





## Year 3: Remote Learning Schedule

W/C 11 <sup>th</sup> January	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b> <i>(approx. 45 mins per lesson)</i> <b>This week our focus is:</b> <b>Multiplication and division</b>	<b>Lesson 1:</b> <b>Multiply 2 digits by 1 digit (part 2)</b> <i>Click <a href="#">here</a> to watch the video to support you.</i>	<b>Lesson 2:</b> <b>Divide 2 digits by 1 digit (part 1)</b> <i>Click <a href="#">here</a> to watch the video to support you</i>	<b>Lesson 3:</b> <b>Divide 2 digits by 1 digit (part 2)</b> <i>Click <a href="#">here</a> to watch the video to support you.</i>	<b>Lesson 4:</b> <b>Divide 2 digits by 1 digit (part 3)</b> <i>Click <a href="#">here</a> to watch the video to support you.</i>	<b>Arithmetic.</b>
	<b><i>You will find links to videos produced by White Rose Maths above. The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i></b>				
<div><div></div><div><b>Remember to log in to <a href="#">TT Rockstars</a> each week to practise your times tables!</b> <i>Message your teacher on <a href="#">ClassDojo</a> if you've forgotten your login details.</i></div><div></div></div>					
<div><div></div><div><b>Remember to share your learning on ClassDojo!</b> <i>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</i></div><div></div></div>					
<b>English</b> <i>(approx. 45 mins per lesson)</i> <b>This week our focus is:</b> <b>Myths and Legends</b>	<b>Lesson 1:</b> To read the poem and answer questions.	<b>Lesson 2:</b> <i>Reading Comprehension:</i> <i>Midas</i> <i>Click on the link <a href="#">here</a> to see what a myth is.</i>	<b>Lesson 3</b> Create a hero/heroine and describe them	<b>Lesson 4:</b> <i>To understand and use inverted commas.</i>  <i>Click on the link <a href="#">here</a> to see what inverted commas are.</i>	<b>Lesson 5:</b> <i>To use inverted commas correctly in our writing.</i>  <i>Click on the link <a href="#">here</a> for a reminder.</i>
	<b><i>The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i></b>				
<b><i>This week's spellings are:</i></b> superstar, superior, superman, superficial, supermarket <b><i>(Remember to test yourself on Friday!)</i></b>					
<b>Reading for Productivity</b> <i>is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.</i>			<b>Lesson 1:</b> Science	<b>Lesson 2:</b> DT	<b>Lesson 3:</b> Music
				<b>Lesson4:</b> Geography	<b>Lesson 5:</b> PSHE
<b>Reading for Pleasure</b> <i>is such an important part of our curriculum – follow the link <a href="#">here</a> to watch Tom Hardy tell you one of his favourite stories.</i>					



## Year 3 Knowledge Organiser: Multiplication and Division

### VIPs

Dividing will produce a number which is less than the given number.

Multiplication and division have an inverse relationship.

Multiplication is commutative.

Doubling connects the 2, 4 and 8 times table.

Odd numbers: 1, 3, 5, 7, 9

Even numbers: 0, 2, 4, 6, 8

Multiplication facts can be used to work out division facts.

Understand multiplication as scaling.

Know the relationship between multiplication and repeated addition.

Know the relationship between division and repeated subtraction.

See connections between fractions and division.

Equivalent means equal in value.

### Multiplication methods – without regrouping

Tens	Ones

$23 \times 3 = 69$

	T	O
	2	3
$\times$		3
	6	9

### Multiplication methods – with regrouping

Tens	Ones

$24 \times 4 = 96$

	T	O
	2	4
$\times$		4
	9	6

### Division methods – without regrouping

Tens	Ones

$421 \div 4$

$84 \div 4$

$80 \div 4$     $4 \div 4$

### Division methods – with regrouping

Tens	Ones

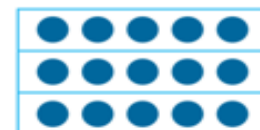
$453 \div 3$

$30 \div 3$     $15 \div 3$

### Key vocabulary

Equal, same as, groups, add, repeated addition, multiply, times, array, product, groups of, lots of, multiplied by, share equally, equal groups, divide by, sharing, equal, equivalent, inverse, calculation, calculating, place value, whole number, fact family, pictorial representation, partitioning, concrete representation

### Array



$3 \times 5 = 15$

### Fat Questions

What relationships can you find between a number of calculations?

Are pictorial representations always the most appropriate when dividing?

When might you use multiplication or division in real life?

### Related calculations

$40 \times 5 = 200$

$4 \times 5 = 20$   
 $40 \times 5 = 200$

### Intent

Children will be able to write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Children will solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems.



# Maths lesson 1

## Multiply 2-digits by 1-digit (2)



- 1 There are 23 marbles in a jar.  
There are 5 jars.



Tens	Ones

How many marbles are there in total?

$$5 \times 3 \text{ ones} = \square$$

$$5 \times 2 \text{ tens} = \square$$

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

$$5 \times 23 = \square$$

There are  $\square$  marbles in total.

- 2 Work out  $4 \times 15$

Tens	Ones

$$4 \times 5 = \square$$

$$4 \times 10 = \square$$

$$4 \times 15 = \square$$

- 3 Complete the multiplications.

a)  $4 \times 24 = \square$

b)  $3 \times 17 = \square$

c)  $3 \times 25 = \square$

d)  $34 \times 4 = \square$

- 4 Complete the column multiplications.

Tens	Ones

		T	O	
		2	4	
	x		3	



Tens	Ones
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1

			T	O
			3	5
	x			4

5 Work out the multiplications.

a)  $25 \times 5$

			T	O
			2	5
	x			5

c)  $5 \times 26$


b)  $35 \times 6$

			T	O
			3	5
	x			6

d)  $4 \times 36$




6 Tommy works out  $37 \times 2$

			T	O
			3	7
	x			2
			6	1
			4	


What mistake has Tommy made? Work out the correct answer.

7 Find the missing numbers.

			2	2
	x			
			8	8

				1
	x			
			1	2
			4	

8 Here are some digit cards.

1	2	3	4	5	8
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a) Use the digit cards to create a multiplication and work out the answer.

$$\square \square \times \square = \square$$

b) Work with a partner to find calculations that have:

- an odd product
- an even product
- an exchange in the ones column
- an exchange in the ones and tens columns.



## Maths lesson 2

### Divide 2-digits by 1-digit (1)



- 1 There are 84 pencils to be shared equally into 4 pots.



- a) Draw the pencils on the place value chart to show how they are shared.

Tens	Ones

- b) Complete the number sentences.

$$8 \text{ tens} \div 4 = \square \text{ tens}$$

$$4 \text{ ones} \div 4 = \square \text{ one}$$

$$84 \div 4 = \square$$

- c) How many pencils are in each pot?

- 2 Use a place value chart to work out the calculations.

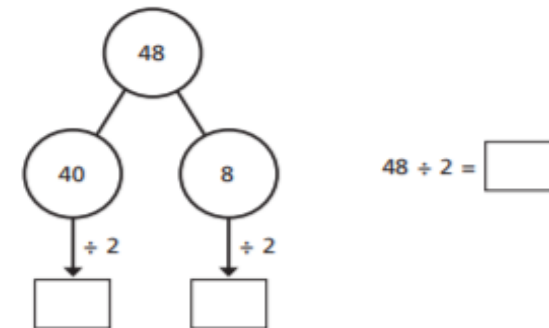
a)  $39 \div 3 = \square$

b)  $68 \div 2 = \square$

- 3 Amir solves  $48 \div 2$  on a place value chart.

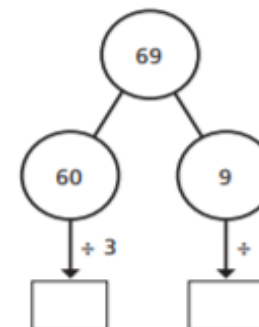
Tens	Ones

Complete the part-whole model to show what Amir has done.

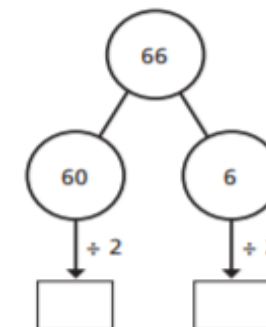


- 4 Work out the divisions.

a)  $69 \div 3 = \square$



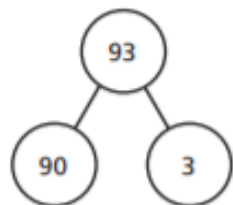
b)  $66 \div 2 = \square$





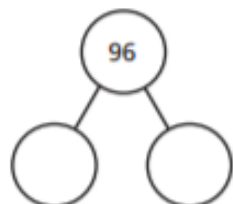
5 Work out the divisions.

a)  $93 \div 3 = \square$



b)  $82 \div 2 = \square$

$96 \div 3 = \square$



$84 \div 2 = \square$

$99 \div 3 = \square$



$86 \div 2 = \square$

6



88 can be  
divided equally by 2  
and by 4

Do you agree with Annie? \_\_\_\_\_

Explain why.

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Can Annie divide 88 equally by any other 1-digit numbers?

7

Esther has 2 jars of mints.

Esther shares the mints equally  
between 3 bowls.

How many mints are in each bowl?



There are  mints in each bowl.

How many different ways can you work out the answer?



## Maths lesson 3

### Divide 2-digits by 1-digit (2)

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$$72 \div 3 = \boxed{\phantom{00}}$$





4 Use base 10 or counters to work out the divisions.

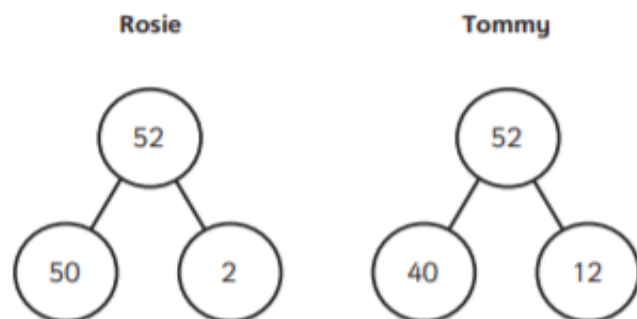
a)  $45 \div 3 = \square$

b)  $57 \div 3 = \square$

c)  $92 \div 4 = \square$

5 Rosie and Tommy are working out  $52 \div 4$

They both use a part-whole model.



a) Whose part-whole model will help them with the division?

\_\_\_\_\_

How do you know?

\_\_\_\_\_

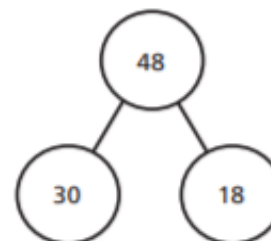
\_\_\_\_\_

b) Use a part-whole model to work out  $52 \div 4$



6 Use the part-whole models to complete the divisions.

a)  $48 \div 3 = \square$

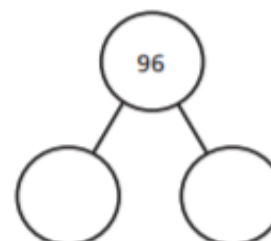


$30 \div 3 = \square$

$18 \div 3 = \square$

$48 \div 3 = \square$

b)  $96 \div 4 = \square$



c)  $65 \div 5 = \square$

d)  $75 \div 3 = \square$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 = \square$

$96 \div 4 = \square$

$96 \div 2 = \square$

c) What do you notice? Talk about it with a partner.





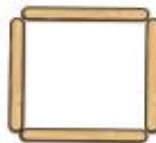
## Maths lesson 4

### Divide 2-digits by 1-digit (3)

- 1 Mo has these lolly sticks.



He uses them to make squares.  
How many squares can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are  groups of 4

There is  lolly stick remaining.

$17 \div 4 =$   remainder

Mo can make  squares.

- 2 Mo now uses the lolly sticks to make triangles.  
How many triangles can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are  groups of 3

There are  lolly sticks remaining.

$17 \div 3 =$   remainder

Mo can make  triangles.

- 3 Finally, Mo uses the lolly sticks to make pentagons.  
How many pentagons can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are  groups of 5

There are  lolly sticks remaining.

$17 \div 5 =$   remainder

Mo can make  pentagons.

- 4 Use repeated subtraction to complete the divisions.  
Use the number lines to help you.

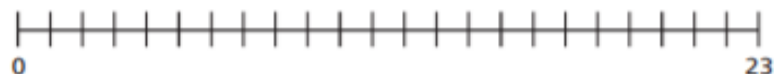
a)  $23 \div 4 =$   remainder



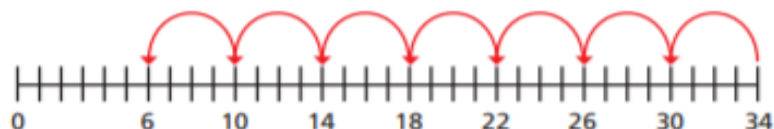
b)  $23 \div 5 = \square$  remainder  $\square$



c)  $23 \div 3 = \square$  remainder  $\square$



5 Eva works out  $34 \div 4$



There is a  
remainder of 6



Is Eva correct? \_\_\_\_\_

How do you know?

6 Complete the calculations.

a)  $29 \div \square = 4$  remainder 5

c)  $29 \div \square = 14$  remainder 1

b)  $29 \div \square = 4$  remainder 1

7 How do you know there is no remainder when 75 is divided by 5?

Without doing the division, what is the remainder when 76 is divided by 5?

8 Use place value counters and a place value chart to work out the divisions.

a)  $87 \div 4 = \square$  remainder  $\square$

b)  $77 \div 3 = \square$  remainder  $\square$

c)  $74 \div 5 = \square$  remainder  $\square$

9 Teddy has fewer than 60 marbles but more than 40. When he shares them equally into 3 pots he has no remainders. When he shares them equally into 4 pots he has remainder 3. When he shares them equally into 5 pots he has remainder 1. How many marbles could Teddy have?





7  $725 + 209 =$

1 mark

10  $64 \div 8 =$

1 mark

8  $319 - 165 =$

1 mark

11  $25 \times 8 =$

1 mark

9  $12 \times 4 =$

1 mark

12  $75 \times 4 =$

1 mark





## English – Practise your spellings

Remember to ... **Look, cover, say, write and then check!**

superstar			
superior			
superman			
superficial			
supermarket			

Use the first column example words to go over the letters and practise your handwriting joins.

Can you write sentences for each of your spellings?

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# Myths and Legends

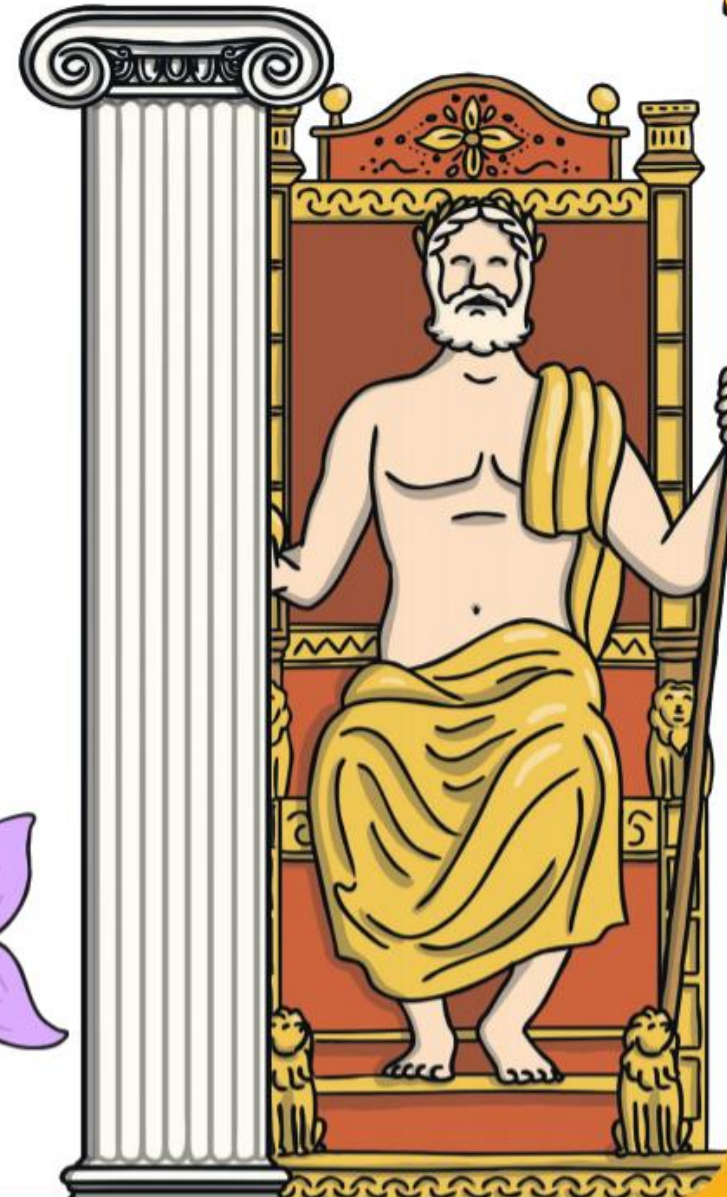
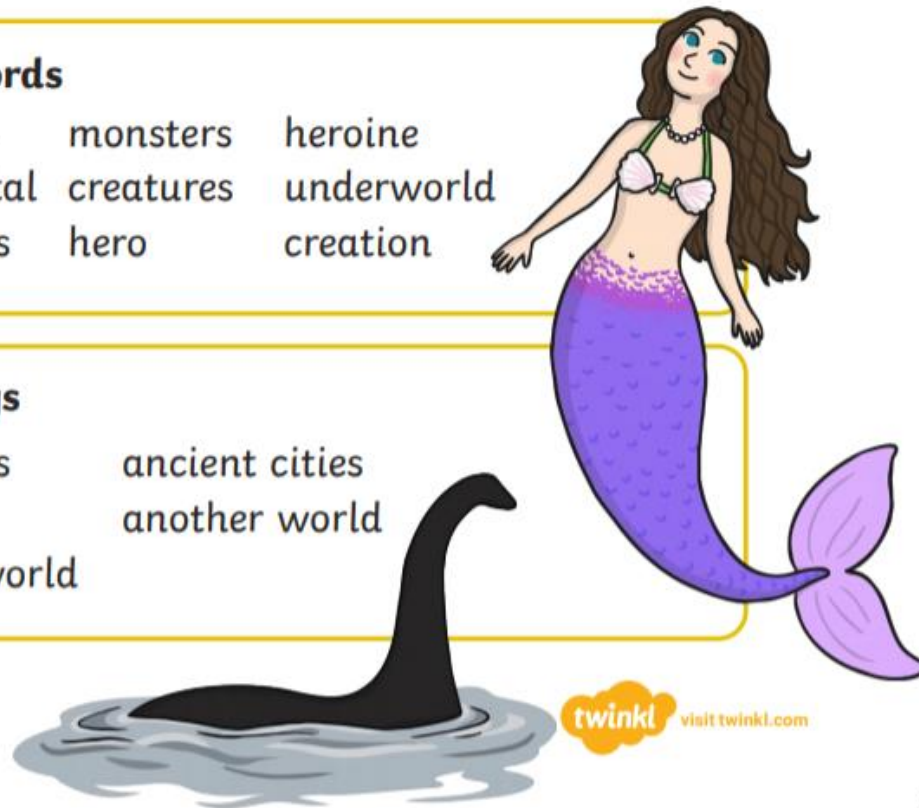
A **myth** is a story used to explain why things are the way they are in the world around us. A **legend** is a semi-true story, which has been passed down through generations and has important meaning or symbolism.

## Key words

mortal	monsters	heroine
immortal	creatures	underworld
heavens	hero	creation

## Settings

heavens	ancient cities
Earth	another world
underworld	



## English Lesson 1

### *Where's Everybody?*

In the cloakroom  
Wet coats  
Quietly steaming.

In the office  
Dinner-money  
Piled in pounds.

In the head's room  
Half a cup  
Of cooling tea.

In the corridor  
Cupboards  
But no crowds.

In the hall  
Abandoned  
Apparatus.

In the classrooms  
Unread books  
And unpushed pencils.

In the infants  
Lonely hamster  
Wendy house to let;

Deserted Plasticine  
Still waters  
Silent sand.

In the meantime  
In the playground ...  
A fire-drill.



## English lesson 1 - Questions

### Where's Everybody? - Poetry

**Key vocabulary:** apparatus, abandoned, deserted

#### Retrieval

- 1.) What is in the head's room?
- 2.) What adjective is used to describe the hamster?

#### Inference

- 3.) Why might the coats in the playground be wet?
- 4.) How might the children be feeling on the playground?
- 5.) What apparatus might be abandoned in the hall? Justify your answer.

#### Vocabulary

- 6.) 'Abandoned Apparatus' and 'Silent Sand' are examples of what grammatical feature?
- 7.) Can you find two words that mean almost the same as each other? (Synonyms)
- 8.) Can you think of a word that retains the same meaning as 'still' to describe the waters?





## English - Lesson 2

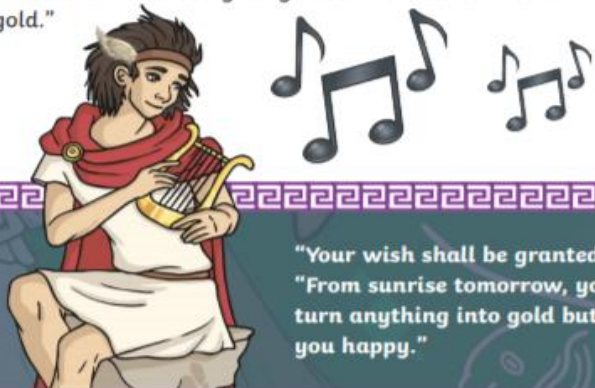
### King Midas and the Golden Touch

There once lived a king named Midas who was the richest king in the world. He loved gold more than anything else on earth – including his daughter Marigold.

One day, a beautiful fairy boy appeared before Midas. The boy's face shone with a dazzling light and his cap, feet and wand all had wings.

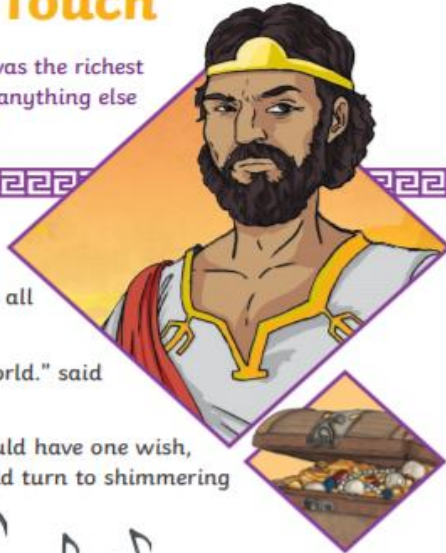
"Midas, you are the richest man in the world," said the fairy.

"That may be," said the King, "but if I could have one wish, I would ask that everything I touch should turn to shimmering gold."



"Your wish shall be granted," said the fairy. "From sunrise tomorrow, your slightest touch will turn anything into gold but your gift will not make you happy."

Midas woke early next morning, reached out and lightly touched his bed. It turned instantly to gold. Delighted, the King went to eat breakfast. However, when he tried to drink a glass of water, it too became solid gold. The bread and butter turned to gold in his hand and the soft, tender meat became hard, yellow and shiny. Not a thing could pass his lips. All was gold, gold, gold.



### King Midas and the Golden Touch



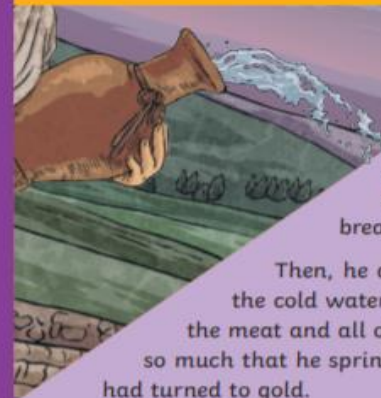
His daughter came running in from the garden. Without thinking, he gently kissed her cheek. At once, the little girl was turned into a golden statue. In his grief, he called upon the fairy for help.

"O fairy," he begged, "take away this horrible golden gift! Take all my gold, only give me back my darling daughter."



The beautiful fairy appeared and, convinced the King had learnt his lesson, told him how to fix what had happened.

"Take this pitcher to the spring in the garden and fill it with water. Sprinkle the things you have touched with the water to restore them."



The King did as the fairy said. He first sprinkled the head of his dear little girl. Instantly, she became his darling Marigold and he gave her a kiss. The King sprinkled the golden food and, to his joy, it turned back to real bread and real butter.

Then, he and his daughter sat down to breakfast. How good the cold water tasted! The hungry King ate the bread and butter, the meat and all of the good food. King Midas hated his golden touch so much that he sprinkled water over everything else that the fairy's gift had turned to gold.



## English Lesson 2 - Questions

1. What did King Midas love more than anything else on earth? Tick one.

- ☐ Marigold
- ☐ gold
- ☐ his castle
- ☐ money

2. Number the events from **1-4** to show the order they happen in the text.

- ☐ The fairy gave Midas a gift.
- ☐ King Midas loved gold more than anything in the world.
- ☐ Midas and Marigold sat down to breakfast.
- ☐ Marigold turned to gold.

3. What was the first thing Midas turned to gold? Tick one.

- ☐ some bread
- ☐ some water
- ☐ his bed
- ☐ Marigold

4. Where was Marigold when the King first went to breakfast? Tick one.

- ☐ her bedroom
- ☐ the kitchen
- ☐ the garden
- ☐ with the King

5. Find and copy one word that means the same as 'jug'.

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6. Fill in the missing words.

"Fill this pitcher with \_\_\_\_\_ water from the garden. Sprinkle the water on the things you have touched to change them back."

7. Why do you think Midas asked the fairy to take the gift back? Use evidence from the text to support your answer.

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## English- Lesson 3

A hero or heroine is a real person or a main fictional character who, in the face of danger, combats adversity through courage or strength.

Create your own mythical hero/heroine. Label them with adjectives and then write a description. Try to include details about their personality and appearance. You may also want to use:

**Adjectives** - An adjective is a word that describes a noun (the name of a thing or a place).

**Expanded noun phrases**- An expanded noun phrase consists of a determiner, adjectives and a noun.

**Similes**- A simile is the comparison of one thing with another, e.g; "As brave as a lion."

amiable	attractive	audacious
charming	beautiful	bold
delightful	exquisite	brave
good natured	gorgeous	courageous
likable	handsome	fearless
nice	stunning	plucky
pleasant	winsome	valiant
disagreeable	grotesque	almighty
horrible	hideous	big
insufferable	repugnant	enormous
loathsome	repulsive	gargantuan
nasty	revolting	gigantic
obnoxious	ugly	humongous
unpleasant	vile	massive



## My character:

Handwriting practice lines consisting of 20 horizontal blue lines.

### Adjectives








## English Lesson 4 - Rules for using inverted commas to show direct speech.

### "Inverted Commas Rules"

#### Different Names

Inverted Commas are also called:  
Speech Marks  
Quotation Marks



### "Inverted Commas Rules"

#### Beginning and End

Keep your inverted commas at the  
beginning and the end of the words  
being spoken.  
"Stop!" I said.



### "Inverted Commas Rules"

#### Commas

Remember to add commas.  
Ashton whispered, "Be quiet!"  
"Sorry," said Jules.



### "Inverted Commas Rules"

#### New Speaker, New Line

Start a new line whenever someone  
new speaks.  
"How are you doing today?"  
asked Henry.  
"I'm great!" said Ashton.



### "Inverted Commas Rules"

#### Punctuation

Make sure your speech is  
correctly punctuated!  
"There are times, I feel, that you are  
a little cold," I said.



### "Inverted Commas Rules"

#### Capital Letters

Begin what is spoken with a  
capital letter!  
"What an amazing day!" he  
announced.



## Using Inverted Commas to Show Direct Speech

Look at the comic strip speech bubbles below. Change each speech bubble into a speech sentence with inverted commas. The first has been done for you.



Hold on tight! I'll save you!

The superhero flew through the air and shouted,  
"Hold on tight! I'll save you!"

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Hold on tight! I'll save you!  
I will protect the castle  
from the dragon!



I wonder what treasures  
I'll find in the sunken ship?

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I wonder how I solve this  
problem.

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Take out your books and  
write the date please.




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## English Lesson 4: Task 2

# Spot the Missing Speech Marks

## Using Inverted Commas to Show Direct Speech

Look at the sentences below. Each one is missing inverted commas. Insert inverted commas around the direct speech in each sentence below.

1. What's for dinner dad? Jacinda asked her dad.
2. The witch looked at her sisters and asked, When will we three meet again?
3. The mouse looked at the fox and quivered, Please don't eat me.
4. I'm stuck! declared Sam as he held up his hand.  
Can you help me please?
5. Goal! shouted the boy as the ball went to the back of the net.
6. John, can you hold this? asked Joanne.
7. Off with her head! shouted the Queen of Hearts.
8. The policeman asked, Can I see your licence please?



## English Lesson 5: Task 1

Beowulf is a Hero from Scandinavian mythology who slays the great monster Grendel. Take a look at how he is described by using direct speech.

**Beowulf**  
Character Description through Dialogue



<p>Sailors showed that Beowulf was</p> <p><b>strong</b></p> <p>when they reported</p> <p>"He has the strength of thirty men in his hand."</p>	<p>Hrothgar showed that Beowulf was</p> <p><b>heroic</b></p> <p>when he said</p> <p>"You have come here to defend our folk, good friend Beowulf."</p>
<p>Beowulf showed that he was very</p> <p><b>confident</b></p> <p>when he said</p> <p>"I alone will manage the matter of the monster of evil."</p>	<p>Beowulf showed that he was</p> <p><b>fearless</b></p> <p>when he said</p> <p>"I will not flee from the dragon that guards this barrow."</p>
<p>Beowulf showed that he was</p> <p><b>compassionate</b></p> <p>when he said</p> <p>"I have come to counsel King Hrothgar and lessen his sorrow."</p>	
<p>Beowulf showed that he was</p> <p><b>courageous</b></p> <p>when he said</p> <p>"I braved countless battles in my youth and I am still looking for deeds to perform."</p>	



## English lesson 5

### Task 2:

Using your mythical hero/heroine from Wednesday and remembering the rules for using inverted commas, create 5 sentences that describe your character using direct speech. You can use the Beowulf ideas to guide you.

1. (Character name) showed they were strong when they declared.....
2. The people proved (Character name) was kind when they said.....
3. (Character name) showed they were brave when they shouted....



**Lesson 3: If you can, upload your character description to Class Dojo.**

**Ensure you have included exciting adjectives, a simile and an expanded noun phrase.**

**Lessons 4 and 5: If you can, upload your work to Class Dojo**

**Send a picture of your inverted commas work to your teacher.  
Check your sentences follow the rules of using inverted commas to show direct speech.**





## Reading for Productivity Lesson 1 - Science

### Friction

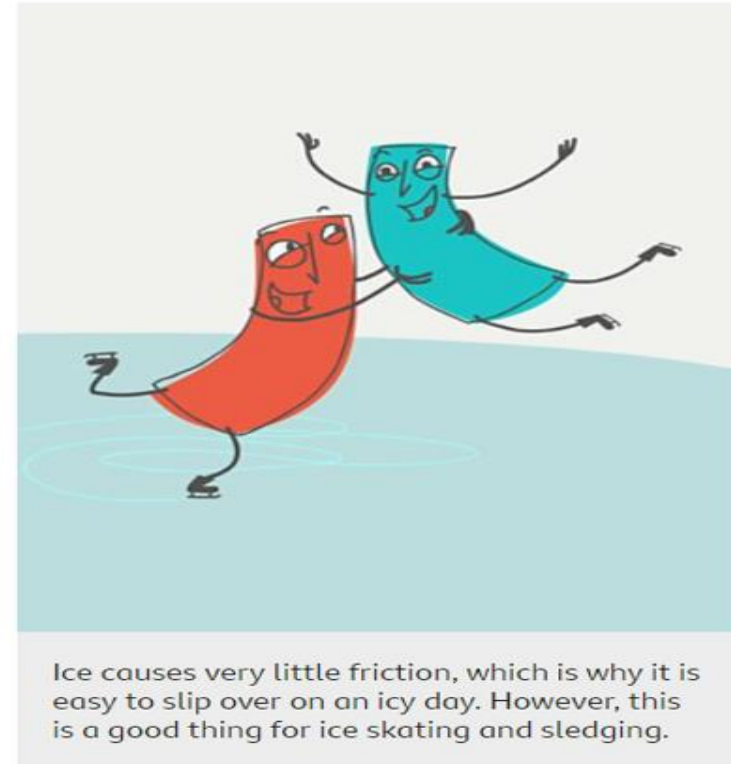
Friction is a force **between two surfaces** that are sliding, or trying to slide, across each other. For example, when you try to push a book along the floor, friction makes this difficult.

Friction always works in the direction **opposite** to the direction in which the object is moving, or trying to move. Friction always **slows** a moving object down.

The amount of friction depends on the materials from which the two surfaces are made. The rougher the surface, the more friction is produced. Friction also produces **heat**. If you rub your hands together quickly, you will feel them get warmer.

Friction can be a useful force because it prevents our shoes slipping on the pavement when we walk and stops car tyres skidding on the road. When you walk, friction is caused between the tread on shoes and the ground. This friction acts to grip the ground and prevent sliding.

Sometimes we want to reduce friction. For example, we use oil to reduce the friction between the moving parts inside a car engine. The oil holds the surfaces apart and can flow between them. The reduced friction means there is less wear on the car's moving parts and less heat produced.



Ice causes very little friction, which is why it is easy to slip over on an icy day. However, this is a good thing for ice skating and sledging.





## Reading for Productivity Lesson 1 - Science Questions

### Reading for Productivity – Friction

#### Retrieval

1. How does friction impact moving objects?
2. Explain what would happen if there was no friction.
3. What does friction also produce?

#### Vocabulary

4. What do you think the word 'reduce' means?
5. Give one synonym for the word 'difficult'



## Reading for Productivity – Lesson 2 - DT

### Overview of Puppetry

**Definition:** Puppetry is a form of theatre that involves the physical manipulation of inanimate objects known as puppets. This form of art can be used in the classroom to enhance the curriculum in many different ways.

**History:** A popular belief is that puppets were developed as children's toys or for entertainment, but the origins of puppetry are more closely linked to ancient religious practices. Some puppet researchers believe that puppets were originally part of cultural rituals and religious ceremonies. In some parts of the world these objects were seen as magic creatures "obedient only to those puppeteers armed with a magic formula" (Turkowsky, 1996). Puppetry grew to become a form of entertainment as people looked for ways to preserve and share their epic tales. Throughout history puppets have been used to share dramas, epic love stories, morality plays, and fine art performances. In the nineteenth century, during the Golden Age of Children's literature puppetry was seen as good for children.

**Types of puppets that can easily be used in the classroom:** Shadow puppets, marionette puppets, pup up puppets, stick puppets

### Types of Puppets

#### Stick Puppets



These puppets are simple and easy to create. An image or picture is attached to a stick, and the puppeteer holds the stick to manipulate the puppet. Movement is limited to lateral and vertical movements, but some variations of those movements can be achieved by using other factors such as speed.

#### Shadow Puppets



Flat puppets that cast a shadow when the puppeteer screen. The puppet can become larger or smaller as the the screen. Shadow puppets can be stick puppets or attached to different parts which allow them to have



manipulates them between a light source and a puppeteer moves the puppet farther or closer to movable rod puppets (puppets that have rods more movement).

### Marionette Puppets



A puppet with strings attached to limbs that allow the puppeteer to manipulate different parts of the puppet. Marionettes can have between about 4 and 30 different strings and can be one of the trickiest types of puppets to manipulate.

### Hand Puppets (Glove Puppets)

This puppet is placed on a puppeteer's hand like a glove. Some variations have moveable mouths which require the puppeteer to use his or her thumb and four fingers to move the jaw. Other hand puppets that do not have a movable mouth allow for the puppeteer to use three fingers for the neck and two arms of the puppet.



## Reading for Productivity – Lesson 2 - DT Questions

### Reading for Productivity in DT

**Key vocabulary:** puppeteer, manipulate, lateral, vertical, variations, inanimate

#### **Retrieval**

- 1.) What is puppetry?
- 2.) What types of puppets are easy to make in the classroom?
- 3.) What is the difference between marionette puppets and hand puppets?

#### **Inference**

- 4.) Why is it more useful to use a hand and rod puppet for the filming of the Muppets rather than a marionette puppet?

#### **Vocabulary**

- 5.) What is a 'puppeteer'?
- 6.) What does 'obedient' mean?



## Reading for Productivity – Lesson 3 - Music

### Improvisation facts for kids

**Improvisation** is the art of performing without a **script** or **rehearsal**.  
**Music.**

In **music**, improvisation is the art of playing an **instrument** (or **singing**) in which the **musician** or musicians make up the music as they play. Improvising is **inventing** at the same time as one does something. Some musicians only play music when they have written music in front of them, but it can be great fun to improvise music. It is a way of **composing**. Improvisation is common during a **jam session**.

In **Baroque** times all musicians were taught to improvise because **composers** often did not bother to write all the notes down. Musicians would have improvised lots of ornaments, and even whole sections.

Many great composers such as **Johann Sebastian Bach**, **Wolfgang Amadeus Mozart**, **Ludwig van Beethoven** and **Franz Liszt** were famous for their **keyboard** improvisations.

**Organists** are often expected to improvise during a service. In this way they can fill in gaps in the service when there would otherwise be silence, they can make a smooth link between one piece of music and the next, and they can create the right atmosphere. In Baroque times in the Lutheran church organists would improvise a chorale prelude. This was a piece of music which uses the melody of the **chorale** (**hymn**) that the congregation sang. Bach was one of many composers who wrote many of his chorale preludes down. In more recent times some famous concert organists often finish an organ recital by playing an improvisation. This might be quite a long piece with several linked **movements**, finishing with a **fugue**. Somebody may give them the theme written on a piece of paper, so that it is quite unprepared. Charles Tournemire, Marcel Dupré, Pierre Cochereau, Pierre Pincemaille are known to be great organ improvisers.





A lot of people who play **folk music** improvise. Traditional folk music would not have been written down. In traditional **jazz** the musicians usually improvise. It is quite tricky when a group of people are improvising together. They have to listen to one another and get ideas from one another. It can be a very exciting way of making music.

### **Comedy**

Improvisation also refers to a type of **performance**. Improvisation (or **improv** for short) is often used in **comedy**. **Actors** or **Improvisers** will create an entire show that they make up as they go along. They will often ask the **audience** for an idea or suggestion. They will then do a short performance based on the suggestion. This lets them do many different short performances during each night's show. This is called "Short-form **improv**".



## Reading for Productivity – Lesson 3 - Music Questions

### Reading for Productivity – Improvisation

LO – To answer questions about improvisation

#### Retrieval

1. What is improvisation, in relation to music?
2. What is short for 'improvisation?'
3. Name a great composers who is famous for their **keyboard** improvisations.
4. When is improvisation common?

#### Vocabulary

5. What do you think a composer is?

#### Inference

6. Do you think it's easy to improvise? Would you like to improvise? Give reasons for you answer.





## Reading for Productivity - Lesson 4 - Geography

### Biomes

An ecosystem is a system of plants and animals which are interconnected and working together.

Some ecosystems are found under a stone or in a pond and are very small, whereas others are very large and cover the majority of a continent.

An ecosystem covering a large area of a continent is called a biome.

### Deciduous forest

Warm, wet and mild areas and dominated by deciduous trees (trees that lose their leaves in the autumn).

### Desert

Deserts are dry; less than 25cm rain per year. They can be hot and sandy or cold and icy. Both hot and cold deserts can support life as long as it is well adapted, such as cacti and silver ants in hot deserts, and penguins in cold deserts.

### Grasslands

Areas where a variety of grasses grow. There are few other trees or plants apart from near to water sources. The grasslands are very hot places in summer. Some become extremely cold in the winter.

### Rainforest

Warm, wet and humid, rainforests are home to half of the world's species and are populated with dense vegetation and trees. Rainforest animals include sloths, howler monkeys and jaguars.

### Savanna

This is a mixture of grasslands and woodland. There are some trees but they are spread out enough to allow the sunlight to reach the ground and grasses in between. Animals that live here include zebras, giraffes and lions.

### Taiga

Very wet and cold, receiving plenty of snow during the winter. Coniferous trees are evergreen and remain green all year round. The soil is not very nutritious and therefore, the variety of vegetation is limited.



## Tundra

Cold, harsh and difficult for much vegetation to survive. Found at the top of mountains and the Poles. These areas are snow-covered and all life here is very hardy, including mosses, birds and mountain goats.

## Map of the world's biomes



## Reading for Productivity – Lesson 4 - Geography Questions:

### Reading for Productivity - Biomes

**Key vocabulary:** *ecosystem, biome, deciduous forest, desert, grasslands, rainforest, savanna, taiga and tundra.*

#### Retrieval

- 1.) Copy one sentence from the text which explains what a biome is.
- 2.) Which 3 animals could you find in the rainforest?

#### Inference

- 3.) Why do you think that tundra is located to the north of the map?
- 4.) Which biome could we find zebras, giraffes and lions in and where in the world may this biome be located?

#### Vocabulary

- 5.) Match the biomes to animals that live there.

Desert	Howler monkeys
Savanna	Penguins
Rainforest	Lions



# Feelings

These things make me **cheerful** –  
Sunshine on the sea,  
Birthday parties, presents,  
And my favourite food for tea.

These things make me **sad** –  
A grey and gloomy day,  
Unkind words and unkind looks  
When friends just walk away.

These things make me **angry** –  
Pests who pull my hair,  
People who break promises,  
And times when life's not fair.

These things make me **frightened** –  
Thunderstorms that BOOM!  
Crawly bugs and creepy dreams  
And shadows round my room.

These things make me **calm** –  
A smile from a friend,  
Sleepy bedtime stories  
With a very happy end.



## Reading for Productivity – Lesson 5 - PSHE Questions

### Questions

- 1) How do bugs make the author feel?
- 2) What noise makes the author frightened?
- 3) Name two things that make the author cheerful?
- 4) Which of the feelings in the poem mean similar to happy?
- 5) What makes you feel calm?



## Halfpenny Lane Reading Challenge

Remember to continue to read at least 4 times a week and fill in your reading record. Send us a picture of your completed reading record each week on Class Dojo for an extra Dojo point!



