the shape from your description?



Draw the following shapes.

- A square with sides measuring 2 cm
- A square that is larger the one you have just drawn
- A rectangle with sides measuring 4 cm and 6 cm
- A triangle with two sides of equal length

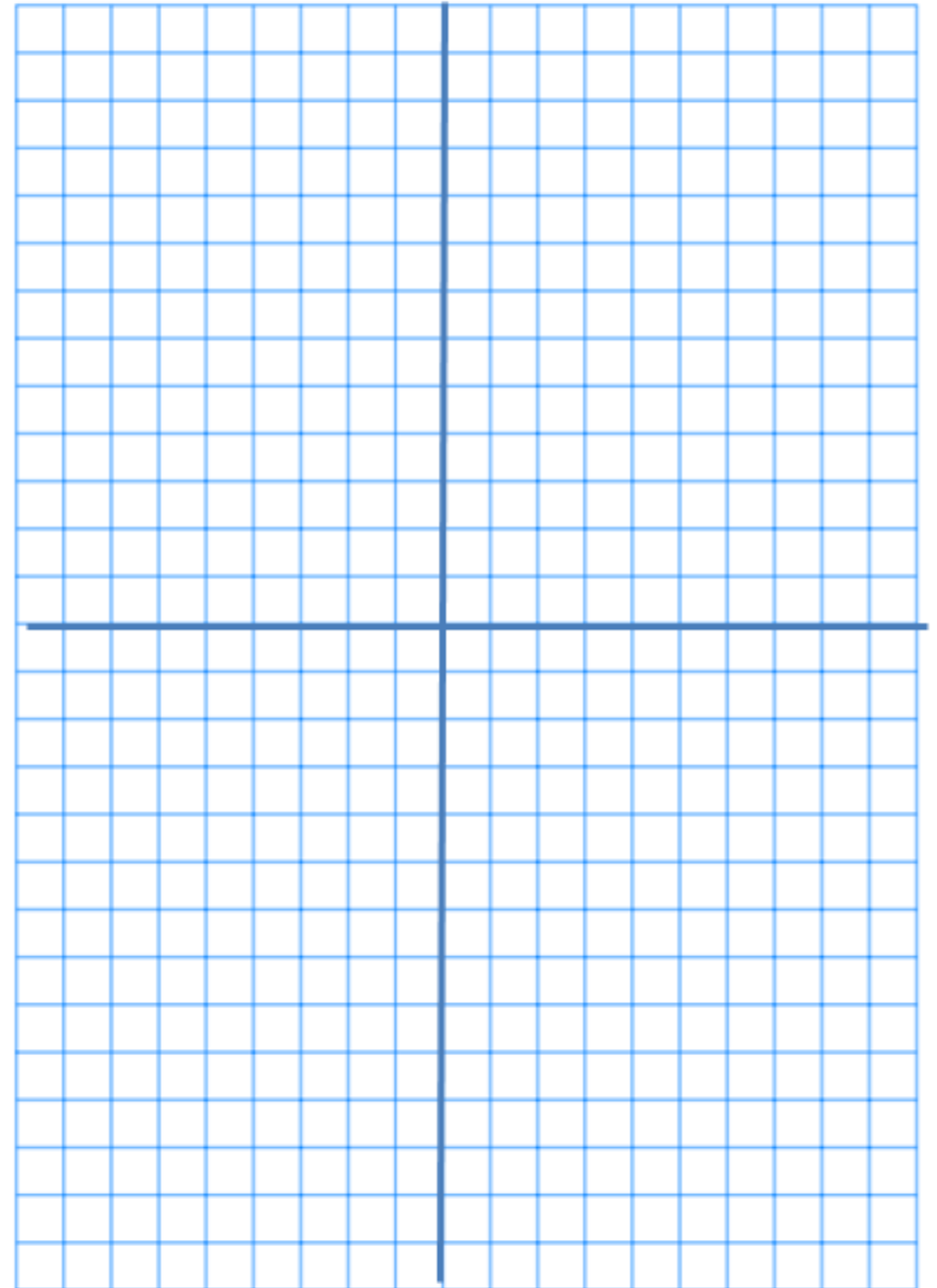
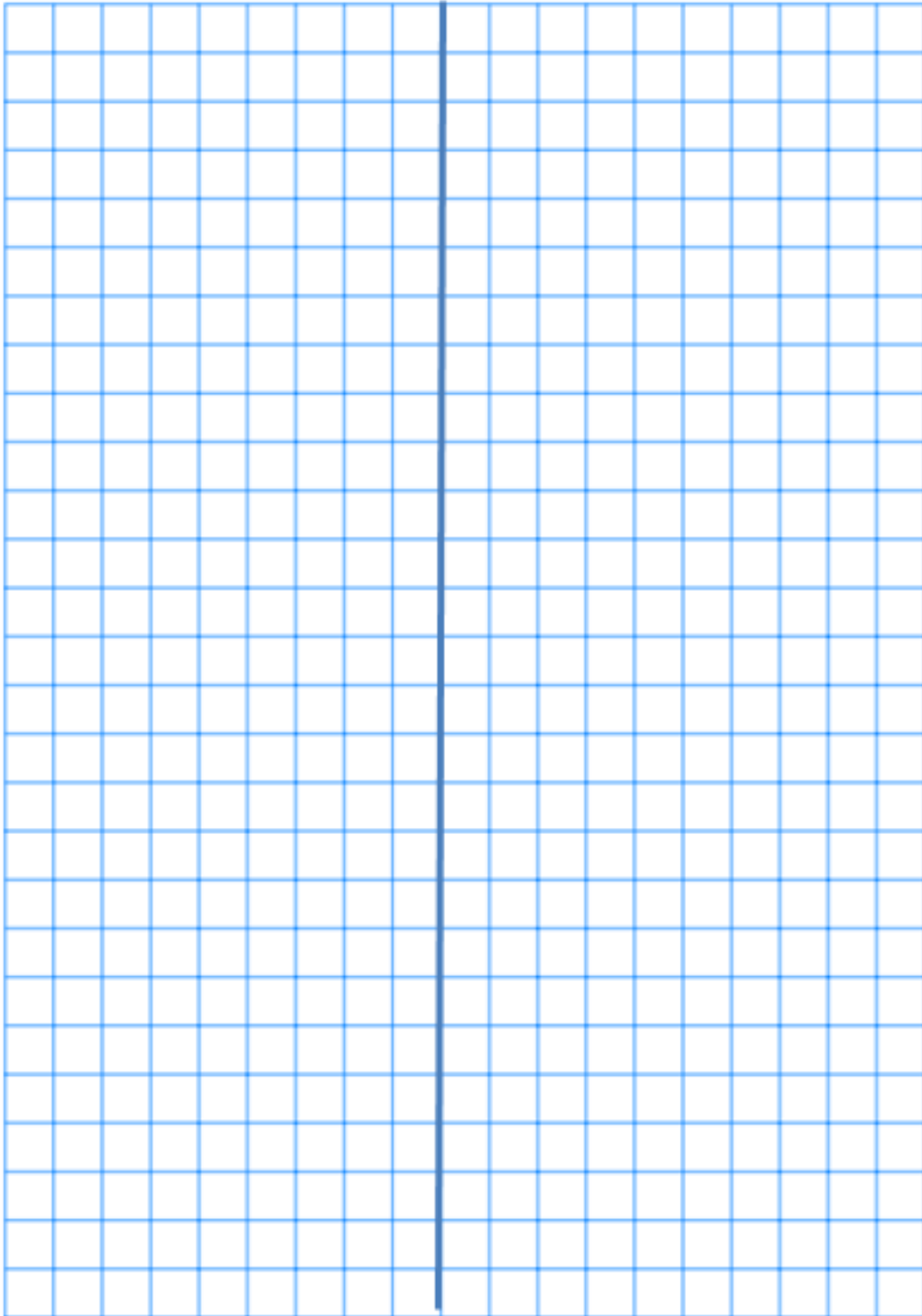
What is the same and what is different about these shapes?



Draw at least one shape in each section of the diagram.




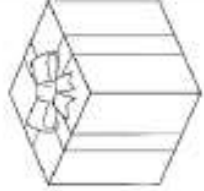
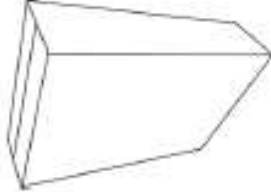
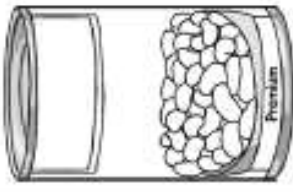
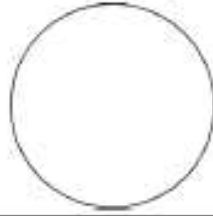
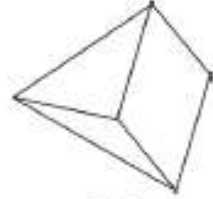
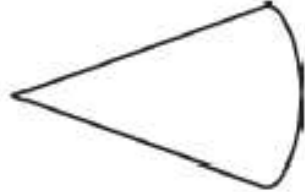
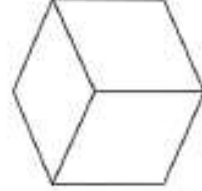
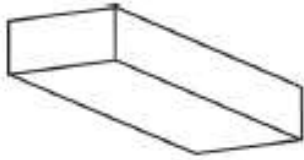

	At least one right angle	No right angles
4 sided		
Not 4 sided		

Wednesday Maths Activity



Thursday Activity

I can describe the properties of 3D shapes, including the property of prisms.

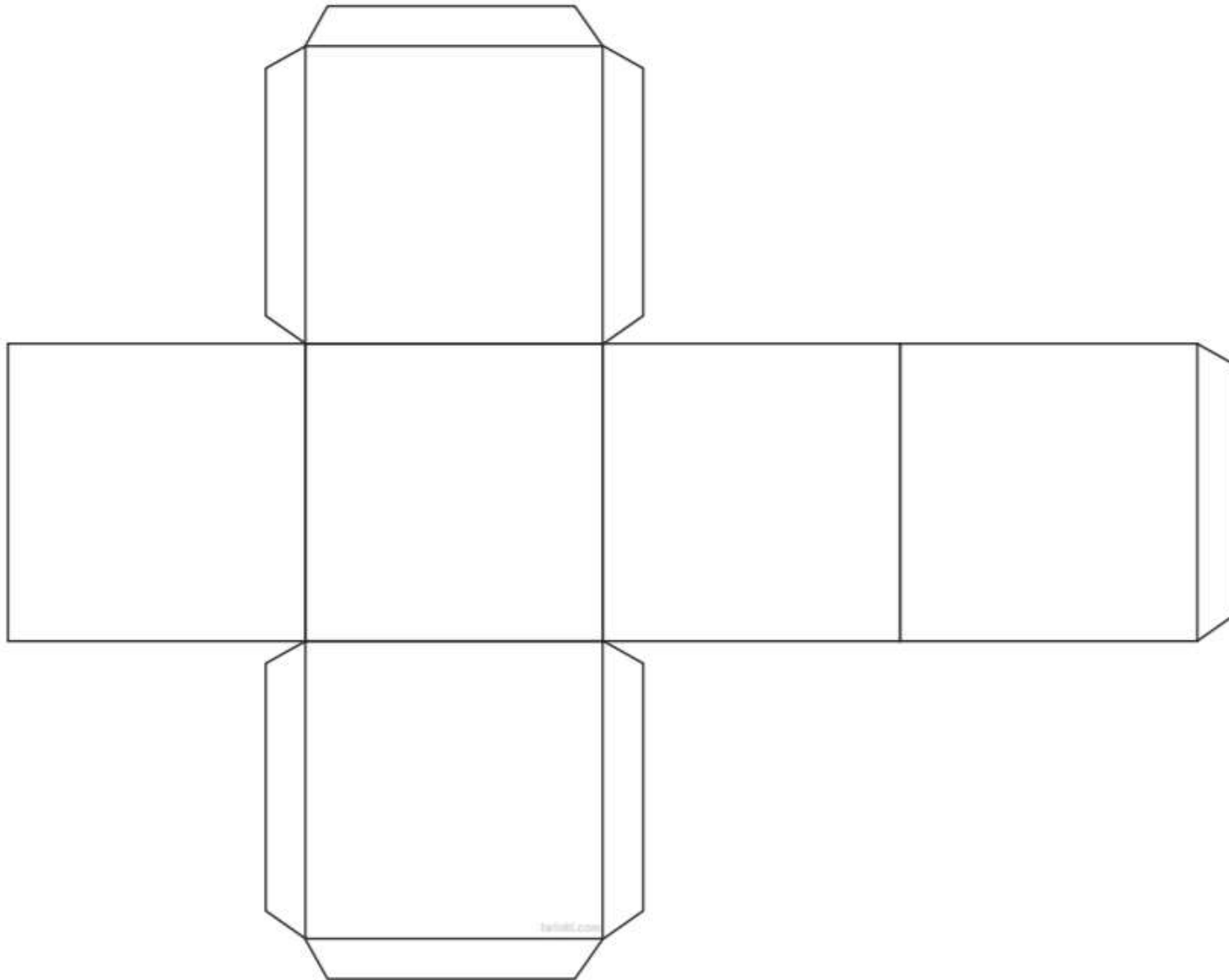
It looks like... 	It looks like... 	It looks like... 	It looks like... 	It looks like... 	It looks like... 
It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces
					
sphere	pyramid	cone	cube	cuboid	cylinder



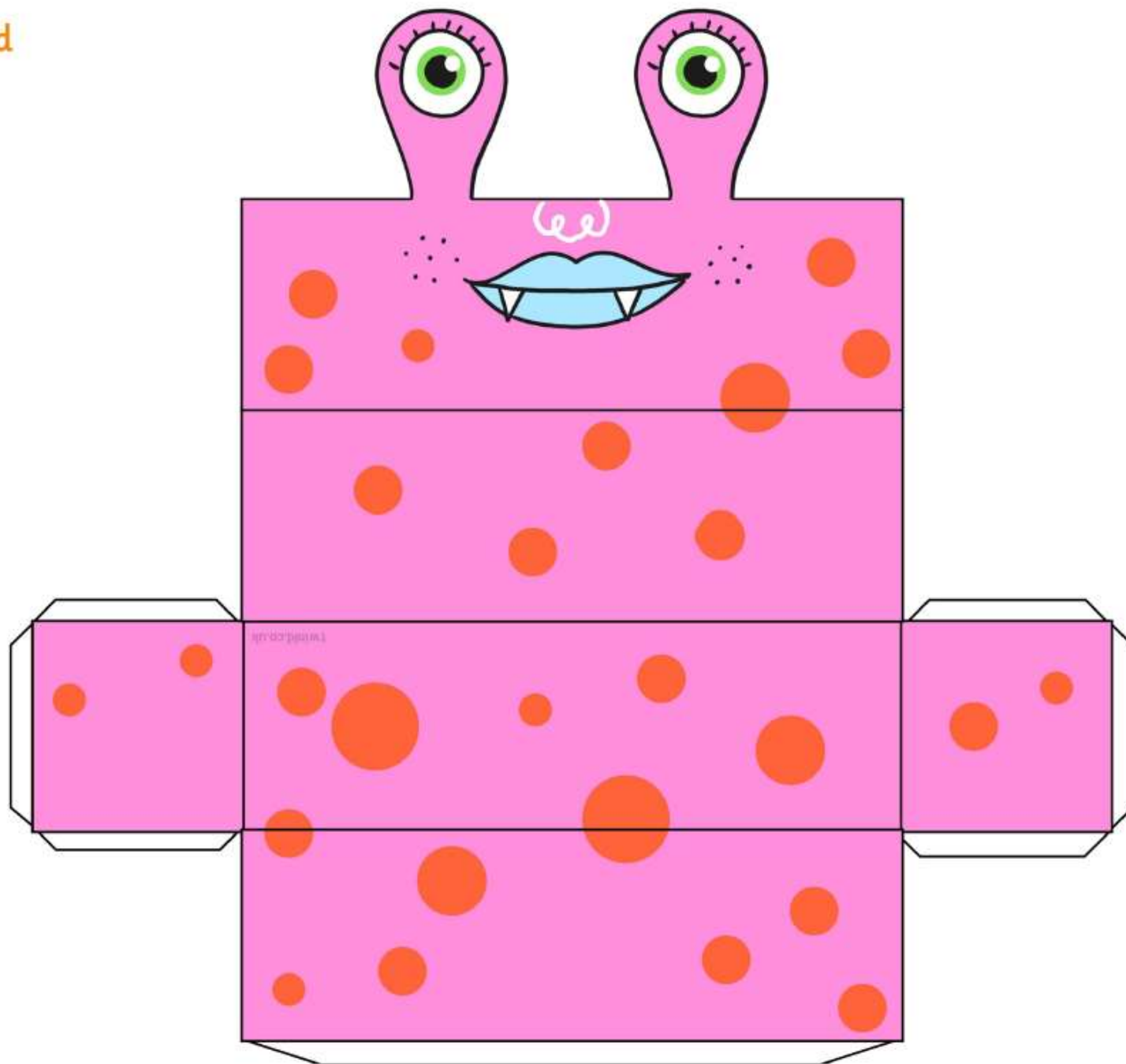
Friday Activity

Net of a Cube

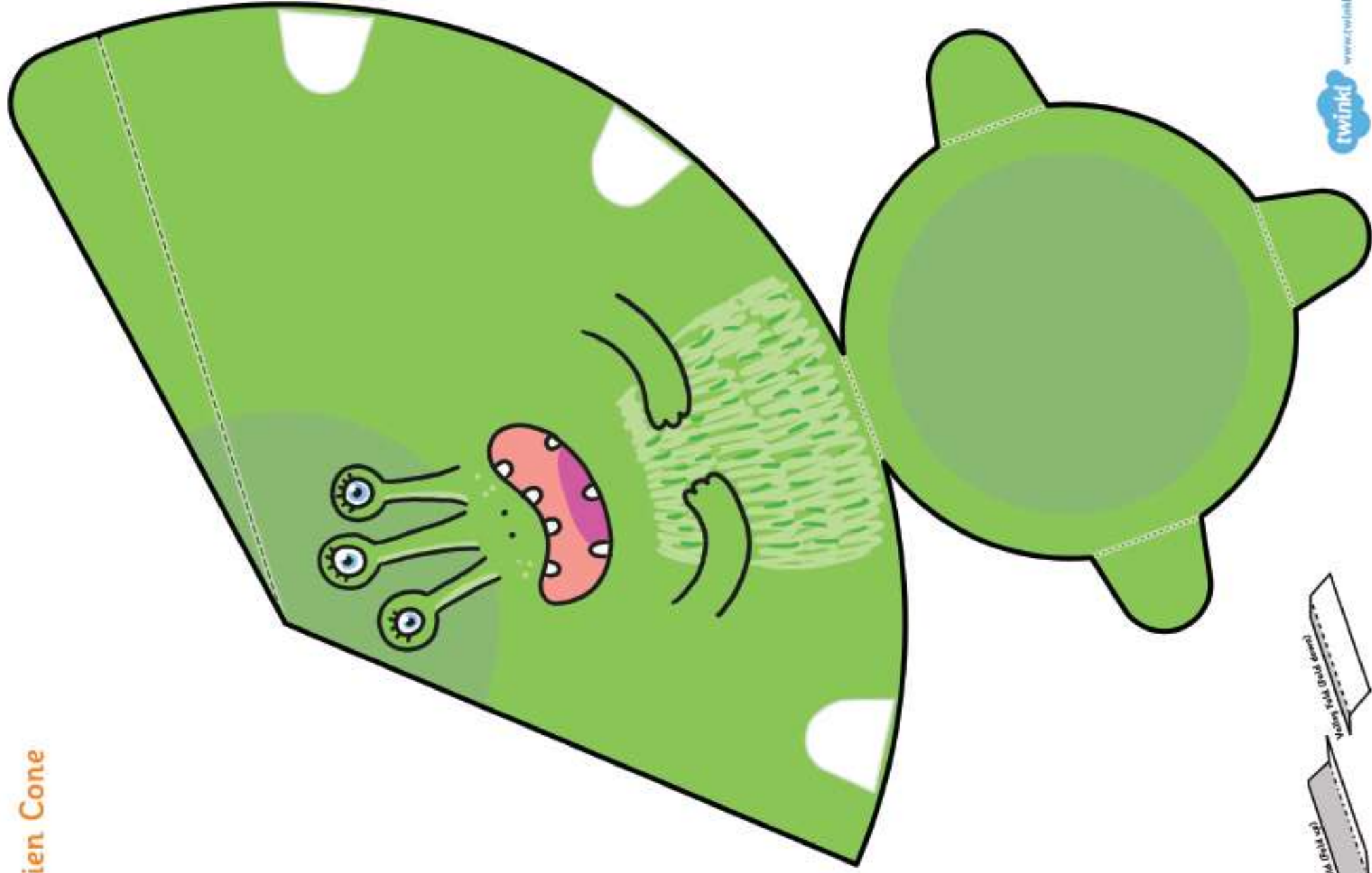
This is a net for a cube. Print it out and then stick it onto thin card. Cut it out and then score along the lines and fold them. Stick together with small amounts of glue.





Alien Cuboid



Alien Cone



With glue (Fold up)
Valley Fold (Fold down)

Monday	Tuesday	Wednesday	Thursday	Friday										
<p>Rewrite the sentence, putting the subordinate clause at the beginning:</p> <p>The mouse ran away as a result the cheese was not eaten.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Change the sentence into past tense:</p> <p>Harry is buying a coat because it is raining.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What adjectives could go into this sentence?</p> <p>The Earth is a delicate thing we need to look after.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Where should the commas go in this sentence?</p> <p>As the castle was empty the soldiers attacked beat and over-ran the huge walls.</p>	<p>Underline the verb in blue, the preposition in green and the conjunction in red.</p> <p>The horse lumped over the hedge and landed in a puddle.</p>										
<p>$7 \times 5 =$</p> <p>$317 + 53 + 64 =$</p> <table style="margin-left: 20px;"> <tr><td style="padding-right: 5px;">5</td><td style="padding-right: 5px;">7</td></tr> <tr><td style="padding-right: 5px;">X</td><td style="padding-right: 5px;">4</td></tr> <tr><td colspan="2" style="border-top: 1px solid black;"></td></tr> </table> <p>_____</p> <p>Where is one third?</p> <p style="text-align: center;">—————→</p>	5	7	X	4			<p>$28 \div 7 =$</p> <p>What does plus mean? _____</p> <p>_____</p> <div style="text-align: center;">  <p style="margin-left: 20px;">7cm</p> <p style="margin-left: 5px;">3cm</p> </div> <p>What is the perimeter of this shape? _____cm</p>	<p>$6 \times 7 =$</p> <p>$72 - 5 =$</p> <p>$1/4$ of 28 =</p> <p>Draw a line 30mm long?</p> <div style="text-align: center;">  </div>	<p>$7 \times 7 =$</p> <p>$700 \times 3 =$</p> <p>What are the factors of 48?</p> <p>What is more, 4cm, 45mm or 4.6m?</p> <p>_____</p>	<p>$9 \times 7 =$</p> <p>$157 - 76 =$</p> <p>How many faces on a hexagonal prism?</p> <p>_____</p> <table style="margin-left: 20px;"> <tr><td style="padding-right: 5px;">9081</td></tr> <tr><td style="padding-right: 5px;">- 543</td></tr> <tr><td style="border-top: 1px solid black;"></td></tr> <tr><td style="border-top: 1px solid black;"></td></tr> </table>	9081	- 543		
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Finding Verbs

1. Daniel ran in the race.
2. Lilly danced for her exam.
3. Jessica read her favourite books.
4. The rabbit hopped away quickly when the car came past.
5. The sun shone brightly.
6. Guinea pigs eat fresh vegetables.
7. Fish swim in deep and shallow waters.



Now choose 5 of the sentences above and rewrite them below, changing the verbs to make them more exciting.

Example: *Daniel sprinted in the race.*



Tuesday Activity - Read and identify phrases, interesting vocabulary, verbs in the story starter. Answer the questions in Question time!

Question time!

1 What could the warning alarm mean?

2 Can you describe what it might feel like to be walking on the moon?

3 It is extremely expensive to send a man/woman into space. It is even more expensive and dangerous to send people to the moon: it hasn't been attempted for many years. Do you think it is important that we try to understand more about space and the moon?

4 In the year 2013, 200'000 people from 140 different countries applied to take part in a special project: to become the first people to live on Mars in the year 2023. Do you think that living in space is something that might one day be considered 'normal'? Is it something you would like to do? Can you make a list of reasons for/against living on Mars?

5

6



Story starter!

"Houston come in. Houston come in. This is Apollo 11. We have touched down on the surface of the moon. Over."

"Apollo 11, this is Houston. You are clear to begin your mission. Over."

Gazing around in a state of awe and wonder, the astronaut stood and admired what he saw. Outer space was a thing of pure beauty: a never-ending chasm of blackness, illuminated by stars that sparkled like beautiful diamonds.

He took a few steps forward, smiling at the joy of the feeling of weightlessness that never ceased to amaze him. Happy that his oxygen levels were high and his friends were close by, the astronaut set about his mission.

All seemed to be going well, but then the warning alarm on the ship sounded...

"Houston have

Can you continue the story of the Apollo mission to the moon?

Wednesday Activity - Activity 2



Sentence challenge!

Can you use subordination in a sentence, using a main clause and a subordinate clause?

Can you separate the clauses using a comma?

Can you use one of the following **conjunctions** to link your clauses: but, or, yet, so?

e.g. The mission so far had gone exactly to plan, **but** now there was a sense of dread and panic as the alarm sounded.

Subordinate clauses

Other examples of conjunctions are **while**, **after**, **although**, **when** and **before**.

When **extra information** is added to a sentence after or before a conjunction, it is called a **subordinate clause**.

Where are the subordinate clauses?

- Circle the subordinate clauses in these sentences. The first one has been done for you.

The girl was feeling unwell **after** she had eaten lunch.

Although it was night-time, the street was full of people.

The dog barked **when** he saw his owner.

Before dawn, the silver spaceship landed somewhere in the woods.

While they were sleeping, a rainbow arched across the sky.

Jolly joke

What are subordinate clauses?

Santa's helpers!

Join the sentences together

- Join the pairs of sentences with one of the conjunctions below to make one sentence with a subordinate clause. The first one has been done for you.

because **although**

Jack went up the hill. He was very tired.

Jack went up the hill **although** he was very tired.

The footballer scored. The other team were playing well.

The monkey looked bored. He wanted to live in the wild.

I had to share my cake. My brother didn't have one.



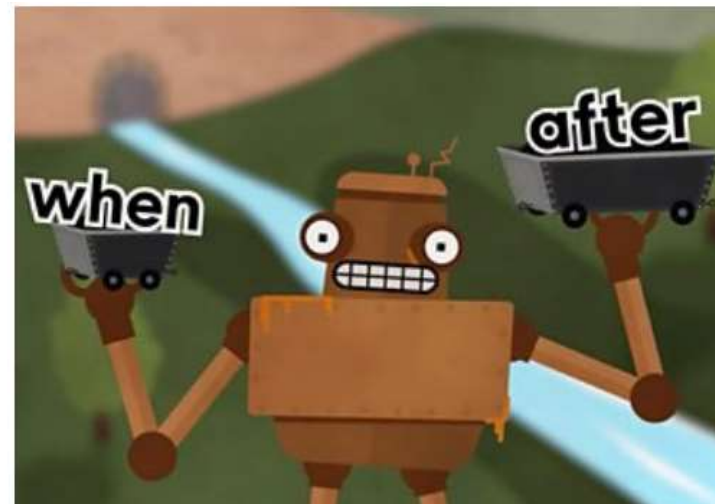
Taking it further In your child's writing, check whether two separate sentences can be joined using a conjunction.

Wednesday Activity three

Copy out and complete the sentences below.

Use a different **subordinating conjunction** from the list in each sentence.

For questions four to eight, you need to write the subordinating conjunction at the **start** of the sentence.



if, as, when, although, while, after, before, because

1. You have to wake up your alarm starts beeping.
2. I have to brush my teethI go to bed.
3. I was allowed to choose a special treat from the shopI got a certificate from school.
4. You need to go to bed nowyou are up early in the morning.
5.you argue with your brother again, you will both be in trouble!
- 6.....I mixed all the ingredients together, I poured the mixture into the cake tins.
7.I chop the carrots, can you wash the lettuce leaves?
8.I enjoy playing basketball, my favourite sport is football.

French with Madame Farrington

Bonjour les enfants

This week the theme is the human body so have a look at the songs and stories on Unit 4 on Babelzone by following the link below

<https://www.lcfclubs.com/babelzoneNEW/FR-Unit04.asp>

Listen to the song Heads, shoulders, knees and toes in French by following this link

http://www.lcfclubs.com/babelzoneNEW/flashsongsFR/head_fr/

You can look at the words in the PDF below and could write a vocabulary list in your home school book.

Finally play some of the games to practise speaking and listening or you could print the word search by following the link below

<https://www.lcfclubs.com/babelzoneNEW/printablesFR/04wordsearchprintable.pdf>

Bonne chance

Draw a picture of yourself and label the parts of your body in French.

Family challenge project for the week beginning 15.06.20

'The Human Body'

What will you do? You choose.

Science

Have a look on these websites and see what you can discover about your body

<https://www.natgeokids.com/uk/discover/science/general-science/15-facts-about-the-human-body/>


<https://www.natgeokids.com/uk/discover/science/general-science/your-digestive-system/>

<https://www.natgeokids.com/uk/discover/science/general-science/human-brain/>

<https://www.natgeokids.com/uk/discover/science/general-science/human-eye/>

Could you do an experiment to look at germs? You could get 5 slices of bread. Each one will need labelling. For the first piece,

	<p>put it in a bag labelled 'untouched'. For the second piece of bread, touch the bread all over, do not wash your hands before doing so. Label this unwashed. For the third piece, wash your hands thoroughly, then touch the bread all over. This should be labelled washed hands. For the fourth, use hand sanitizer on your hands. For the final piece of bread, wipe it over things like your computer, your TV remote. Put each bag in the same place and observe over a few days what happens. Can you make predictions? Why do you think this happened?</p> <p>How many bones are in the human body? Can you research and find any animals with the same number or similar? We have the same number of bones in our neck as a giraffe. Can you compare the differences between our bones such as the length, the position of the bones or the flexibility of our necks?</p> <p>We have 5 senses, sight, taste, touch, smell and hearing. Could you conduct an experiment to see what happens if you have 1 sense that isn't used. You could cover your eyes and see how it feels to walk. You could hold your nose and try to taste different foods, guessing what they are.</p> <p>Follow this link and explore a wide range of activities. You could find out how to stop the spread of sneezes as well as other activities. https://www.globalhealthhomeschool.org/activities/</p> <p>https://www.science-sparks.com/breathing-making-a-fake-lung/ Could you create a model lung to see how we breathe?</p> <p>Can you create your stomach and how it works? https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment</p>
History and Geography	<p>In ancient Egypt, bodies were mummified when someone died. Could you have a go at mummifying some fruit? What could you use? What would be the best thing to prevent it rotting? You could try a few different methods and compare at the end. https://www.teachprimary.com/learning_resources/view/ks2-science-ancient-egypt</p>
Art and DT	<p>Can you create a self-portrait using different materials? Which one enables you to get the most detail? Pencils? Paint? Why?</p> <p>Can you create a human body out of pasta? You could use different types of pasta to represent different bones. Can you label the parts of the body? If you are in KS2, what else do you know about these parts of the body?</p> <p>Can you create your body using food? This time, think about the organs, you could use a cauliflower for the brain, lychees for eyes?</p> <p>Could you create your own x-ray art? You will need black paper, flour or icing sugar, cotton wool buds or pasta. Lay a part of</p>

	<p>your body on the paper, this could be your hand. Cover it in flour, remove and see the outline. Then create the bones inside using the cotton wool or pasta.</p>
<p>RE</p>	<p>Use this link to learn all about Henna hand decoration and how to create the patterns https://www.art-is-fun.com/henna-hand-designs</p> <p>At the heart of the Buddhist faith is the ability to meditate and appreciate the moment (mindfulness.)</p> <p>Use this link https://www.ltl.org.uk/free-resources/ and click on Buddhism lesson idea to create a miniature Zen garden, a Labyrinth or a Mandala and enjoy being present in the moment. Take time to just be.</p>  <p>Upload your pictures onto Purple Mash and tell us how it made you feel.</p>
<p>Music</p>	<p>Can you use different parts of your body to create music? You could use your hands, your feet, your voice. What about your legs? What about your cheeks? Could you record yourself creating music with your body?</p> <p>Watch clips of Stomp (they are a percussion group that uses parts of their bodies to make music and also everyday objects like brooms) https://www.nigelclarkepresenter.co.uk/stomp-play-annos-africa-charity-gig/ scroll down the page to click on the video.</p> <p>Could you learn the words to Heads, shoulders, knees and toes? Can you change the body parts? Can you miss one each round? https://www.youtube.com/watch?v=fvEtwhui1k0</p>
<p>Other ideas</p>	<p>Sensory games: play games which use your senses.</p> <p>Make a feely box/ feely bag, get someone to hide an object in it. Can you use your sense of touch to work out what it is? Get someone to blindfold you then listen to them make a noise. Can you work out what the noise is without seeing it? Play 'There's a monster in the garden' with a blindfold. Can you work out who was speaking in a funny voice? Play 'Blind man's bluff' Try to work out what you can taste or smell when you are blindfolded. Did you guess correctly? How do people who are deaf</p>

communicate? Learn some simple sign language starting with letters of the alphabet at <https://www.youtube.com/watch?v=lyhAAMDQI-Q> Then join in with Jack Hartman to 'see it, say it, sign it' <https://www.youtube.com/watch?v=WP1bIVh1ZQM> Optical illusions are fun to try and work out. Take a look at this site <https://kids.niehs.nih.gov/games/riddles/illusions/index.htm>

Also try Forest Bathing to explore your senses. <https://www.ltl.org.uk/free-resources/> Scroll down until you find 'Forest Bathing' and click on the tab. 'It is simply spending time in and with nature, letting it invade our being using all of our senses. It is good for your health and wellbeing - encouraging the children to use mindfulness to absorb their surroundings.' When you get home you could draw a picture and write about all the things you experienced. Get creative and make a picture using natural materials (twigs, leaves, stones etc) or even write a poem.

Here are some books linked to the human body. Could you read them then make your own information book?

<https://www.oxfordowl.co.uk/api/interactives/12969.html> – Your body, Inside out

https://www.oxfordowl.co.uk/api/digital_books/2098.html – What's inside me?

https://www.oxfordowl.co.uk/api/digital_books/1464.html – What's that noise?

<https://www.oxfordowl.co.uk/api/interactives/26343.html> – A hole in my tooth

Challenge

Can you design a book token? You could win £10 for all of your class. <https://www.nationalbooktokens.com/create-a-national-book-token-for-your-class>

See below for the Virtual Pentathlon – you could upload your scores to Purple Mash for us to share with Mr O'Neil

Website links – activity 1 - https://www.youtube.com/watch?v=JlpNSOp8x8&list=PL6DK6xTdLkmwBkVBUkZZ2L_oTT6VXErNO&index=2

Activity 2 – <https://www.youtube.com/watch?v=tf7YG9xwscA&feature=youtu.be>

Activity 3 – https://www.youtube.com/watch?v=20d_MA76CdQ&list=PL6DK6xTdLkmwBkVBUkZZ2L_oTT6VXErNO&index=4

Activity 4 – https://www.youtube.com/watch?v=jB1NWH0qpTA&list=PL6DK6xTdLkmwBkVBUkZZ2L_oTT6VXErNO&index=5

Activity 5 - https://www.youtube.com/watch?v=Vu554a26Dg&list=PL6DK6xTdLkmwBkVBUkZZ2L_oTT6VXErNO&index=6

VIRTUAL PENTATHLON

This virtual pentathlon is made up of 5 different events:

- Shuttle Run
- Standing Long Jump
- Vertical Jump
- Speed Bounce
- Target Throw

Record your score for each event on the results table.

SELF BELIEF

This challenge is linked to the School Games value of Self Belief. How can you demonstrate Self Belief throughout this challenge? Be realistic in what you think you can achieve. Set yourself a target to reach for each event. Give it your BEST shot!

Can you be a Leader?

- Explain or demonstrate to a member of your household the events
- Teach another member of your household how to take part in each activity and challenge them to a mini competition.


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VIRTUAL PENTATHLON

ACTIVITY 1: 20 M SHUTTLE RUN

- Run 20 shuttles between points 1m apart as quickly as possible. Each way is one shuttle.



MAKE IT EASIER

- Make the cones closer together
- Do 10 shuttles

MAKE IT A CHALLENGE

- Make the cones further apart
- Do 20 shuttles

MAKE IT INCLUSIVE

- Walk between the 2 points using your wheelchair
- Use your support or someone to help you with the shuttle

HEALTH & SAFETY TIP

- Ensure surface is flat, dry and clear from obstacles. You have sufficient space around the activity.

EQUIPMENT NEEDED

- Tape measure
- Cones
- Stopwatch

BUT WHAT ELSE CAN I USE?

- Ruler - 12 x to make 1m
- Jumpers
- Multi-tap phone timer

SCORING

- Record your time for 10 shuttles and then double it to get your final score

YOUR

- Add to table can be found: 20m

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VIRTUAL PENTATHLON

ACTIVITY 2: STANDING LONG JUMP

- Start from standing on one foot in line with the 0m measuring tape
- Jump as far as possible and land on two feet
- If you fall or step back you should not record the jump - have another go!



MAKE IT EASIER

- Take off from one foot and land with two

MAKE IT A CHALLENGE

- Add something to jump over to increase the height of your jump

MAKE IT INCLUSIVE

- If you can't jump use a 2 person
- Or let you climb on a log
- Write on your wings with a push pin, attach to the back of your chair or to the back of your feet (e.g. 10cm)

HEALTH & SAFETY TIP

- Ensure surface is flat, dry and clear from obstacles. You have sufficient space around the activity.

EQUIPMENT NEEDED

- Tape measure

BUT WHAT ELSE CAN I USE?

- Stone Ruler - mark out distance
- Newspaper 200cm x 1m

SCORING

- Record your jump in metres to 2 decimal places to the back of your feet (e.g. 1.8m)

YOUR

- Add to table can be found: 20m


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VIRTUAL PENTATHLON

ACTIVITY 3: VERTICAL JUMP

- Mark height by standing with back and heels against the wall, both arms stretched up and legs straight - stick scale onto wall at this point
- Turn side on and move 30cm away from the wall
- Jump and stick a piece of tape on the scale at the highest point you can manage
- Record the number reached



MAKE IT EASIER

- Take a step in before jumping

MAKE IT A CHALLENGE

- Complete three verticals in a row without stepping and see if you can do the same and reach time

MAKE IT INCLUSIVE

- Wheelchair users measure their shoulder from their head to the tip of their fingers
- Measure from the bottom of the wrist - 10" feet is high as possible

HEALTH & SAFETY TIP

- Ensure surface is flat, dry and clear from obstacles. You have sufficient space around the activity.

EQUIPMENT NEEDED

- Printed Scale
- Taped to a wall

BUT WHAT ELSE CAN I USE?

- Tape measure or 30cm Ruler
- Blue tac or marker pen

SCORING

- Record the height of your jump to the nearest cm (e.g. 100cm)

YOUR

- Add to table can be found: 20m

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Virtual Pentathlon - Activity 4: Speed Balance

VIRTUAL PENTATHLON

ACTIVITY 4: SPEED BALANCE



- Jump over the wedge as many times as possible in 30 seconds
- Speed balance must be a 2 footed jump - both feet leave the ground simultaneously and land simultaneously

MAKE IT EASIER

- Remove the wedge and step or jump over the flat side on the floor

WAYS OF A CHALLENGE

- Increase the size of wedge

MAKE IT MORE CHALLENGING

- Place footed on ground but a line - where must step on?
- Hold on to the back of the chair for stability

HEALTHY SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles
- You have sufficient space around the activity

EQUIPMENT NEEDED

- Wedge
- Stopwatch

BUT WHAT ELSE CAN I USE?

- Roll up towel or clothes roll
- Watch on phone timer

SCORING

- Record the number of successful jumps in 30 sec

VIDEO

- Link to video can be found [here](#)

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Virtual Pentathlon - Activity 5: Target Throw

VIRTUAL PENTATHLON

ACTIVITY 5: TARGET THROW



- Stand behind a line and throw 3 items into a target 3m away
- Move the target to 5m and repeat the process
- 4 points if your items land in the target
- 2 points if your items bounce out of the target or hit the floor before landing in the target

MAKE IT EASIER

- Use a high visible target e.g. washing basket or target mat

WAYS OF A CHALLENGE

- Change the target to the object on the ground and as a challenge
- Use a wider diameter target

HEALTHY SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles
- You have sufficient space around the activity

EQUIPMENT NEEDED

- 3m measuring tape
- Target
- Bean Bags

BUT WHAT ELSE CAN I USE?

- 32cm Ball (30cm - 4cm)
- Washing Basket, Dog Bed or Bin
- Ball of cloth

SCORING

- Points for correct hit
- Correct for distance in metres
- Record your score out of a maximum of 12

VIDEO

- Link to video can be found [here](#)

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Virtual Pentathlon - Results

VIRTUAL PENTATHLON RESULTS

SCHOOL NAME

CHILDRENS NAME

YEAR GROUP

EVENT	RESULT
1. BATTLE FINE	
2. STANDING LONG JUMP	
3. VERTICAL JUMP	
4. SPEED BALANCE	
5. TARGET THROW	

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