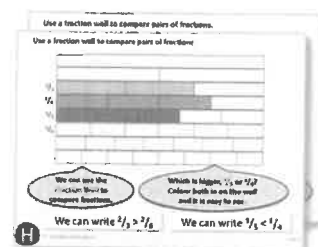


Year 3: Week 5, Day 1

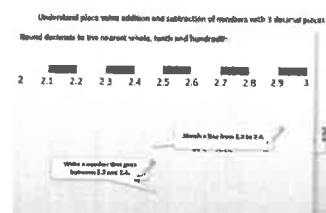
Comparing 3-digit numbers

Each day covers one maths topic. It should take you about 1 hour or just a little more.

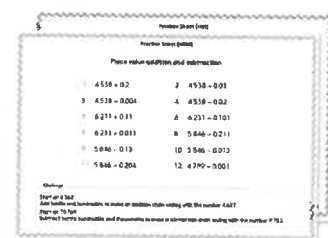
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



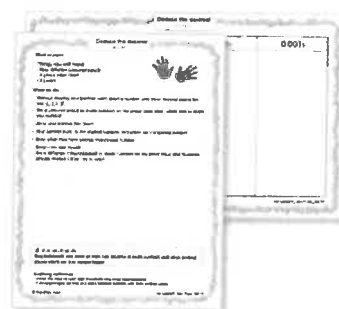
OR start by carefully reading through the **Learning Reminders**.



2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



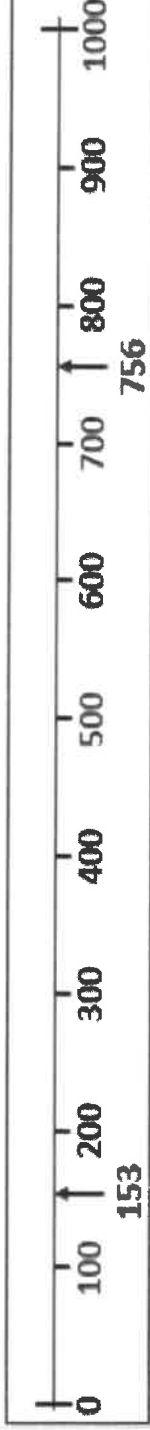
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation...**

Learning Reminders

Order and compare 3-digit numbers, place on an empty number line; Find a number between two 3-digit numbers.



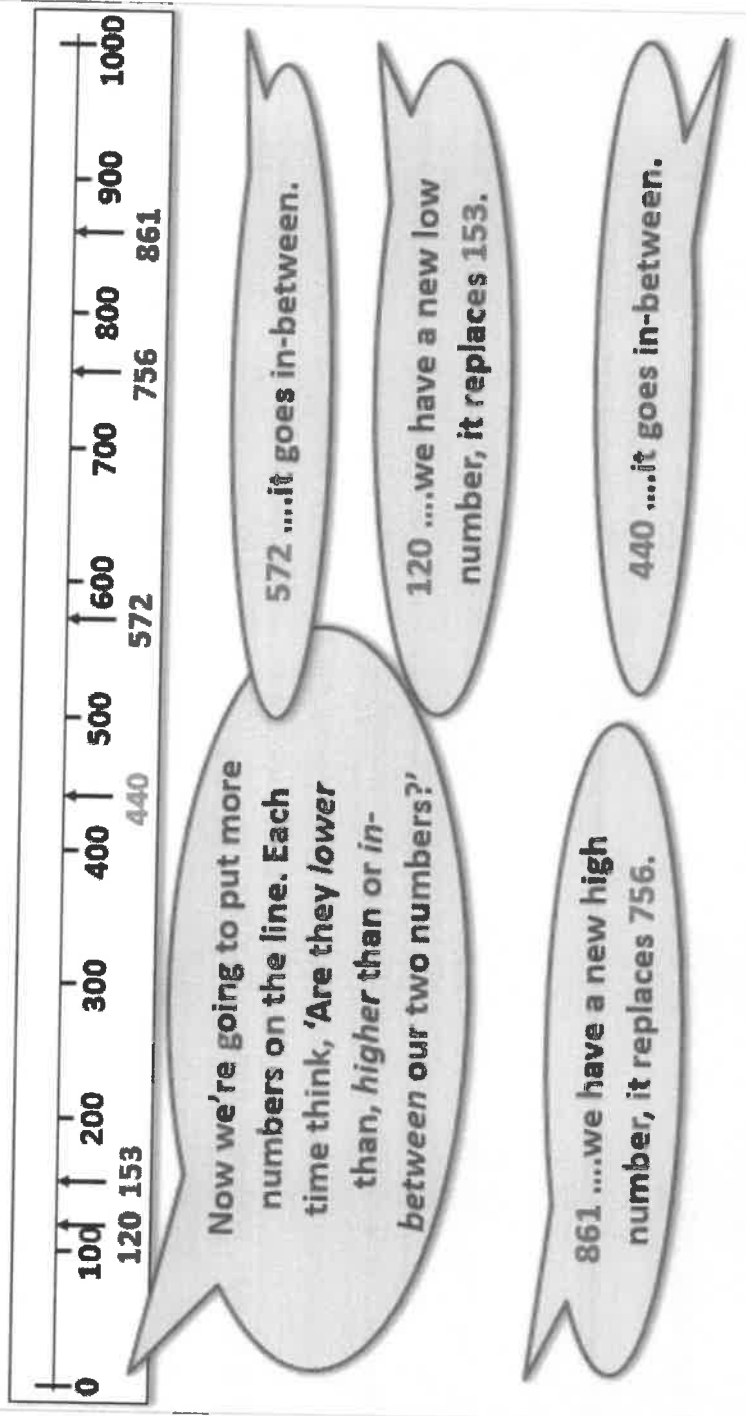
Let's play
Lowest, Highest, In-between
on a 0-1000 line...

Our first two numbers
are 153 and 756. Where
will 153 and 756 go on
this line?

Those are our lowest and
highest numbers.

Learning Reminders

Order and compare 3-digit numbers, place on an empty number line; Find a number between two 3-digit numbers.



Practice Sheet Mild

Ordering three-digit numbers

Put the following numbers in order then indicate on the number line where they would go.

Set one: 250, 230, 205, 245, 280, 275



Set two: 460, 425, 410, 485, 455, 490



Set three: 135, 170, 199, 132, 157, 191



Set four: 888, 812, 821, 809, 879, 838



Set five: 516, 572, 566, 527, 506, 557



Practice Sheet Hot

Ordering three-digit numbers

Put the following numbers in order then indicate on the number line where they would go.

Set one: 250, 230, 205, 245, 280, 275



Set two: 460, 425, 410, 485, 455, 490



Set three: 135, 170, 199, 132, 157, 191



Set four: 888, 812, 821, 809, 879, 838



Set five: 516, 572, 566, 527, 506, 557



Set six: 225, 500, 100, 775, 990, 360



Practice Sheets Answers

Ordering three-digit numbers (mild)

Set one: 205, 230, 245, 250, 275, 280
Set two: 410, 425, 455, 460, 485, 490
Set three: 132, 135, 157, 170, 191, 199
Set four: 809, 812, 821, 838, 879, 888
Set five: 506, 516, 527, 557, 566, 572

Ordering three-digit number (hot)

Set one: 205, 230, 245, 250, 275, 280
Set two: 410, 425, 455, 460, 485, 490
Set three: 132, 135, 157, 170, 191, 199
Set four: 809, 812, 821, 838, 879, 888
Set five: 506, 516, 527, 557, 566, 572
Set six: 100, 225, 360, 500, 775, 990

A Bit Stuck? In-betweens

Work in pairs

Things you will need:

- A set of 100s, 10s and 1s cards
- Number picture cards
- Glue stick
- A pencil



What to do:

- Shuffle the set of number picture cards and place face down.
- Take two cards.
Don't show your partner.
- Make both numbers using place value cards.
Read the numbers to your partner.
- Ask your partner to make a number in between using the remaining place value cards.
- If they can, they score 10 points. If they can't, you score 10 points.
- Swap roles and repeat.
- Who scores 50 points first?

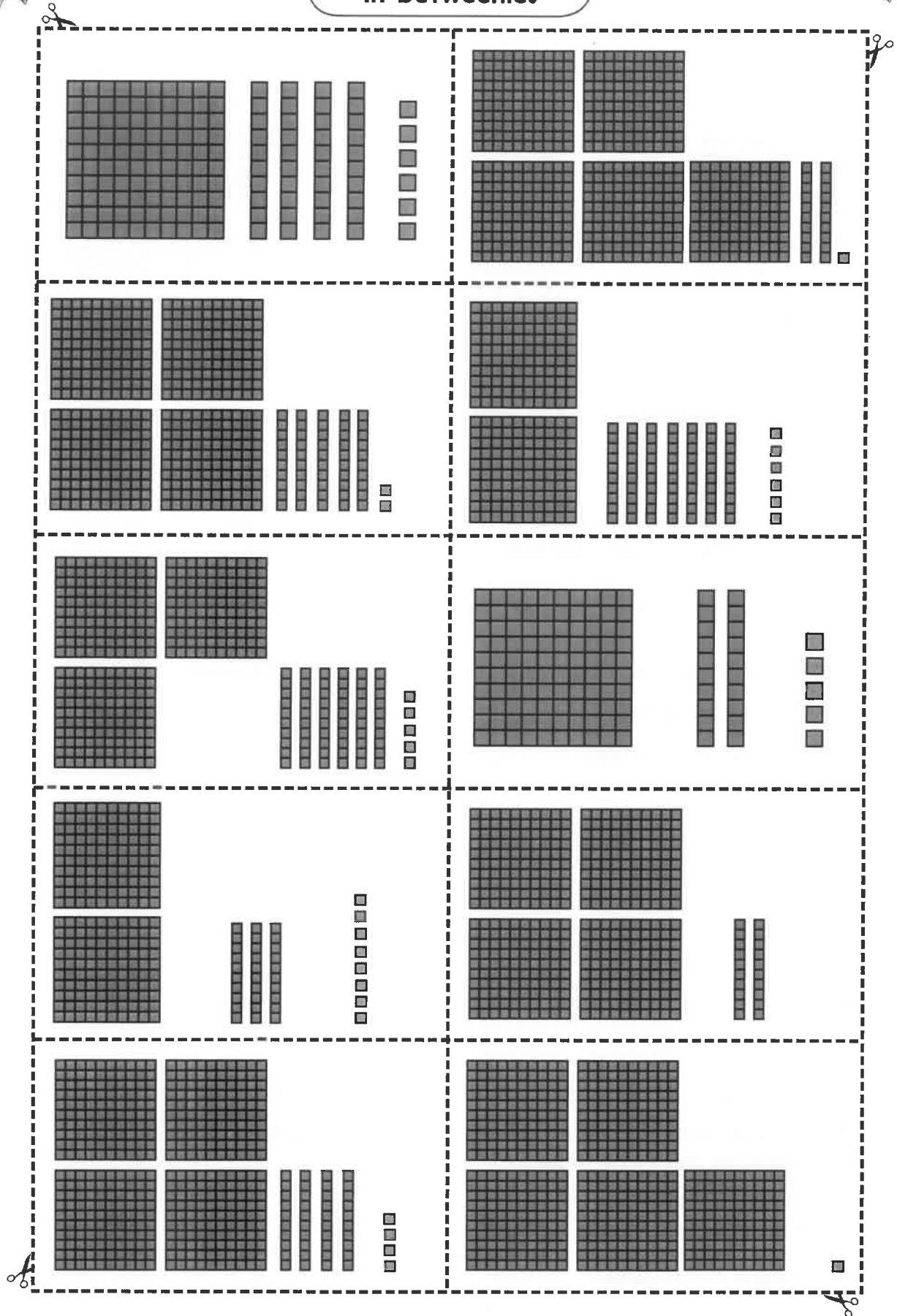
S-t-r-e-t-c-h:

Choose three cards. Place them in order, smallest number first.
Write the three numbers in order.

Learning outcomes:

- I can make 3-digit numbers from 100s, 10s and 1s.
- I can compare 3-digit numbers.

A Bit Stuck? In-betweeenies



1 0 0

6 0 0

2 0 0

7 0 0

3 0 0

8 0 0

4 0 0

9 0 0

5 0 0

1 0

6 0

1

2 0

7 0

2

3 0

8 0

3

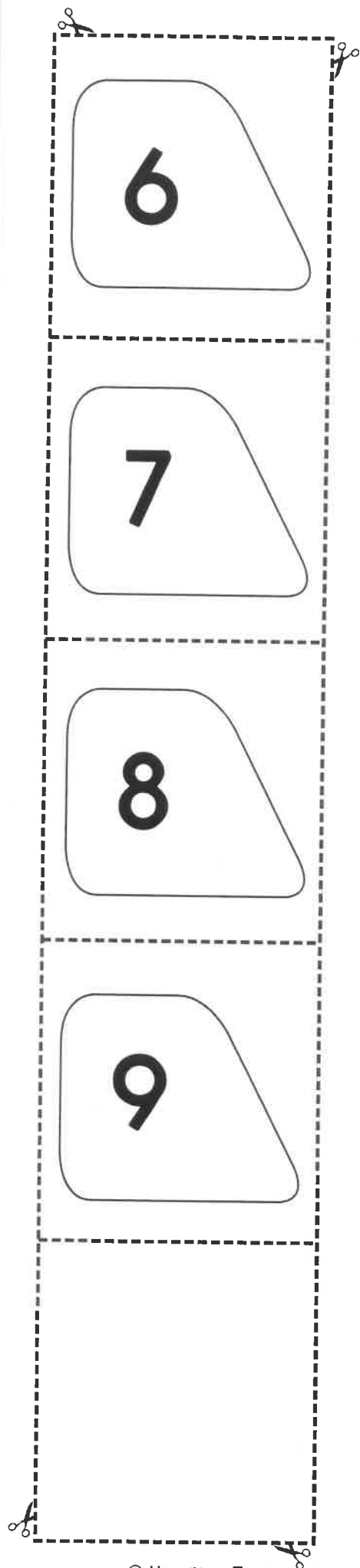
4 0

9 0

4

5 0

5



Investigation

Guess my number

1. Use these clues to work out Magical Max's mystery three-digit number.

My number is odd.
The first digit is even.
My number rounds to 500 (to the nearest 100).
The three digits add up to 15.
The second digit is two more than the first digit.
What's my number?

2. Now try and work out this mystery three-digit number.

My number is even.
The three digits are consecutive (next to each other on the number line).
My number rounds to 200 (nearest 100).
The last digit is double the first.
What's my number?

Challenge

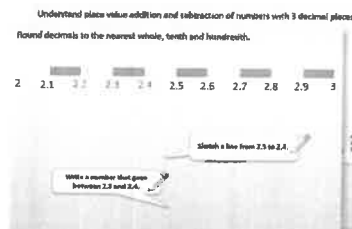
Choose your own mystery three-digit number. See if you can write a set of clues which makes it possible for another child/pair to work out your mystery number.

Year 3: Week 5, Day 2

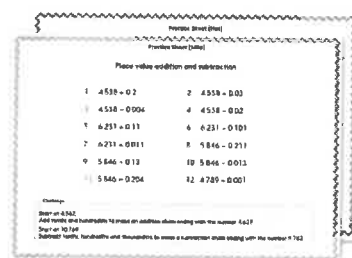
Rounding to the nearest 10 and 100

Each day covers one maths topic. It should take you about 1 hour or just a little more.

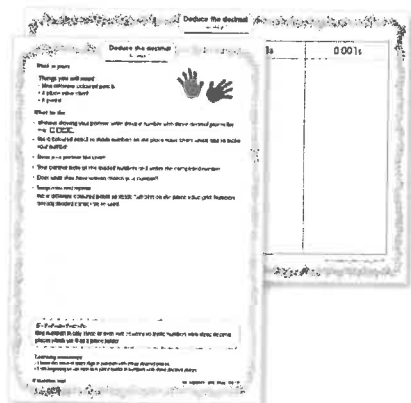
1. Start by reading through the Learning Reminders. They come from our *PowerPoint* slides.



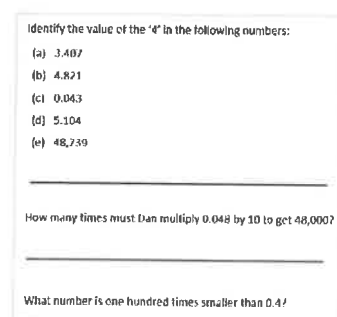
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either **Mild (easier)** or **Hot (harder)**! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

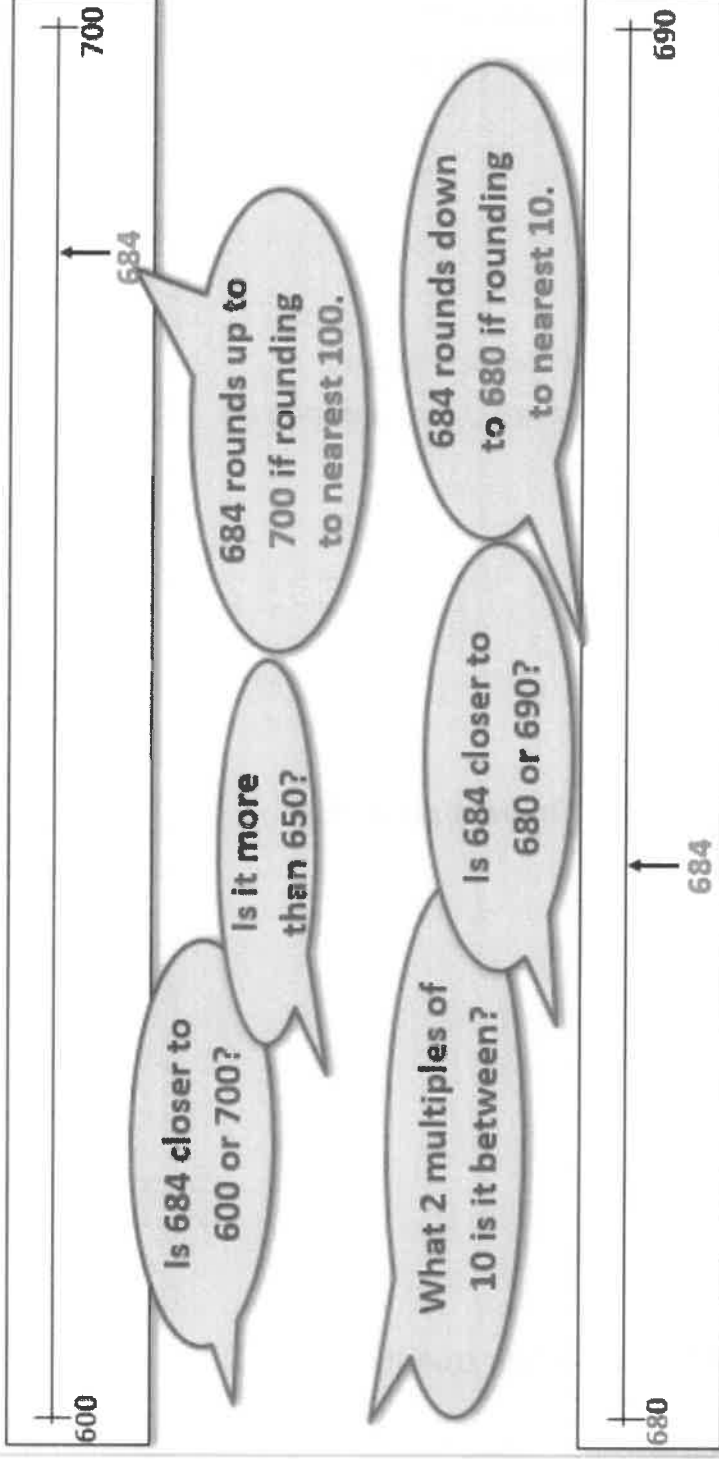


4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders

Place 3-digit numbers on landmarked lines (sections with 10s, then just 100s marked) and round to the nearest 10 and 100.

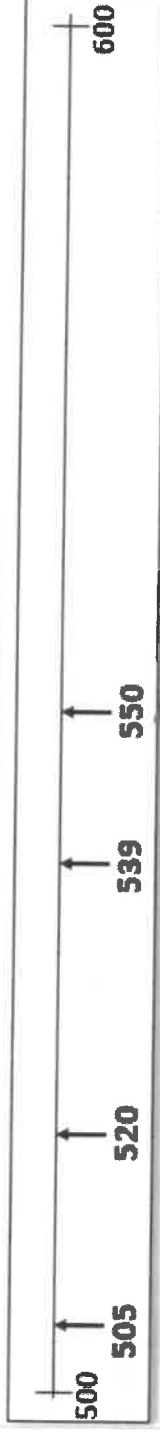


Learning Reminders

Place 3-digit numbers on landmarked lines (sections with 10s, then just 100s marked) and round to the nearest 10 and 100.



Can you think of some numbers between 500 and 600 which will round to 500?



520, 505, 539 ... any others?

550 is halfway between 500 and 600. If a number is halfway we always round up.

Practice Sheet Mild

Round numbers to the nearest 100



Mark each of these numbers as accurately as possible on the line:

379 426 718 584 290 637 305 849 925 452

Round each number to the nearest multiple of 100.

379 rounds to	<input type="text"/>	426 rounds to	<input type="text"/>
718 rounds to	<input type="text"/>	584 rounds to	<input type="text"/>
290 rounds to	<input type="text"/>	637 rounds to	<input type="text"/>
305 rounds to	<input type="text"/>	849 rounds to	<input type="text"/>
925 rounds to	<input type="text"/>	452 rounds to	<input type="text"/>

Challenge

Write four numbers between 200 and 300. Two should round to 200 and two should round to 300.

Practice Sheet Hot

Rounding to 100 and 10

Round the following numbers to the nearest multiple of 100, then to the nearest 10.

563

432

677

121

250

835

386

704

919

Challenge

Can you write 5 numbers closer to 300 than 200, but that can each be rounded to a different multiple of 10?

Practice Sheets Answers

Round numbers to the nearest 100 (mild)

379 rounds to 400

718 rounds to 700

290 rounds to 300

305 rounds to 300

925 rounds to 900

426 rounds to 400

584 rounds to 600

637 rounds to 600

849 rounds to 800

452 rounds to 500

Challenge

Write four numbers between 200 and 300. Two should round to 200 and two should round to 300.

Accept answers within the following ranges:

201–249 all round to 200

250–299 all round to 300

Rounding to 100 and 10 (hot)

	<u>Nearest 100</u>	<u>Nearest 10</u>
563	600	560
432	400	430
677	700	680
121	100	120
250	300	250
835	800	840
386	400	390
704	700	700
919	900	920

Challenge

Can you write 5 numbers closer to 300 than 200 but that can each be rounded to a different 10? Accept 5 numbers that are over 250 but round to different 10s, e.g. 253, 261, 268, 278, 292.

A Bit Stuck? Tag to 200

Work in pairs

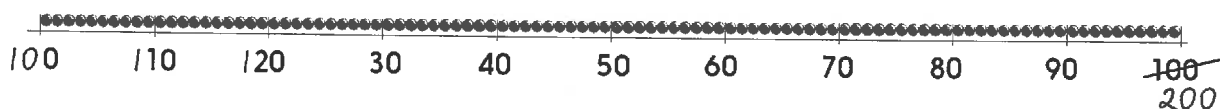
Things you will need:

- A 0 to 100 beaded line
- 100, 10s and 1s place value cards
- A pencil



What to do:

- Adapt the 0 to 100 beaded line to become a 100 to 200 beaded line. Change 0 to 100, 10 to 110, 20 to 120 and so on.



- Place the 100 card, shuffled 10s cards, face down, and shuffled 1s cards, face down, side by side.



- One person turns over the top 10s card. The other person turns over the top 1s card. What number do the three cards make? Draw a tag to show this number on your beaded line.
- Have you both drawn the tag in the same place?
- Repeat with the next 10s and 1s cards.
- Can you get through all the cards before time is up?

S-t-r-e-t-c-h:

Make the 0 to 100 landmarked line into a 100 to 200 line. Use this line instead of the beaded line.

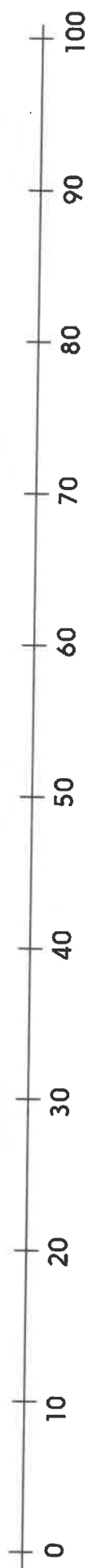
Learning outcomes:

- I can place numbers between 100 and 200 on a 0 to 200 beaded line.
- I am beginning to place numbers between 100 and 200 on a 0 to 200 landmarked line.

A Bit Stuck? Tag to 200



A Bit Stuck? Tag to 200



1 0

6 0

1

2 0

7 0

2

3 0

8 0

3

4 0

9 0

4

5 0

5



6

7

8

9



1 0 0

Check your understanding

Questions

Write two numbers which round to 300 as the nearest 100.
One must be less than 300 and one must be more.

Write two numbers that round to 120 as the nearest 10.
One must be less than 120, and one must be more.

Round 448 to the nearest 10.
Round the same number to the nearest 100.

Fold here to hide answers

Check your understanding

Answers

Write two numbers which round to 300 as the nearest 100.
One must be less than 300 and one must be more.
One number should be 250-299 and one 301 – 349 (note not 350).
Model **this** and **the following** question on a number line if children are unclear.

Write two numbers that round to 120 as the nearest 10.
One must be less than 120, and one must be more.
One number should be 115-119 and one 121 – 124 (note not 125).

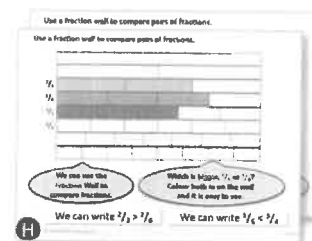
Round 448 to the nearest 10. 450.
Round the same number to the nearest 100. 400 – not 500, children need to refer to the original number 448 not **the** one they have rounded to 10.

Year 3: Week 5, Day 3

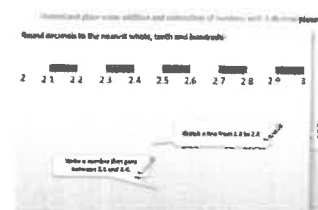
Times later

Each day covers one maths topic. It should take you about 1 hour or just a little more.

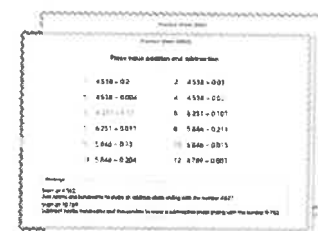
1. If possible, watch the PowerPoint presentation with a teacher or another grown-up.



OR start by carefully reading through the Learning Reminders.



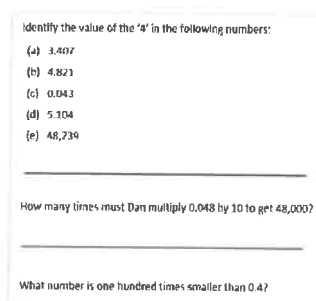
2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



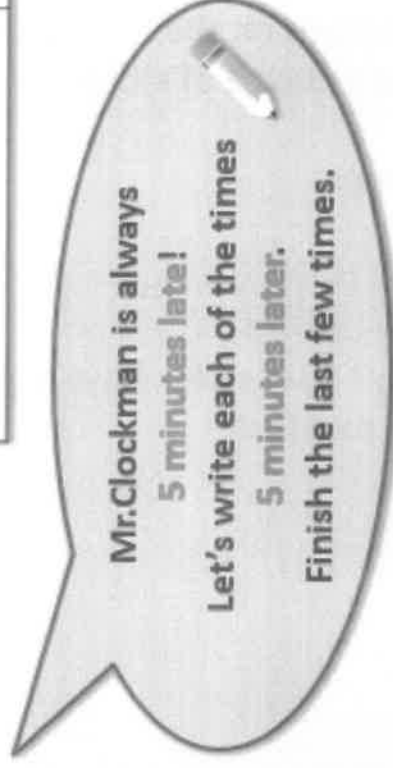
4. Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!



Learning Reminders

Calculate time intervals.

Mr. Clockman's day	Time	5 minutes late...
Wake up	7:16am	7:21am
Breakfast	8:30am	8:35am
Got on bus	9:40am	9:45am
Get to work	10:12am	10:17am
Lunch break	12:55pm	
Leave work	5:25pm	



Learning Reminders

Calculate time intervals.

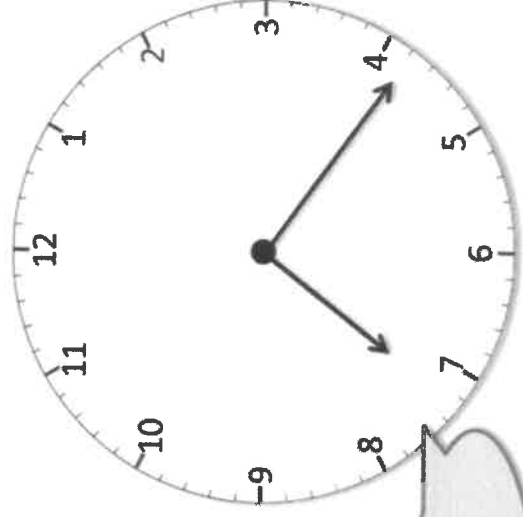
Now let's try that on our
analogue clocks...

Get up at 7:16am.

Let's move the hands to
show 5 minutes later...



Calculate time intervals.



The minute hand moves
on five minutes to show
21 minutes past...

The hour hand moves a
small amount too...

Learning Reminders

Calculate time intervals.

We have to be careful if adding minutes takes us over the next hour.

The bus leaves at 9:40am.

But it is 30 minutes late!

If we just add 30 minutes we get 9:70.
Why is that impossible?

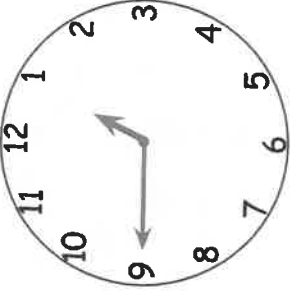
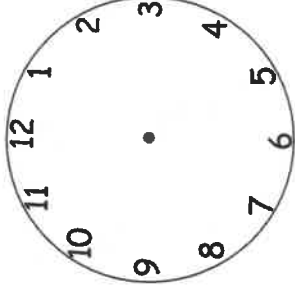
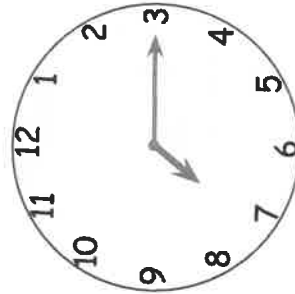
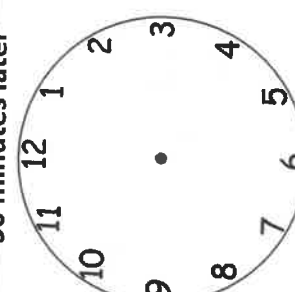
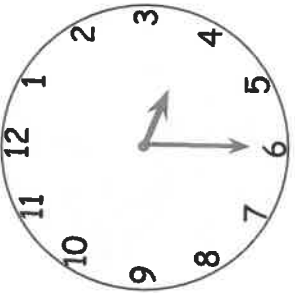
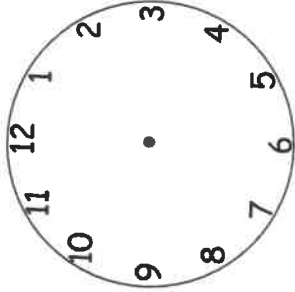
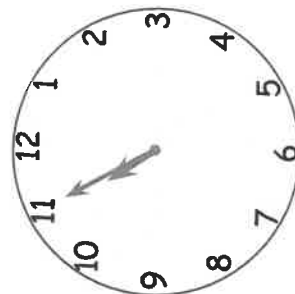
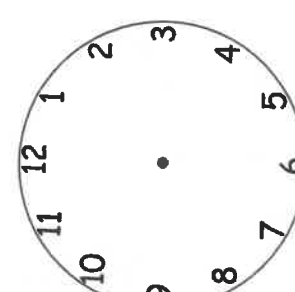
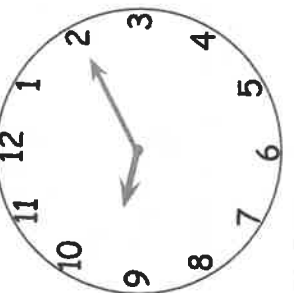
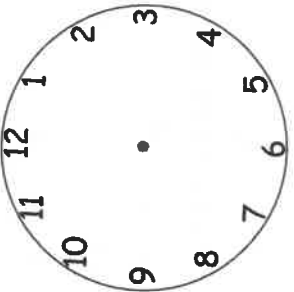
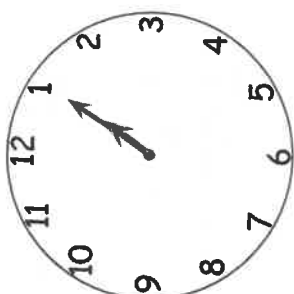
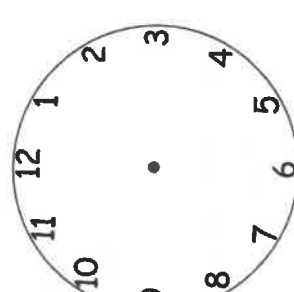


Calculate time intervals.



The hands have passed through the next hour, so the bus now leaves at 10:10am.

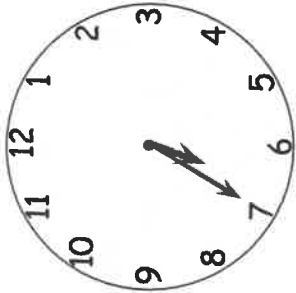
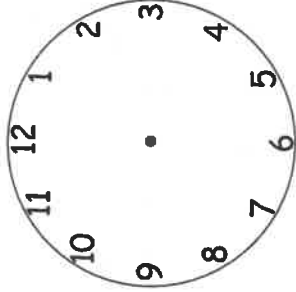
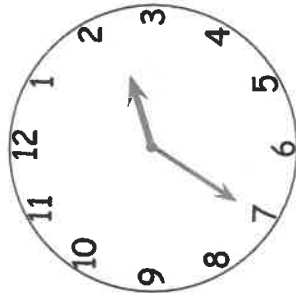
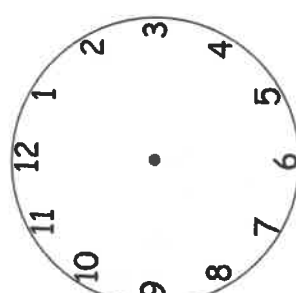

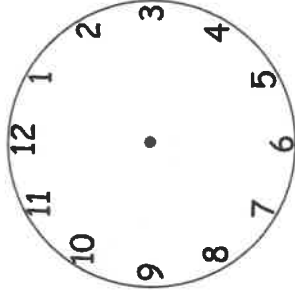
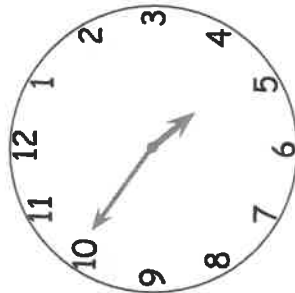
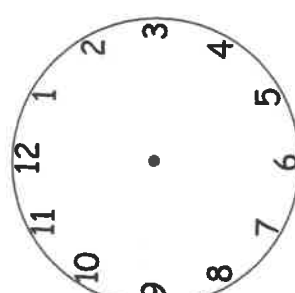

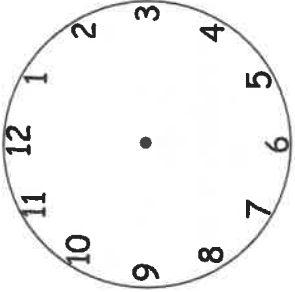
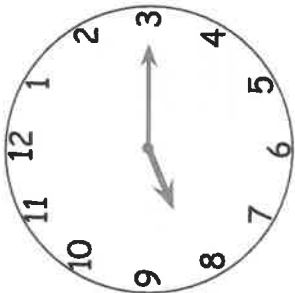
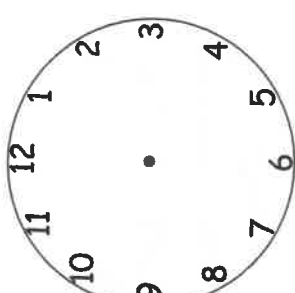
Practice Sheet Mild Time

10 minutes later

30 minutes later

Practice Sheet Hot Time

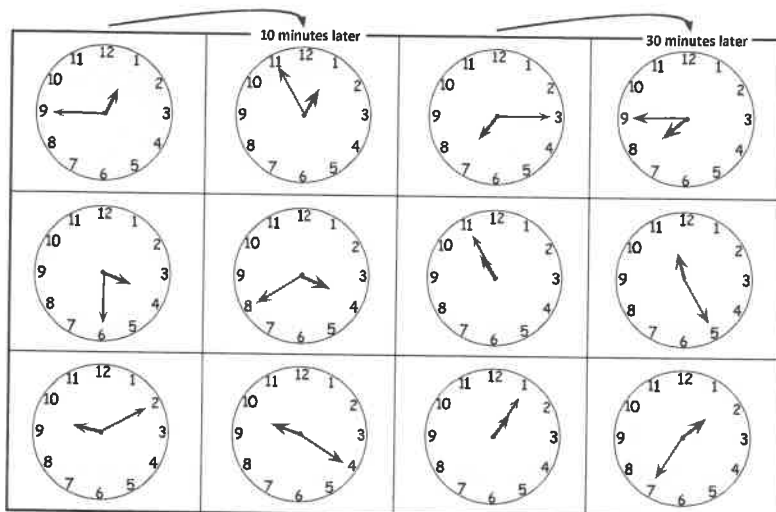
			
			
			

20 minutes later

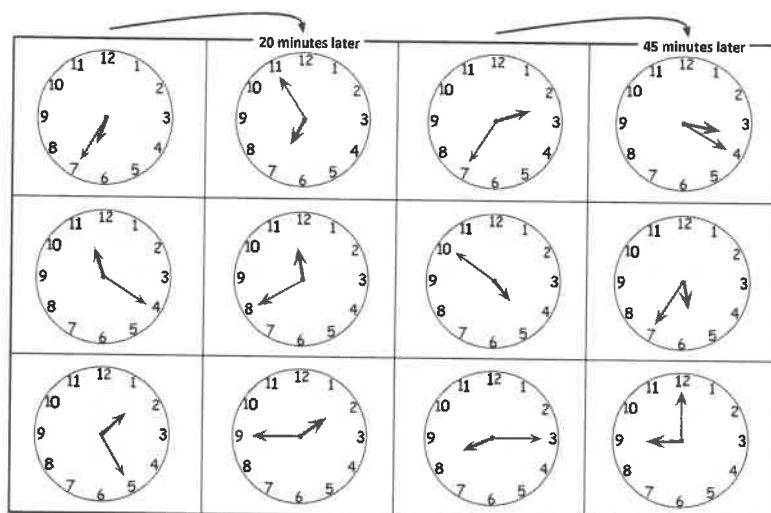
45 minutes later

Practice Sheets Answers

Time (mild)



Time (hot)



A Bit Stuck? Loop the loop

Work in pairs

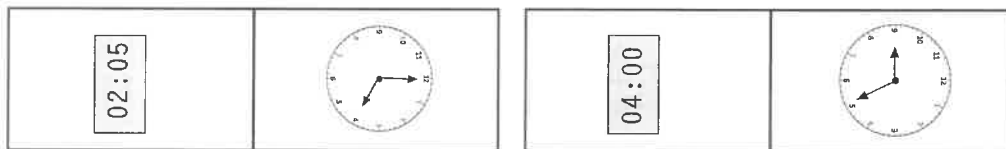
Things you will need:

- Time dominoes (past the hour)



What to do:

- Take one domino.
Look at the analogue clock on one end and find the domino which has the same time but on a digital clock.
Put these together.
- Now look at the digital clock on the other end and find a domino which has the same time but on an analogue clock.
- Keep matching pairs of clocks.
- If you match ALL the times, you can create a loop!



S-t-r-e-t-c-h:

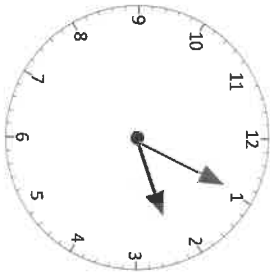
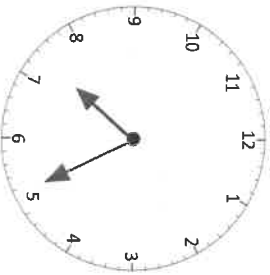
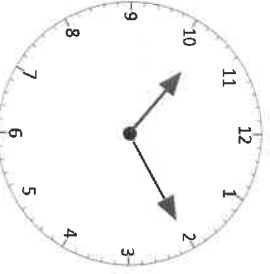


Choose three times. Write them down.

Now write the times 5 minutes after each one.

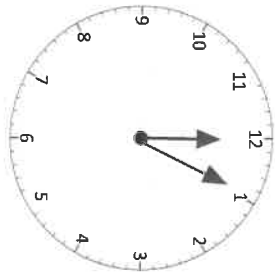
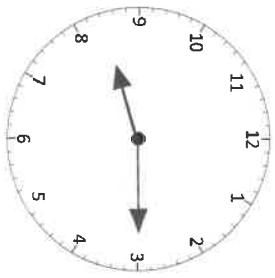
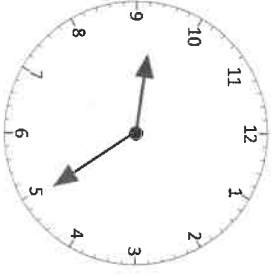
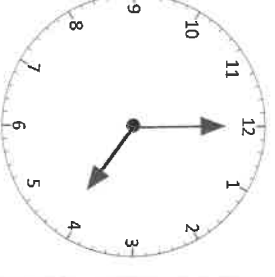

Learning outcomes:

- I can tell the time to five minutes past the hour on analogue and digital clocks.
- I am beginning to say the time five minutes later (past times only).

A Bit Stuck? Loop the loop

04:00	
08:15	
03:20	
07:25	
02:05	

A Bit Stuck?
Loop the loop

11:30	
10:10	
06:20	
09:25	
12:05	

Check your understanding *Questions*

Count on in 5 minute intervals from 11:30.

Write the times you say until you reach 12:15.

Write the time half an hour after...

- a) Tea-time 4:35pm
 - b) Bed-time 8:05
 - c) Midnight
 - d) Breakfast time 7:40
-

A bell rings every 15 minutes.

If the first one is at ten past 12, will it ring at...

- 1 pm?
 - Ten past 2?
 - Five to 3?
-
-

Check your understanding

Answers

Count on in 5 minute intervals from 11:30.

Write the times you say until you reach 12:15.

11:30, 11:35, 11:40, 11:45, 11:50, 11:55, 12:00, 12:10, 12:15.

Watch for children who say 11:60 after 11:55 as if it were an 'ordinary' number sequence.

Write the time half an hour after...

- a) Tea-time 4:35pm 5:05pm.
- b) Bed-time 8:05 8:35pm.
- c) Midnight 12:30am.
- d) Breakfast time 7:40 8:10am.

Check these and the following question on an analogue clock with moving hands.

A bell rings every 15 minutes.

If the first one is at ten past 12, will it ring at...

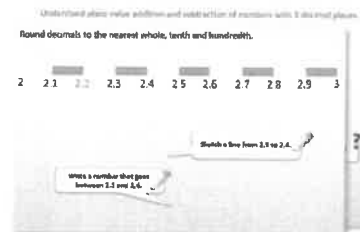
- 1 pm? No
- Ten past 2? Yes
- Five to 3? Yes

Year 3: Week 5, Day 4

Time intervals

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.

Problems Sheet 10 (Set C)

Friction Sheets (Set C)

Place value addition and subtraction

$+ \begin{array}{r} 4539 + 0.2 \\ 3.4539 - 0.004 \\ 5.6231 - 0.101 \\ 6.2711 - 0.011 \\ 9.5846 - 0.12 \\ 11.5849 - 0.704 \end{array}$	$\begin{array}{r} 2.4539 + 0.03 \\ 4.4528 - 0.02 \\ 5.6231 - 0.101 \\ 8.1846 - 0.211 \\ 10.5846 - 0.013 \\ 12.4709 - 0.001 \end{array}$
---	---

Challenge

Step 4 = 5.62
 Add another one hundredth to make an addition sheet ending with the number 5.627
 Draw an 18 mm ruler
 Substrate marks horizontally and measurements to make a subtraction sheet ending with the number 9.163

3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

[illegible]

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation...**

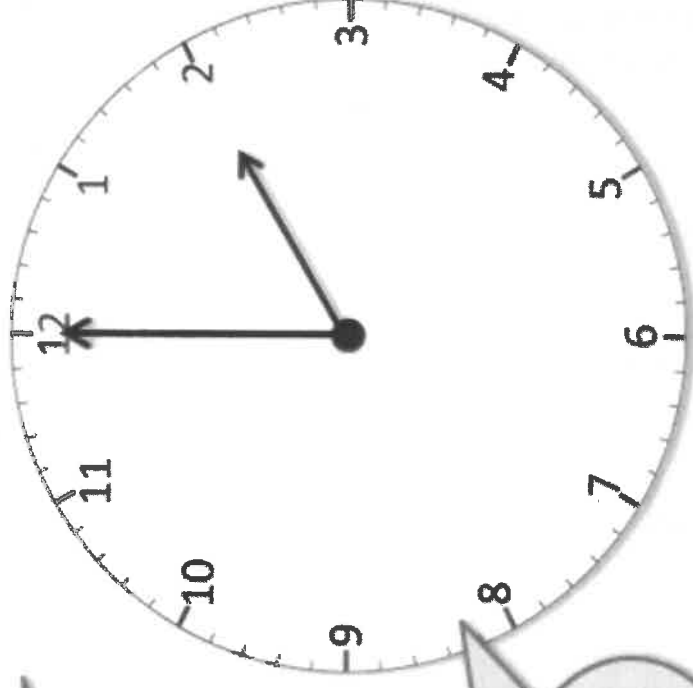
Learning Reminders

Calculate time intervals in hours and minutes.

A film starts at
2 o'clock.

If it finishes at 3:45, how
long is the film?

You can count around hours
and minutes on an analogue
clock or calculate how many
hours and minutes have
been added to the digital
time. 1 hour 45 mins



Learning Reminders

Calculate time intervals.

A programme starts at
5 past 3.

If it finishes at 5 to 4,
how long does it last?
Is it more or less than
1 hour?



Use an analogue clock
to check...
50 minutes

Learning Reminders

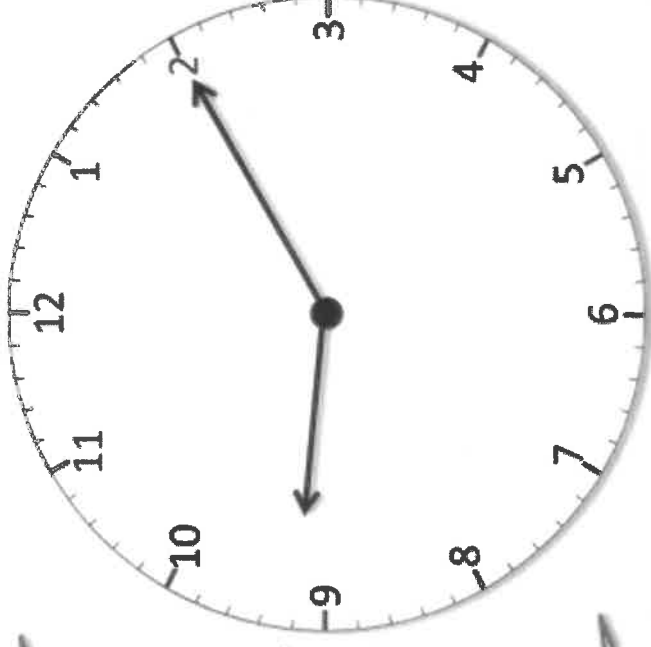
Calculate time **intervals** in hours and minutes.

A lesson starts at
10 past 9.



If it finishes at $\frac{1}{4}$ past 10,
how long does it last? Is it
more or less than one hour?

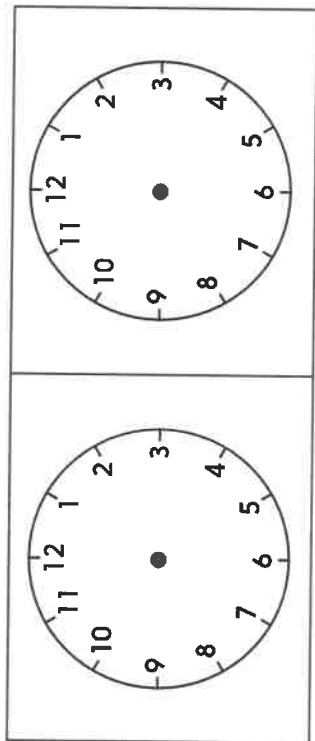
Use your analogue
clock to find out.
1 hour 5 minutes

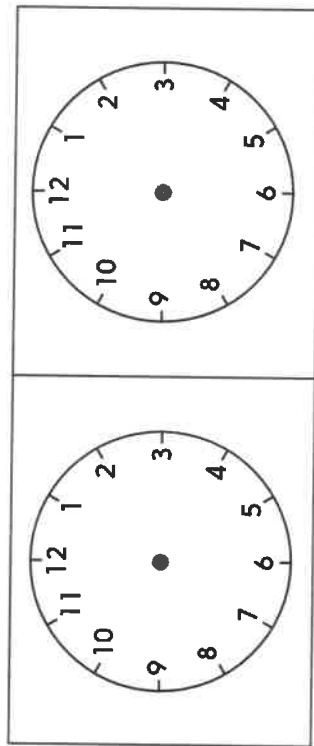


Practice Sheet Mild

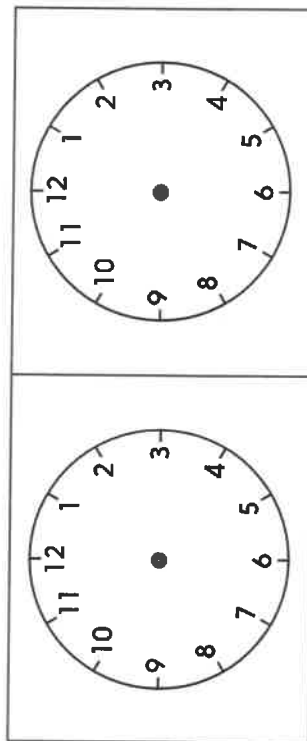
Time intervals

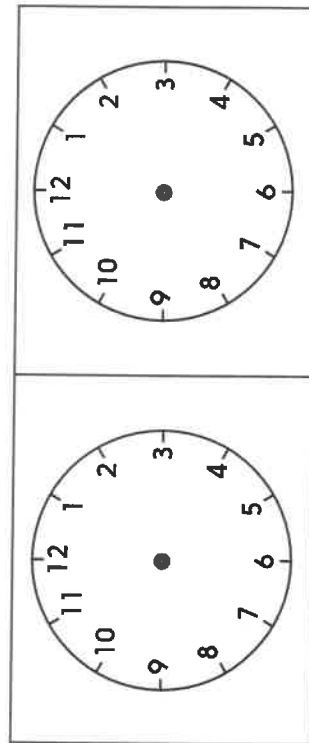
On the clocks show two pairs of times that are 10 minutes apart, and write the digital times underneath.





On the clocks show two pairs of times that are 15 minutes apart, and write the digital times underneath.

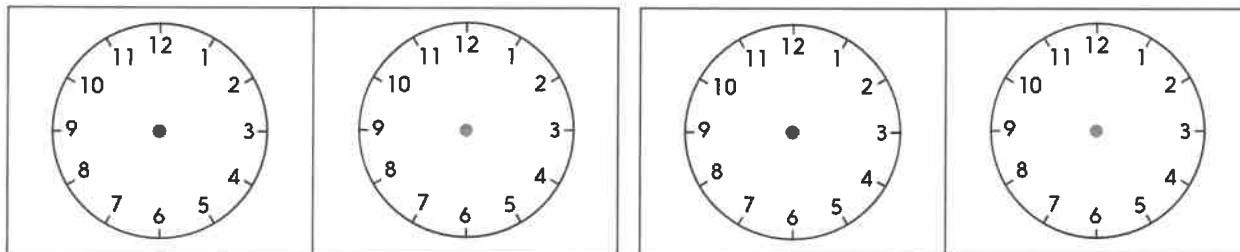




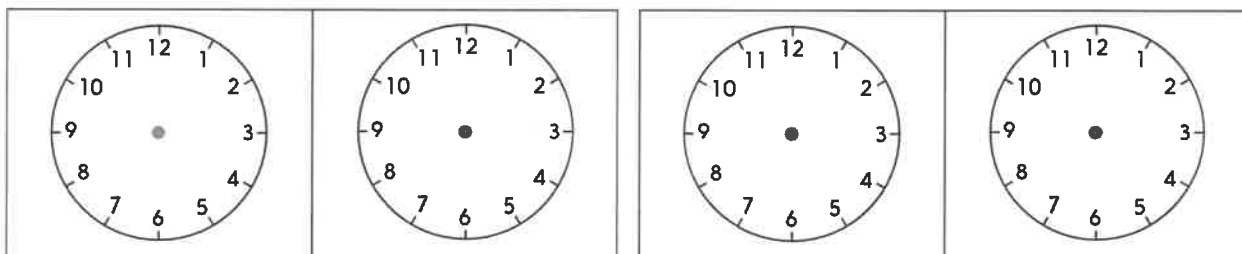
Practice Sheet Mild

Time intervals

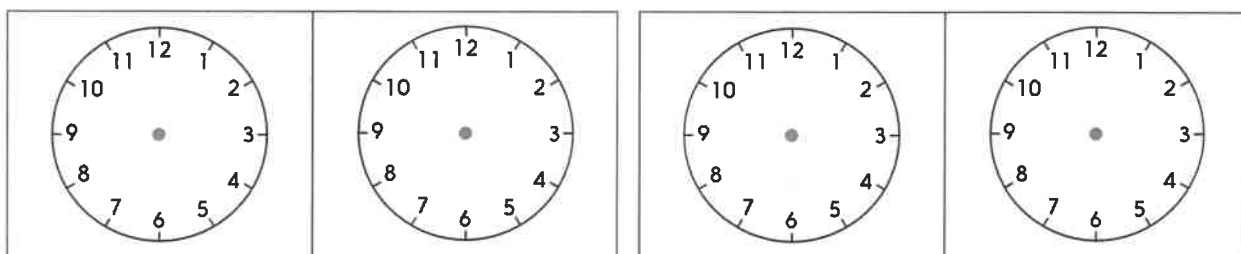
On the clocks show two pairs of times that are 20 minutes apart, and write the digital times underneath.



On the clocks show two pairs of times that are 30 minutes apart, and write the digital times underneath.

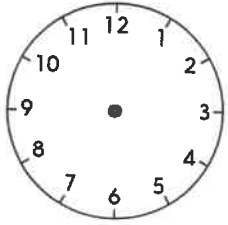
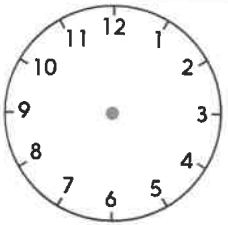
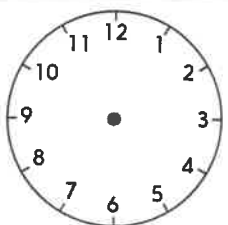
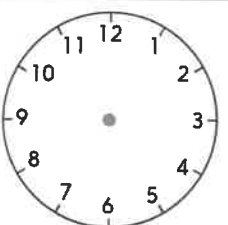


On the clocks show two pairs of times that are 45 minutes apart, and write the digital times underneath.

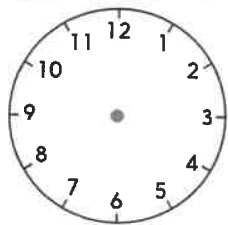
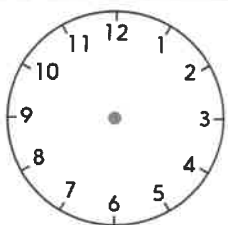
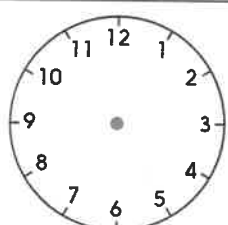
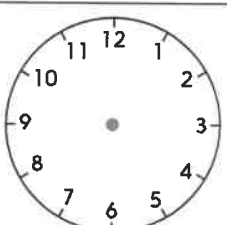


Practice Sheet Hot Time intervals

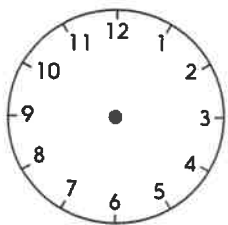
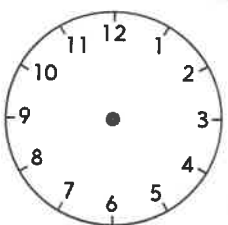
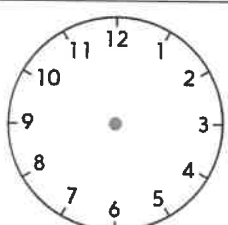
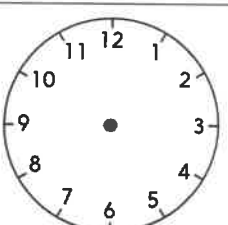
On the clocks show two pairs of times that are 20 minutes apart, and write the digital times underneath.

			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

On the clocks show two pairs of times that are 30 minutes apart, and write the digital times underneath.

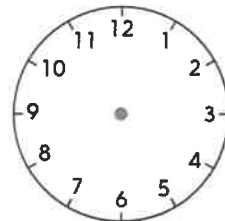
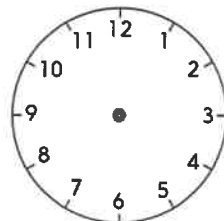
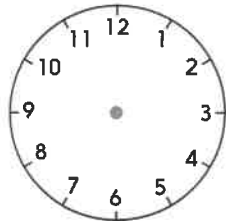
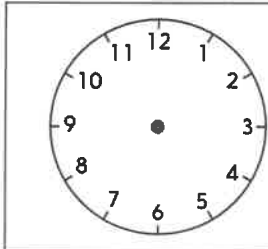
			
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On the clocks show two pairs of times that are 45 minutes apart, and write the digital times underneath.

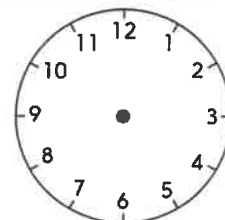
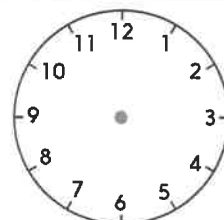
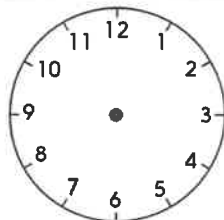
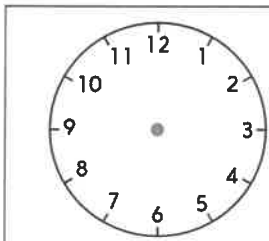
			
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Practice Sheet Hot Time intervals

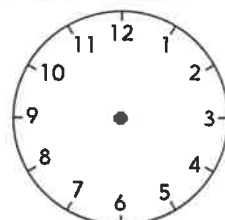
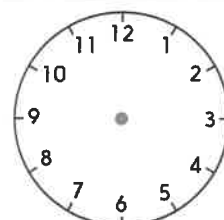
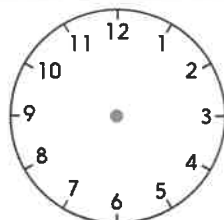
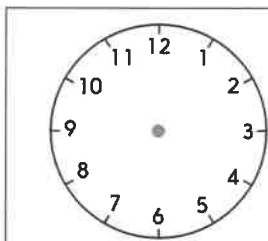
On the clocks show two pairs of times that are 45 minutes apart, and write the digital times underneath.



On the clocks show two pairs of times that are 1 hour and 15 minutes apart, and write the digital times underneath.



On the clocks show two pairs of times that are 25 minutes apart, and write the digital times underneath.



Practice Sheets Answers

Time intervals (mild)

Sheet 1

Children draw pairs of time that are 10 and 15 minutes apart on analogue clocks and write the corresponding digital times. Note that positioning of the hands on the analogue clocks is correct.

Sheet 2

Children draw pairs of time that are 20, 30 and 45 minutes apart on analogue clocks and write the corresponding digital times. Note that positioning of the hands on the analogue clocks is correct.

Time intervals (hot)

Sheet 1

Children draw pairs of time that are 20, 30 and 45 minutes apart on analogue clocks and write the corresponding digital times. Note that positioning of the hands on the analogue clocks is correct.

Sheet 2

Children draw pairs of time that are 45, 1 hour 15 minutes and 25 minutes apart on analogue clocks and write the corresponding digital times. Note that positioning of the hands on the analogue clocks is correct.

A Bit Stuck? Match the times

Work in pairs

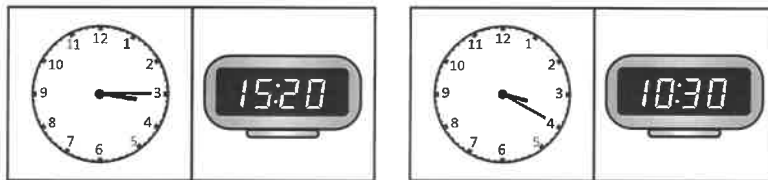
Things you will need:

- A set of dominoes (past and to the hour)



What to do:

- Work in pairs to make a loop out of the time dominoes.
- Touching ends must have matching times, one analogue and the other digital.



- Can you use all the dominoes in your loop?

S-t-r-e-t-c-h:



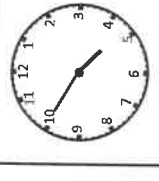

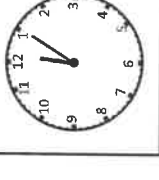

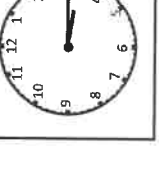





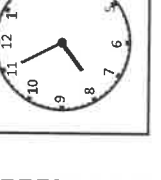

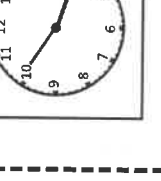

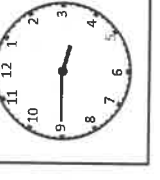



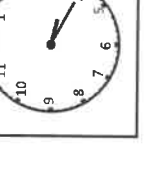



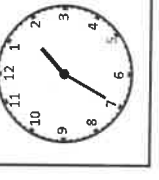





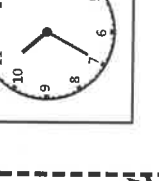

Find pairs of dominoes such that the time on one side is 5 minutes before or later than the time on the other side.

How many are there?

Learning outcomes:

- I can tell the time to 5 minutes on analogue and digital clocks.
- I am beginning to say the time 5 minutes before or after o'clock, $\frac{1}{4}$ past, $\frac{1}{2}$ past and $\frac{1}{4}$ to times.

A Bit Stuck? Match the times

Investigation

Start and finish times

Alice drew a picture. She started before 11 o'clock and finished after 11 o'clock. It took her 5 minutes to draw her picture.

When could she have started and finished?

Are there other pairs of possible times?

How many pairs of times altogether?

Ben drew a picture. He started before 11 o'clock and finished after 11 o'clock. It took him 10 minutes to draw his picture.

When could he have started and finished?

Are there other pairs of possible times?

How many pairs of times altogether?

Carla drew a picture. She started before 11 o'clock and finished after 11 o'clock. It took her 15 minutes to draw her picture.

When could she have started and finished?

Are there other pairs of possible times?

How many pairs of times altogether?

Dev drew a picture. He started before 11 o'clock and finished after 11 o'clock. It took him 20 minutes to draw his picture.

Looking at your answers for Alice, Ben and Carla, how many possible pairs of start and finish times do you think there are?

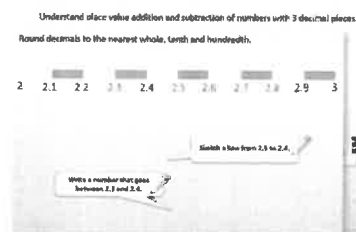
Can you explain your ideas?

Year 3: Week 5, Day 5

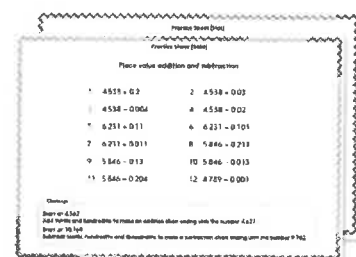
Pictograms

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



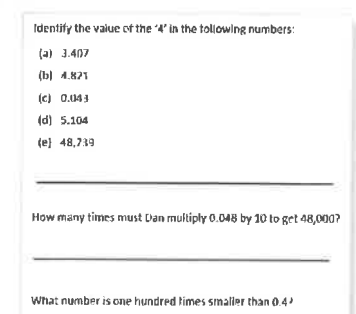
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders

Collect and represent data in pictograms, 1 symbol represents 2 units.

Do you think more children have birthdays in the winter, spring, summer or autumn? How could we find out?

Here are the results for the 60 children in our class and Y4.

Season	Number of birthdays
Winter (Dec, Jan, Feb)	12
Spring (March, Apr, May)	15
Summer (June, July, Aug)	17
Autumn (Sept, Oct, Nov)	16

Let's display that information as a pictogram...

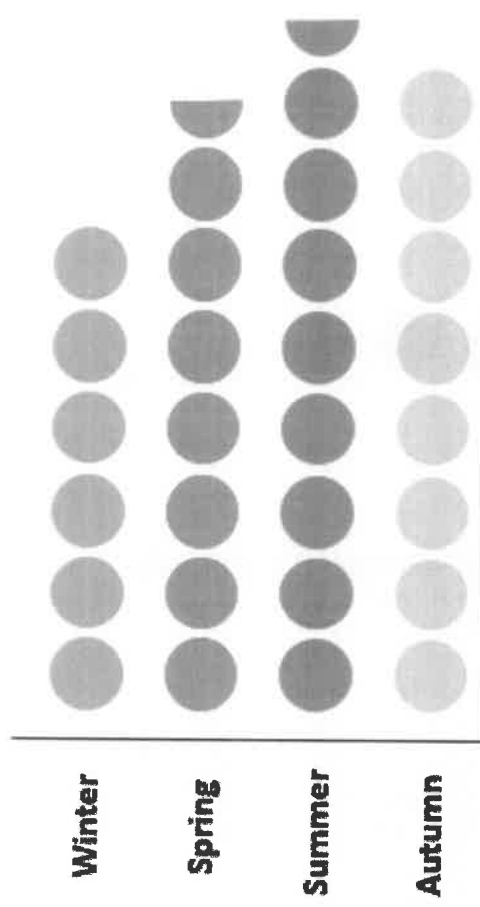
Learning Reminders

Collect and represent data in pictograms, 1 symbol represents 2 units.

Season	Number of birthdays
Winter	12
Spring	15
Summer	17
Autumn	16

Let's use 1 circle to represent 2 birthdays.

How many circles for each season?



Practice Sheet Mild

Zoo pictogram

This table shows the number of animals at the zoo.
Use the information in the table to complete the pictogram.

Animal	Number
Elephants	10
Tigers	13
Hippos	5
Giraffes	7

Animal

Elephants

Tigers

Hippos

Giraffes



(one footprint) = 2 animals

Challenge

Write two facts that you can interpret from the pictogram.

Fact 1: _____

Fact 2: _____

Practice Sheet Hot Zoo pictogram

This table shows the number of animals at the zoo.
Draw a pictogram to display the data, where one pawprint represents 4 animals.

Animal	Number
Elephants	16
Tigers	10
Hippos	12
Giraffes	18

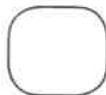
Animal

Tigers

Scale:



(one footprint) =



animals

Challenge

Write three facts that you can interpret from the pictogram.

Fact 1: _____

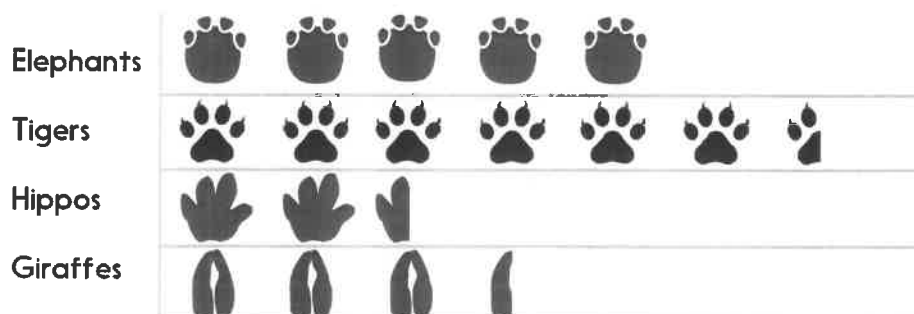
Fact 2: _____

Fact3: _____

Practice Sheets Answers

Zoo pictogram (mild)

Animal

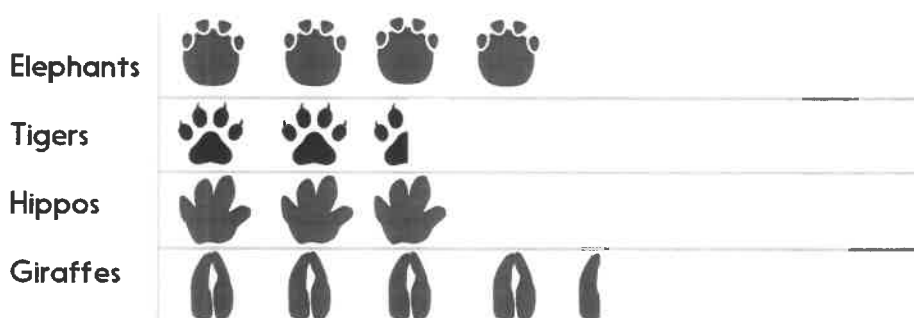


Challenge

Children could give two of the following facts interpreted from the pictogram:
 There are more tigers than elephants, hippos or giraffes.
 There are most tigers.
 There are fewest hippos.
 The total number of hippos and giraffes is one less than the number of tigers.
 There are 3 more tigers than elephants.
 There are 2 more giraffes than hippos...or other facts of their own.

Zoo pictogram (hot)

Animal



=

4

mals

Challenge

Children could give three of the following facts interpreted from the pictogram:
 There are more giraffes than tigers, hippos or elephants.
 There are fewest tigers.
 There are 2 more giraffes than elephants.
 There are 6 more elephants than tigers...
 or another fact of their own.

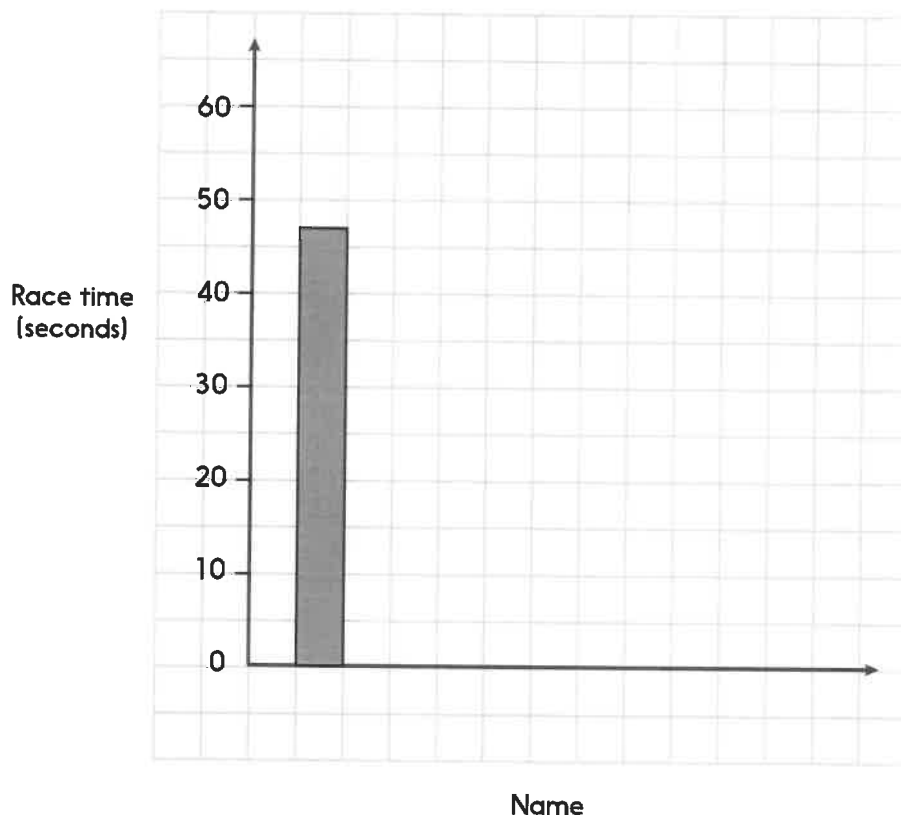
A Bit Stuck?

Race times bar chart

The table shows how quickly six people ran the 200m race.
Use the information in the table to complete the bar chart.

Name	Race time (seconds)
Jessica	47
Imran	31
Holly	36
Karolina	28
Zain	29
Mason	54

Time taken to run 200 m



Challenge

Write two facts that you can interpret from the bar chart.

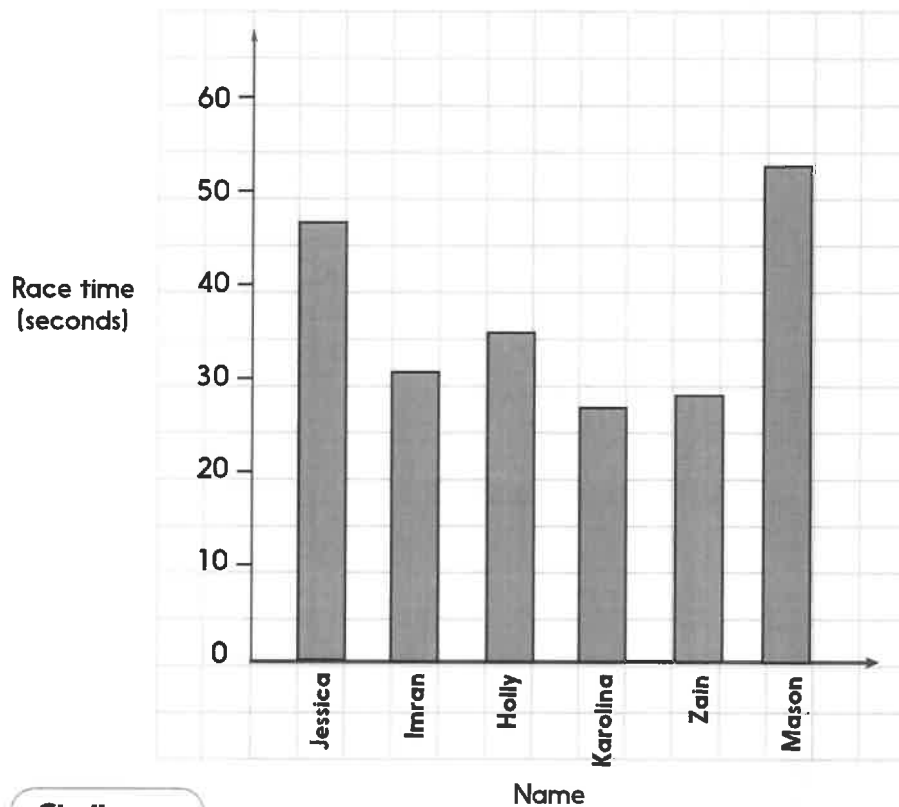
Fact 1: _____

Fact 2: _____

A Bit Stuck? Answers

Race times bar chart

Time taken to run 200 m



Challenge

Children could give two of the following facts interpreted from the bar chart:

Mason was the slowest.

Karolina was the fastest.

Mason was last in the race.

Zain was second in the race.

Imran was third in the race.

Karolina was one second faster than Zain... or other facts of their own.

Check your understanding

Questions

Write the full names of six people who are in your family or who are good friends.
Draw a pictogram of the numbers of vowels you have written.

Fold here to hide answers

Check your understanding

Answers

Write the full names of six people who are in your family or who are good friends.
Draw a pictogram of the numbers of vowels you have written.
Look for evidence of:

A tally chart showing the vowels and how many of each.

Pictogram should be appropriately titled and labelled 'vowels' and 'number' on the axes. If using a graphic image for each letter it should be clear that each letter is taking up the same space. In a well-drawn pictogram, answers to such questions as 'which letter occurred the most/least?' should be clear.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read a story

- Read *King Midas and the Donkey Ears*. Have you ever heard the story before? Does it remind you of anything or anyone?

2. Order the events of the story

- Look at the events on *Story Order*. They're in the wrong order. Put them in the right order by cutting them out or numbering them.
- Illustrate each of the events.

Share your Story Order with a grown-up. Use it to tell them the story of King Midas and the Donkey Ears.

3. Answer some questions

- Read *King Midas and the Donkey's Ears Questions*.
- Think about your answers and then write them as clear sentences.

Try these Fun-Time Extras

- Can you design a hat or disguise that King Midas could have worn to have kept his ears secret?
- Can you make a play up about this story? You could use real people to act it or play characters.
- Can you make sets of donkey ears for your family? And can you persuade them to wear them?!

<https://www.bbc.co.uk/cbeebies/makes/a-midsummer-nights-dream-donky-ears>

King Midas and the Donkey's Ears

Once upon a time, a long time ago, Pan, the god of shepherds, challenged Apollo to a musical duel. Pan insisted his flute of reeds could produce a more beautiful melody than Apollo's silly harp. The two agreed on a contest with judges. One of the judges was King Midas.

After hearing the two melodies, all but one of the judges chose Apollo as the winner. But one judge, King Midas, preferred Pan's tune.

Furious that anyone could prefer a reedy pipe to his musical lyre, Apollo cooed, "I see the problem. It's your ears. They are too small to hear properly. Let me fix that for you."

King Midas felt his ears quiver. His ears sprang out, and out, and turned into the large furry ears of a donkey. King Midas was horrified. He grabbed his ears. "Pan, help me!" he cried. But Pan, with a quick nervous glance at Apollo, turned his back.

King Midas tried to hide his ears from his subjects by wearing a variety of huge hats, heavy helmets, and bulky scarves.



The only person who saw his ears was his barber. King Midas made his barber promise he would never tell a soul.

His barber kept his word. But keeping such a huge secret to himself was driving him crazy. Finally, the barber went up a mountain and almost to the edge of a cliff. He dug a hole in the midst of some reeds. He looked about, to make sure no one was near. Then, he whispered into the hole, "King Midas has the ears of a donkey. The King has donkey ears! The King has donkey ears!" Having got his secret off his chest, he felt much better. He returned home, sure that he had kept his word.

Unfortunately for King Midas, the barber had dug right into a piece of Echo. Echo was a wood nymph who could only repeat the last few sounds she heard. When she died, pieces of Echo were scattered all over the mountainous kingdom. In fact, pieces of Echo were scattered all over the world, repeating the sounds around her.

Although I suppose some people might think it was only the sound of the wind in the reeds, it was really a piece of Echo, whispering over and over, "The King has donkey ears, the King has donkey ears."

Sound travels well in the mountains, even whispers. It was not long before the entire kingdom knew King Midas' secret.

Adapted from: <https://greece.mrdonn.org/greekgods/kingmidas2.html>

Story order

Order and then illustrate these scenes.

The barber whispers the secret	King Midas angers Apollo.	Everyone hears the king's secret.
The king's barber learns his secret.	Pan and Apollo have a competition.	King Midas tries to hide the ears.

King Midas and the Donkey's Ears

Questions

1. How did Midas anger Apollo?
2. Do you think Apollo was fair? Why or why not?
3. How do you think King Midas felt when he noticed the change?
4. Why do you think King Midas tried to hide his ears?
5. Why was it hard for the barber to keep the secret?
6. How will King Midas have felt when his secret was made public?
7. What do you think might happen next?
8. Who do you feel most sorry for in this story?
9. Who do you like least in this story?
10. What would you have done if you were the barber? Why?

Donkey Ear - Possible Answers

1. How did Midas anger Apollo?

He said that he preferred the music of Pan to the music of Apollo.

2. Do you think Apollo was fair? Why or why not?

No, Apollo was not fair because it was a competition and Midas had a right to say who he preferred.

3. How do you think King Midas felt when he noticed the change?

He felt terrible because he was embarrassed.

4. Why do you think King Midas tried to hide his ears?

He was afraid people would laugh at him, especially as he was the king.

5. Why was it hard for the barber to keep the secret?

He was the only one who knew and he was desperate to share his secret knowledge.

6. How will King Midas have felt when his secret was made public?

He will have been so sad, ashamed and embarrassed. He will also be scared of how people will laugh at him.

7. What do you think might happen next?

Maybe King Midas would try to find out who told his secret and punish that person.

8. Who do you feel most sorry for in this story?

I feel a bit sorry for King Midas because I think Apollo was really mean. I feel a little sorry for the barber.

9. Who do you like least in this story?

I think Apollo behaves very badly. He should not have been so spiteful just because Midas didn't choose his music. He is a bad loser.

10. What would you have done if you were the barber? Why?

Various answers acceptable.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read a story again

- Read *King Midas and Donkey Ears - Cloze*.
- What do you think are the missing words? Make a note and then look at the story below. Are any of your words better than the original version?

2. Remind yourself about Direct Speech

- If possible, watch the **PowerPoint** and listen to the teaching about *punctuating direct speech*. Or use the *Revision Card* to remind yourself.

3. Write using direct speech.

- Read the speech bubbles on *King Midas and his barber*.
- Write these speech bubbles as properly punctuated direct speech. Use the *Revision Card* to remind you how.

Show your sentences to a grown-up. Ask them to check that you have hugged the speech with speech-marks and used commas to separate clauses (unless the speech ended with an exclamation mark or question mark).

Try these Fun-Time Extras

- Can you write the whole scene between King Midas and his barber? Use your speech sentences and add extra sentences to show what each of the characters is doing.
- Can you make up another conversation from the story? Imagine the first time that King Midas is told that his secret is known by everyone. What will he say? What will he command others to do?

King Midas and the Donkey's Ears

Once upon a time, a long time ago, Pan, the god of shepherds, [REDACTED] Apollo to a musical duel. Pan insisted his flute of reeds could produce a more beautiful [REDACTED] than Apollo's silly harp. The two agreed on a contest with judges. One of the judges was King Midas.

After hearing the two melodies, all but one of the [REDACTED] chose Apollo as the winner. But one judge, King Midas, preferred Pan's tune.

[REDACTED] that anyone could prefer a reedy pipe to his musical lyre, Apollo cooed, "I see the problem. It's your ears. They are too small to hear properly. Let me fix that for you."

King Midas felt his ears [REDACTED]. His ears sprang out, and out, and turned into the large furry ears of a donkey. King Midas was horrified. He grabbed his ears. "Pan, help me!" he cried. But Pan, with a quick nervous glance at Apollo, turned his back.

King Midas tried to hide his ears from his subjects by wearing a [REDACTED] of huge hats, heavy helmets, and bulky scarves.



The only person who saw his ears was his barber. King Midas made his barber promise he would never tell a soul.

His barber kept his word. But keeping such a huge secret to himself was driving him crazy. Finally, the barber went up a [REDACTED] and almost to the edge of a cliff. He dug a hole in the midst of some reeds. He looked about, to make sure no one was near. Then, he [REDACTED] into the hole, "King Midas has the ears of a donkey. The King has donkey ears! The King has donkey ears!" Having gotten his secret off his chest, he felt much better. He returned home, sure that he had kept his word.

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Although I suppose some people might think it was only the sound of the wind in the reeds, it was really a piece of Echo, whispering over and over, "The King has donkey ears, the King has donkey ears."

Sound travels well in the mountains, even whispers. It was not long before the [REDACTED] kingdom knew King Midas' secret.

Adapted from: <https://greece.mrdonn.org/greekgods/kingmidas2.html>

King Midas and the Donkey's Ears

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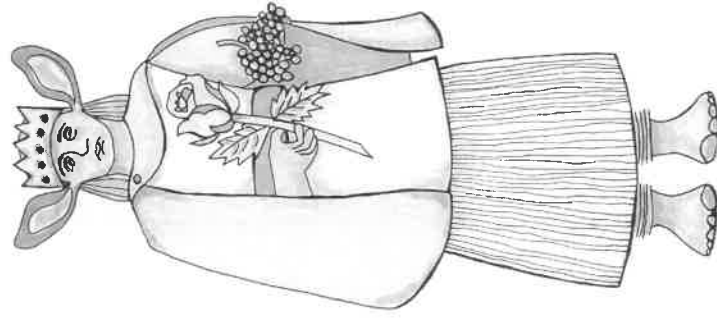
Adapted from: <https://greece.mrdonn.org/greekgods/kingmidas2.html>

Revision Card – Direct Speech

Direct Speech

- Hug the words spoken with speech marks
- Start the speakers' words with a capital letter
- Separate the speech and reporting clause with a comma
- Start a new line to show the speaker has changed

King Midas



King Midas and his barber

Close the door and lock it.

Stop laughing. It's not funny.

You must keep my secret!

Let me put my hat back on.

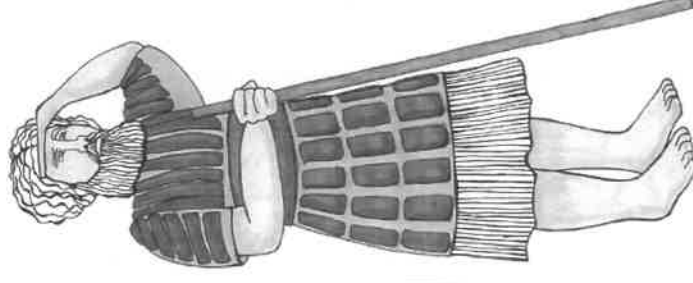
You need to take your hat off.

That's an interesting look!

I won't tell anyone.

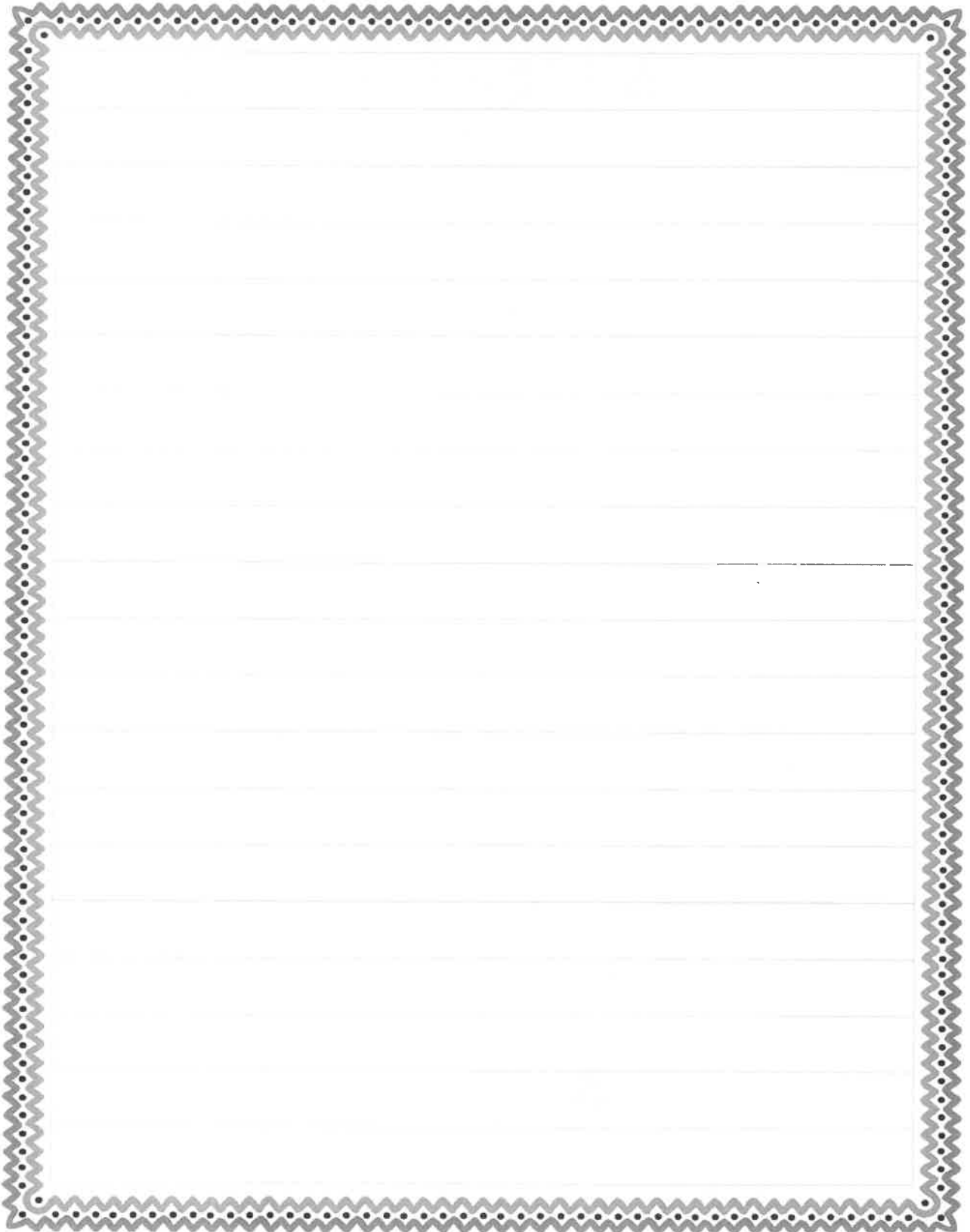
Your hat will turn a few heads!

The barber



King Midas and the Barber

Write some of the direct speech with proper punctuation here.

A large rectangular area with a decorative border. The border is composed of a repeating pattern of small black dots and a wavy line. Inside the border, there are horizontal lines for writing, spaced evenly apart.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read another King Midas story

- Read *King Midas and the Golden Touch*.
- How would you describe the character of King Midas? What would you have asked for as a reward for helping the satyr?

2. Make a summary of the story

- Use words and pictures on *Story Summary* to show the main events of the story.
- Use your *Story Summary* to help you to tell the story to somebody else.

3. Write using some direct speech

- Imagine the conversation between King Midas and the Satyr at breakfast. How will King Midas discover who the satyr is? How will he decide what to ask for?
- Write the conversation in the *Speech Bubbles*.
- Now try writing this speech as sentences. Use the *Revision Card* to remind you how to punctuate direct speech. Challenge yourself to add some other sentences which say what both characters are doing.

Try these Fun-Time Extras

- Watch some versions of the story of King Midas. Start with this one: <https://www.youtube.com/watch?v=sWcJNvS0J80>
- Write a new story where King Midas chooses a different power. How will it end differently?

King Midas and the Golden Touch

Once upon a time, a long time ago in ancient Greece, there lived a king named Midas. King Midas loved three things more than anything else in the world - his little daughter, his rose garden, and gold. Nothing gave him more pleasure than seeing his little daughter picking roses in the garden, roses she placed in a golden vase to decorate the castle.

One night, while strolling through his rose garden, the King stumbled over a satyr. A satyr was half man, half goat. This satyr looked half-starved and very ill. King Midas brought the satyr into his castle. He made sure the satyr was washed and fed and tucked into bed for a good night's sleep. When the satyr woke up the next morning, his fever was gone. The King and the



satyr had quite a nice chat over breakfast. King Midas was surprised to hear that the satyr belonged to the powerful god Dionysus, the god of wine and truth. That very day, the King personally took the satyr home in his very best chariot.

Dionysus told the King he would grant any one wish the King made to thank him for taking such good care of his friend. The King did not wish anything for his daughter because he had given her everything she wanted and a whole lot more besides. He did not wish anything for his rose garden because everyone knew he grew the finest roses in all the world. That left gold. King Midas wished that everything he touched would turn to gold.

When the King arrived back at his castle, he pulled out a chair to sit down at his table. The minute he touched it, the chair turned to gold. He touched the table. He touched a vase. As soon as he touched them, they turned to gold. King Midas raced through his castle. Everything he touched turned to gold! He was so happy. He shouted to his servants to cook him a feast in celebration!

His servants served him a feast. That's when the trouble started. Everything looked and smelled so good that King Midas did not wait for his daughter to show up for lunch. He reached out and grabbed a fistful of food. The food made quite a clatter when he dropped it back on the table in shock. It had turned to gold in his fist. He touched other food. Whatever he touched turned to gold. He tried leaning over and ripping a piece of meat with his teeth, but that did not help. The meat turned to gold in his mouth. The King's eyes filled with fear. He knew if he could not eat, he would starve. This was terrible. The King did not know what to do.

King Midas wandered sadly out to his rose garden. His little daughter was in the garden, picking roses. When she saw her father, she ran into his arms for a hug and turned to gold. King Midas hung his head and cried. As his tears fell on his precious roses they turned to gold, but the King did not care. He did not care about his roses or his gold or himself. "Dionysus, hear my prayer," the king begged. "Take my wish back! Please, take my wish back and save my daughter!"

One last time, the King's wish was granted.

Adapted from: <https://greece.mrdonn.org/greek/gods/kingmidas.html>

Story Summary

Revision Card – Direct Speech

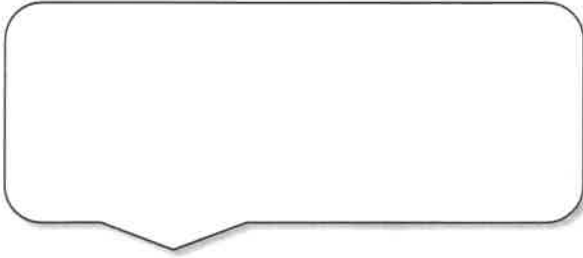
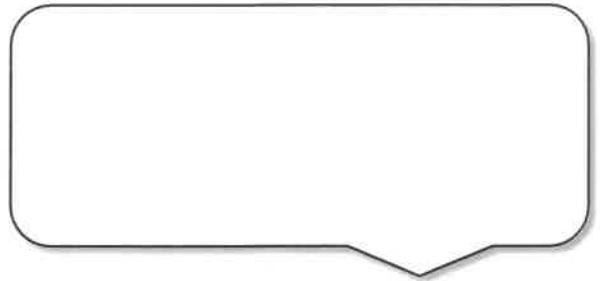
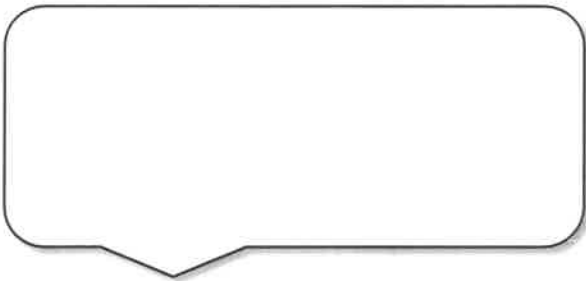
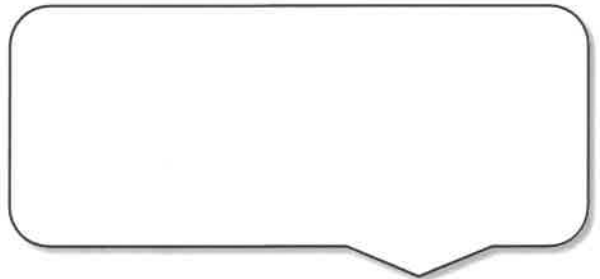
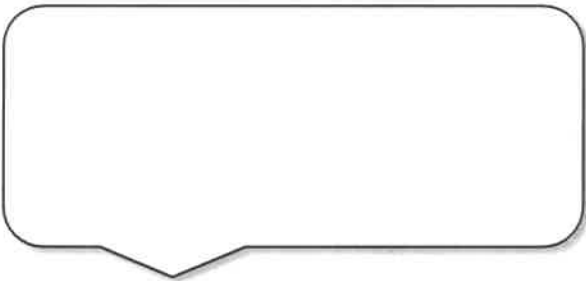
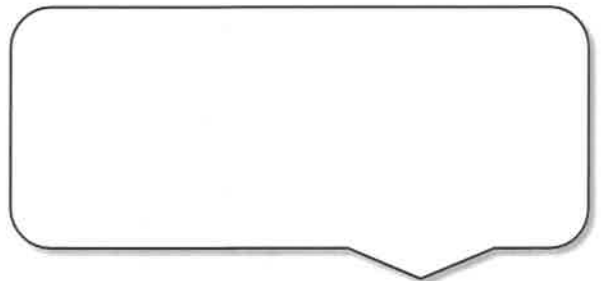
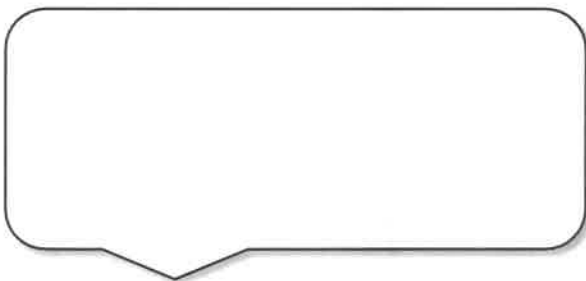
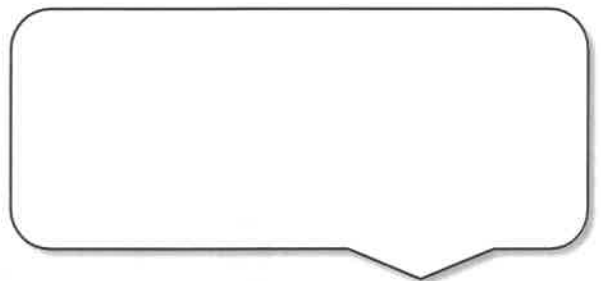
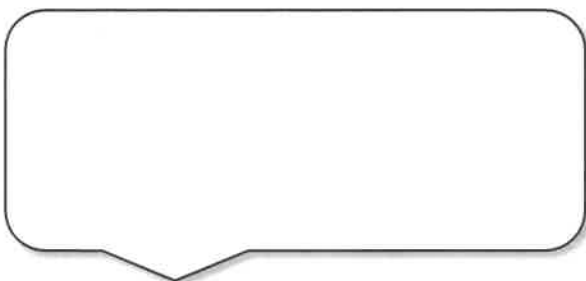
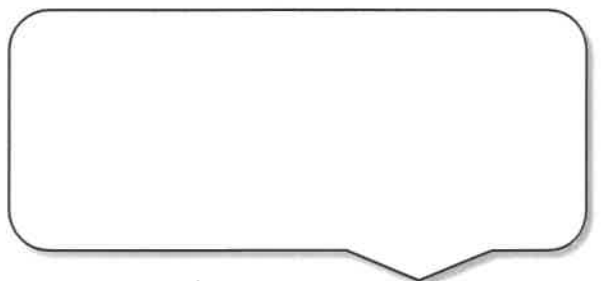
Direct Speech

- Hug the words spoken with speech marks
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- Separate the speech and reporting clause with a comma
- Start a new line to show the speaker has changed

Speech Bubbles

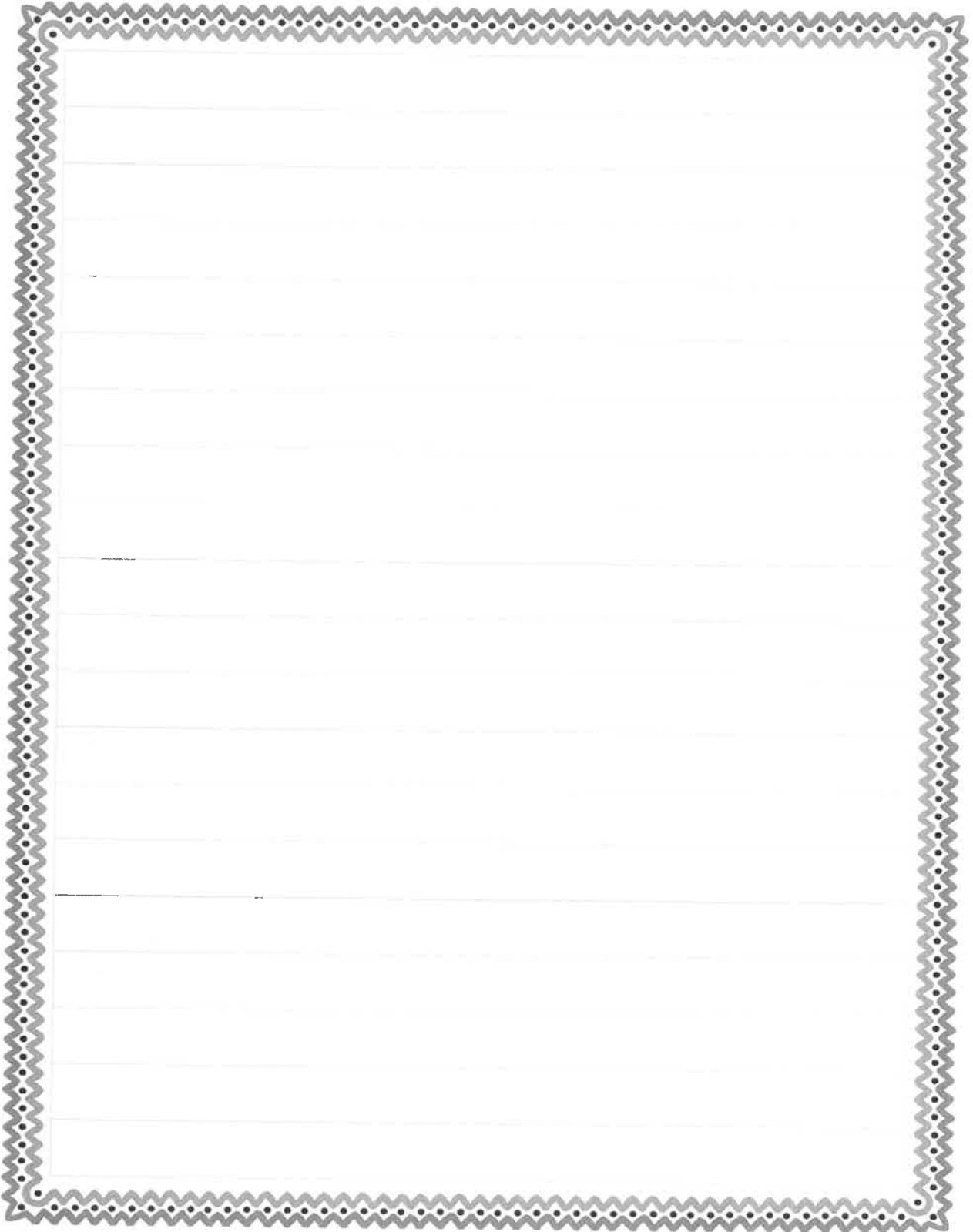
King Midas

Satyr

An empty speech bubble with a rectangular body and a pointed tail at the bottom center.An empty speech bubble with a rectangular body and a pointed tail at the bottom center.An empty speech bubble with a rectangular body and a pointed tail at the bottom center.An empty speech bubble with a rectangular body and a pointed tail at the bottom center.An empty speech bubble with a rectangular body and a pointed tail at the bottom center.An empty speech bubble with a rectangular body and a pointed tail at the bottom center.An empty speech bubble with a rectangular body and a pointed tail at the bottom center.An empty speech bubble with a rectangular body and a pointed tail at the bottom center.An empty speech bubble with a rectangular body and a pointed tail at the bottom center.An empty speech bubble with a rectangular body and a pointed tail at the bottom center.

King Midas and the Satyr

Write the conversation between King Midas and the Satyr here.

A large rectangular box with a decorative border of small dots and a zigzag line. Inside the box are horizontal lines for writing.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read about a tourist attraction

- Read *Warner Bros. Studio Tour Part 1*. Which part of the tour do you think the writer enjoyed the most? Why?
- Challenge yourself to read *Warner Bros. Studio Tour Part 2*. What does the writer say happens when you're in Diagon Alley?
- Who do you think these reports are written for?

2. Make notes about the two reports

- Use *Information Notes* to make notes about some of the facts that are included in the two pieces of writing.
- Use your notes to tell someone else about the Studio Tour.

3. Find out more about the Studio Tour.

- Watch the advert for the tour:
https://www.youtube.com/watch?v=jQ_FW0rQS0k
- Now explore the website to find out more information about the tour:
<https://www.wbstudiotour.co.uk/explore-the-tour/>
- Write about your ideas using *What do you think about Harry Potter Studio Tour?*

Try these Fun-Time Extra

- Imagine a theme-park based on your favourite book or film (other than Harry Potter!). What would be included. Can you draw and write to describe it?

Warner Bros. Studio Tour – Part 1

Warner Bros. Studio Tour London – The Making of Harry Potter is unlike any other attraction you have ever visited. You are walking onto the actual set where three young actors became Harry, Ron and Hermione, where Harry was placed into Gryffindor by the Sorting Hat and Ron received his howler from his mum. Surrounded by costumes with tables heaving with prop food and with candles magically dangling in the air, there is so much to see.

Housed at Warner Bros. Studios near London, a vast collection of props, models and sets fill this interactive experience. It's a treasure trove of all things to do with Harry Potter, and it shows the incredible work done to bring the books of J.K. Rowling to the screen.

The Studio Tour is a three-hour adventure into the heart of the Harry Potter films, from his room under the stairs, to the cosy Gryffindor common room and the Potions classroom. I was blown away by the attention to detail here, including the colourful bottles of spell-inducing ingredients that filled the shelves and blackened cauldrons magically stirring themselves.



All aboard: follow in the footsteps of the Harry Potter films' stars

Warner Bros. Studio Tour - Part 2

A large proportion of the Studio Tour is dedicated to the animatronics used in the film; these include the snapping Monster Book of Monsters and enormous spiders hanging from the ceiling. I adored the full sized Buckbeak the Hippogriff, and spotting carrots being magically sliced by an apparently floating knife on the set of The Burrow, home to the Weasleys.



Stock up at Diagon Alley

The tour saves a couple of special “wow” moments to end on a high.

The first is walking onto the set of Diagon Alley, where simply gazing into the windows of the wand-maker Ollivanders, and spotting the boxes of tricks and traps in Weasleys’ Wizard Wheezes, is enough to get a Muggle’s heart racing.

The grand finale is the scale model of Hogwarts Castle, used for external shots, which is immense. Starting high above it, you follow a curling path bringing you down to eye level with the school, where you cannot help but marvel at the detail and care taken in bringing this enchanting world to life.

Information Notes

Who?	
What?	
Where?	
When?	

What do you think about the Harry Potter Studio Tour?

Give some reasons why you would like to go on a Hogwarts studio tour.	List the things you would most like to see	What else would you like to find out?

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read two opinions about the Harry Potter Studio Tour

- Read *Opinion 1* and then read *Opinion 2*.
- Underline the words and phrases that show the person's opinion most clearly.

2. Imagine the writers

- Use the writing and your imagination to think about the writer of *Opinion 1* and the writer of *Opinion 2*.
- Draw how you imagine the writers on *Opinion Writers* and use captions and labels to give information about each one.

3. Imagine a brilliant or an awful day

- Imagine that you had a brilliant or an awful day at a tourist attraction. It could be Harry Potter Studios or it could be another.
- Make a plan of your five main points on *Planning a Review*.
- Write about your awful or brilliant day.

Try these Fun-Time Extras

- Can you write an exact opposite review to the one that you have written?
- Can you 'interview' people to find out about the tourist attraction they would most like to visit and the tourist attraction that they would least like to visit? Can you find out their reasons?

Harry Potter Studio Tour – Opinion 1

The Harry Potter Studio Tour is the most wonderful experience in the world! It is not just for Harry Potter fans but for anyone who loves cinema and Hermione Granger.

The sets are absolutely incredible and they have added even more since the last time. Hermione is obviously the best character from the Harry Potter series; she is smart, pretty, brave and quite simply amazing! Hermione fans won't be disappointed as you can see her Yule dress, satchel and her pile of books, as well as her school uniform and wand.

Even queuing for a few hours to get in is so worth the wait. Although I was cold, it gave me so much more time to think about Hermione and what I might see when I got in. I squeezed past the crowds to get to the front and I could see everything really clearly. The Great Hall was by far the best room. It was breathtakingly beautiful and it was so cool to see where Hermione would have sat. Having said that, I also felt that Platform nine and three quarters was stunning – it really was exactly as I had imagined it when reading the books.

The shop was brilliant, there is something for everyone and it was great grabbing all of the Hermione dolls, wands, broomsticks and notebooks and it was good value, although technically I didn't pay! I had a video taken on a green screen flying a broomstick and duelling in a real wand fight, which was the best thing ever.

The studio really has the wow factor and it truly has something for everyone, including Hermione fans! You will not be disappointed as this is the best family day out you can ever imagine!

Harry Potter Studio Tour – Opinion 2

The Harry Potter Studio Tour has to be one of the worst experiences of all times and to top it all you have to pay a ridiculous amount for the pleasure.

After what felt like 2 hours of queuing, we were greeted by the introduction host who tried to set the scene of things to come. This was underwhelming and didn't give me high hopes for the tour, which was lucky as the studio tour is little more than an expensive museum of film props!

The experiences felt tired and faded and not what you would expect for the entry price. There were no rides and nothing of real interest, except the green screens, where you can ride a broomstick across London. A fantastic thought, until the price was announced as being £20!

The Tour makes you walk such long distances, which is a struggle, and unacceptable in this day and age. The layout was terrible – it was about a quarter of a mile walk just to the entrance. The tour is about half a mile, then another quarter of a mile to get back. There was virtually no help for people with walking difficulties, and it is crowded so you feel like a herd of cattle!

The choice of food was also terrible and extremely over-priced. I spent £10 on a Panini and hot chocolate. TEN POUNDS! At the end of the tour you can visit the gift shop, but be warned you'll need to take out a massive loan to buy anything because the shop is also ridiculously overpriced.

I came away very disappointed by the whole experience. I didn't see a single one of the actors, not even a dragon, and there were no rides. It was a real let down.

Opinion Writers

Opinion Writer 1

Opinion Writer 2

Planning a review

Write a review of a really good day out or a really awful day. Make notes about five things you will say here:

1

2

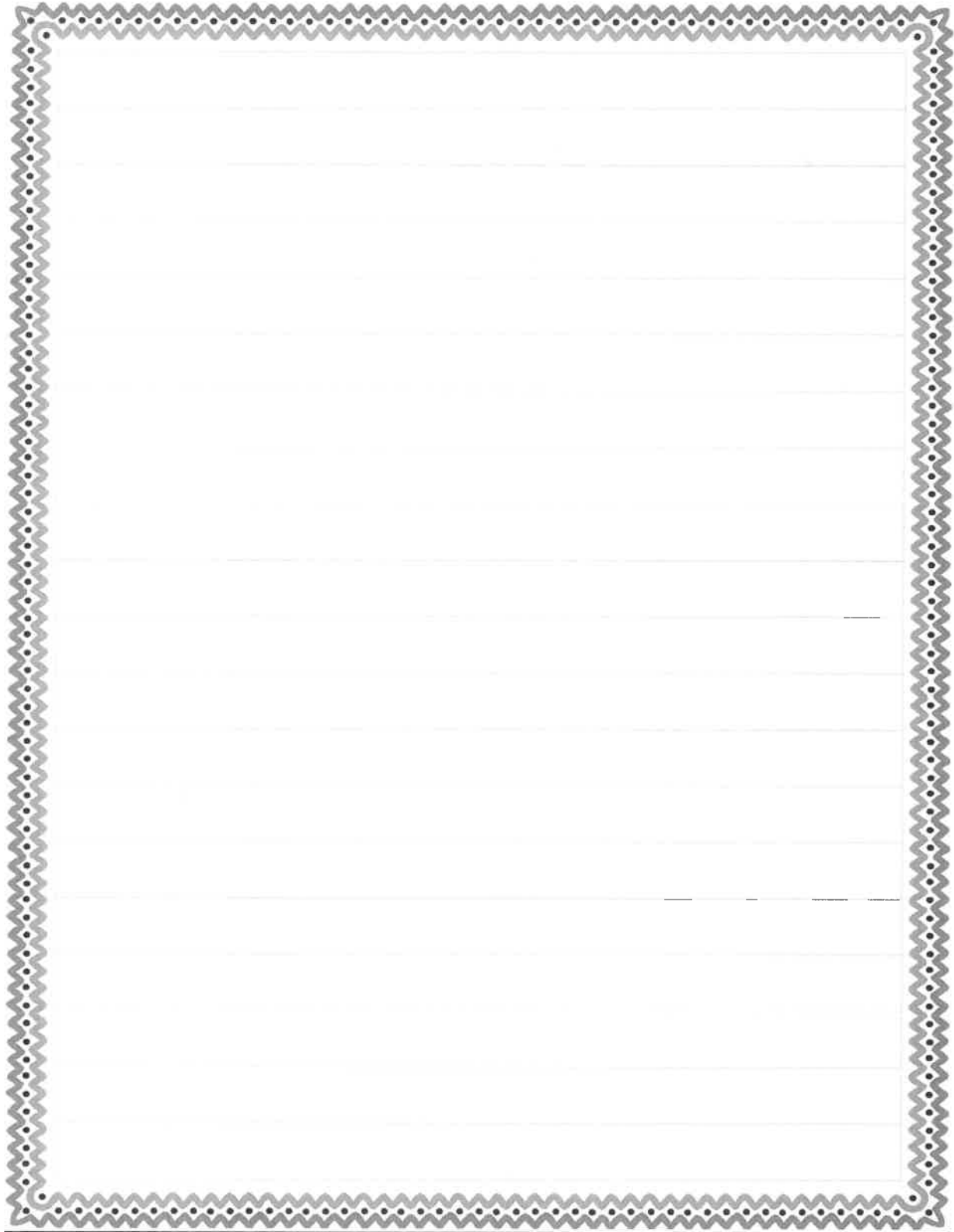
3

4

5

Your Review

Write about a really good day out or a really awful day out. It can be imaginary.

A large rectangular writing area with a decorative border. The border consists of a repeating zigzag pattern with small dots at the peaks and valleys. Inside the border, there are horizontal lines for writing, alternating between solid and dashed lines. The writing area is currently blank.