

Northmoor Year 3 Lockdown English work: Week 1

Day 1	
Reading	<p>Read Zoo News on page 2 and 3 of your book.</p> <p>Children complete the activities on pages 2-3 of their workbooks. These activities focus on words from the text and are designed to build vocabulary.</p> <p>The focus words for these activities are: squawks, moo, grunts, growls, eucalyptus.</p>
Spelling	<p>Practise the following vocab from the text:</p> <p>Eucalyptus Kakapo Yak Kookaburra Exotic Capybara</p>
Handwriting	<p>Copy page 2 of Zoo News in your neatest handwriting. Watch out for your f's and p's!</p>
Writing	<p>Can you research one of the animals that is within the Zoo news text. Find out about their habitat, diet, characteristics. You can then write the information out in your English book.</p>
Day 2	
Reading	<p>Look at 'Zoo News' in <i>Bright Sparks</i> and record their thoughts about the looking, clue and thinking questions on page 4 of their workbook. The three questions are:</p> <ul style="list-style-type: none"> ● Looking: Which animals are at Zak's zoo? ● Clue: Is it hard work being a zookeeper? ● Thinking: Is it important to look after and protect animals?
Spelling	<p>Practise the following vocab from the text:</p> <p>Skink Caiman Timbuktu Terrapin Cockatoo</p>
Writing	<p>Put together a list of items you might need to care for your chosen animal. Use the text to help you. Remember to follow the rules of using bullet points in a list.</p> <p>https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z2yydxs</p>

Day 3	
Reading	Today is Day 3. Can you share what you have read so far with an adult like we would in class? Ask questions such as: Which animals are at Zak's zoo? Is it hard work being a zookeeper? Is it important to look after and protect animals?
Spelling	Practise your common exception words for this half term: <u>Silver (found in the back of your planners. Words 'extreme-interest').</u> Choose the first few spellings and begin to use them in your own style. You are wonderful at this because we have spent time working out the best way we learn for ourselves.
Writing	The text you have read this week is a poem. I wonder if you can use the information you have gathered plus our constant focus on amazing vocabulary could help you to write your own poetry. You could write a collection of haikus, a rhyming poem or a similar one to the text in zoo news. Draft your work today.
Day 4	
Reading	Read Zoo News. Children complete the activity on page 5 of their workbooks. They could also try to discuss how the conversation you had on day 3 has informed their understanding of the text, making notes in the spaces provided within the workbook.
Spelling	Practise your Silver common exception words
Writing	Edit your writing from yesterday. Check for spelling, punctuation, flow and organisation. What could you improve? You can illustrate your writing with drawings or pictures if you wish.
Day 5	
Reading	Zoo News. Complete the follow-up writing activity on page 6 of their workbooks.
Spelling	Ask your parent/carer to test you on your common exception words.
Writing and handwriting	Write your work up in your neatest handwriting. You can complete this in your exercise book. How you present this is up to you.

Northmoor Year 4 Lockdown English work: Week 1

Day 1	
Reading	<p>This week's teaching focuses on 'The Mystery of the Red Moon' Part 1 in <i>Daring Deeds</i>.</p> <p>(Text Outline: Aziz makes a prediction that a sandstorm will come, but the people don't believe him. He also predicts that the moon will turn red. Ramata is suspicious, but a sandstorm blows in. Ramata still doesn't trust Aziz, so she follows him. As she watches him gathering materials in the desert, the moon turns red.)</p> <p>Complete the activities on pages 2-3 of your workbooks. These activities focus on words from the text and are designed to build vocabulary.</p> <p>The focus words for these activities are: liar, consternation, nonsense, calabashes.</p>
Spelling	<p>Practise the following vocabulary from the text:</p> <p>sandstorm threatening murmur consternation calabashes</p>
Handwriting	<p>Copy page 3 of The Mystery of the Red Moon in your neatest handwriting. This should be completed in your yellow English book.</p>
Writing	<p>Imagine you are Ramata or Aziz.</p> <p>Write a diary entry of the day you have just read about in your bug club. Remember a diary is in first person and so you will want to imagine you are Ramata or Aziz. This doesn't need to be a long write but think about our diary entires we wrote as Mr/Mrs Noah. I love to see your amazing vocabulary and description.</p>

Day 2	
Reading	<p>Look at 'The Mystery of the Red Moon' Part 1 in <i>Daring Deeds</i> and record your thoughts about the looking, clue and thinking questions on page 4 of their workbook. The three questions are:</p> <ul style="list-style-type: none"> ●Looking: What does Aziz do at night? ●Clue: Does Ramata trust Aziz? How do you know? ●Thinking: Do you think Aziz can see the future?
Spelling	<p>Practise the following vocabulary from the text:</p> <p>sprinted herded snorted shivered hurled</p>

Writing	Put together a list of items you might need in event of an escape from a sandstorm. Use the text to help you imagine the location you would be in. Remember to follow the rules of using bullet points in a list. https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z2yydxs
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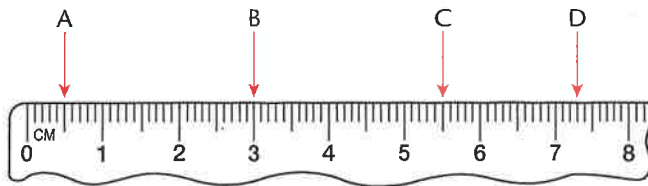
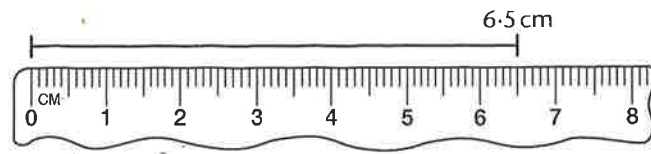
Day 3	
Reading	Today is Day 3. Can you share what you have read so far with an adult like we would in class? Ask questions such as: What does Aziz do at night? Does Ramata trust Aziz? How do you know? Do you think Aziz can see the future?
Spelling	Practise your common exception words for this half term: <u>Silver</u> (found in the back of your planners. Words 'extreme-interest'). Choose the first few spellings and begin to learn them in your own style. You are wonderful at this because we have spent time working out the best way we learn for ourselves.
Writing	The text you have read so far is a story. I wonder if you can use the information you have gathered plus our constant focus on amazing vocabulary to help you to write your own story. You could write it in first person (as Yusuf or Aziz) or create a new character of your own. The setting should stay the same but I am very happy for you to be as creative as you wish with this and develop your own story and characters. Draft your work today.

Day 4	
Reading	Complete the activity on page 5 of your workbooks. If possible discuss how the conversation you had on Day 3 has informed your understanding of the text, making notes in the spaces provided in your workbook.
Spelling	Practise your common exception words for this half term: <u>Silver</u> (found in the back of your planners. Words 'extreme-interest'). Choose the first few spellings and begin to use them in your own style. You are wonderful at this because we have spent time working out the best way we learn for ourselves.
Writing	Edit your writing from yesterday. Check for spelling, punctuation, flow and organisation. What could you improve? You can illustrate your writing with drawings or pictures if you wish.

Day 5	
Reading	Complete the follow-up writing activity on page 6 of your workbooks.
Spelling	Ask your parent/carer to test you on your common exception words These can be recorded down in your English books.
Writing and handwriting	Write your work up in your neatest handwriting. You can complete this in your exercise book, on a computer or on paper that you have at home. How you present this is up to you.

TARGET To measure and draw straight lines in cm and mm.

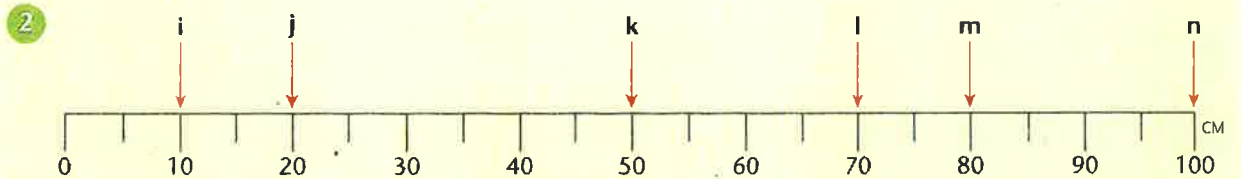
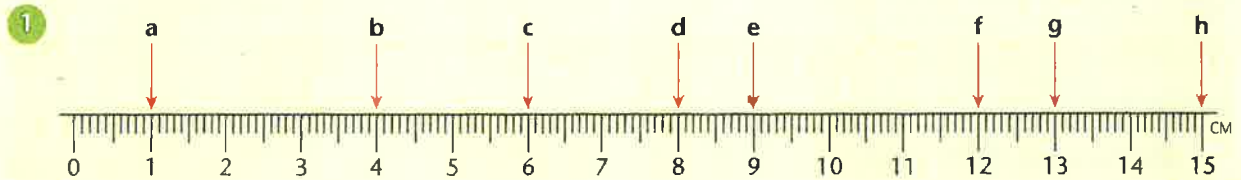
Start measuring from 0, not from the end of the ruler, and read the scale.



- A = 5 mm = 0.5 cm
- B = 3 cm
- C = 5 cm 5 mm = 5.5 cm
- D = 7 cm 3 mm = 7.3 cm

A

Read the measurements shown on each ruler.



Measure these lines to the nearest centimetre.

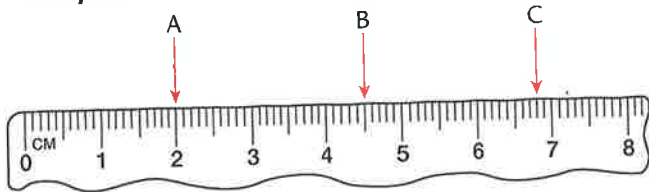


7 Draw lines of 12 cm, 5 cm, 13 cm and 8 cm.

- 8 a) Write down five things in the classroom which you think have a length of about 15 cm.
 b) Measure the length of each object to the nearest centimetre.

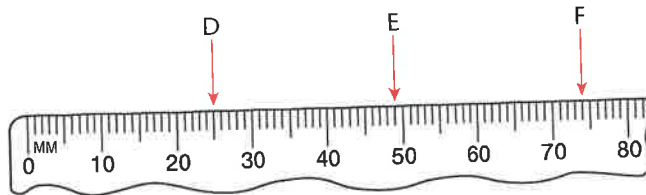
TARGET To practise measuring and drawing straight lines in cm and mm.

Examples



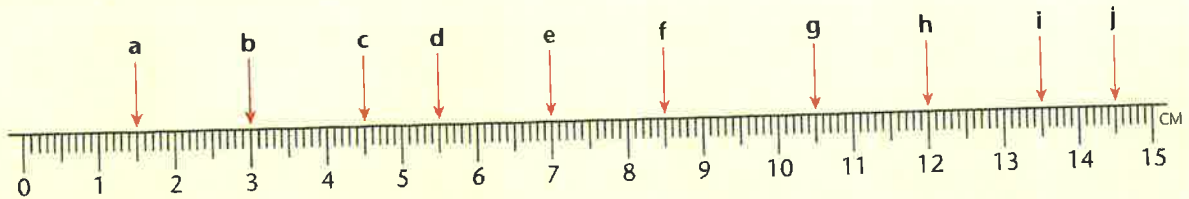
A = 2 cm
 B = 4 cm 5 mm = 4.5 cm
 C = 6 cm 8 mm = 6.8 cm

D = 25 mm = 2 cm 5 mm
 E = 49 mm = 4 cm 9 mm
 F = 74 mm = 7 cm 4 mm

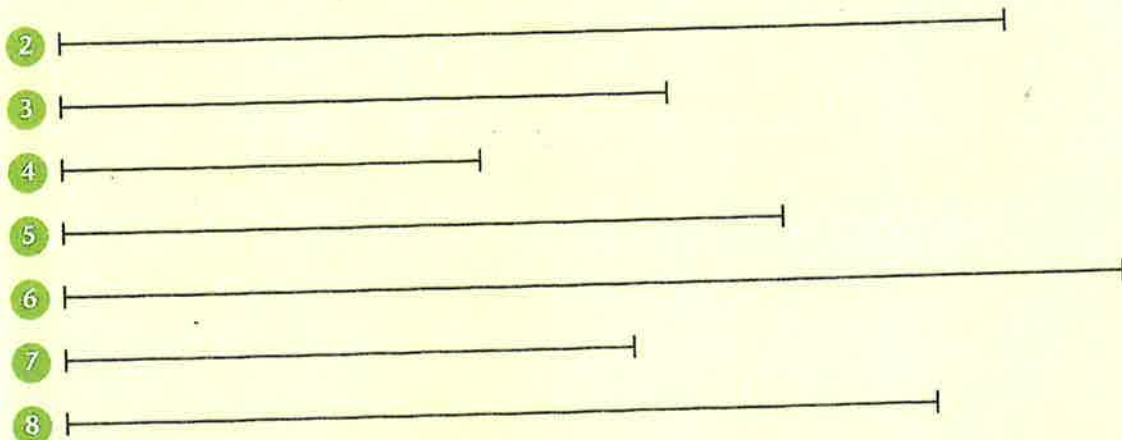


A

1 Read the measurements shown on the ruler.



Measure these lines to the nearest half centimetre.



9 Draw lines of the following lengths.

- a) 8.5 cm b) 12 cm c) 5.5 cm d) 13.5 cm e) 10.5 cm

10 Use a set square and ruler.

- a) Draw a square with sides of 4.5 cm.
- b) Draw a rectangle with sides of 2.5 cm and 6.5 cm.

TARGET To use mental methods to add and subtract pairs of one- and two-digit numbers involving measures.

A

Write the answer only.

- | | | | |
|-------------|------------------|------------------|--------------------------|
| 1 8p + 6p | 7 15 g − 7 g | 13 7 cm + 5 cm | 19 18 ml − 9 ml |
| 2 £9 + £8 | 8 13 kg − 4 kg | 14 6 m + 9 m | 20 14 litres − 7 litres |
| 3 25p + 9p | 9 51 g − 5 g | 15 39 cm + 3 cm | 21 35 ml − 8 ml |
| 4 £76 + £7 | 10 94 kg − 9 kg | 16 64 m + 8 m | 22 80 litres − 6 litres |
| 5 24p + 20p | 11 75 g − 30 g | 17 47 cm + 30 cm | 23 83 ml − 20 ml |
| 6 £39 + £50 | 12 58 kg − 20 kg | 18 52 m + 40 m | 24 95 litres − 60 litres |

B

Write the answer only.

- | | |
|------------------------|-------------------|
| 1 80 g + 50 g | 17 140 g − 60 g |
| 2 90 g + 60 g | 18 170 g − 80 g |
| 3 42 m + 80 m | 19 119 m − 50 m |
| 4 75 m + 90 m | 20 153 m − 70 m |
| 5 23 ℓ + 27 ℓ (litres) | 21 72 ℓ − 25 ℓ |
| 6 37 ℓ + 58 ℓ | 22 55 ℓ − 19 ℓ |
| 7 £59 + £25 | 23 £90 − £45 |
| 8 £36 + £37 | 24 £84 − £56 |
| 9 90 ml + 50 ml | 25 160 ml − 80 ml |
| 10 80 ml + 90 ml | 26 120 ml − 50 ml |
| 11 77 kg + 60 kg | 27 186 kg − 90 kg |
| 12 94 kg + 20 kg | 28 114 kg − 30 kg |
| 13 38 p + 44 p | 29 61 p − 34 p |
| 14 45 p + 26 p | 30 73 p − 18 p |
| 15 24 cm + 39 cm | 31 96 cm − 57 cm |
| 16 69 cm + 28 cm | 32 82 cm − 39 cm |

C

Copy and complete.

- | |
|---|
| 1 60 ml + <input type="text"/> = 120 ml |
| 2 90 ml + <input type="text"/> = 160 ml |
| 3 £85 + <input type="text"/> = £145 |
| 4 £31 + <input type="text"/> = £111 |
| 5 56 kg + <input type="text"/> = 141 kg |
| 6 94 kg + <input type="text"/> = 163 kg |
| 7 48 m + <input type="text"/> = 122 m |
| 8 89 m + <input type="text"/> = 135 m |
| 9 140 g − <input type="text"/> = 70 g |
| 10 130 g − <input type="text"/> = 90 g |
| 11 173 ℓ − <input type="text"/> = 83 ℓ (litres) |
| 12 159 ℓ − <input type="text"/> = 79 ℓ |
| 13 <input type="text"/> − 75 km = 59 km |
| 14 <input type="text"/> − 54 km = 67 km |
| 15 <input type="text"/> − £68 = £78 |
| 16 <input type="text"/> − £97 = £55 |

Measure length

1 What is the length of each line?

a)



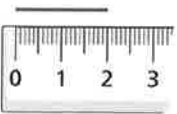
cm

b)



cm

c)



cm

a)



mm

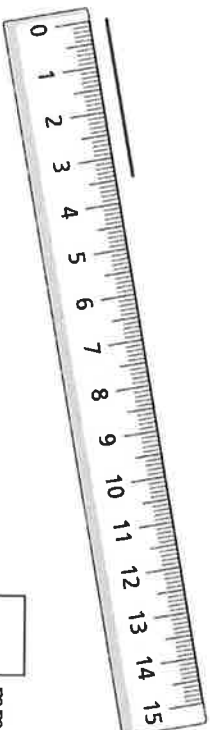
2 Write the length of each line to the nearest millimetre.

b)



mm

c)



mm

3 Use a ruler to draw lines of these lengths.

a) 5 cm



b) 75 mm

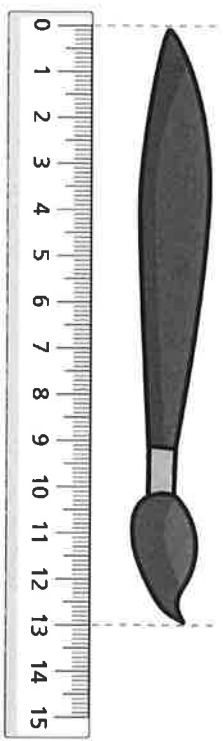


c) 42 mm



4

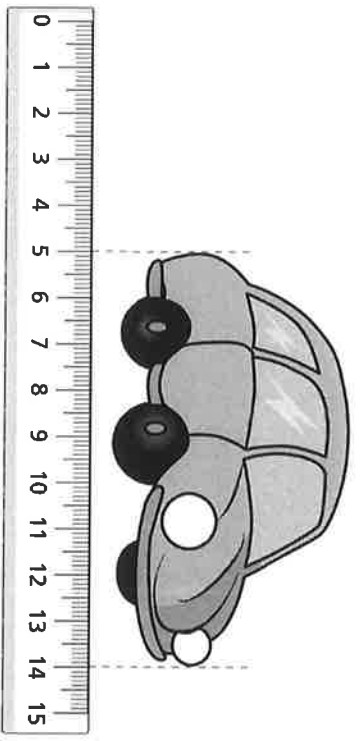
How long is the paintbrush?



The paintbrush is cm long.

5

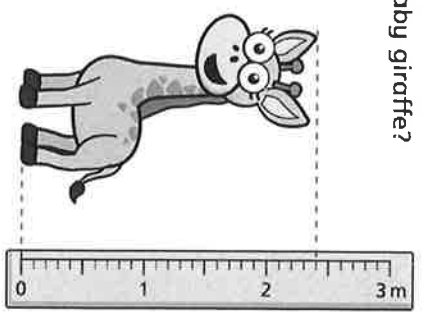
How long is the toy car?



The toy car is cm long.

6

How tall is the baby giraffe?



The baby giraffe is m and cm tall.

7

Tick the most sensible estimate for the height of a classroom door.

20 cm

2 m

20 m

8

Find items in the classroom that are the following lengths.

Write your answers in the table.

Less than 10 cm long	Between 10 cm and 1 m long	More than 1 m tall
<input type="text"/>	<input type="text"/>	<input type="text"/>

Compare with a partner.

Measure length (m)

1 Look around your classroom.

Choose 10 objects.

- a) Estimate which objects are longer than 1 metre and which are shorter than 1 metre.
- b) Draw each object in the correct part of the table.

Longer than 1 metre	Shorter than 1 metre

c) Use a metre ruler to measure your objects.

Did you put them in the correct column?

d) Which object is closest to 1 metre long?

2



Dexter

I am 1 metre and 8 centimetres tall.



Ron

You can write this as 1 m and 8 cm.

Do you agree with Ron? _____

Talk about it with a partner.

Complete the sentences.

a) Dexter is 1 _____ and 8 _____ tall.

b) Dani is 1 metre and 21 centimetres tall.

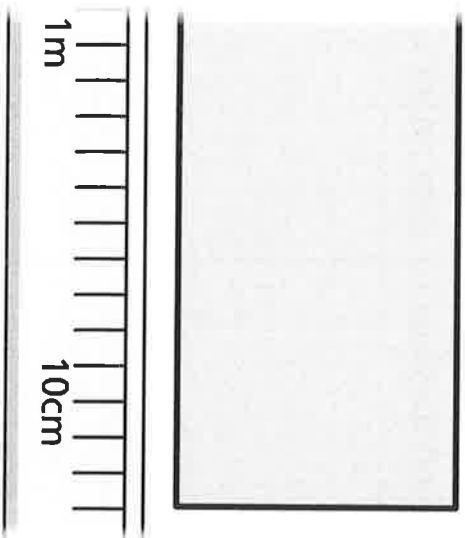
Dani is m and cm tall.

c) Scott is 1 metre and 11 centimetres tall.

Scott is and tall.

- 3 Class 2 are measuring poster paper for an art lesson.

Nijah puts the paper next to a 2-metre stick.



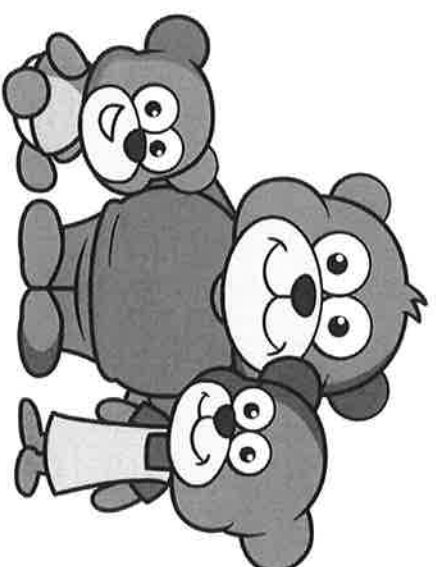
How long is the poster paper?

m and cm

- 4 Measure the longest side of your classroom and complete the sentence.

My classroom is and long.

5



Daddy Bear is 2 metres tall.

Baby Bear is half as tall as Daddy Bear.

- a) How tall is Baby Bear?

m

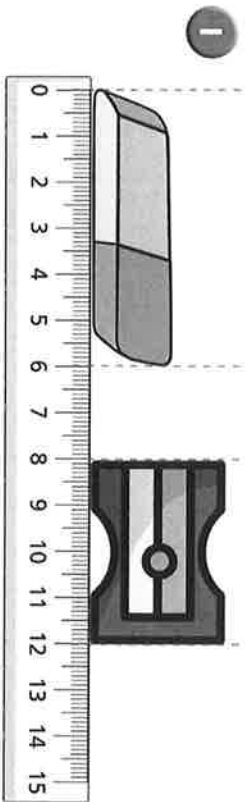
- b) Mummy Bear is taller than Baby Bear, but shorter than Daddy Bear.

How tall could Mummy Bear be?

Mummy Bear could be and

tall.

Compare answers with a partner.



1 Choose a word to complete the sentences.
shorter longer

The rubber is _____ than the sharpener.
The sharpener is _____ than the rubber.

- 2 Write <, > or = to compare the statements.
- a) 9 cm 23 cm
 - b) fifty metres 50 m
 - c) one metre 1 cm

- 3 Write digits in the boxes to make the statements correct.
- a) cm < 41 cm
 - b) 14 m < m
 - c) 14 cm > cm
 - d) 12 m < m < 20 m

Is there more than one answer for each?

- 4 Would you measure each one using centimetres or metres?

Tick your answer.

- | | centimetres | metres |
|-------------------------------|--------------------------|--------------------------|
| a) the height of a baby | <input type="checkbox"/> | <input type="checkbox"/> |
| b) the length of a pencil | <input type="checkbox"/> | <input type="checkbox"/> |
| c) the height of a school | <input type="checkbox"/> | <input type="checkbox"/> |
| d) the height of your teacher | <input type="checkbox"/> | <input type="checkbox"/> |

What else would you measure in metres?

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

a) $39 \text{ cm} + 9 \text{ cm}$ 47 cm

b) $22 \text{ m} - 6 \text{ m}$ $0 \text{ m} + 15 \text{ m}$

c) $4 \text{ cm} + 13 \text{ cm}$ $20 \text{ m} - 3 \text{ m}$

6

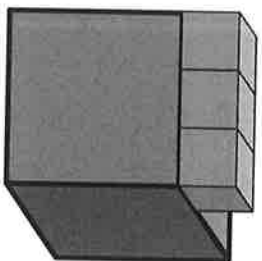
$5 \text{ m} = 5 \text{ cm}$

a) Why is the statement wrong?
Talk about it with a partner

b) Write $<$ or $>$ to correct the mistake.

5 m 5 cm

7 One large cube is three times as long as one small cube.



One small cube is 5 cm long.

a) How long are 2 small cubes?

cm

b) How long are 10 small cubes?

cm

c) How long is 1 large cube?

cm

d) How long are 2 large cubes?

cm

Equivalent lengths – mm and cm



1 There are 10 millimetres (mm) in 1 centimetre (cm).

1 cm
10 mm

Use the bar models to complete the sentences.

a)

1 cm	1 cm	1 cm

There are mm in 3 cm.

b)

1 cm	1 cm	1 cm	1 cm	1 cm	1 cm

There are mm in 7 cm.

c)

10 mm	10 mm	10 mm	10 mm	

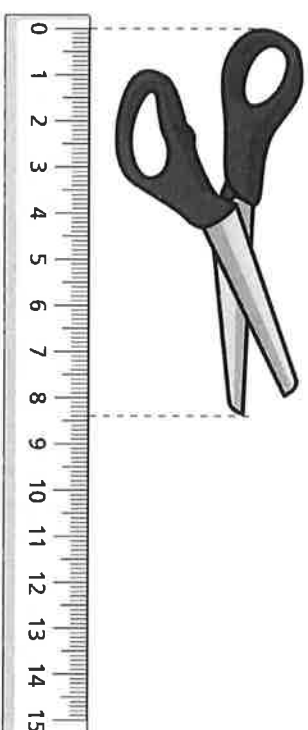
There are 40 mm in cm.

2 Match the equivalent lengths.

- | | | | | |
|-----------|-----------|-------|-------|-------|
| 1 cm 3 mm | 3 cm 1 mm | 30 mm | 33 mm | 30 cm |
|-----------|-----------|-------|-------|-------|

- | | | | | |
|--------|-------|-------|-----------|-----------|
| 300 mm | 13 mm | 31 mm | 3 cm 0 mm | 3 cm 3 mm |
|--------|-------|-------|-----------|-----------|

3 How long are the scissors?



The scissors are cm and mm long.

The scissors are mm long.

4

Find three items in your classroom.

Measure them and complete the table.

One has been done for you.

Item	Length in cm and mm	Length in mm
toy car	9 cm 6 mm	96 mm



b) Kim's tower is 300 mm tall.

How many cubes does she use?

Kim uses cubes.



5

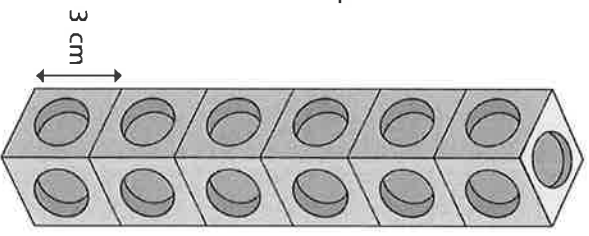
Filip and Kim are building towers using cubes.

Each cube is 3 cm high.

a) Filip uses 6 cubes.

How tall is Filip's tower?

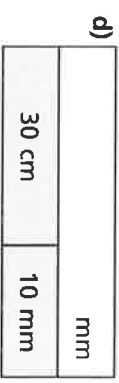
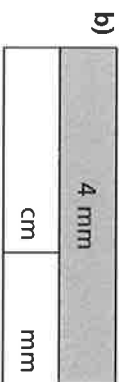
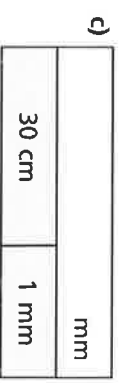
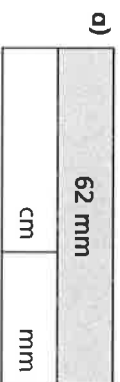
Give your answer in millimetres.



Filip's tower is mm tall.

6

Complete the bar models.



Equivalent lengths – m and cm

1 There are 100 centimetres (cm) in 1 metre (m).

1 m
100 cm

Use the bar models to complete the sentences.

a)

1 m	1 m	1 m

There are cm in 3 m.

b)

1 m	1 m	1 m	1 m	1 m	1 m

There are cm in 6 m.

c)

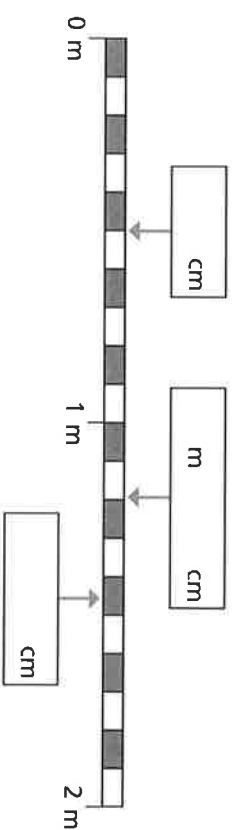
100 cm	100 cm	100 cm	100 cm	100 cm	100 cm

There are 500 cm in m.

2 Complete the table to show equivalent lengths and continue the pattern.

cm	m and cm
310 cm	3 m and 10 cm
320 cm	m and cm
330 cm	m and cm
cm	3 m and 40 cm
cm	3 m and 50 cm
cm	m and cm
cm	m and cm

3 Write the missing measurements.



4 Draw an arrow to show the position of each measurement.



- A 20 cm
- B 0 m 75 cm
- C 130 cm
- D 1 m 65 cm

5 Complete the bar models.

- a)

160 cm	
m	cm
- b)

268 cm	
m	cm
- c)

	cm
4 m	10 cm
- d)

	cm
2 m	5 cm

6 Complete the sentences.

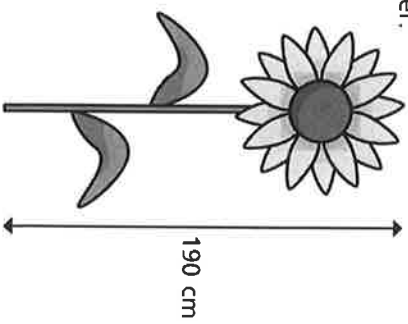
- a) 240 cm = m and cm
- b) 319 cm = m and cm

c) 508 cm = m and cm

d) 2 m and 15 cm = cm

e) 8 m and 3 cm = cm

7 Here is Huan's sunflower.



Dani's sunflower is 2 m and 30 cm.

Tom's sunflower is exactly halfway between Huan's and Dani's.

How tall is Tom's sunflower?

Write your answer in metres and centimetres.

m and cm