PARENTAL POINT - Access may be limited from this week to Twinkl for those without membership. I have put the relevant pages below so that they can still be printed out. This may make it easier as there are fewer links for you to chase after.

Literacy

SPaG
Remembering what prefixes are.

Comprehension
Learning about your digestive system

Spellings and Handwriting
Ice cream themed spellings this week

Maths

Graphs and Data
This week we are looking at collected data and how it can be presented.

Design

Earthquake!
Earlier this year we looked at earthquakes, think about what we learnt. How would you design a building to survive such an event?

Maths Extra

Can you crack the Summer code?

Mindfulness

Colour an ice cream!
What would be your favourite flavour?

It's ice cream week!

Now is the time Class 3!

So all term we have been trying to grow sunflowers, now is the time to share the results.

Be honest, if it was a complete failure, tell us. Not all Science experiments work, that is how we learn. Measure your sunflower and write a couple of sentences on what you did and any problems you found. Were any eaten? Did they collapse?

You can send in a picture as well if you wish. Send the details into the office and we will put them on the website so that we can share what we have been doing.

Closing Date 10th July

Have you drawn your self-portrait yet?

There are lots of amazing drawings on the website now. Have a look and see if you can recognise anyone.
If you have not done yours then have a go and send it to the office.

Oak National Academy Online Classroom   **https://classroom.thenational.academy**

Here are a few links to online lessons which cover some of the areas we have looked at over the year. They may help with understanding and is to offered as an additional resource.

https://classroom.thenational.academy/subjects-by-year/year-3/subjects/maths
https://classroom.thenational.academy/subjects-by-year/year-4/subjects/maths
https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english
https://classroom.thenational.academy/subjects-by-year/year-4/subjects/english

Our school needs YOU!

Help us to win £5,000 of National Book Tokens for the school library - and get £100 for yourself! Enter the competition online, it only takes a minute:
http://www.nationalbooktokens.com/ schools
The more nominations our school receives, the higher the chances of winning, so please spread the word!

Spellings

This weeks spellings are below. Do not worry about what colour you are just choose one column and learn them as normal, practice them be saying and spelling them out as well as writing them. <u>Choose a column which challenges you, don't go for the easiest option.</u>
Test yourself or get someone to test you on Friday.

Week 10	Week 10	Week 10	Week 10
Date:	Date:	Date:	Date:
Name:	Name:	Name:	Name:
1 caught	1 another	1 decision	1 chief
2 taught	2 mistake	2 division	2 handkerchief
3 naughty	3 non-stop	3 television	3 pierce
4 daughter	4 co-star	4 confusion	4 fierce
5 sauce	5 replace	5 conclusion	5 priest
6 saucer	6 revisited	6 transfusion	6 mischief
7 August	7 unclean	7 explosion	7 quiet
8 pause	8 defaced	8 tension	8 medieval
9 cause	9 shouldn't	9 pension	9 obedient
10 because	10 fast	10 provision	10 ancient
11 some	11 fastest	11 also	11 patient
12 when	12 faster	12 along	12 science
	13 because	13 brother	13 scientific
	14 who	14 another	14 until
			15 upon
			16 walking
			17 watch
			18 while

Cut out the picture which links to the spellings you did and put it on the poster from last week.
Write your score next to it.so that you have got a record and I can see what you have done.

First 100 High Frequency Words Handwriting

for

be

it's

got

asked

at

like

see

their

saw

Questions about Your Digestive System

1. Why do you have to chew food before it goes down the oesophagus?

2. Name something that happens to the food whilst in your stomach.

3. How much food does the average adult eat in a year?

4. Put these organs in the correct order to show the stages of the digestive system:

large intestine   mouth   small intestine   stomach   oesophagus

5. Where in your body does all the waste go right before it leaves the body?

6. In the 'After the Stomach' section, the author has used brackets to remind us that the food does not look like food at this point. Why doesn't it look like food?

7. Why has the author used an exclamation mark after the word 'head' near the end of the 'Before the Stomach' section?

8. What does 'chyme' look like?

9. Why has the author started the text with a question sentence?

10. Why has the author written '(say: a-soff-a-guss)' in the 'Before the Stomach' section?

Your Digestive System

Have you ever wondered what happens to your food after you've chewed it in your mouth? Your body is amazing and has a system that sorts and uses the food you eat to make sure your body has everything it needs to stay healthy. This is called your digestive system. Here's how it works...

Before the Stomach

Firstly, we all know that you put food in your mouth to eat it. You enjoy the taste and the texture of the food whilst your teeth break it down into smaller pieces. Then, saliva is mixed with it and your mouth cools it or warms it to a good temperature for you to be able to swallow.

When the food is broken down enough, it is swallowed and goes down a big tube to your stomach called the oesophagus (say: a-soff-a-guss). Muscles in the oesophagus move in waves to move the food down to your stomach. These muscles are so good at this job that they could even get the food to your stomach if you were standing on your head! (Don't try to eat your tea standing on your head though!)
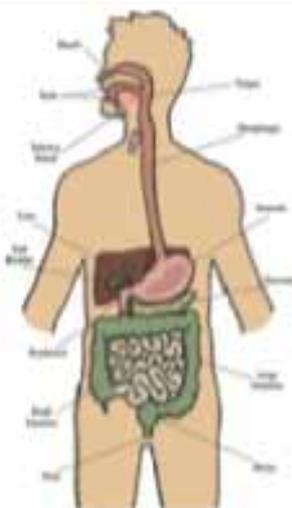
Fact File

- An adult eats about 500kg of food per year.

- Your body can produce up to 1.5 litres of saliva every day.

- An adult oesophagus is about 25cm long.

- A camera has been invented now that is as small as a pill (called Pillcam). It can be swallowed so it passes through your oesophagus in order to take photos of the inside of your body. It can take up to 55,000 pictures over the 8 hours that it's in there! It's been used since 2001 to let doctors see inside patients.

At the Stomach

When the chewed-up food arrives in the stomach, it is mixed with acid that breaks the food down even more into something that looks a bit like porridge. This substance is called 'chyme'.

After the Stomach

The next part of the journey for your food (which doesn't look like food anymore) is through the small intestine. It's here that all the goodness is taken out of the food and goes off to different places in the body for you to use.

When the small intestine has done its job of getting all the goodness out of the food, all the material that is unwanted goes into the large intestine. Then, it makes its way out of the body as poo at the end of the large intestine.

So, there you have it. Isn't your body clever?

Questions about Your Digestive System

Answers

1. Why do you have to chew food before it goes down the oesophagus?

   To break it down to be smaller and softer pieces to move down the oesophagus and through the body. If it were too big or too rough, it might hurt you or get stuck.

2. Name something that happens to the food whilst in your stomach.

   Accept any answers from: breaks down more, gets stored for a while, mixes with acid/juices/ enzymes, or the juices in there help kill bacteria in the food.

3. How much food does the average adult eat in a year?

   500kg

4. Put these organs in the correct order to show the stages of the digestive system:

   mouth, oesophagus, stomach, small intestine, large intestine

5. Where in your body does all the waste go right before it leaves the body?

   Large intestine

6. In the 'After the Stomach' section, the author has used brackets to remind us that the food does not look like food at this point. Why doesn't it look like food?

   Any answers that give reference to; it has been broken down, it has been chewed and swallowed, it looks more like porridge, or enzymes, acid and juices have mixed with it.

7. What has the author used an exclamation mark after the word 'head' near the end of the 'Before the Stomach' section?

   Because it is surprising that the body can do this.

8. What does 'chyme' look like?

   Porridge

9. Why has the author started the text with a question sentence?

   To engage the reader/make you read on.

10. Why has the author written '(say: a-soff-a-guss)' in the 'Before the Stomach' section?

    To tell you how to say the word because it is a tricky/ unusual word to pronounce.

Prefixes –
Finishing Sentences

1. Which of these prefixes is needed to complete the following words? **de-, dis-, re-, mis-, over-**

   a) Some people think that footballers are _____paid.

   b) It took the historian many years to _____cover that there really was no treasure.

   c) When he found out about the lie, he completely _____reacted.

   d) Sam had spent the whole night _____vising for his test.

   e) The gallery felt as though the artist was _____respecting them.

   f) Even though he had been warned, the man continued to _____treat his dog.

   g) It is recommended that you _____frost your freezer regularly.

   h) As the snow got heavier, the green grass began to _____appear.

   i) She didn't _____serve to be treated so harshly.

   j) They had enjoyed swimming at that beach so much that they decided to _____visit it the following year.

2. Choose a word which begins with one of the prefixes above to complete these sentences.

   a) Hoping that the lost goods would _____, Dave said nothing about losing them.

   b) 'I'll never let you _____ me!" shouted the leader to the second place runner.

   c) Sometimes lions show their teeth as a _____ of strength.

   d) After such a bad _____ her confidence took a real knock.

   e) In poor weather conditions, drivers can be slower to _____.

Prefixes – Finishing Sentences

⭐ 1. Which of these prefixes is needed to complete the following words?
de-, dis-, re-, mis-, over-

a) *overpaid*

b) *discover*

c) *overreacted*

d) *revising*

e) *disrespecting*

f) *mistreat*

g) *defrost*

h) *disappear*

i) *deserve*

j) *revisit*

2. Choose a word which begins with one of the prefixes above to complete these sentences. (There may be multiple correct answers.)

a) *reappear*

b) *overtake*

c) *display*

d) *mistake*

e) *react*

Bar Charts

I can draw bar charts.

1. A group of children record their favourite pets. Here are the results. Complete the following bar chart and table from the given information.

Favourite Pet	Reptile	Dog	Guinea Pig	Hamster	Cat	Fish	Bird
Number of Children	11		16		21	10	9

How many children were asked about their favourite pets?

People's favourite Pets
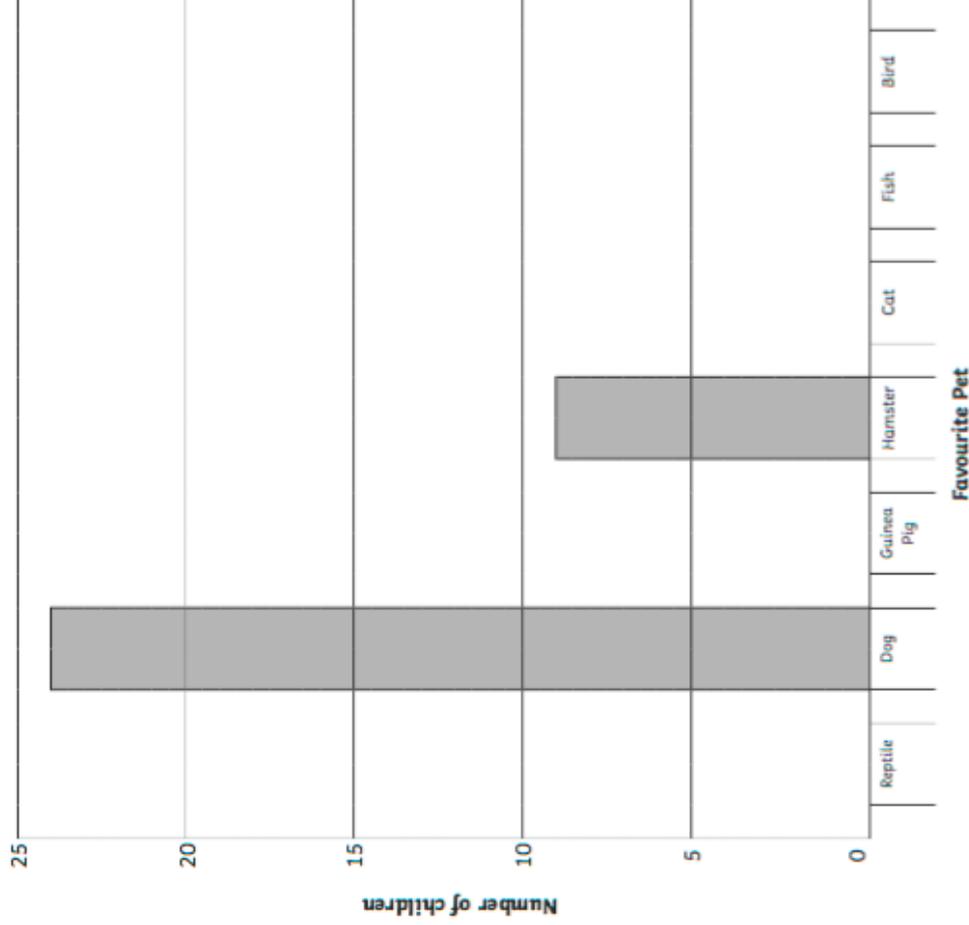
2. The favourite sport of 200 children is recorded.
Complete the table using the information below.

Favourite Sport	Football	Swimming	Athletics	Cricket	Running	Netball	Rugby	Hockey
Number of Children		17			21	14		

- One quarter of the children chose football as their favourite sport.
- As many children who chose running and netball chose cricket.
- Twice as many children chose rugby as chose netball.
- Five more children chose athletics than hockey.

Use the information in the table to draw a bar chart.

People's favourite Sports
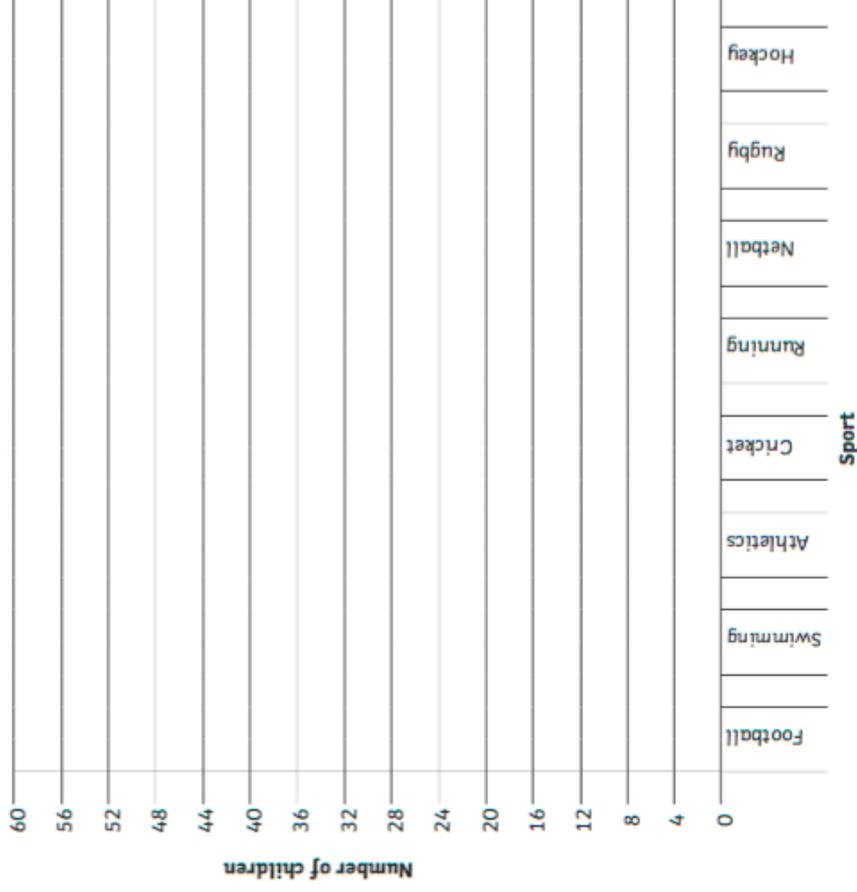
Bar Charts – Answers

1. A group of children record their favourite pets. Here are the results. Complete the following bar chart and table from the given information.

Favourite Pet	Reptile	Dog	Guinea Pig	Hamster	Cat	Fish	Bird
Number of Children	11	24	16	9	21	10	9

How many children were asked about their favourite pets?

100

People's favourite Pets
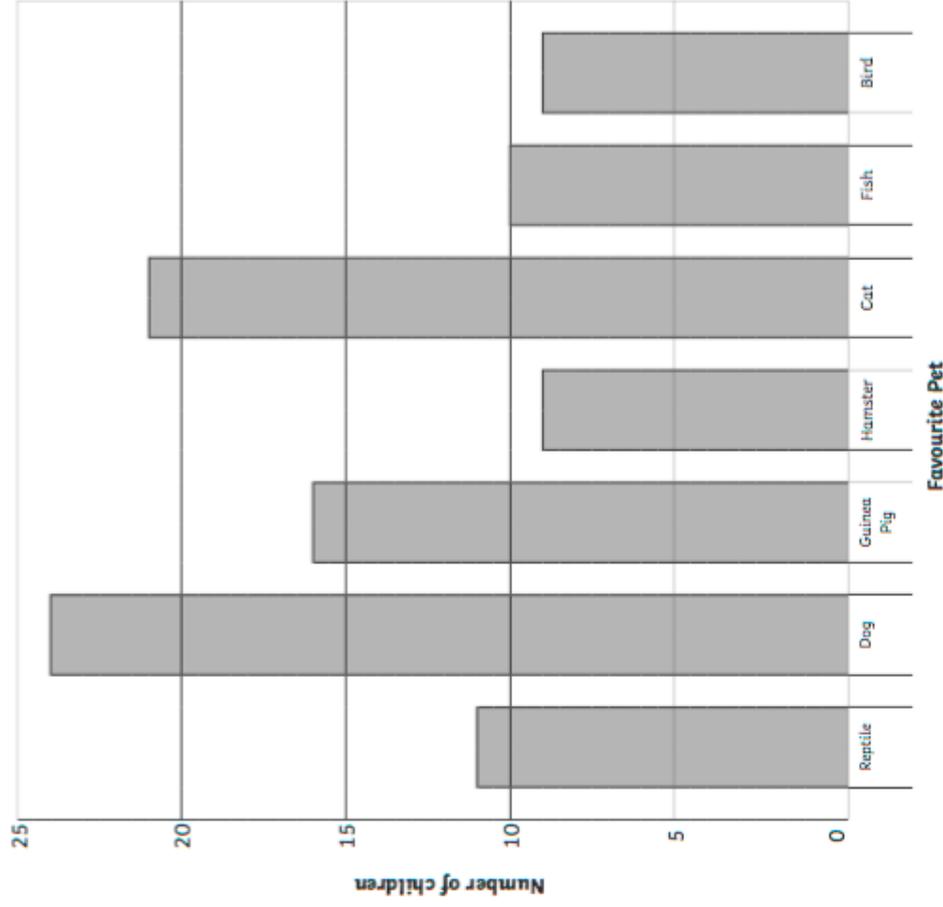
2.

Favourite Sport	Football	Swimming	Athletics	Cricket	Running	Netball	Rugby	Hockey
Number of Children	50	17	20	35	21	14	28	15

People's favourite Sports
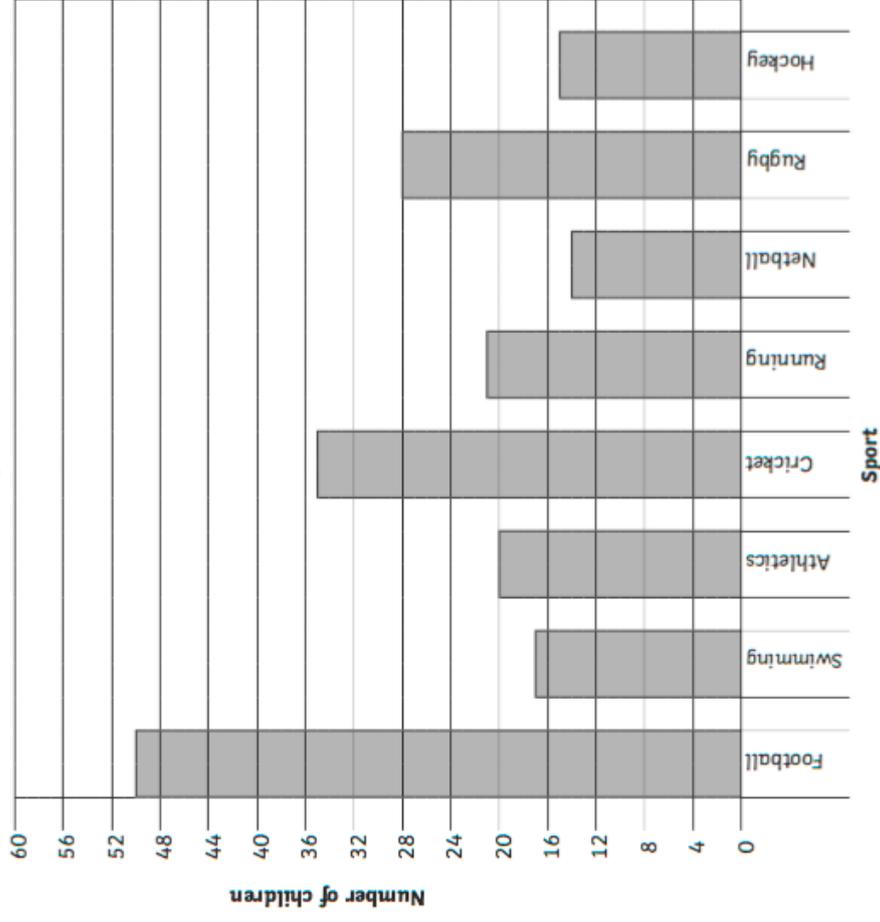
Favourite Colour Bar Graph and Tallying

Here is a tally chart to show the favourite colour of a group of children.

Colour		Number of Children
Red		8
Orange		9
Yellow		5
Blue		2
Purple		1
Green		7

Complete the tally chart and bar charts.
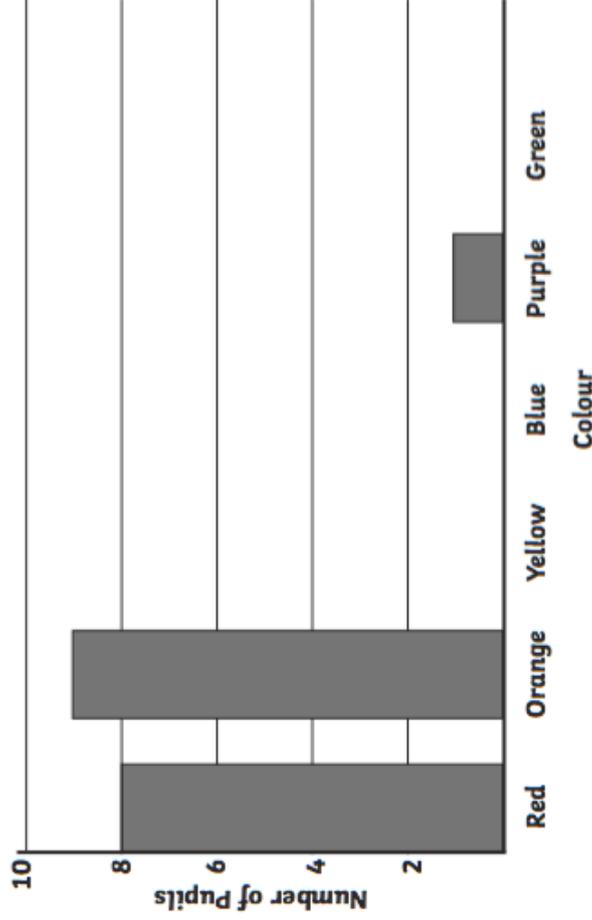
Favourite Colour Bar Graph and Tallying

1. Which colour was the second most favourite?

2. Which colours have a difference of 1 vote?

3. How many more children voted for red than they did blue?

4. How many children were asked about their favourite colour?

5. Write the colours in order from favourite to least favourite.

6. Which colours received over 5 votes?

7. Which colour was least favourite?

Questions

1. Which garden bird was seen the most?

2. Which garden bird was seen the least?

3. How many were there altogether? _____

4. How many robins and chaffinches were seen? _____

5. How many more robins than blue tits were seen? _____

6. How many fewer pigeons than magpies were seen? _____

Garden Bird Graph

Complete the bar graph using the information below and then answer the questions about the graph.

Garden Bird		Tally
Robin		|||
Chaffinch		||||/
Magpie		|||
Blue tit		||
Pigeon			

5					
4					
3					
2					
1					

Reading Pictograms

The following pictogram shows the number of hours spent playing computer games by 6 children in one week. Can you answer the questions below?

Key = 🖥 = 2 hours   🖥 = 1 hour
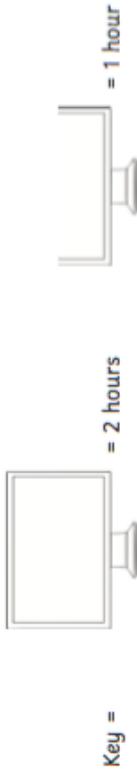
Dave	Laura	Delia	Caleb	Jenni	Ali

Reading Pictograms

1. Who played computer games for the longest amount of time?

   _____

2. What is the difference in hours between the person who played the least and the person who played the most?

   _____

3. Who played the most? Dave, Laura and Delia, or Caleb, Jenni and Ali.

   _____

4. How many children spent less than 8 hours playing games?

   _____

5. What was the total number of hours played on computer games?

   _____

Collecting and Presenting Data Answers

1.

Activity	Tally	Total
Swimming	卌 |||	8
Trip to the park	卌	5
Play computer games	卌 |||	8
Baking	卌	5
Reading	||||	4

2.

Bar Chart to Show Favourite Free Time Activity

■ Swimming
■ Trip to the park
■ Play Computer Games
□ Baking
☐ Reading

Reading Pictograms Answers

1. Who played computer games for the longest amount of time?

Caleb (16 hours)

2. What is the difference in hours between the person who played the least and the person who played the most?

11: Ali (5 hours) Caleb (16 hours)

3. Who played the most? Dave, Laura and Delia, or Caleb, Jenni and Ali.

Caleb, Jenni and Ali (31 hours) Dave, Laura and Delia (26 hours)

4. How many children spent less than 8 hours playing games?

2: Laura (7 hours) Ali (5 hours)

5. What was the total number of hours played on computer games?

57 hours

Favourite Colour Bar Graph and Tallying **Answers**

1. Red - 8 children
2. Red (8) and Orange (9), Red (8) and Green (7), Purple (1) and Blue (2)
3. 6 - Red (8) Blue (2)
4. 32
5. Orange (9), Red (8), Green (7), Yellow (5), Blue (2), Purple (1)
6. Green (7), Red (8), Orange (9)
7. Purple (1)

Garden Bird Graph **Answers**
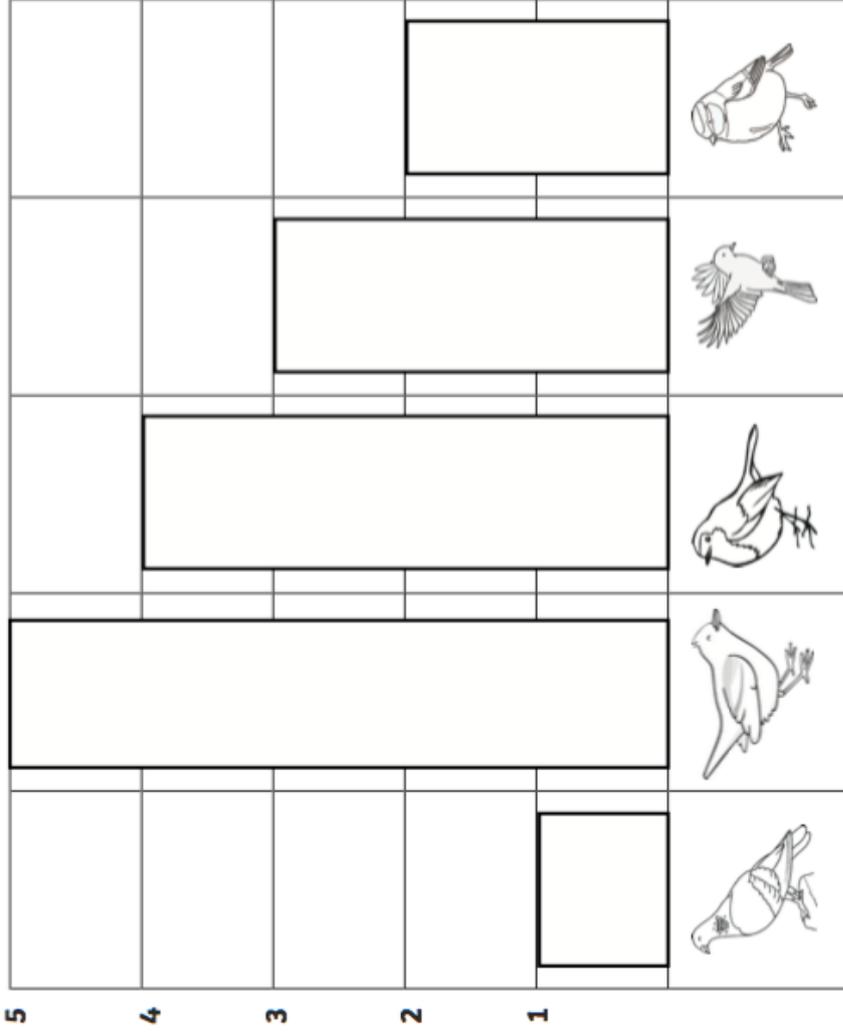
1. Chaffinch
2. Blue tit
3. 15
4. 9
5. 3
6. 2

Collecting and Presenting Data

30 children were asked to choose what their favourite activity for a free afternoon at home would be. Here are their answers.

Trip to the park!	Swimming!	Play computer games!	Swimming!	Trip to the park!	Baking!
Baking!	Reading!	Trip to the park!	Baking!	Play computer games!	Reading!
Play computer games!	Play computer games!	Trip to the park!	Swimming!	Play computer games!	Swimming!
Play computer games!	Reading!	Baking!	Swimming!	Baking!	Swimming!
Play computer games!	Swimming!	Swimming!	Play computer games!	Reading!	Trip to the park!

1. Fill in the tally chart and then calculate the total of each response.

2. Draw a bar chart to present your data.

Activity	Tally	Total
Swimming		
Trip to the park		
Play computer games		
Baking		
Reading		

Bar Chart to Show Favourite Free Time Activity
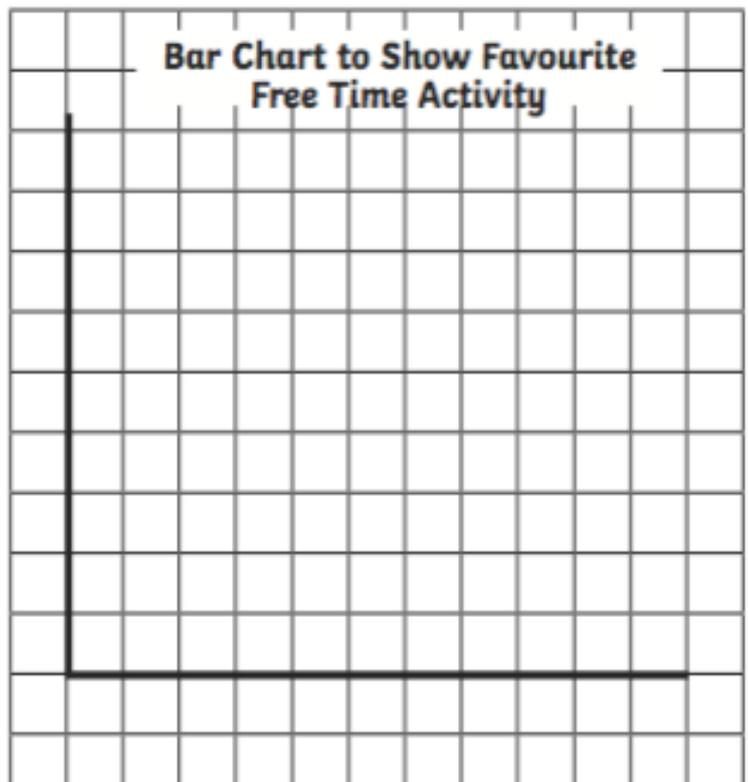
Question 4

a) How many children like apples?

b) Which is the least popular fruit?

c) How many children voted altogether?

d) Part of this pictogram is missing. 8 people voted for strawberries, 6 voted for pear and 3 voted for grapes. How many children voted altogether, including votes for apples, bananas and oranges?

Apple	Banana	Orange

Question 5
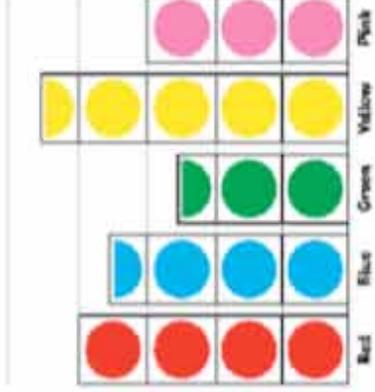
a) How many children like blue?

b) How many children liked red, blue and pink?

c) How many votes did the most popular colour receive?

d) How many children voted altogether?

e) What is the difference in the number of votes for green and red?

◯ = 2 children

Red	Blue	Green	Yellow	Pink

Question 6

Use this data to create your own pictogram. Remember to label both axes and to give your pictogram a title.

Favourite pets	Number of votes
fish	4
cat	11
rabbit	7
dog	12

Question 7

Children were asked to vote for a name for their new class pet.

a) Which name won the vote?

b) Which name came second?

c) How many votes did Stripes, Comet and Pebbles receive altogether?

d) What is the difference in the number of votes between the most popular and the least popular name choices?

Name choice	Number of votes
Pebbles	6
Nemo	11
Comet	9
Bubbles	14
Stripes	4

Statistics
Challenge Cards

twinkl

Question 1
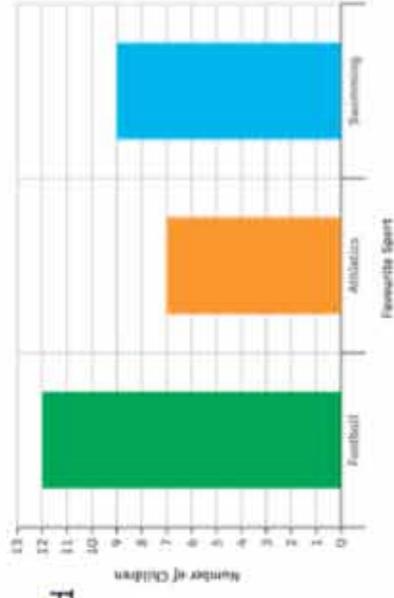
Statistics

a) How many children preferred athletics?

b) What is the difference in popularity between swimming and athletics?

c) How many children said football was their favourite sport?

d) 30 children were meant to vote. How many didn't vote?

Question 2
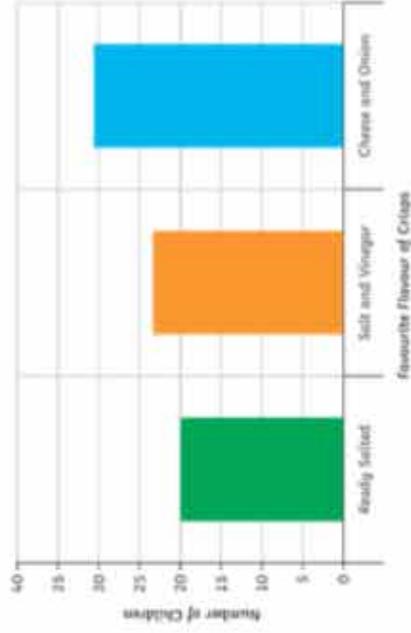
Statistics

a) How many children like salt and vinegar?

b) How many children like cheese and onion flavour?

c) How many more children like cheese and onion compared to ready salted?

Question 3

Statistics

Use this data to create your own bar chart. Remember to label both axes and to give your bar chart a title.

How we travel to school in Class 8	Number of votes
walk	8
school bus	6
car	10
bike	7

Statistics

Answers

1. a) 7   b) 2   c) 12   d) 2

2. a) 23   b) 31   c) 11

3.

How we travel to school
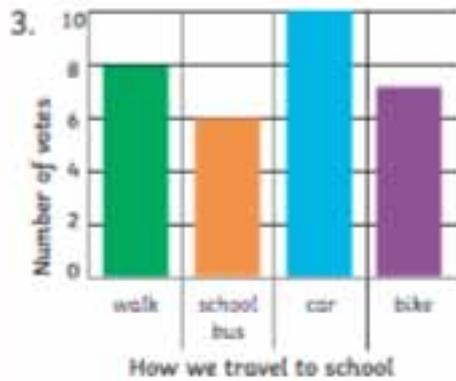
4. a) 5   b) bananas and oranges
    c) 11   d) 28

5. a) 7   b) 21   c) 9   d) 35   e) 3

6.

Favourite pets
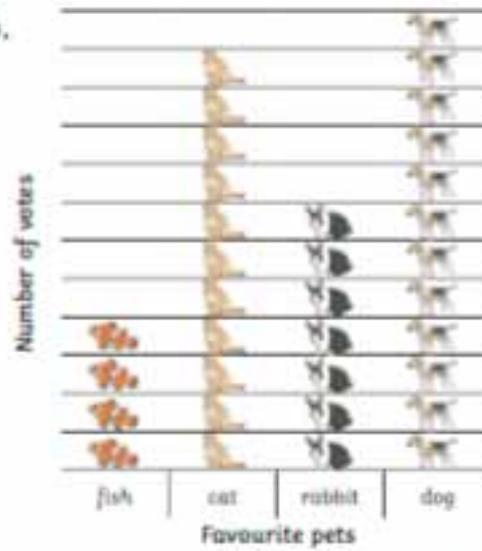
7. a) Bubbles   b) Nemo   c) 19   d) 10

Design an Earthquake-Proof Building

Study the buildings below. How might their shape and structure help them in an earthquake?

The Transamerica Pyramid - San Francisco

The Yokohama Landmark Tower - Japan

A Japanese Pagoda

Beijing National Stadium

Photos courtesy of Bernard Spragg, Thomas@OU, jmenard48, akaped (@flickr.com) - granted under creative commons licence - attribution

How to Strengthen a Building

Use this box to make notes to help you create your earthquake-proof building.

• Shape (what shapes could prevent the building from twisting?)

• Walls (what could you use to strengthen your walls?)

• Base (how could you make your building more stable? How could your building absorb the shock waves?)

• Other (think about how you could protect your building's windows, gas and electricity supply.)

Use this list of features to help you make your notes:

• Deep foundations

• X-shape supports

• Emergency shut off switches

• Thin walls with steel bars

• Sprinkler system

• Shock absorbers

• Shutters on windows

Design an Earthquake-Proof Building

Draw your own earthquake-proof building below.

Remember to label the features you have included and explain why you have added them.

The Denver Drawing Challenge

Have a go at drawing a picture of yourself!

Use a mirror to capture all the details. The most important thing is to take your time. You need time to look carefully and draw what you see. Most drawing is just looking really carefully. Take a photo of what you create and send it to the office. We will put them on the website and you can try and work out which one is your friend.
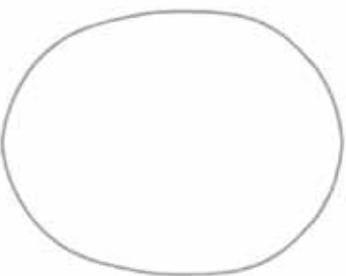
1
Draw a faint oval. You will go back over this later after you have drawn the hair.
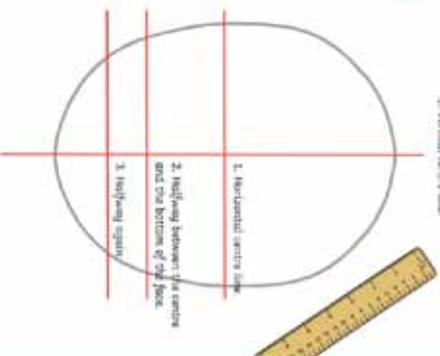
2
Mark some very faint guide lines with a pencil and ruler.

1. Vertical centre line
1. Horizontal centre line
2. Halfway between the centre and the bottom of the face.
3. Halfway again.
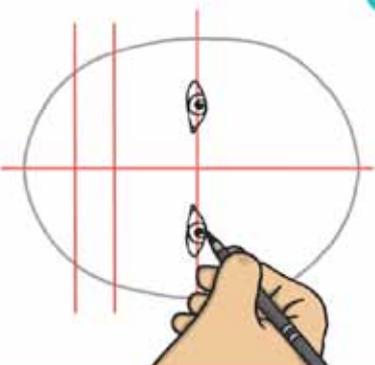
3
Draw the eyes.
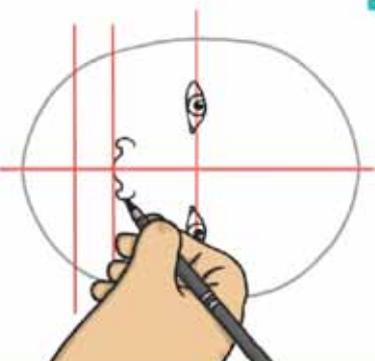
4
Draw the nose.
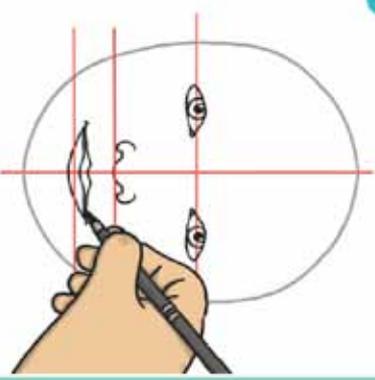
5
Draw the mouth.
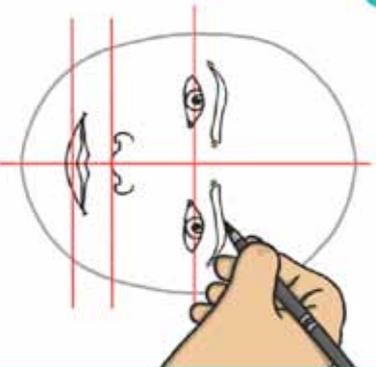
6
Draw the eyebrows.
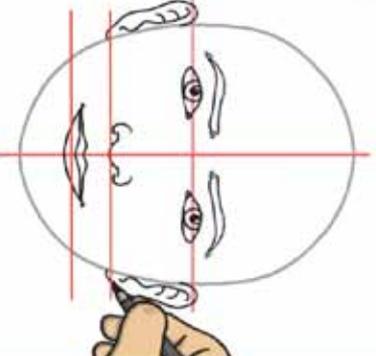
7
Draw the ears.
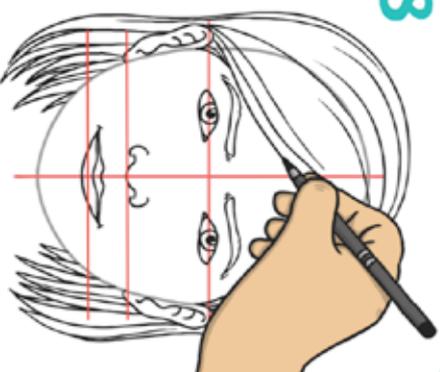
8
Draw the hair.

9
Go over the lines of the oval that aren't covered by hair. Erase the faint guide lines and the oval lines that are covered by hair.

10
Colour in the face. Don't forget to add the pupils in the eyes and any freckles or other details on the face.

Summer Code Breaking Answers
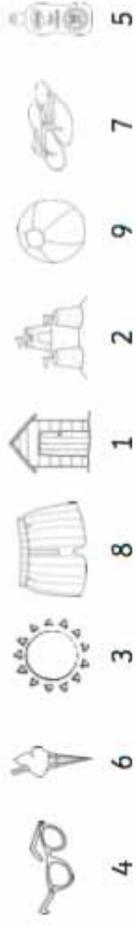
Key: 4 6 3 8 1 2 9 7 5

Example
In the number [icons], what is [icon] worth? ___60___

1. In the number [icons], what is [icon] worth? ___8___

2. In the number [icons], what is [icon] worth? ___10___

3. In the number [icons], what is [icon] worth? ___1___

4. In the number [icons], what is [icon] worth? ___70___

5. In the number [icons], what is [icon] worth? ___6___

6. In the number [icons], what is [icon] worth? ___3___

7. In the number [icons], what is [icon] worth? ___80___

8. In the number [icons], what is [icon] worth? ___40___

Summer Code Breaking Answers
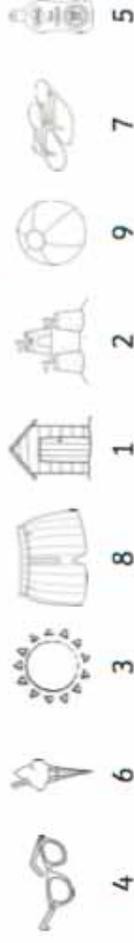
Key: 4 6 3 8 1 2 9 7 5

Example
In the number [icons], what is [icon] worth? ___60___

1. In the number [icons], what is [icon] worth? ___9___

2. In the number [icons], what is [icon] worth? ___50___

3. In the number [icons], what is [icon] worth? ___700___

4. In the number [icons], what is [icon] worth? ___9000___

5. In the number [icons], what is [icon] worth? ___300___

6. In the number [icons], what is [icon] worth? ___4___

7. In the number [icons], what is [icon] worth? ___2000___

8. In the number [icons], what is [icon] worth? ___80___

Summer Code Breaking
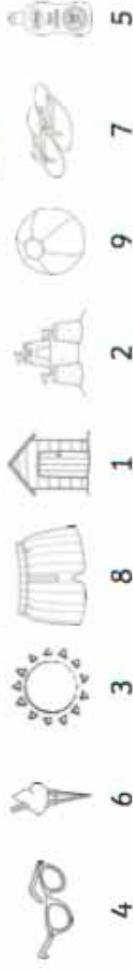
4   6   3   8   1   2   9   7   5

Example
In the number ___ , what is ___ worth?   60

1. In the number ___ , what is ___ worth?

2. In the number ___ , what is ___ worth?

3. In the number ___ , what is ___ worth?

4. In the number ___ , what is ___ worth?

5. In the number ___ , what is ___ worth?

6. In the number ___ , what is ___ worth?

7. In the number ___ , what is ___ worth?

8. In the number ___ , what is ___ worth?

Summer Code Breaking

4   6   3   8   1   2   9   7   5

Example
In the number ___ , what is ___ worth?   60

1. In the number ___ , what is ___ worth?

2. In the number ___ , what is ___ worth?

3. In the number ___ , what is ___ worth?

4. In the number ___ , what is ___ worth?

5. In the number ___ , what is ___ worth?

6. In the number ___ , what is ___ worth?

7. In the number ___ , what is ___ worth?

8. In the number ___ , what is ___ worth?