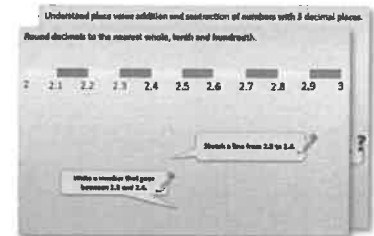


Year 3: Week 6, Day 1

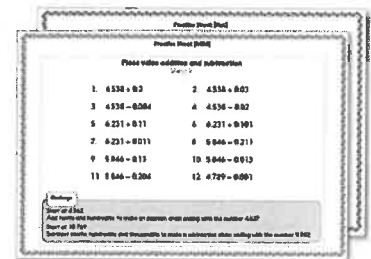
Order amounts of money

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

Learning Reminders

Understand place value in money, writing amounts **in** pounds and pence.

£1	.	10p	1p
6	.	5	4
4	.	5	6

We can use this money
place value grid to write
amounts of money.

Six pounds and
fifty four pence.

£6.54

Four pounds and
fifty six pence.

£4.56

Learning Reminders

Understand **place** value in money, writing amounts **in** pounds and pence.

£3.78

What is the value of each digit in this amount of money?

Write three amounts between £3 and £4.

They all have three pounds and some pence!

Now write three amounts between £3.50 and £3.60.

Which digits did you use in ALL of them?

Learning Reminders

Understand place value in money, writing amounts in pounds and pence.

Write four amounts between £7 and £8.

Now order the amounts, smallest to largest.

What digits did you need to check to work out the order?

Now try that again with amounts between £5 and £6...

£7.24

£7.36

£7.64

£7.68

Practice Sheet Mild

Place value and money practice

Find 3 amounts that lie between the following pairs of prices and order them from least to greatest:

1. £4.00 and £5.00
2. £9.00 and £10.00
3. £1.00 and £2.00
4. £3.50 and £4.00
5. £6.40 and £6.80
6. £2.60 and £2.90
7. £1.30 and £1.50
8. £7.70 and £7.80
9. £4.10 and £4.20
10. £5.90 and £6.00

Challenge

How many amounts between £1.30 and £1.50 can be made with exactly 3 coins?

Practice Sheet Hot

Place value and money practice

Find 3 amounts that lie between the following pairs of prices and order them from least to greatest:

1. £4.10 and £4.20
2. £5.90 and £6.00
3. £9.45 and £9.55
4. £8.23 and £8.33
5. £3.76 and £3.86
6. £1.97 and £2.07
7. £6.99 and £7.09
8. £7.93 and £8.03

Challenge

How many amounts between £4.50 and £5.00 contain all even digits, e.g. £4.82?

Practice Sheet Answers

Place value and money practice (Mild)

Challenge

How many amounts between £1.30 and £1.50 can be made with exactly 3 coins? £1.30 = £1 + 20p + 10p, £1.40 = £1 + 20p + 20p, £1.50 = 50p + 50p + 50p

Place value and money practice (Hot)

Challenge

How many amounts between £4.50 and £5.00 contain all even digits, e.g. £4.82. Answers can include: £4.60, £4.62, £4.64, £4.66, £4.68, £4.80, £4.82, £4.84, £4.86, £4.88

A Bit Stuck? Coin count up

Play in pairs

Things you will need:

- The money place value grid on your whiteboard
- A dice
- Pound, 10p and 1p coins
- A 100 bead string



What to do:

- Take it in turns to roll the dice.
- Decide whether to take that number of pound coins, 10p coins or 1p coins.
- Place your coins in the correct column on your place value grid.
- Repeat twice more *so that you have coins in each column.*
- You are aiming to make the biggest amount of money that you can!
- Write how much money you have made. Draw the coins by the side.
- Which person has most money?
They win a penny!
- Play at least five more times.

£3.42	£1	£1	£1	
	10p	10p	10p	10p
	1p	1p		

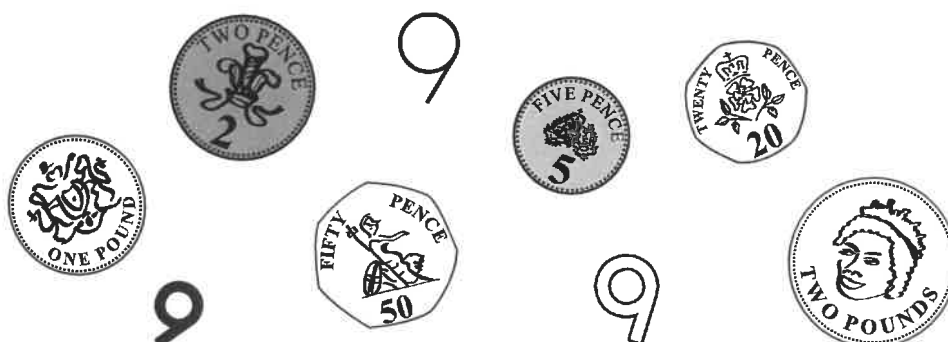
S-t-r-e-t-c-h:

Roll the dice only twice. Take a number of pound coins but only a number of 10p or 1p coins. How much money do you have?
In which column do you need to write a zero? Why?

Learning outcomes:

- I can write amounts of money in pounds and pence (£1s, 10ps and 1ps, no zeros).
- I can partition amounts of money less than £10 into pounds, 10ps and 1ps.
- I can compare amounts of money up to £10.
- I am beginning to understand how to write amounts of money with zero in the 10p or 1p column.

Investigation Nine-hunters



Your challenge is to find out how many amounts of money from £1 to £10 use the digit 9 at least once.

This is not a quick question to answer...!

What's your **strategy** going to be...?

- **Quick-start...** Think of three amounts, any amounts, containing at least one 9.
- **Choose a starting point...** Maybe start by listing the amounts that have a 9 between £1 and £2 that have the digit 9 in the 1p place...
e.g. £1.09, £1.19, £1.39 ... £1.99.

How will you **organise** your thinking and ideas?

- Maybe make a **list** of the amounts that have 9 in the 10ps place:
e.g. £1.90, £1.91... £1.99 [Note that you already have this last one...]

Are any **patterns** beginning to appear?

- Now think about the number of times the digit 9 is used between £2 and £3.
- Then between £3 and £4, then £4 and £5 ...

Thinking mathematically...

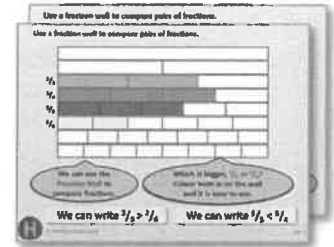
Is the digit 9 used the same number of times between £9 and £10?

Year 3: Week 6, Day 2

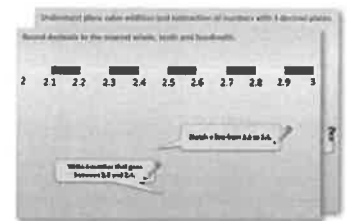
Add and subtract money

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.

Place value addition and subtraction	
1. $4.538 + 0.2$	2. $4.538 - 0.05$
3. $4.538 - 0.004$	4. $4.538 - 0.02$
5. $4.231 + 0.11$	6. $4.231 - 0.101$
7. $4.231 - 0.011$	8. $5.048 - 0.211$
9. $9.046 - 0.13$	10. $9.046 - 0.015$
11. $9.046 - 0.204$	12. $4.709 - 0.001$

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!

Identify the value of the '4' in the following numbers:


- (a) 3.407
- (b) 4.821
- (c) 0.043
- (d) 5.104
- (e) 48,739

How many times must Dan multiply 0.048 by 10 to get 48,000?

What number is one hundred times smaller than 0.4?

Learning Reminders

Use place value to add and subtract pounds, 10ps and 1ps.



How much is here? How can you write that?

£3.65

If I bought something for 60p how much would be left?

£3.65 - 60p = £3.05

What if I spent just 5p instead?

£3.65 - 5p = £3.60

Learning Reminders

Use place value to add and subtract pounds, 10ps and 1ps.

The prices of all of these are going to go up by 20p. Which digit will change?

Sunglasses	£6.75	£6.95
Bracelet	£4.43	£4.63
Toy car	£2.36	£2.56
Flip flops	£9.80	£10.00
Football	£5.62	£5.82
Cap	£7.50	£7.70

Use place value to add and subtract pounds, 10ps and 1ps.

This time the prices are going up by only 4p. Which digit will change this time?

Sunglasses	£6.75	£6.79
Bracelet	£4.43	£4.47
Toy car	£2.36	£2.40
Flip flops	£9.80	£9.84
Football	£5.62	£5.66
Cap	£7.50	£7.54

Use place value to add and subtract pounds, 10ps and 1ps.

What if the prices had been reduced by £1? Which digit will change?

Sunglasses	£6.75	£5.75
Bracelet	£4.43	£3.43
Toy car	£2.36	£1.36
Flip flops	£9.80	£8.80
Football	£5.62	£4.62
Cap	£7.50	£6.50

Practice Sheet Mild

Place value and money practice

The following prices have been increased or decreased. What is the new price?

Shop one	Shop two	Shop three	Shop four
$£1.05 + 50\text{p} =$	$£7.66 + 5\text{p} =$	$£9.11 + 9\text{p} =$	$£4.50 + £2.00 =$
$£4.63 + 5\text{p} =$	$£8.32 - 4\text{p} =$	$£4.32 - 20\text{p} =$	$£6.72 - £3.00 =$
$£3.48 - 6\text{p} =$	$£1.13 + 80\text{p} =$	$£3.27 + 70\text{p} =$	$£1.25 + £6.00 =$
$£8.86 - 30\text{p} =$	$£4.99 - 70\text{p} =$	$£6.89 - 9\text{p} =$	$£8.99 - £7.00 =$

Which was the easiest shop to solve? Which was the most difficult shop to solve? Why?

Practice Sheet Hot

Place value and money practice

The following prices have been increased or decreased. What is the new price?

Shop one	Shop two	Shop three	Shop four
$£7.66 + 5p =$	$£9.11 + 9p =$	$£5.05 - 9p =$	$£4.50 + £2.00 =$
$£8.32 - 4p =$	$£4.32 - 20p =$	$£2.76 + 50p =$	$£6.72 - £3.00 =$
$£1.13 + 80p =$	$£3.27 + 70p =$	$£7.94 + 8p =$	$£1.25 + £6.00 =$
$£4.99 - 70p =$	$£6.89 - 9p =$	$£6.42 - 90p =$	$£8.99 - £7.00 =$

Which was the easiest shop to solve? Which was the most difficult shop to solve? Why?

Challenge

Write 4 more price changes for your own 'shop five', where increases and decreases are in 10ps and 1ps (e.g. $£3.46 + 52p$). Can you work out the new prices?

Practice Sheet Answers

Place value and money (Mild)

Shop one

$$£1.05 + 50\text{p} = £1.55$$

$$£4.63 + 5\text{p} = £4.68$$

$$£3.48 - 6\text{p} = £3.42$$

$$£8.86 - 30\text{p} = £8.56$$

Shop three

$$£9.11 + 9\text{p} = £9.20$$

$$£4.32 - 20\text{p} = £4.12$$

$$£3.27 + 70\text{p} = £3.97$$

$$£6.89 - 9\text{p} = £6.80$$

Shop two

$$£7.66 + 5\text{p} = £7.71$$

$$£8.32 - 4\text{p} = £8.28$$

$$£1.13 + 80\text{p} = £1.93$$

$$£4.99 - 70\text{p} = £4.29$$

Shop four

$$£4.50 + £2.00 = £6.50$$

$$£6.72 - £3.00 = £3.72$$

$$£1.25 + £6.00 = £7.25$$

$$£8.99 - £7.00 = £1.99$$

Place value and money (Hot)

Shop one

$$£7.66 + 5\text{p} = £7.71$$

$$£8.32 - 4\text{p} = £8.28$$

$$£1.13 + 80\text{p} = £1.93$$

$$£4.99 - 70\text{p} = £4.29$$

Shop three

$$£5.05 - 9\text{p} = £4.96$$

$$£2.76 + 50\text{p} = £3.26$$

$$£7.94 + 8\text{p} = £8.02$$

$$£6.42 - 90\text{p} = £5.52$$

Shop two

$$£9.11 + 9\text{p} = £9.20$$

$$£4.32 - 20\text{p} = £4.12$$

$$£3.27 + 70\text{p} = £3.97$$

$$£6.89 - 9\text{p} = £6.80$$

Shop four

$$£4.50 + £2.00 = £6.50$$

$$£6.72 - £3.00 = £3.72$$

$$£1.25 + £6.00 = £7.25$$

$$£8.99 - £7.00 = £1.99$$

A Bit Stuck?

Money matters

Things you will need:

- The money place value grid on your whiteboard
- A pencil
- £1, 10p and 1p coins
- Dice
- +£1, +10p, +1p, -£1, -10p, -1p cards in a feely bag



What to do:

- Roll the dice.
Put this number of £1 coins in the correct column on your place value grid.
- Roll the dice again.
Put this number of 10p coins in the correct column in your place value grid.
- Roll the dice again.
Put this number of 1p coins in the correct column in your place value grid.
- Write the total.
- Take a card. This card will tell you to add or subtract £1, 10p or 1p.
- Do this. How much money do you have now?
- Write the addition or subtraction.
- Replace the card.
- Repeat at least four more times.

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

Use £1, 10p and 1p coins to make £4.25.

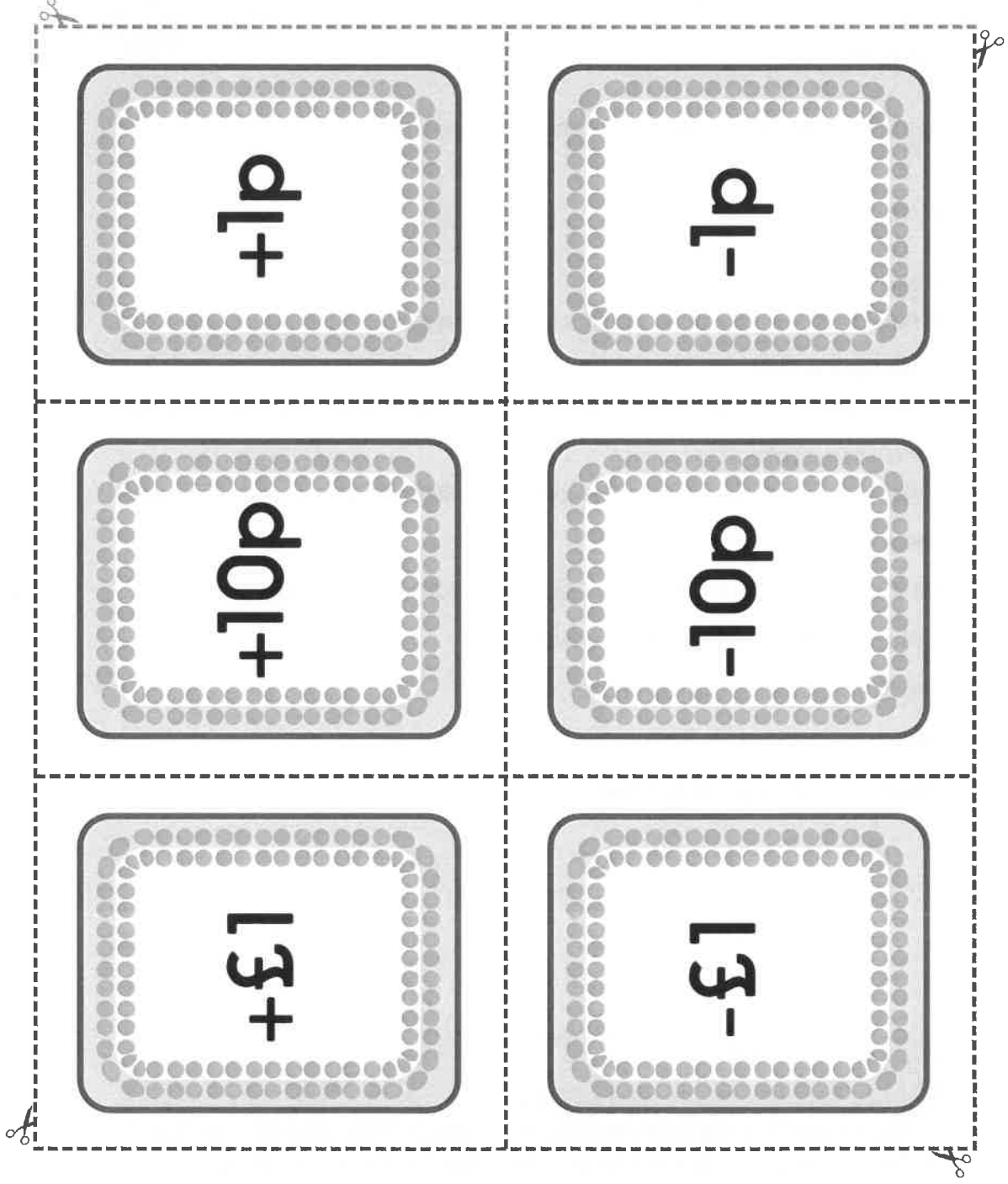
What do you need to subtract to 'zap' the digit 2? Write the subtraction.

What do you need to subtract to 'zap' the digit 5? Write the subtraction.

Learning outcomes:

- I can add and subtract £1, 10p and 1p.
- I am beginning to write amounts with 0 in the 10p or 1p place.

A Bit Stuck?
Money matters



A Bit Stuck?
Money matters

£1	.	10p	1p

Check your understanding:

Questions

What is the smallest number of coins you can use to give me...

- £2.31
- £1.09
- £4.40

Make £5.55 using exactly 5 coins. Which coins have you used?

Write these amounts on a place value grid.

(i) Three pounds and sixteen pence.

(ii) Five pounds and fifty pence.

(iii) Two pounds and two pence.

Now add 50p to each amount.

What do I subtract from six pounds sixty-one to get five pounds ninety?

Answers on next page

Check your understanding:

Answers

What is the smallest number of coins you can use to give me...

- **£2.31** 4 - £2, 20p, 10p and 1p.
- **£1.09** 4 - £1, 5p and two 2ps.
- **£4.40** 4 – two £2s and two 20ps.

A helpful strategy for this and the following question is to start with the largest value coin.

Make £5.55 using exactly 5 coins. Which coins have you used?

two £2s, one £1, one 50p and one 5p.

Write these amounts on a place value grid.

Add 50p to each amount.

(i) Three pounds and sixteen pence. £3.66

(ii) Five pounds and fifty pence. £6.00

(iii) Two pounds and two pence. £2.52

What do I subtract from six pounds sixty-one to get five pounds ninety? 71p

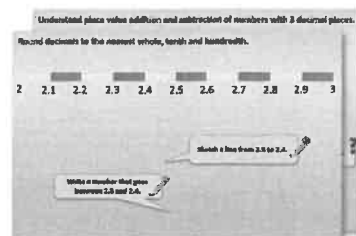
Children could calculate this by counting up from £5.90 on a money number line: hop 10p to £6, then jump 61p to £6.61.

Year 3: Week 6, Day 3

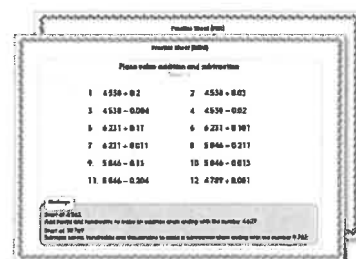
Length

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.

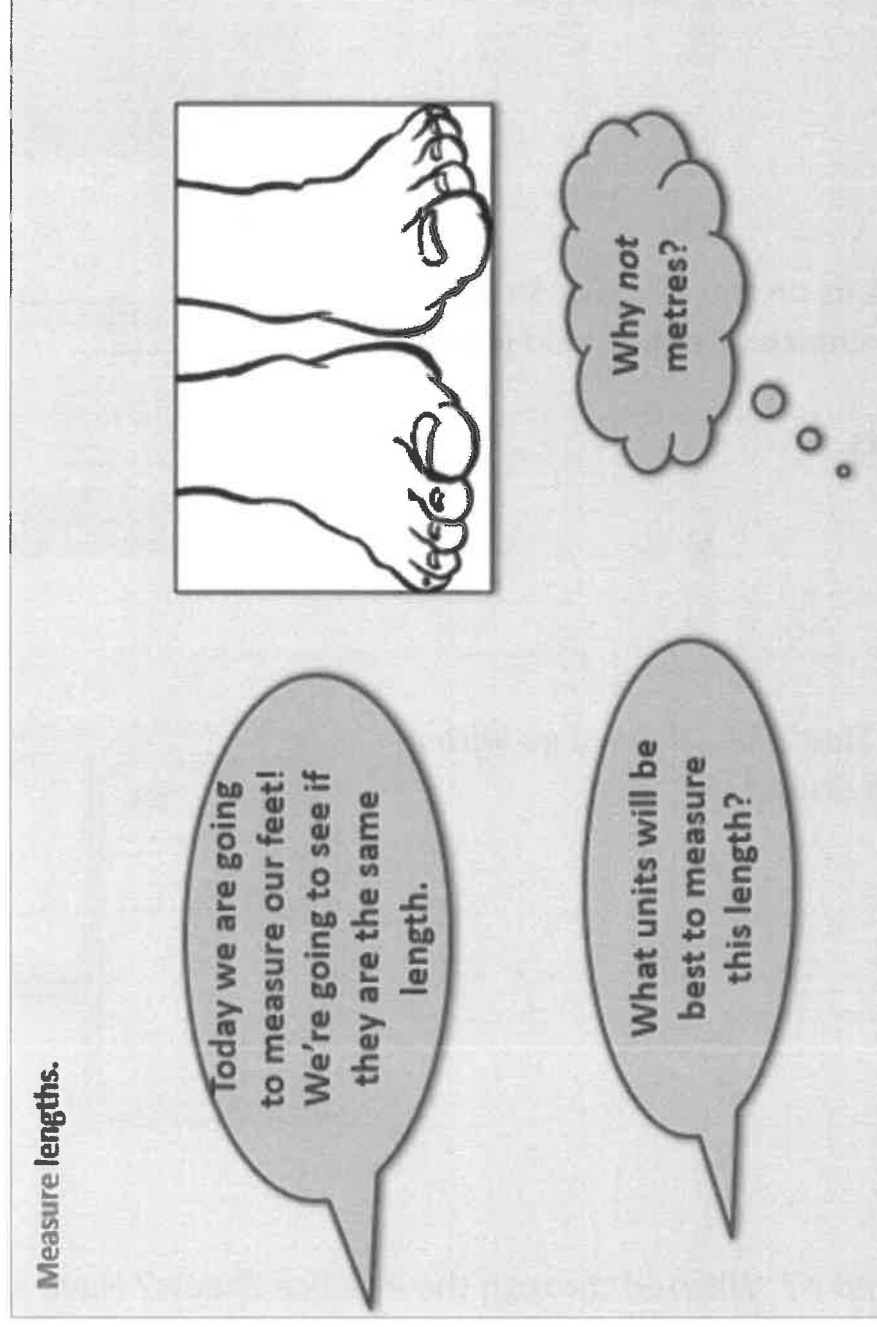


3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



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

Learning Reminders



Learning Reminders

Measure lengths; Know that there are 10mm in a centimetre; Use a ruler to measure lines.

We can also use millimetres to be more accurate.

There are 10mm in 1cm.



This ruler is 5cm long.
How many mm is that?

What if it was
10cm long?

5 centimetres = 50 millimetres

Learning Reminders

Measure and compare lengths; Know that there are 10mm in a centimetre; Use a ruler to measure lines.

If a rubber was 2cm 3mm long what would that be in mm?

2cm 3mm is 23 millimetres

If a pencil was 4cm 8mm long what would that be in mm?

4cm 8mm is 48 millimetres

If someone's foot was 16cm 3mm what would that be in mm?

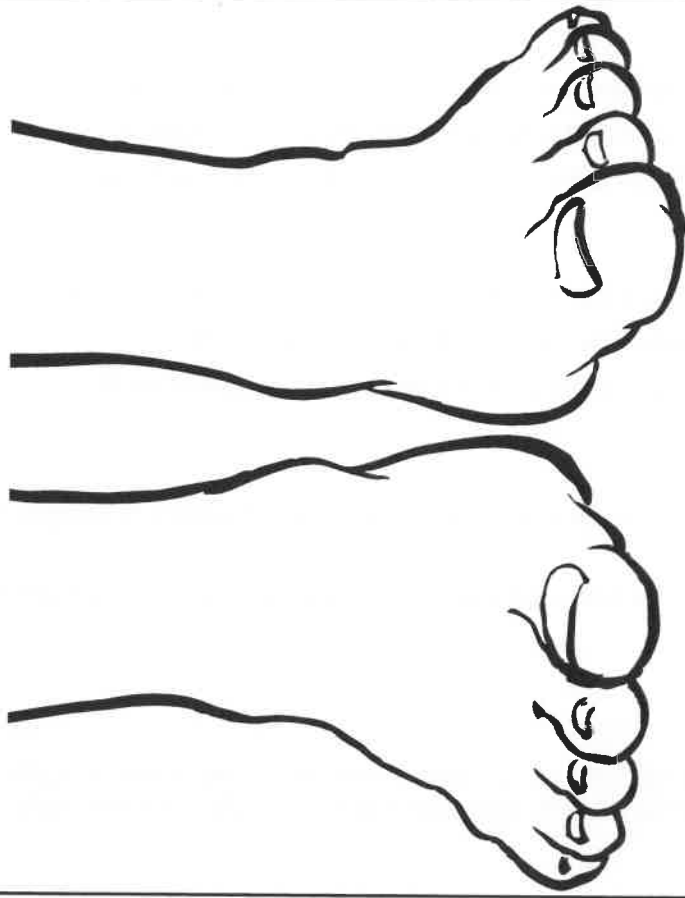
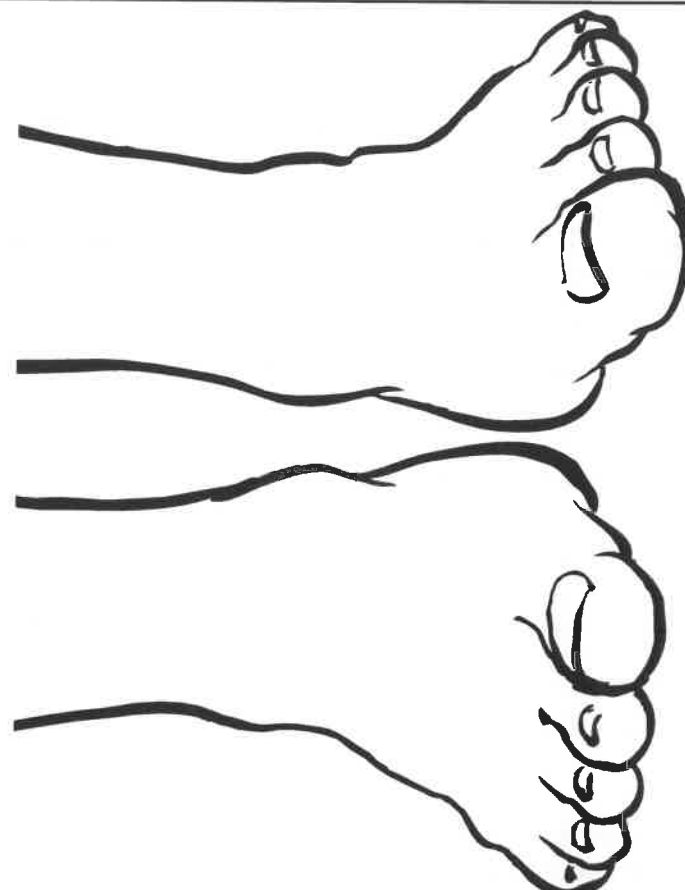
16cm 3mm is 163 millimetres

That's more accurate than 16 or 17cm! And much better if we are trying to see if there is a difference between the length of our two feet.

Practice Sheet Mild

Measures practice

- * Measure the length of your two feet and someone else's two feet.
- * Record the length of each foot in millimetres.
- * Convert this to centimetres and millimetres.
- * Was one foot longer than the other?!

			
Measurement in mm (e.g. 163mm)	Measurement in cm and mm (e.g. 16cm 3mm)	Measurement in mm	Measurement in cm and mm

Practice Sheet Hot

Measures practice

Measure nine of the colouring pencils in your pencil case or on your table and record their lengths in mm.

Pencil colour	Length in mm	Length in cm and mm

Now look at your data and answer the questions below. Start with the bronze questions. See how far you can get through the silver and gold questions.

Bronze

Can you convert the lengths of the pencils from mm into cm and mm?

Can you order the pencils by length from shortest to tallest?

Which pencil is in the middle when the pencils are in length order?

Silver

What is the difference between the longest and shortest pencil?

What is the difference between the blue and red pencil?

What is the difference between the green and yellow pencil?

Gold

How many pairs of pencils can you find with a difference in length that is greater than 6 mm?

How many pairs of pencils can you find with a difference in length that is less than 10 mm?

Challenge

Compare your results with other tables – are there any colours in particular that are always at the shorter end? If there are, can you suggest why this might be?

Practice Sheet Answers

Measures practice (Hot)

Bronze

1m 30cm
1m 20cm
1m 25cm
1m 23cm
1m 33cm
1m 39cm
1m 41cm

Amy, Harry, Alice, Khalil, Freya, Jasmine, Ben.

Two children are taller than Freya, Four children are shorter than Freya.

Silver

Freya is 10cm taller than Harry.

Alice is 5cm shorter than Khalil.

The difference between the tallest and shortest child is 21cm.

Gold

Amy and Alice, Amy and Khalil, Amy and Freya, Amy and Jasmine, Amy and Ben, Khalil and Jasmine, Khalil and Ben, Alice and Khalil, Alice and Freya, Alice and Jasmine, Alice and Ben, Harry and Khalil, Harry and Freya, Harry and Jasmine, Harry and Ben, Freya and Jasmine, Freya and Ben.

Alice and Harry, Jasmine and Ben

Harry and Khalil

Challenge

Ben (141cm) and Jasmine (139cm) are the tallest, and Amy (120cm) and Harry (123cm) are the shortest. If they lay head-to-toe on the floor they would make a line 523cm or 5 metres 23cm long across the floor.

A Bit Stuck? Old measures

Focus of activity: Measuring lengths in centimetres and finding the difference between two lengths by counting up.

Things you will need:

- Tape measure
- A pencil



What to do:

- * In ancient Egyptian times (and for centuries afterwards), people didn't measure distances using metres and centimetres but used units such as cubits and feet. A cubit is the distance from the base of the elbow to the tip of the middle finger.
- * Use a tape measure to measure the distance from your middle finger-tip to the base of your elbow.
- * Record this distance, remembering that we use cm to stand for centimetres.

- Use a tape measure to measure the length of your partner's cubit to the nearest centimetre.
- Make the tape measure the same length as your partner's foot.
- Write down both measurements.
- Work out the difference between lengths.
- Now ask your partner to measure your cubit and foot length. Find the difference between the two. Record both measurements and the difference between them.
- Look around for some objects which might have a height or length between your foot and cubit. Use the tape measure to check. Write down the names of the objects and their heights or lengths.

○	
○	
○	
○	<u>Abdul</u>
○	Cubit 28 cm
○	Foot 19 cm
○	Difference 9 cm
○	
○	<u>Katya</u>
○	Cubit...
○	
○	
○	
○	

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

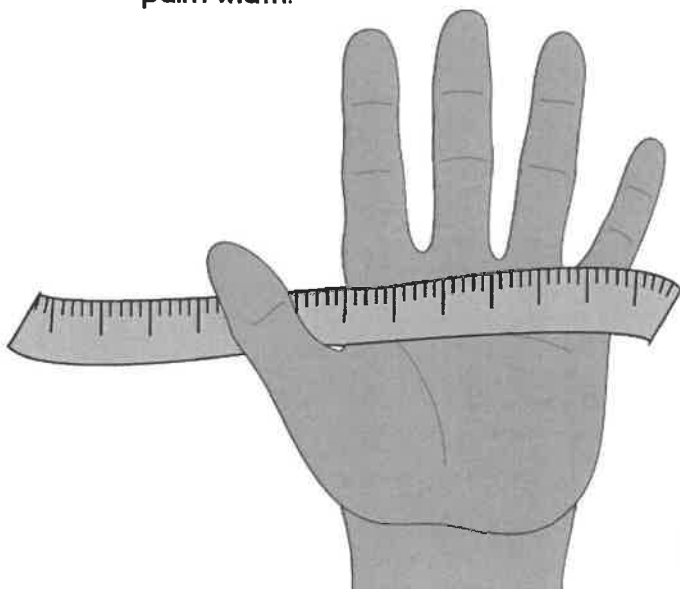
Estimate the distance from your wrist to your elbow. Do you think the distance is shorter or longer than a foot? Use the tape measure to measure this distance. Estimate your hand span. Do you think the distance is shorter or longer than a foot? Use a tape measure to measure this distance.

Learning outcomes:

- I can measure lengths in centimetres.
- I can count up to find a difference between two lengths.
- I am beginning to estimate distances in centimetres.

Investigation Hands and fingers

1. Use a ruler to measure your friend's palm width.



2. Record the exact number of centimetres to the nearest half centimetre.
3. Repeat this to measure their longest finger and record the measurement.
4. Repeat this with someone else at home, or with another child in your class if you are in touch with them.

Name	Palm	Finger	Difference
Jed	6	$5\frac{1}{2}$	$\frac{1}{2}$ cm

Record your data on a block graph, where the vertical axis is the number of children and the horizontal axis is labelled: Same length, $\frac{1}{2}$ cm difference, 1 cm difference, $1\frac{1}{2}$ cm difference, 2 cm difference.

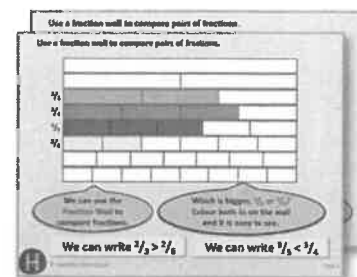
How many blocks do you colour in each category?

Year 3: Week 6, Day 4

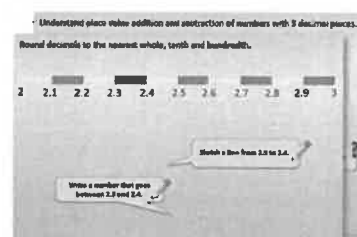
Perimeter (1)

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.

Practice Sheet (page 1)	
Place value addition and subtraction	
1. $4.538 + 0.2$	2. $4.538 + 0.02$
3. $4.538 - 0.004$	4. $4.538 - 0.02$
5. $4.231 + 0.711$	6. $4.231 + 0.501$
7. $4.231 - 0.011$	8. $4.564 - 0.211$
9. $5.644 - 0.13$	10. $5.644 - 0.075$
11. $5.644 - 0.204$	12. $4.799 - 0.001$

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

Understand, measure and calculate perimeters.

Choose a book. If you were to measure the distance round the edge of this book, how long do you think that distance would be?

We call the distance around the edge of a shape its perimeter.

The Magic Frog



By A.A.Jumper

Let's look at how we can measure the perimeter...

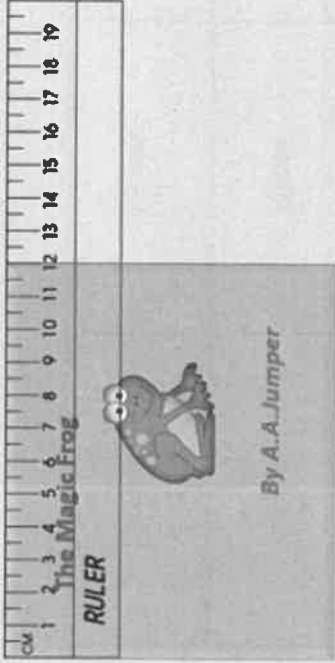
Learning Reminders

Understand, measure and calculate perimeters.

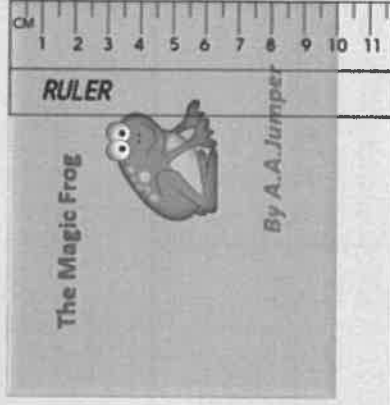
We could put a piece of string all around the edges....

...but it is better to measure each side with a ruler.

Top = 12cm



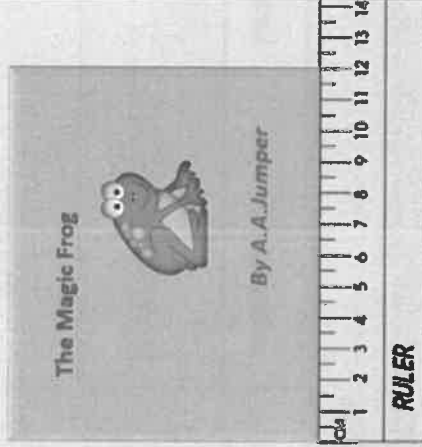
The diagram shows a book cover titled "The Magic Frog" by A.A. Jumper. A ruler is placed horizontally across the top edge. The ruler is marked from 0 to 19 cm. The top edge of the book is aligned with the 0 mark, and the measurement is 12 cm.



The diagram shows the same book cover. A ruler is placed vertically along the right edge. The ruler is marked from 0 to 11 cm. The right edge of the book is aligned with the 0 mark, and the measurement is 10 cm.


Right = 10cm

Bottom = 12cm



The diagram shows the same book cover. A ruler is placed horizontally across the bottom edge. The ruler is marked from 0 to 14 cm. The bottom edge of the book is aligned with the 0 mark, and the measurement is 12 cm.

Left = 10cm



The diagram shows the same book cover. A ruler is placed vertically along the left edge. The ruler is marked from 0 to 16 cm. The left edge of the book is aligned with the 0 mark, and the measurement is 10 cm.

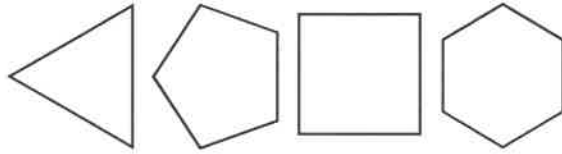
12cm + 10cm + 12cm + 10cm = ?

Add the 4 lengths to find the perimeter...

Practice Sheet Mild

Shape practice

Calculate the perimeters of these regular shapes from the length of one side.
Complete the table.



Regular Shape	Length of one side	Number of sides	Perimeter
Equilateral triangle	15cm		
Pentagon	12cm		
Square	16cm		
Hexagon	$1\frac{1}{2}$ cm		

Challenge

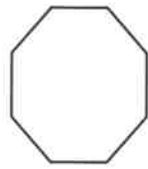
What would the lengths of the sides of the following shapes be if the perimeter is 30cm:

- a. equilateral triangle
- b. square
- c. pentagon
- d. hexagon

Practice Sheet Hot

Shape practice

Calculate the perimeters of these regular shapes from the length of one side.
Complete the table.



Regular Shape	Length of one side	Number of sides	Perimeter
Octagon	5cm		
Decagon	7cm		
Heptagon	3cm		
Nonagon	4cm		

Challenge

Can you suggest 5 different possible side lengths for an irregular pentagon with a perimeter of 40cm?

Practice Sheet Answers

Shape practice Mild and Hot

Regular Shape	Length of one side	Number of sides	Perimeter
Equilateral triangle	15cm	3	45cm
Octagon	5cm	8	40cm
Pentagon	12cm	5	60cm
Decagon	7cm	10	70cm
Square	16cm	4	64cm
Heptagon	3cm	7	21cm
Hexagon	$1\frac{1}{2}$ cm	6	9cm
Nonagon	4cm	9	36cm

Challenge

What would the lengths of the sides of the following shapes be if the perimeter is 30cm?

- a. 10 cm b. $7\frac{1}{2}$ cm
c. 6 cm d. 5 cm

Can you suggest 5 different possible side lengths for an irregular pentagon with a perimeter of 40cm?

Example answer: 9 cm, 6 cm, 8 cm, 7 cm, 10 cm.

A Bit Stuck?

Round the rectangles



Things you will need:

- A pencil
- A ruler

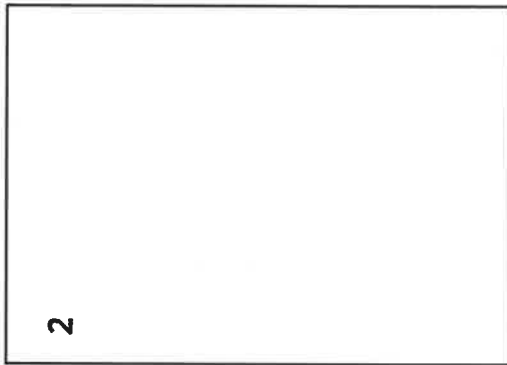
What to do:

1. Estimating, by looking only, which of these rectangles do you think has the longest perimeter (distance round the outside of the shape)?
2. Which do you think will have the shortest perimeter? It's not easy to tell...!
3. Use a ruler to measure each side of each rectangle to the nearest centimetre.
4. Add the four sides of each rectangle to find its perimeter.
5. Which rectangle did have the longest perimeter? And the shortest perimeter?

1



2



3



4



5



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

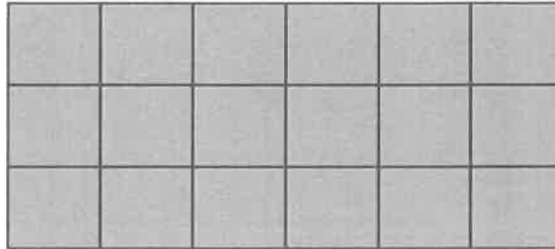
Can you see a way to make it quicker to find the perimeter of a rectangle?

Hint... Do you need to measure all four sides?

Investigation

Pete's pond problem

1. Pete is digging a rectangular pond in his garden. To stop the herons eating his fish, he is going to put a fence all the way around the pond.



This pond has an area of **18 squares**. Each square is a metre long, so the perimeter of this pond is **18m**.

If Pete changes the shape of the pond into a different rectangle, does the perimeter change too?

For example:



Are these the only two rectangles Pete could create for an area of 18 squares?

2. To save money, Pete wants to use a minimum length of fencing. Which rectangle should he use?
3. Try creating rectangular ponds with these areas: 20 squares, 16 squares, 30 squares, and 25 squares. Investigate all of the possible rectangles with that area, and always note which pond uses the least fencing.
4. Have you noticed anything interesting?

Can you make a **generalisation** about the relationship between the length of the rectangle and its perimeter?

How might you record all of the combinations you try?

Organising your recording will help you **systematically** try all possibilities and spot **patterns** in the results.

Challenge

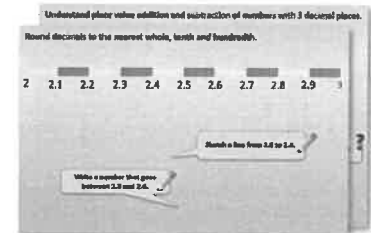
If you are allowed to use half-squares for the pond, can you use what you have discovered to make an even smaller perimeter for an area of 20 squares?

Year 3: Week 6, Day 5

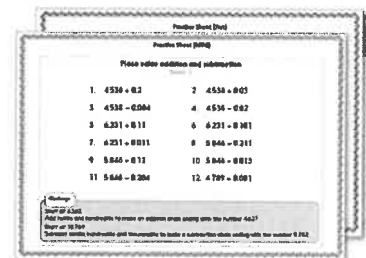
Perimeter (2)

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.



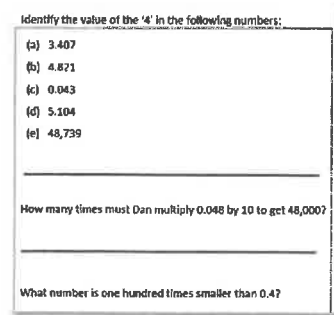
2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



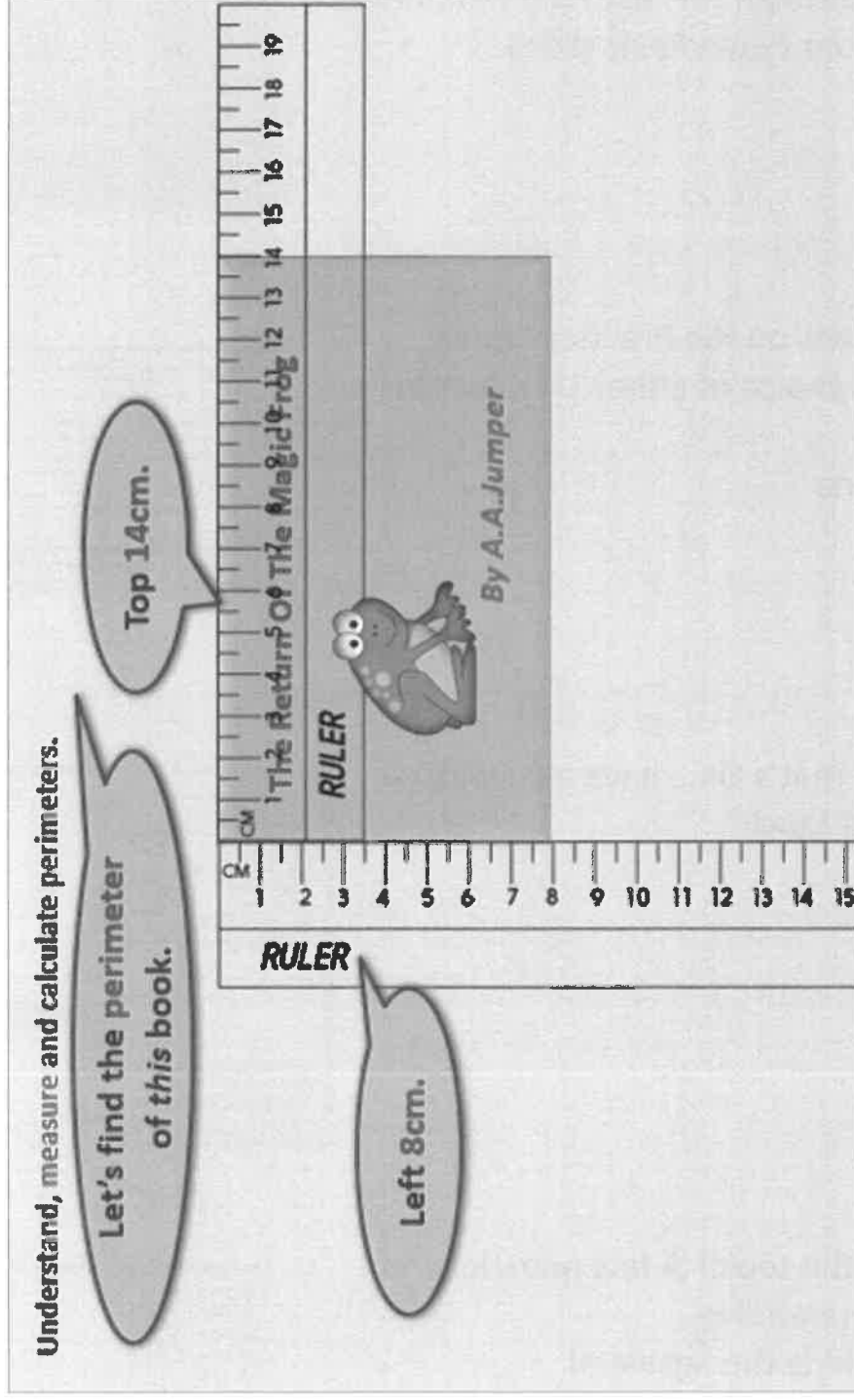
3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



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



Learning Reminders



Learning Reminders

Understand, measure and calculate perimeters.

Top 14cm.

Left 8cm.

Do we need to measure the other two sides?

The bottom length is the same as the top!

The right length is the same as the left!

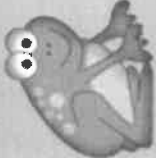
We can add 14cm and 8cm and then double!

$14\text{cm} + 8\text{cm} = ?$

Double $22\text{cm} = ?$

The Return Of The Magic Frog

By A.A.Jumper



Learning Reminders

Understand, measure and calculate perimeters.

That was a small book!
What if the top side was
25cm and the left side 20cm?

Work to find the
perimeter.

$$25\text{cm} + 20\text{cm} = ?$$

$$\text{Double } 45\text{cm} = ?$$

What if the top side
was 15cm and the
left side 17cm?

Work to find the
perimeter.

$$15\text{cm} + 17\text{cm} = ?$$

$$\text{Double } 32\text{cm} = ?$$

Practice Sheet Mild

Shape practice

Calculate the perimeters of these rectangles from the length of two sides.
Remember to find the total and double.

Length of long side	Length of short side	Total of sides given	Double the total to find the perimeter
5cm	3cm		
6cm	2cm		
8cm	4cm		
12cm	8cm		
15cm	10cm		
20cm	5cm		
28cm	22cm		
38cm	36cm		

Do any of the rectangles have the same perimeter?

Challenge

What are the possible lengths of sides for a rectangle with a perimeter of 30cm?

Practice Sheet Hot

Shape practice

Calculate the perimeters of these rectangles from the length of two sides.
Remember to find the total and double.

Length of long side	Length of short side	Total of sides given	Double the total to find the perimeter
64cm	36cm		
57cm	20cm		
49cm	16cm		
55cm	45cm		
38cm	28cm		
35cm		60cm	120cm
	25cm		200cm

Do any of the rectangles have the same perimeter?

Challenge

What are the possible lengths of sides for a rectangle with a perimeter of 30cm?

Practice Sheet Answers

Shapes practice (Mild)

Length of long side	Length of short side	Total of sides given	Double the total to find the perimeter
5cm	3cm	8cm	16cm
6cm	2cm	8cm	16cm
8cm	4cm	12cm	24cm
12cm	8cm	20cm	40cm
15cm	10cm	25cm	50cm
20cm	5cm	25cm	50cm
28cm	22cm	50cm	100cm

Shapes practice (Hot)

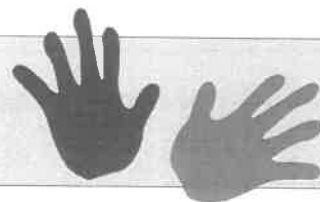
Length of long side	Length of short side	Total of sides given	Double the total to find the perimeter
64cm	36cm		
57cm	20cm		
49cm	16cm		
55cm	45cm		
38cm	28cm		
35cm		60cm	120cm
	25cm		200cm

A Bit Stuck? Maths on the edge

Work in pairs

Things you will need:

- A pencil
- Lots of cm^2 paper



What to do:

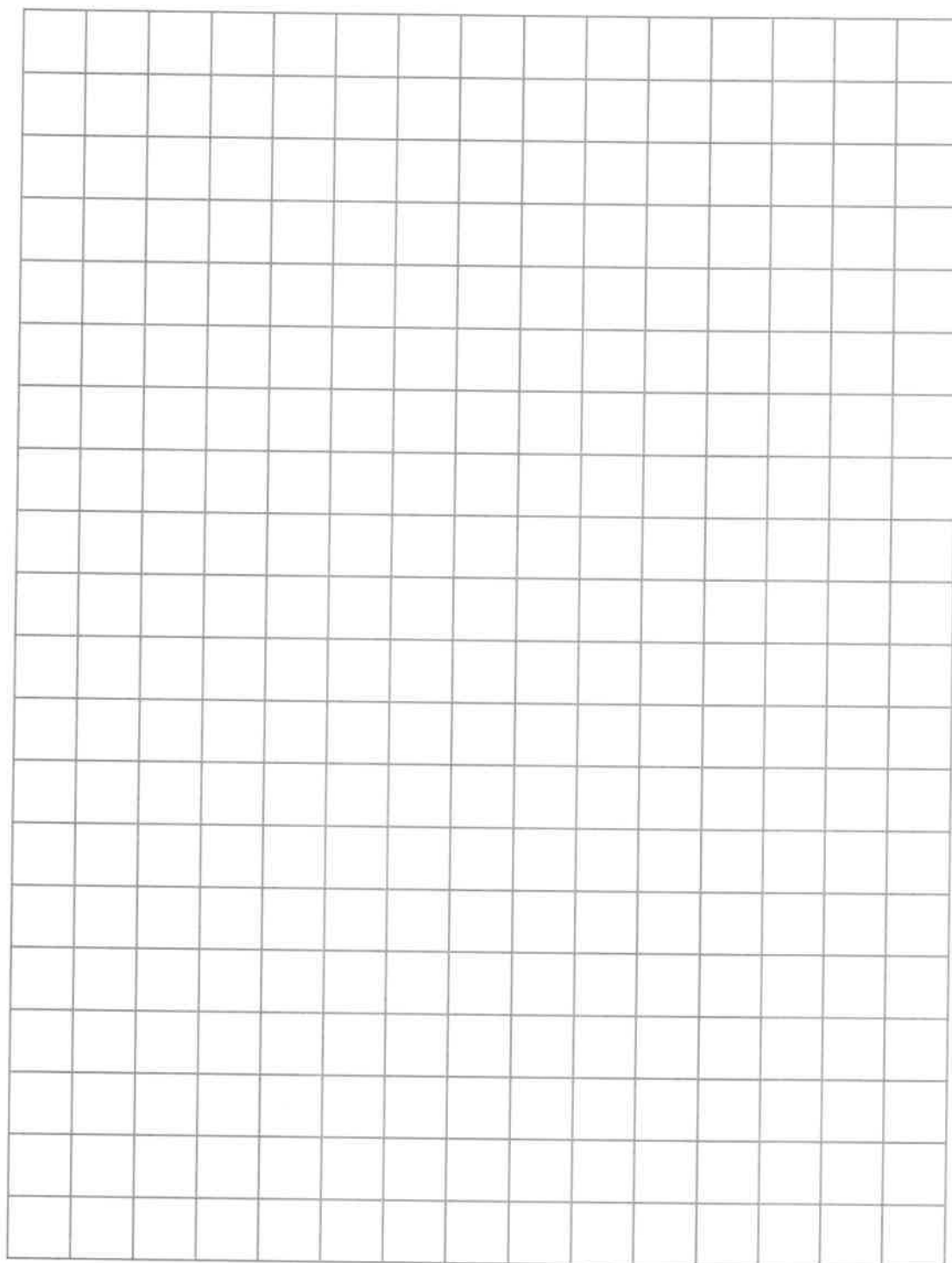
- Take it in turns to draw a rectangle on squared paper, making sure that each side is a whole number of centimetres. Both sides should be less than 10cm.
- Find the lengths of two different sides.
- One person adds these two sides, then doubles the answer to find the perimeter.
- The other person adds the four sides together to find the perimeter.
- Check that you both get the same answer.
- Once agreed, write the perimeter by the rectangle.
- Swap roles and repeat.

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

Try and draw a rectangle with a perimeter of 14cm.

Learning outcomes:

- I can find the perimeter of a rectangle by finding the total of all four sides.
- I am beginning to find the perimeter by doubling the total of two adjacent sides.



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 an extract from Harry Potter

- Read *The Sorting Hat*. Have you read or seen this part of the story before? How do you think you would feel if you were there in the Great Hall?
- Watch the film version of this scene. Which part of the scene do you think that the film does best?

<https://www.youtube.com/watch?v=A0clahf8M>

2. Remind yourself about clauses and conjunctions

- Use the *PowerPoint* to hear the teaching on *Clauses and Conjunctions* or use the *Revision Card* remind yourself.
- Complete the *Conjunctions Activity*. You can use the *List of Conjunctions* to help you.

3. Write some sentences

- Watch the film clip of the Sorting Hat again.
- Now write some sentences about the scene. Use conjunctions in your sentences, using the *List of Conjunctions*.

Well done! Now show a grown-up your sentences. Show them the conjunctions that you have used and clauses that you have joined.

Try these Fun-Time Extras

- Can you find out which house you belong to? Ask a grown-up to help you register and then use this Sorting Ceremony website:
<https://my.wizardingworld.com/sorting-hat/intro>

The Sorting Hat

The door swung open at once. A tall, black-haired witch in emerald-green robes stood there. She had a very stern face and Harry's first thought was that this was not someone to cross.



'The first-years, Professor McGonagall,' said Hagrid.

'Thank you, Hagrid. I will take them from here.'

She pulled the door wide. The Entrance Hall was so big you could have fitted the whole of the Dursleys' house in it. The stone walls were lit with flaming torches like the ones at Gringotts, the ceiling was too high to make out, and a magnificent marble staircase facing them led to the upper floors.

They followed Professor McGonagall across the flagged stone floor. Harry could hear the drone of hundreds of voices from a doorway to the right – the rest of the school must already be here – but Professor McGonagall showed the first-years into a small empty chamber off the hall. They crowded in, standing rather closer together than they would usually have done, peering about nervously.

'Welcome to Hogwarts,' said Professor McGonagall. 'The start-of-term banquet will begin shortly, but before you take your seats in the Great Hall, you will be sorted into your houses. The Sorting is a very important ceremony because, while you are here, your house will be something like your family within Hogwarts. You will have classes with the rest of your house, sleep in your house dormitory and spend free time in your house common room.'

From: JK Rowling - Harry Potter and the Philosopher's Stone

Revision Card – Conjunctions

Clauses

Clauses are groups of words with an active verb and a subject; they make sense.

Harry looked around in amazement.

They stepped through the archway.

The sun shone brightly on a stack of cauldrons.

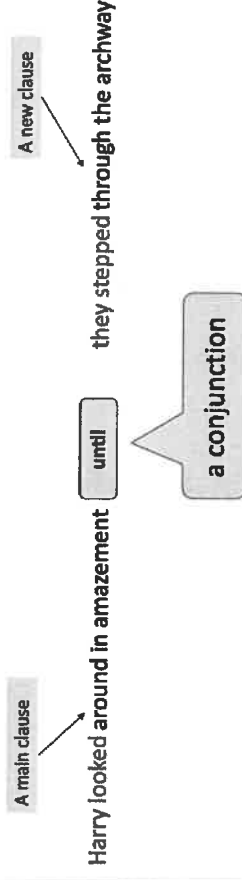
A cobbled street twisted out of sight.



The subject is 'the doer' of the verb; it can be a noun or pronoun.

Conjunctions are joining words

They help add more detail by joining new clauses... explaining when, why or where something happened.



Different conjunctions help us add different types of information

When?
before
after
when
while
as
until

Why?
because
as
so

Where?
where
wherever

I am worn
until I declare
which house a
student
should join.

I am worn
because I can
sense where
you belong.

I am worn
where
students are
judged.

I am worn...



Order of Clauses – When to use a Comma

If you add a clause after a main clause, you don't usually need a comma.
If the added clause (subordinate) is first, separate it with a comma.

Harry's broomstick snapped.

Harry's broomstick snapped as he crashed into the tree.

As he crashed into the tree, Harry's broomstick snapped.

The comma tells
you to say the first
clause *differently*.
Try it.

The comma tells
your reader or
listener that the
main bit is coming.

Conjunctions Activity

Highlight the clauses and underline the conjunctions in these sentences.

Re-write the sentence using a different conjunction.

Does this change the meaning of the sentence?

Hermione smiled with satisfaction while aiming the curse at Draco.

Hermione smiled with satisfaction after aiming the curse at Draco.

Hermione made a disappearing spell while Professor Snape wasn't looking.

Harry Potter released Hedwig because Dudley hurt him.

Ron skidded along the floor when it was wet.

Dudley's shirt buttons popped open as he ate his roast dinner.

The snake slithered quickly because he was hurt.

The Whomping Willow tried to hit Hermione because she was too near.

The Great Hall was lit with a thousand candles because it was dark outside.

Hagrid fed his dragon when he left for Privet Drive.

Moaning Myrtle cried in the toilets because she ran away.

List of Conjunctions

When?

before

after

when

while

as

until

Why?

because

as

so

Where?

where

wherever

Sorting Hat Sentences

Watch the Sorting Hat scene and write some sentences here about it using conjunctions.

A large rectangular writing area with a decorative border. The border is a repeating pattern of small circles and dots. Inside the border, there are 20 horizontal lines for writing, spaced evenly.

Conjunctions Activity - ANSWERS

Highlight the clauses and underline the conjunctions in these sentences.

Re-write the sentence using a different conjunction.

The second answers are suggestions only – other answers will be acceptable.

Hermione smiled with satisfaction while aiming the curse at Draco.

Hermione smiled with satisfaction after aiming the curse at Draco.

Hermione made a disappearing spell while Professor Snape wasn't looking.

Hermione made a disappearing spell because Professor Snape wasn't looking.

Harry Potter released Hedwig because Dudley hurt him.

Harry Potter released Hedwig before Dudley hurt him.

Ron skidded along the floor when it was wet.

Ron skidded along the floor because it was wet.

Dudley's shirt buttons popped open as he ate his roast dinner.

Dudley's shirt buttons popped open after he ate his roast dinner.

The snake slithered quickly because he was hurt.

The snake slithered quickly before he was hurt.

The Whomping Willow tried to hit Hermione because she was too near.

The Whomping Willow tried to hit Hermione since she was too near.

The Great Hall was lit with a thousand candles because it was dark outside.

The Great Hall was lit with a thousand candles before it was dark outside.

Hagrid fed his dragon when he left for Privet Drive.

Hagrid fed his dragon after he left for Privet Drive.

Moaning Myrtle cried in the toilets because she ran away.

Moaning Myrtle cried in the toilets when she ran away.

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 an extract from Harry Potter

- Read *We Got Potter*. Now watch the Sorting Hat scene again https://www.youtube.com/watch?v=A0cla_h_f8M
- Which is better at helping you know how Harry is feeling? Why? Why might someone say the opposite?

2. Use Clauses and Conjunctions

- Use the Revision Card to remind yourself about clauses and conjunctions.
- Complete *Harry Potter Clauses*. Challenge yourself to come up with two or even three versions of each sentence. You can use *List of Conjunctions* to help you.

Share your sentences with a grown-up. Show them the conjunctions that you have used and the clauses that you have added.

3. Illustrate your sentences

- Choose your three favourite sentences.
- Write them in your best handwriting and illustrate them carefully to make a set of *Scenes from Harry Potter*.

Try this Fun-Time Extra

- Can you find out more about the main characters in Harry Potter? Could you make a guide about them? You could start with this website:
<https://www.wizardingworld.com/features/web-harry-potter-whos-who-harry-ron-hermione-hp-at-home>

We got Potter!

The last thing Harry saw before the hat dropped over his eyes was the Hall full of people craning to get a good look at him. Next second he was looking at the black inside of the hat. He waited.



‘Hmm,’ said a small voice in his ear. ‘Difficult. Very difficult. Plenty of courage, I see. Not a bad mind, either. There’s talent, oh my goodness, yes – and a nice thirst to prove yourself, now that’s interesting ... So where shall I put you?’ Harry gripped the edges of the stool and thought, ‘Not Slytherin, not Slytherin.’

‘Not Slytherin, eh?’ said the small voice. ‘Are you sure? You could be great, you know, it’s all here in your head, and Slytherin will help you on the way to greatness, no doubt about that – no? Well, if you’re sure – better be GRYFFINDOR!’

Harry heard the hat shout the last word to the whole Hall. He took off the hat and walked shakily towards the Gryffindor table. He was so relieved to have been chosen and not put in Slytherin, he hardly noticed that he was getting the loudest cheer yet. Percy the Prefect got up and shook his hand vigorously, while the Weasley twins yelled, ‘We got Potter! We got Potter!’ Harry sat down opposite the ghost in the ruff he’d seen earlier. The ghost patted his arm, giving Harry the sudden, horrible feeling he’d just plunged it into a bucket of ice-cold water.

JK Rowling - Harry Potter and the Philosopher's Stone

Revision Card – Conjunctions

Clauses

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They stepped through the archway.

The sun shone brightly on a stack of cauldrons.

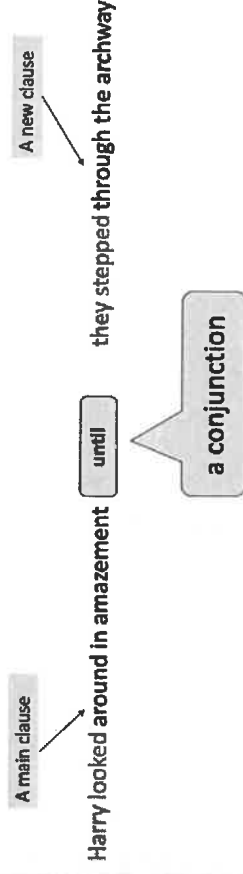
A cobbled street twisted out of sight.



The subject is 'the doer' of the verb; it can be a noun or pronoun.

Conjunctions are joining words

They help add more detail by joining new clauses... explaining when, why or where something happened.



Different conjunctions help us add different types of information

When?
before
after
when
while
as
until

I am worn until I declare which house a student should join.

Why?
because
as
so

I am worn because I can sense where you belong.

Where?
where
wherever

I am worn where students are judged.

I am worn...



Order of Clauses – When to use a Comma

If you add a clause after a main clause, you don't usually need a comma.
If the added clause (subordinate) is first, separate it with a comma.

Harry's broomstick snapped.

Harry's broomstick snapped as he crashed into the tree.

As he crashed into the tree, Harry's broomstick snapped.

The comma tells you to say the first clause *differently*. Try it.

The comma tells your reader or listener that the main bit is coming.

Harry Potter Clauses

Read the sentences and add an extra clause to add more detail.

Choose a conjunction to join the two clauses together.

E.g. Draco sniggered in Crabbe's ear.... before he kicked Harry's chair over.

Harry slammed the door shut

They were looking straight in the eyes of a monstrous dog

Neville had never been on a broomstick in his life

Harry picked the soft, shining cloth off the floor

Potions lessons were turning into a sort of weekly torture

List of Conjunctions

When?

before

after

when

while

as

until

Why?

because

as

so

Where?

where

wherever

Scenes from Harry Potter

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 an extract from Harry Potter

- Read *Broomstick Lesson*. How do you think Harry was feeling? How is Madam Hooch described? How would you feel to be taught by her?
- Watch the film version of this scene. Do you notice anything that is different to the book? What is the same?
<https://www.youtube.com/watch?v=yTS1VlvIGRg>

2. Order the events of the story

- Think about how you would feel at different parts of the Broomstick lesson.
- Complete *How would you feel?* Use some of the *Emotion Vocabulary* in your answers.

3. Now for some writing

- Write about taking part in a Broomstick Lesson. Describe what you do and how you feel, what happens to you and what happens to other people.
- Use *Conjunctions List* and include some sentences with conjunctions joining clauses together.

Try these Fun-Time Extras

- Can you design a broomstick? Make a labelled diagram to show its magical features.
- Can you make your own broomstick charm? Follow the instructions on this video:
<https://www.wizardingworld.com/features/learn-how-to-make-broomstick-charm>

Broomstick Lesson

At three-thirty that afternoon, Harry, Ron and the other Gryffindors hurried down the front steps into the grounds for their first flying lesson. It was a clear, breezy day and the grass rippled under their feet as they marched down the sloping lawns towards a smooth lawn on the opposite side of the grounds to the Forbidden Forest, whose trees were swaying darkly in the distance.

The Slytherins were already there, and so were twenty broomsticks lying in neat lines on the ground. Harry had heard Fred and George Weasley complain about the school brooms, saying that some of them started to vibrate if you flew too high, or always flew slightly to the left.



Their teacher, Madam Hooch, arrived. She had short, grey hair and yellow eyes like a hawk.

‘Well, what are you all waiting for?’ she barked. ‘Everyone stand by a broomstick. Come on, hurry up.’

Harry glanced down at his broom. It was old and some of the twigs stuck out at odd angles.

‘Stick out your right hand over your broom,’ called Madam Hooch at the front, ‘and say, “Up!”’

‘UP!’ everyone shouted.

Harry’s broom jumped into his hand at once, but it was one of the few that did. Hermione Granger’s had simply rolled over on the ground and Neville’s hadn’t moved at all. Perhaps brooms, like horses, could tell when you were afraid, thought Harry; there was a quaver in Neville’s voice that said only too clearly that he wanted to keep his feet on the ground.

JK Rowling - Harry Potter and the Philosopher's Stone

How would you feel?

How would you feel as the lesson was starting?

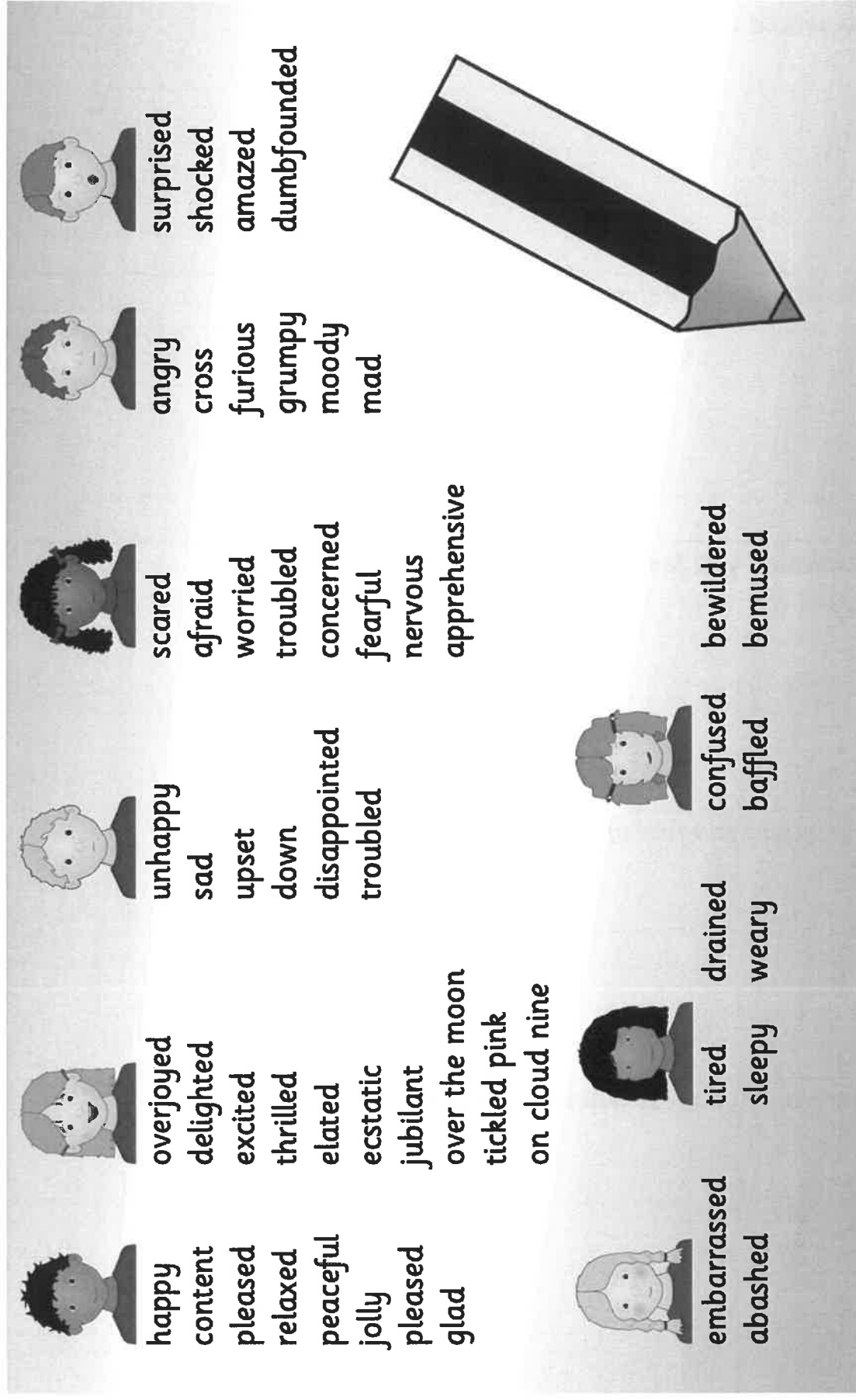
How would you feel as you gave the 'Up' command?

How would you feel as you got on your broomstick?

How would you feel as it started to fly?

How would you feel when it came back to land?

Emotion Vocabulary



List of Conjunctions

When?

before

after

when

while

as

until

Why?

because

as

so

Where?

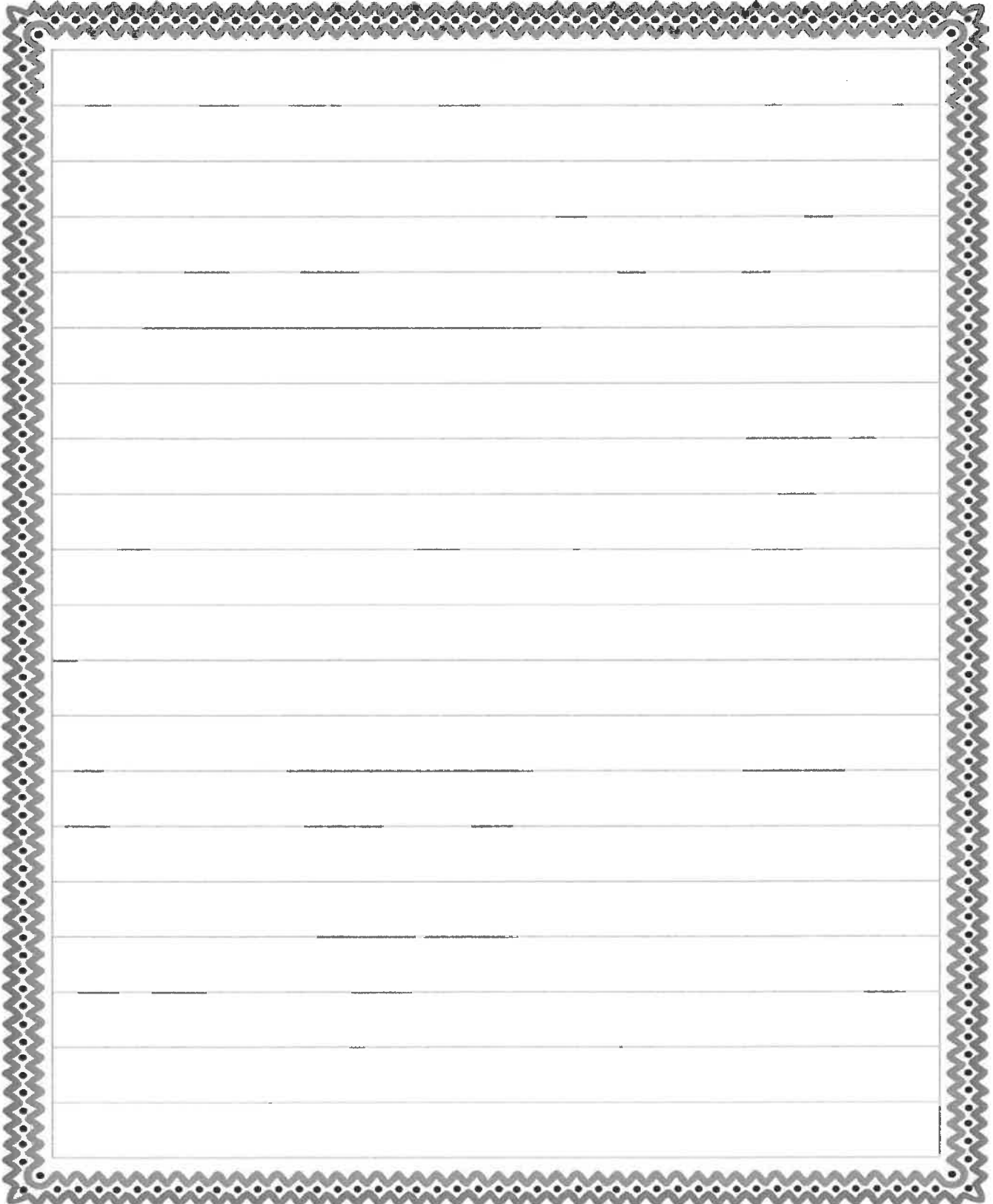
where

wherever

Broomstick Lesson

Write about a broomstick lesson. Describe what you do and how you feel, what happens to you and what happens to other people.

Use conjunctions in your writing.

A large rectangular writing area with a decorative border. The border consists of a repeating pattern of small black dots and lines, forming a zigzag or scalloped edge. Inside the border, there are 20 horizontal lines, evenly spaced, providing a guide for writing. The lines are thin and light gray.

A large rectangular 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 20 horizontal lines, creating 19 rows of space for writing. The lines are evenly spaced and extend across the width of the rectangle.

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 an extract from Harry Potter

- Read *Quidditch*. What did Harry learn about Quidditch? Which of these imagined facts is the best would you say?
- Watch the film version of Harry learning the rules of Quidditch. What do you learn from the film that you don't learn from the book?

<https://www.youtube.com/watch?v=thL8QAsPhK0>

2. Remind yourself about adverbs

- Use the *PowerPoint* to hear the teaching about *adverbs*. If this is not possible, use the *Revision Card* to remind yourself.
- Complete *Adverb Practice*.

3. Now for some writing

- Watch the film scene of Harry's first Quidditch match.
<https://www.youtube.com/watch?v=YOVS9yn2R7c>
- Write some sentences that use adverbs to describe the match. Use *Adverbs List* to help you.

Try these Fun-Time Extras

- Can you write some sentences with adverbs about a sport that you enjoy?
- Can you find out more about the rules of Quidditch? You could make a plan to play it when you go back to school.

Quidditch

The Quidditch season had begun. On Saturday, Harry would be playing in his first match after weeks of training: Gryffindor versus Slytherin. If Gryffindor won, they would move up into second place in the House Championship.



Hardly anyone had seen Harry play because Wood had decided that, as their secret weapon, Harry should be kept, well, secret. But the news that he was playing Seeker had leaked out somehow, and Harry didn't know which was worse – people telling him he'd be brilliant or people telling him they'd be running around underneath him, holding a mattress.

It was really lucky that Harry now had Hermione as a friend. He didn't know how he'd have got through all his homework without her, what with all the last-minute Quidditch practice Wood was making them do. She had also lent him *Quidditch Through the Ages*, which turned out to be a very interesting read.

Harry learnt that there were seven hundred ways of committing a Quidditch foul and that all of them had happened during a World Cup match in 1473; that Seekers were usually the smallest and fastest players and that most serious Quidditch accidents seemed to happen to them; that although people rarely died playing Quidditch, referees had been known to vanish and turn up months later in the Sahara Desert.

JK Rowling - Harry Potter and the Philosopher's Stone

Revision Card – Adverbs



Adverbs

Verbs are doing, being or feeling words.

run fly think speak

An adverb tells you more about a verb.

quickly steadily carefully loudly

fly steadily think quickly speak carefully



Adverbs

Some adverbs do not end in /y.

tomorrow then now soon here there

They can *still* tell you more about a verb.

I lost my broomstick here.



Where?

When?

I want a cat now.



Adverb Practice

Identify the adverbs in each sentence

The 422nd World cup started spectacularly, with amazing fireworks.

Viktor Krum then flew skilfully around the arena.

The Bulgarian fans cheered loudly for their popular seeker.

The game began fast with both teams flying around the stadium.

Ireland scored promptly while Bulgaria played well.

Bulgaria grabbed the quaffle quickly and the teams were finally level.



Modify these sentences by adding two new adverbs to each one

e.g. *Viktor grabbed the Snitch.* could become *Victor grabbed the Snitch greedily /quickly /skilfully /tightly etc.*

Victor grabbed the snitch.

The quaffle soared.

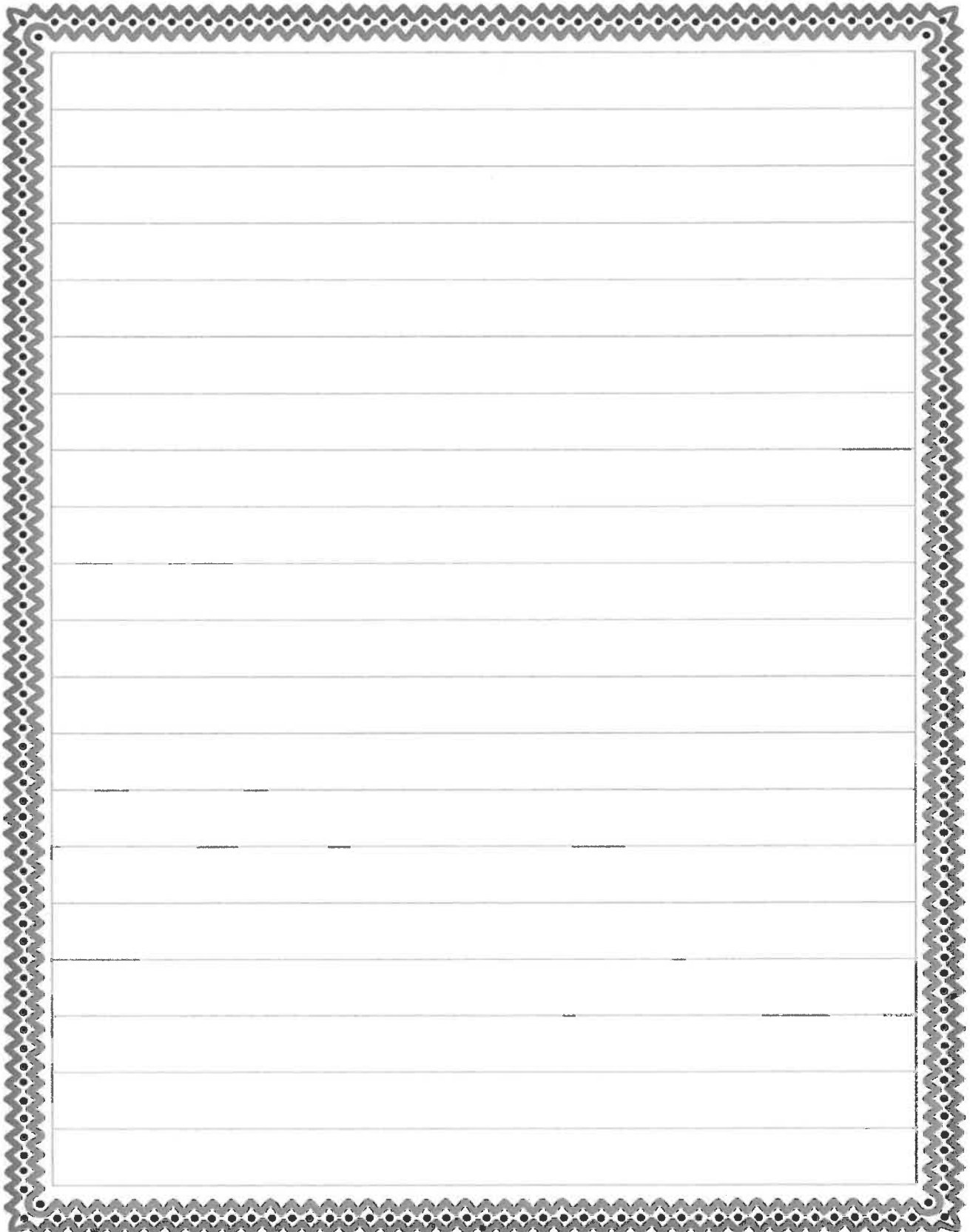
The Irish players celebrated.

Adverb List

almost	awkwardly	calmly
immediately	easily	rapidly
nearly	defiantly	perfectly
victoriously	well	excitedly
afterwards	fortunately	fast
cheerfully	unfortunately	reluctantly
beforehand	triumphantly	wildly
madly	skilfully	really
quietly	yesterday	honestly

Quidditch Match Sentences

Watch the film version of Harry's first Quidditch match. Write sentences with adverbs about the match.

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Quidditch Report – Answers

Identify the adverbs in each sentence - easier

The 422nd World cup started spectacularly, with amazing fireworks.

Viktor Krum then flew skilfully around the arena.

The Bulgarian fans cheered loudly for their popular seeker.

The game began fast with both teams flying around the stadium.

Ireland scored promptly while Bulgaria played well.

Bulgaria grabbed the quaffle quickly and the teams were finally level.

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 an extract from Harry Potter

- Read *Neville and Snape*. How would you describe the character of *Neville* from this extract?
- Watch the first minute and a half of some of the film scenes of *Neville*. What else can you say about his character now?

https://www.youtube.com/watch?v=M_BCMarK68g

2. Read a Hogwarts' School Report

- Read *Hogwarts' School Report*.
- Highlight the five phrases that tell you most about *Neville*. Do you think this is a fair report? What are your reasons for saying that?

3. Write a school report

- Use the *Planner* and *Report Template* to write a school report.
- It could be for one of the Harry Potter characters or it could be for you, one of your friends or someone in your family. Try to show their character in what you write in the report.

Well done! Share your school report with a grown-up. Show them the three sentences that you are most pleased about.

Try these Fun-Time Extras

- Can you explore more of the Harry Potter at Home website?
You could try this Wordsearch:
<https://www.wizardingworld.com/features/just-a-hopefully-easy-harry-potter-wordsearch>
- Can you read or listen to one of the Harry Potter books?

Neville and Snape

Things didn't improve for the Gryffindors as the Potions lesson continued. Snape put them all into pairs and set them to mixing up a simple potion to cure boils. He swept around in his long black cloak, watching them weigh dried nettles and crush snake fangs, criticising almost everyone except Malfoy, whom he seemed to like. He was just telling everyone to look at the perfect way Malfoy had stewed his horned slugs when clouds of acid green smoke and a loud hissing filled the dungeon. Neville had somehow managed to melt Seamus's cauldron into a twisted blob and their potion was seeping across the stone floor, burning holes in people's shoes. Within seconds, the whole class were standing on their stools while Neville, who had been drenched in the potion when the cauldron collapsed, moaned in pain as angry red boils sprang up all over his arms and legs.



'Idiot boy!' snarled Snape, clearing the spilled potion away with one wave of his wand. 'I suppose you added the porcupine quills before taking the cauldron off the fire?'

Neville whimpered as boils started to pop up all over his nose.

'Take him up to the hospital wing,' Snape spat at Seamus. Then he rounded on Harry and Ron, who had been working next to Neville.

JK Rowling - Harry Potter and the Philosopher's Stone

Hogwarts School Report

Name: Neville Longbottom	Age: 11	House: Gryffindor	Attendance: 100%
General behaviour: Neville is a shy boy who tries his hardest, although sometimes his clumsiness and lack of focus detracts from his learning. He is particularly close with his pet toad Trevor, which is good, as he sometimes struggles to make friends.			
Potions: Neville lacks attention to detail and unfortunately there is always a worry that he will hurt himself or others in my lessons. He is one of my least capable students.	Transfiguration: Neville finds this area difficult and he has even been unable to transfigure the simplest of items into a small animal.	Charms: Neville lacks confidence in this subject but he is enthusiastic and has a talent if he can practise more and master basic charms.	
History of Magic: Neville struggles with this subject and I would suggest extra homework to get up to speed with Goblin Rebellions of the 17 th and 18 th century.	Herbology: Neville shows real potential in herbology. He shows a good understanding of the subject. Keep up the good work Neville.	Care of Magical Creatures: Neville is a very caring young man and he clearly loves animals, although his lack of confidence can make the animals nervous and unpredictable.	
Defence against the Dark Arts: As yet Neville has shown little promise, although given that his parents were both aurors, we would expect him to flourish in this area at some point, hopefully.			
Sport: Neville has tried very hard but he has failed to master the art of flying on a broomstick, even breaking a wrist, so as yet he has not taken part in any Quidditch games.	House points: -3	Pupil comments: <i>I do try my hardest but I always seem to end up doing something wrong. It is hard following in my parent's footsteps.</i>	
Head of House comments: From his teacher's comments, it is clear that Neville tries very hard. He clearly struggles in certain areas despite this, however with a bit more focus and maturity he should do well in the coming years.			

Planner

General comments about the student:

-
-
-
-

Lessons

What they are good at:

What they need to work on:

Who are their friends?

How do they act in school?

Report Template

Name:	Age:	House:	Attendance:
General behaviour:			
Transfiguration:	Potions:	Charms:	
History of Magic:	Herbology:	Care of Magical Creatures:	
Defence against the Dark Arts:			
Sport:	House points:	Pupil comments:	
Head of House comments:			

