

Year 3 Home learning – The week beginning Monday 7th February 2022

| | Maths | English | Reading | Wider curriculum |
|------------------|---|--------------------------------------|--|---|
| Monday | Times Tables- 3X,3÷. LO: Count Money (pence). https://vimeo.com/497343674 | Spellings LO: Follow a recipe | From bean to bar. L.O: To answer questions. | Science: LO: To understand how muscles help us move. |
| Tuesday | LO: Count Money (pounds) https://vimeo.com/497344241 | LO: Analyse a recipe | From bean to bar. L.O: To answer questions. | PHSE LO: Describe strategies for safe and fun experiences in a range of online social environments |
| Wednesday | LO: Pounds and Pence https://vimeo.com/497345587 | LO: Plan a recipe | From bean to bar. L.O: To answer questions. | RE: LO: To understand when, where and how Chinese New Year is celebrated. |
| Thursday | LO: Convert pounds and pence. https://vimeo.com/497942634 | LO: Write a recipe | Fair trade comprehension. | Art: L.O: To collage using recycled materials. |
| Friday | LO: Add Money. https://vimeo.com/498286318 Times Table Test. | Spelling and handwriting focus. | Reading for pleasure. Be Kind A Children's Story about things that matter - YouTube | P.E: https://www.youtube.com/c/TheBodyCoachTV/videos |

Spellings

1 – 4: Words where we change the spelling from -y to -ies 5 – 8: Words from the year 3 and 4 common exception word list

| Word | Write | Check | Write | Check |
|--|-------|-------|-------|-------|
| 1. babies  | | | | |
| 2. cries  | | | | |
| 3. families  | | | | |
| 4. tries  | | | | |
| 5. early  | | | | |
| 6. earth  | | | | |
| 7. eight 8 | | | | |
| 8. eighth 8 th | | | | |

babies _____

cries _____

families _____

tries _____

early _____

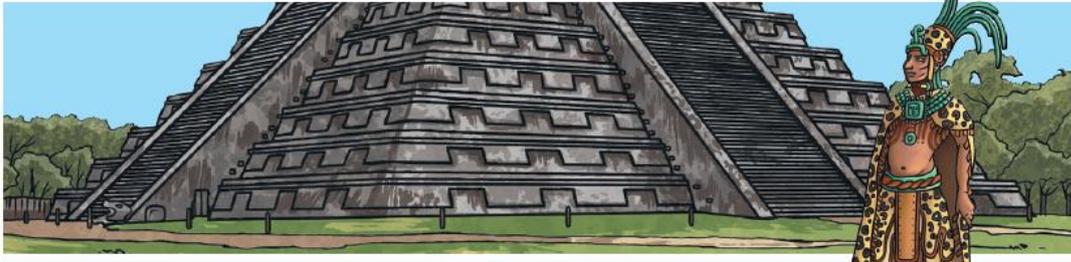
earth _____

eight _____

eighth _____

Monday English: Read and follow a recipe

This week we will be writing our own recipe for hot chocolate. Read the two recipes below. Ask an adult to help you make them and try them to see which one you prefer.



Ancient Maya Hot Chocolate

Only the rich and noble members of Maya society drank this chocolatey treat. Is your palate distinguished enough to appreciate its rich, wholesome flavour?

Ingredients

3 tbsps instant hot chocolate powder

250ml milk

1 tsp ground cinnamon

pinch of chilli powder

Equipment

small jug

teaspoon

tablespoon

pan for boiling milk

Method

1. Mix the cocoa, cinnamon and chilli together in a small jug.
2. Heat the milk slowly in a small pan on the stove (or in a microwave) until it is bubbly and frothy.
3. Pour the milk into the jug containing the cocoa and spices and stir well.
4. Serve and enjoy!

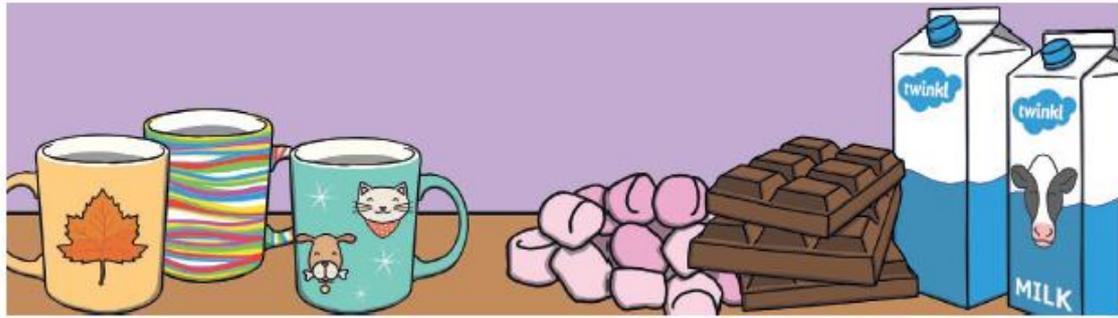
Top Tip!

if you want to make your hot chocolate more authentic, then use cacao (dark chocolate) and pour it back and forth, between two mugs to make it frothy. Depictions on vases show us that this is what the ancient Maya did!



Disclaimer:

We hope you find this resource useful. These recipes are intended as general guide only and involve the use of knives and kitchen appliances. It is your responsibility to assess risks and ensure the activity is safe for those participating. We will not be held responsible for the health and safety of those participating and cannot accept any liability. It is also your responsibility to ensure you are fully aware of the allergies and health conditions of anyone making or consuming these products – noting potential allergens included in the ingredients.



Warm and Cosy Hot Chocolate

Ingredients

500ml milk
2 tbsp hot chocolate powder (or cocoa)
half tsp vanilla extract
2 tbsp honey (if desired)
Marshmallows

Equipment

Small saucepan
Wooden spoon
Whisk
Tablespoon
Teaspoon
Measuring jug
Mug

Method

1. With the support of an adult, carefully warm the milk in a small saucepan over a low heat on the hob.
2. Whisk in the cocoa powder, vanilla extract and, if desired, honey.
3. Whisk it well to get rid of any lumps.
4. Ask an adult to carefully pour the hot chocolate into a mug.
5. Add marshmallows and enjoy your warm and cosy hot chocolate.



Which recipe do you prefer?

I prefer the ... recipe because...

What would your dream hot chocolate have in it?

My dream hot chocolate would contain...

Tuesday English: Analyse a recipe

Look at the two recipes from yesterday's lesson. Can you find these structural features?

Structural features

- Title
- Ingredients list
- Equipment list
- Method
- Bullet points
- Numbered lists

Language

We are going to look at the following language features in our recipes:

- Imperative verbs
- Conjunctions
- Time adverbials

What Is a Verb?

Verbs are words which describe an **action, occurrence** or **state**.
For example:



The ice cream is **melting**.



The snowman **wears** a hat.

Can you think of any other verbs?

What Is an Imperative Verb?

Imperative verbs are sometimes known as **bossy** verbs.

They are verbs which **tell you what to do**.

They are often seen at the beginning of a sentence and create a **command**.

Let's look at some examples...

Imperative Verbs

Eat your lunch.

Tidy the cloakroom.

Write today's date.

Walk home after school.



Where Do We See Imperative Verbs?

Imperative verbs can often be seen in:

Persuasive Adverts

Sets of instructions

Recipes

Conversation



Find the imperative verbs in the method section of each text.

Conjunctions

- Conjunctions are joining words. They enable us to join parts of a sentence together.

What could the missing conjunctions be in these sentences?

1. Pour the chocolate into a cups ____ serve it to your family.
2. Whisk the hot chocolate carefully ____ you don't get any lumps in it.
3. Make sure you adult supervision ____ you don't want to get burnt.

Examples of conjunctions:

We could use any of these conjunctions in our recipes:

- and
- because
- or
- so
- until
- while

Can you spot any conjunctions in the two model recipes?

Time adverbials

We can use time adverbials to help us give instructions in chronological order.

***First**, gather all of your ingredients together.*

***Next**, measure 250ml of milk and add it to a small saucepan.*

Can you think of any other time adverbials that could help us with our recipe?

Time adverbials

- First,
- Next,
- Then,
- Now,
- Finally

How could you use time adverbials to explain how to make hot chocolate? Can you go back to the two recipes from Monday and add time adverbials into the two recipes?

Wednesday English: Plan a recipe

Name the cooking utensils.

- Do you know the names of them?
- Which ones would you use when making hot chocolate?

Cooking Utensils

| | | | | | |
|--|--|--|---|--|--|
|  <input style="width: 80px; height: 20px;" type="text"/> |  <input style="width: 80px; height: 20px;" type="text"/> |  <input style="width: 80px; height: 20px;" type="text"/> |  <input style="width: 80px; height: 20px;" type="text"/> |  <input style="width: 80px; height: 20px;" type="text"/> |  <input style="width: 80px; height: 20px;" type="text"/> |
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 visit [twinkl.com](https://www.twinkl.com)

Use this word mat to help you plan what you will include in each section of your own hot chocolate recipe on the next page. In the method section, draw a storyboard to help you plan your instructions.



Hot Chocolate



Ingredients:



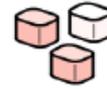
cocoa



milk



cream



marshmallows



cinnamon



honey



syrup



vanilla



Equipment



saucepan



whisk



hob



wooden spoon



jug



mug

Title:

Ingredients:

Equipment:

Method: Draw your method here

| | | |
|--|--|--|
| | | |
| | | |

Top Tip!

Thursday English: Write a recipe

Now it's time to write your own recipe! Remember, this is your hot chocolate recipe, so be creative with your ingredients and your presentation.

Remember to include these structural features:

- Title
- Ingredients list
- Equipment list
- Method
- Bullet points
- Numbered lists
- Pictures

Also include these language features:

- Imperative verbs
- Conjunctions (and, so, until, while, because, etc)
- Time adverbials (first, then, next, finally, etc.)

You can write your recipe on the next page, or on any other paper you have.

Friday English: Spelling/handwriting focus

Precursive Handwriting Practice

Practise your weekly spelling words using precursive handwriting.

flies

tries

replies

copies

babies

carries

cries

dries

marries

families

Adding -es to nouns and verbs ending in -y

y q c a r r i e s
c o p i e s n f w
r l m s p a i a g
i t a o l g h m y
e m r n i p y i e
s d r i e s o l c
f l i e s c e i f
d p e b a b i e s
f e s t r i e s f

flies
tries
replies
copies
babies

carries
cries
dries
marries
families

Spelling:

Can you remember your spelling words from Monday? Fill in the gaps in these sentences.

1. Those _____ are so cute!
2. He always _____ out if he gets hurt.
3. Please tell your _____ about this new club!
4. She always _____ her best.
5. I've got to get up _____ tomorrow.
6. Every evil and sprite flew out, like a swarm of insects infecting the _____.
7. I need _____ volunteers to help me.
8. We came in _____ place.

When you have finished, look at Monday's spelling list to check your answers.

This week we are learning the three times table and the associated division facts ready for a test on Friday. Remember you can use Times Table Rockstars to help you learn these times tables.

| 3 Times Table | 3 Divide |
|----------------------|------------------|
| $1 \times 3 = 3$ | $3 \div 3 = 1$ |
| $2 \times 3 = 6$ | $6 \div 3 = 2$ |
| $3 \times 3 = 9$ | $9 \div 3 = 3$ |
| $4 \times 3 = 12$ | $12 \div 3 = 4$ |
| $5 \times 3 = 15$ | $15 \div 3 = 5$ |
| $6 \times 3 = 18$ | $18 \div 3 = 6$ |
| $7 \times 3 = 21$ | $21 \div 3 = 7$ |
| $8 \times 3 = 24$ | $24 \div 3 = 8$ |
| $9 \times 3 = 27$ | $27 \div 3 = 9$ |
| $10 \times 3 = 30$ | $30 \div 3 = 10$ |
| $11 \times 3 = 33$ | $33 \div 3 = 11$ |
| $12 \times 3 = 36$ | $36 \div 3 = 12$ |

Try these.

$6 \times 3 = \underline{\hspace{2cm}}$

$21 \div 3 = \underline{\hspace{2cm}}$

$15 \div 3 = \underline{\hspace{2cm}}$

$9 \times 3 = \underline{\hspace{2cm}}$

Now fill in the missing answers.

| 3 Times Table | 3 Divide |
|-----------------------------------|---------------------------------|
| $1 \times 3 = \underline{\quad}$ | $3 \div 3 = 1$ |
| $2 \times 3 = \underline{\quad}$ | $6 \div 3 = \underline{\quad}$ |
| $3 \times 3 = 9$ | $9 \div 3 = \underline{\quad}$ |
| $4 \times 3 = \underline{\quad}$ | $12 \div 3 = \underline{\quad}$ |
| $5 \times 3 = \underline{\quad}$ | $15 \div 3 = \underline{\quad}$ |
| $6 \times 3 = \underline{\quad}$ | $18 \div 3 = 6$ |
| $7 \times 3 = \underline{\quad}$ | $21 \div 3 = \underline{\quad}$ |
| $8 \times 3 = 24$ | $24 \div 3 = \underline{\quad}$ |
| $9 \times 3 = \underline{\quad}$ | $27 \div 3 = \underline{\quad}$ |
| $10 \times 3 = \underline{\quad}$ | $30 \div 3 = 10$ |
| $11 \times 3 = \underline{\quad}$ | $33 \div 3 = \underline{\quad}$ |
| $12 \times 3 = \underline{\quad}$ | $36 \div 3 = \underline{\quad}$ |

Count money – pence

1 Match the coin to its value.



20p



2p



50p



1p



10p



5p

2 How much money is there?











3 How much money is there?







4 Dexter has this money.



How much money does Dexter have?

5 Write $<$, $>$ or $=$ to compare the money.



6 Annie has this money.



Tommy has this money.



I have more money because I have more coins.



Is Annie correct? _____

How do you know?

7 Rosie wants to buy this packet of sweets.

She has this money.



Does Rosie have enough money? _____

Count money – pounds

1 Match the coin or note to its value.



£5



£1



£50



£20



£10



£2

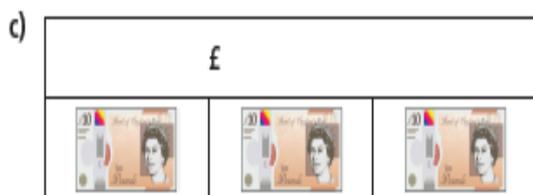
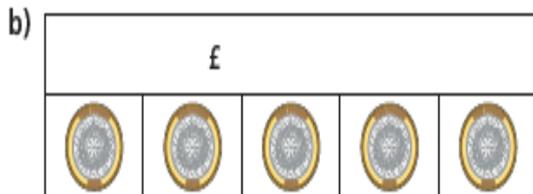
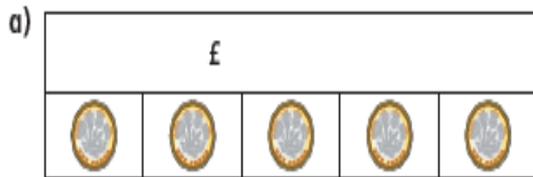
2 How much money is there?



3 How much money is there?



4 Complete the bar models.



5 Write $<$, $>$ or $=$ to compare the money.



6 Dora has this money.



Ron has this money.



I have more money because I have notes.



Is Ron correct? _____

How do you know?

7 Mo has this money.



I have £25



Do you agree with Mo?

Talk about it with a partner.

Pounds and pence



1 Match the amounts that are equal.

| | |
|-------------------|--|
| 16p | |
| twenty-five pence | |
| £25 | |
| sixty pence | |
| twenty pounds | |

2 How much money does each person have?

a) £

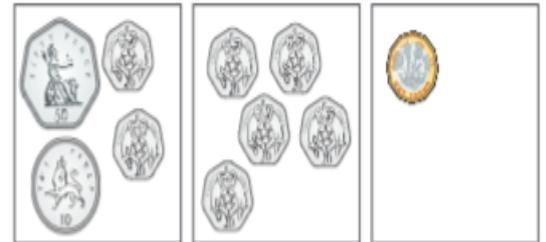
b) p

c) p

3



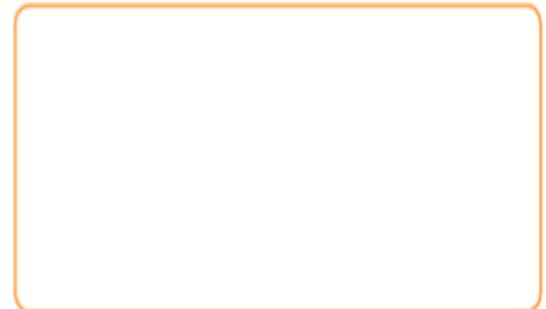
I can make the same amount of money in many ways.



What amount has Mo made? £

Make this amount another way.

Draw your coins.

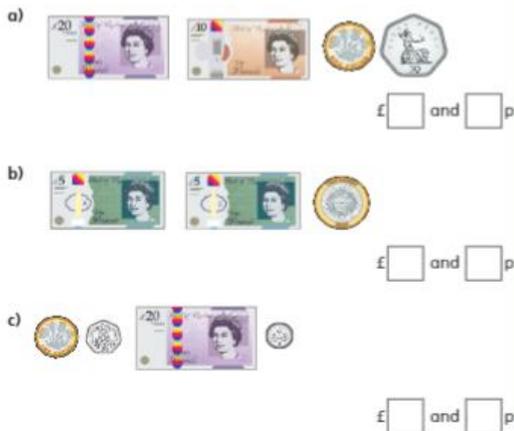


Compare answers with a partner. Is there another way?

- 4 Dora earns £10 for walking the dog.
Tick the money Dora is given.



- 5 Count the money.



- 6 Jack has 4 silver coins and Rosie has 5 silver coins.
Show that Jack can have more money than Rosie.



Compare answers with a partner.

Thursday Maths

Convert pounds and pence

- 1 a) Circle £1



- b) Circle £1



- c) Circle £1



- d) Circle £10



- 2 How many 1p coins do you need to make £1?

- 3 Write the price of each item in pence.



- 4 Write each amount in pounds and pence.

a) 274p = £ and p b) 592p = £ and p
 374p = £ and p 591p = £ and p
 474p = £ and p 590p = £ and p

c) $111p = \text{£} \square \text{ and } \square p$

d) $405p = \text{£} \square \text{ and } \square p$

5 Annie has some coins.



a) How much money does Annie have? $\text{£} \square \text{ and } \square p$

b) What is 10p more? $\text{£} \square \text{ and } \square p$

What is 10p less? $\text{£} \square \text{ and } \square p$

c) What is 100p more? $\text{£} \square \text{ and } \square p$

What is 100p less? $\text{£} \square \text{ and } \square p$

6 What amount is represented in each box?



$\text{£} \square \text{ and } \square p$



$\text{£} \square \text{ and } \square p$



$\text{£} \square \text{ and } \square p$



7 Eva empties out her money box.



How much money was in her money box? $\text{£} \square \text{ and } \square p$

How did you count the coins? Compare with a partner.

8 a) What is the fewest number of coins you can use to represent 315p?

b) Use 6 coins to make an amount that is more than £3, but less than £4. Draw your answer.

Compare answers with a partner.

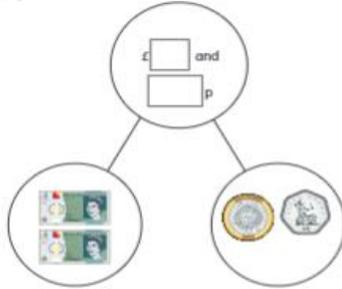
Friday Maths.

Add money

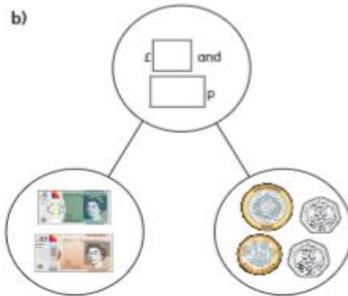
White Rose Maths

1 Complete the part-whole models.

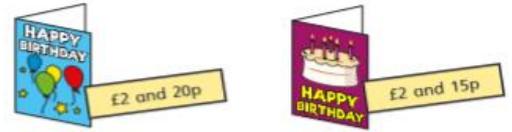
a)



b)



2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

$$£ \square + £ \square = £ \square$$

$$\square \text{ p} + \square \text{ p} = \square \text{ p}$$

Dora spends £ and p.

3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £ and p

b) £3 and 30p + £5 and 30p = £ and p

c) £3 and 50p + £5 and 50p = £ and p

d) £4 and 50p + £5 and 50p = £ and p

What do you notice?

- 4 Brett has £6 and 55p.
Aisha has £2 and 55p.
How much money do they have altogether?

£ and p

- 5 Annie and Alex are having pizza for lunch.

| | | |
|-----------------|------------|---|
| Tomato pizza | £5 and 40p |  |
| Vegetable pizza | £7 and 75p | |
| Potato wedges | £1 and 79p | |
| Cheese bites | £2 and 83p | |

- a) Annie orders a tomato pizza and cheese bites.
How much does it cost?

£ and p

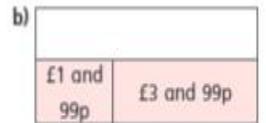
- b) Alex has £10
She wants to buy potato wedges and a vegetable pizza.
Does she have enough money? _____
Explain your answer.

- 6 Mo buys a cap for £6 and 50p.
He also buys a key ring.
He spends £10 in total.
How much does the key ring cost?

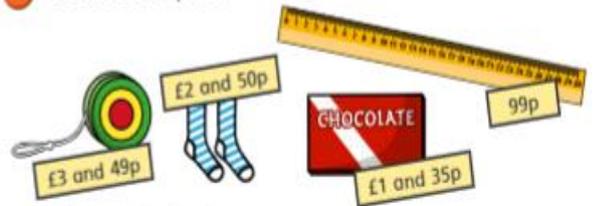


£ and p

- 7 Complete the bar models.



- 8 Eva has £6 to spend.



What can Eva buy?

Compare answers with a partner.

Times Table Test.

You have 5 minutes to complete as many questions as you can. If you get stuck on a question, move on to the next question. Remember –try your best.

Number of Questions: 40

Testing: 3× (with inverse)

$3 \times 9 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$6 \div 3 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$27 \div 3 = \underline{\quad}$

$6 \times 3 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$1 \times 3 = \underline{\quad}$

$12 \div 3 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

$33 \div 3 = \underline{\quad}$

$3 \div 3 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$30 \div 3 = \underline{\quad}$

$36 \div 3 = \underline{\quad}$

$15 \div 3 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

Reading
Monday

Lesson 1 Chocolate: From bean to bar.

L.O: To answer questions

Success criteria:

Read the question carefully.

Underline key words

Find key words in the text.

Read around the word

Answer the question

Check – Have you answered the question?



The story of chocolate.

Have you ever wondered where chocolate comes from? You might be surprised that it's made from cocoa **beans** which grow on trees.

Many things happen to the beans to turn them into chocolate. This text tells the story of how the beans are turned into cocoa liquor before being made into chocolate bars and other chocolate snacks.

People often eat chocolate as a treat on special occasions.

Did you know?

In the UK, on average, each person eats about 9 kilograms of chocolate every year. That's the same as 180 small bars of chocolate!

Circle the correct answer.

1. Chocolate is made from:

milk sugar cubes cocoa beans baked beans

2. Where do cocoa beans come from?

3. How much chocolate does each person in Britain eat each year?

4. True or False?

Tick the correct column.

| Fact | True | False |
|--|------|-------|
| 1. People eat chocolate as a treat on special occasions. | | |
| 2. Cocoa beans grow in the ground. | | |
| 3. Cocoa liquor is made into chocolate bars. | | |

Lesson 2 Chocolate: From bean to bar.

L.O: To answer questions

Success criteria:

Read the question carefully.

Underline key words

Find key words in the text.

Read around the word

Answer the question

Check – Have you answered the question?

P4 - 5 The First Chocolate

The first people to grow cacao trees were the Maya people, who lived in Central America more than a thousand years ago. The Maya called the beans "cacao", which means "food of the gods".

The Maya and the Aztecs, who also lived in Central America, made a drink from the beans which they call *chocolatl*. It was very bitter, and not much like modern chocolate drinks.

Did you know?

The Aztecs used cocoa beans as money. Three beans could buy you an avocado, and a hundred beans could buy you a turkey. The Aztec ruler Moctezuma collected beans as taxes.

1. What Mayan word means "food of the gods"?

2. On which continent did the Maya and Aztecs live?

3. What was wrong with the taste of *chocolatl*?

4. True or False?

Tick the correct column.

| Fact | True | False |
|---------------------------------------|------|-------|
| The Mayan's lived 100 years ago. | | |
| The Aztecs used cocoa beans as money. | | |
| The ruler of the Aztecs was Hama. | | |

5. Why were cocoa beans important to the Aztecs?

6.

| How were the Mayans and Aztecs <u>similar</u> to us today? | How were the Mayans and Aztecs <u>different</u> to us today? |
|--|--|
| | |

L.O: To answer questions

Success criteria:

Read the question carefully.

Underline key words

Find key words in the text.

Read around the word

Answer the question

Check – Have you answered the question?

P6 - 7 Chocolate goes to Europe.

While the Maya and the Aztecs were enjoying their chocolate drink, people living in Europe knew nothing about chocolate. In the 16th century, Spanish explorers began to conquer Central America. They started to drink *chocolatl*, but they added sugar to make it taste better.

The Spanish took some cocoa beans with them when they went home to Spain, but they wanted to keep the chocolate trade to themselves and they kept their discovery secret from other Europeans for nearly 100 years. After that, drinking chocolate became very popular all over Europe. People went to cafes, called chocolate houses, to enjoy it.

Did you know?

The First ever chocolate bar was made in 1840 by Fry's, a chocolate company in the UK - more than 300 years after the Spanish first brought cocoa beans back to Europe!

Please read the text above to answer this question

1. Read each statement and tick if it is **true** or **false**.

| | True | False |
|--|-------------|--------------|
| In the 17 th century, Central America was conquered by the Spanish. | | |
| The Spanish started to drink chocolate, but they added sugar to it. | | |
| The Spanish have always known about chocolate. | | |
| They kept their discovery about chocolate secret for nearly two hundred years. | | |
| Chocolate houses were popular places for everyone to enjoy. | | |

2. When was the first-ever Chocolate bar made? Circle the correct answer.

1480

1880

1840

1804

3. Who made it?

4. Why do you think the Spanish kept their discovery of chocolate secret?

5. How long did they keep it a secret from the Europeans? Circle the correct answer.

10 years

100 years

1,000 years

10 What did people do in 'chocolate houses' ?

Fairtrade

What Does Fair Trade Mean?

Some people earn their living by growing food or making things to sell. Their food and products are shipped to other parts of the world and sold in shops. It is important that people are paid a fair price for their products. They need this money to buy food and clothing. Fair trade is about making the world fair and paying a fair price for things we buy.

Did You Know...?

Fairtrade products are available in over 120 countries.



How Does Fairtrade Help?

The Fairtrade Foundation helps to make sure that better prices are paid for crops. It makes sure there are better working conditions so workers are treated well and children can go to school. It also allows crops to be grown year after year.



Fairtrade Products

There are over 6,000 Fairtrade products available to buy. Buying fairtrade products means that you know that the workers are being paid a fair price.

Fairtrade



Useful Hint

Look out for products with this symbol on. It means it is Fairtrade.



Bananas: Some of the bananas in our shops are Fairtrade but not all.



Chocolate: Fairtrade makes sure cocoa beans are sold for a fair price.



Coffee beans: Coffee prices go up and down. Fairtrade makes sure farmers have enough money to plant more crops.

Questions

1. What can people not afford if they are not paid a fair price? Tick **two**.
 - toys
 - food
 - clothes
2. Fairtrade products are available in over how many countries? Tick one.
 - 150
 - 120
 - 350
3. What happens year after year if Fairtrade prices are paid?

4. Find and copy one word that means 'purchase'.

5. All bananas sold in our shops are Fairtrade. Tick one.
 - true
 - false

Science:

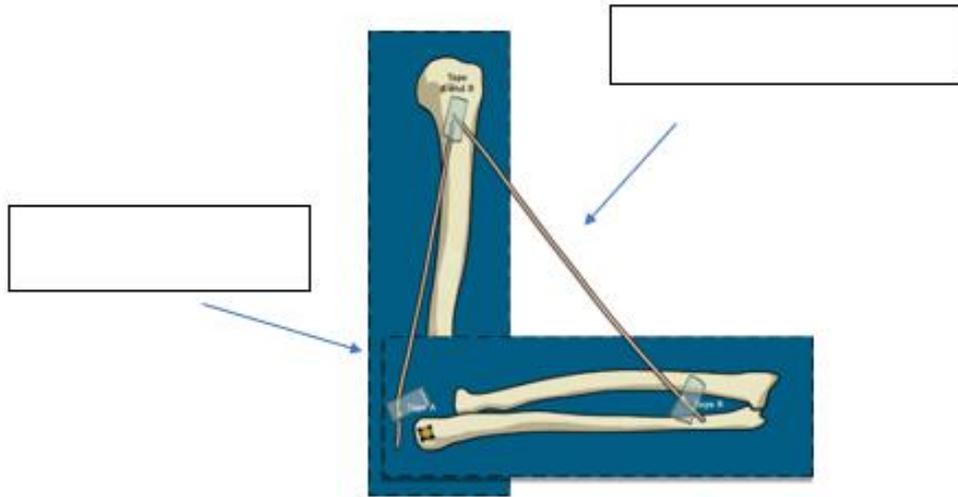
LO: To understand how muscles help us move.

LO: To Understand how muscles help us to move

This week we have been learning all about how our muscles help our bodies to move. Watch this clip: <http://www.bbc.co.uk/education/clips/zpp6n39>

Have a go at making a model arm then answer the questions about how the arm moves.

LO: To Understand how muscles help us to move



• Next, fill in the gaps with words from the word bank.

You will need to use some words more than once.

When the arm raises up, the biceps _____.

This means that the biceps _____.

At the same time that the biceps _____, the triceps _____.

When the arm goes back down, the _____ relax.

At the same time that the biceps _____, the triceps _____.

Word Bank

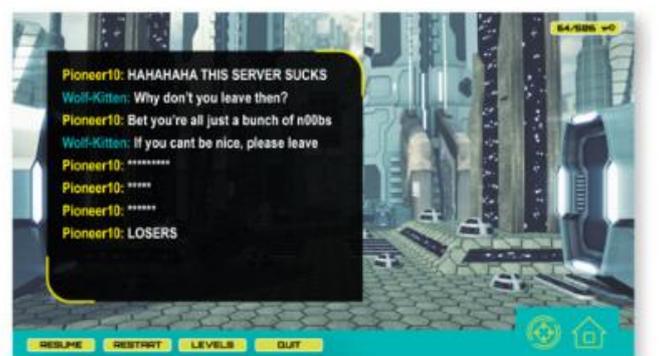
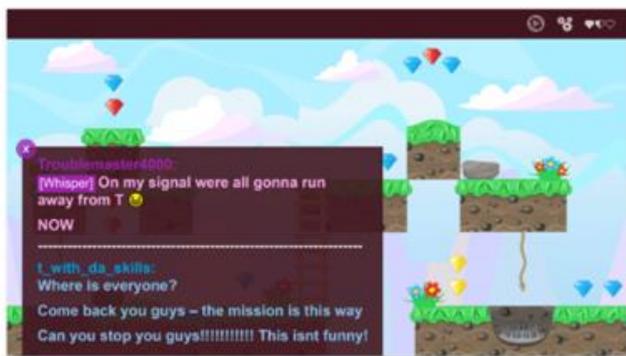
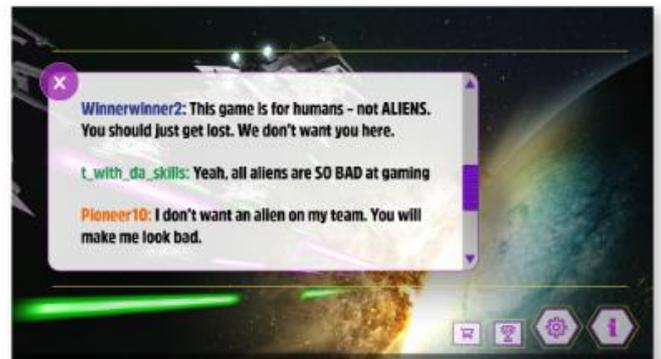
| | | |
|--------------|---------|---------|
| contracts | relaxes | triceps |
| gets shorter | biceps | |

PHSE

LO: Describe strategies for safe and fun experiences in a range of online social environments

This week in PHSE we are thinking about staying safe online whilst gaming. It is internet safety week.

Look at these screenshots. How should our Alien react to these screenshots? What have the other players need to remember?



Can you create some golden rules for staying safe when playing online?

LO: To understand when, where and how Chinese New Year is celebrated.

We have been learning about Chinese New Year.

Watch this link: <https://www.bbc.co.uk/cbeebies/watch/chinese-new-year>

What did you find out about Chinese New Year?

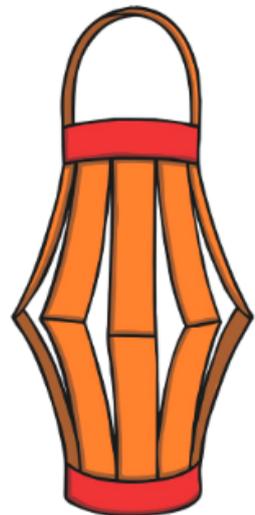
When is Chinese New Year celebrated?

Can you create and decorate a Chinese lantern? Which colours do you think would be appropriate?

How to make a paper lantern:

1. Cut off one end of the paper. Set aside to use as the handle.
2. Decorate the sheet using coloured pens, paint or glitter.
3. Fold your paper in half lengthwise along the dashed line.
4. Cut the marked lines along the sheet. (Do not cut to the edge of the paper).
5. Unfold the paper.
6. Match the long edges together on the lantern and use tape to hold it in place.
7. Staple the handle to the top of the lantern.

Why not try printing the template onto coloured paper?



Art.

L.O: To create a collage using recycled materials.

For today's art lesson you will be using **recycled sweet wrappers** and colourful **cellophane/tissue** paper to design your own **wrapped sweet/chocolate**.



Task – to collage a giant chocolate sweet using recycled wrappers.

- Success criteria:
- Choose the colours of old wrapper you want to use.
- Cut them into small pieces.
- Stick them down on your wrapper.
- Think about what patterns/colours you might show.
- Try to stay within the lines.
- Once dry cut it out.



- What do you like/dislike about this style of art?
- Why is it good for the environment?



