

**Maths**

This week we are learning about Bar Charts. A bar chart is a chart that plots data using rectangular bars or columns that represent the total amount of data for that category. The bars can be plotted vertically or horizontally; a vertical bar chart is sometimes called a column chart.

You will need to watch the video and ensure you have a pencil and paper to hand as you will need to pause the video and complete the questions. Once you have finished watching the video you will need to complete the workbook activity on Purple Mash. We are aware that some of the Purple Mash activities have issues with saving therefore please just let us know (on the class blog) that you have completed/ attempted the activity.

Once you have watched the video and completed the Purple Mash activity there are also 2 Mathletics activities to do.

1. Statistics. Are you ready?
2. Interpreting tables.

There is a reasoning question below as an added challenge that we would love you to answer on the blog post. As it is a reasoning question it is really important you explain your answer.

Which would be more suitable to represent this information, a bar chart or a pictogram?  
Explain why.

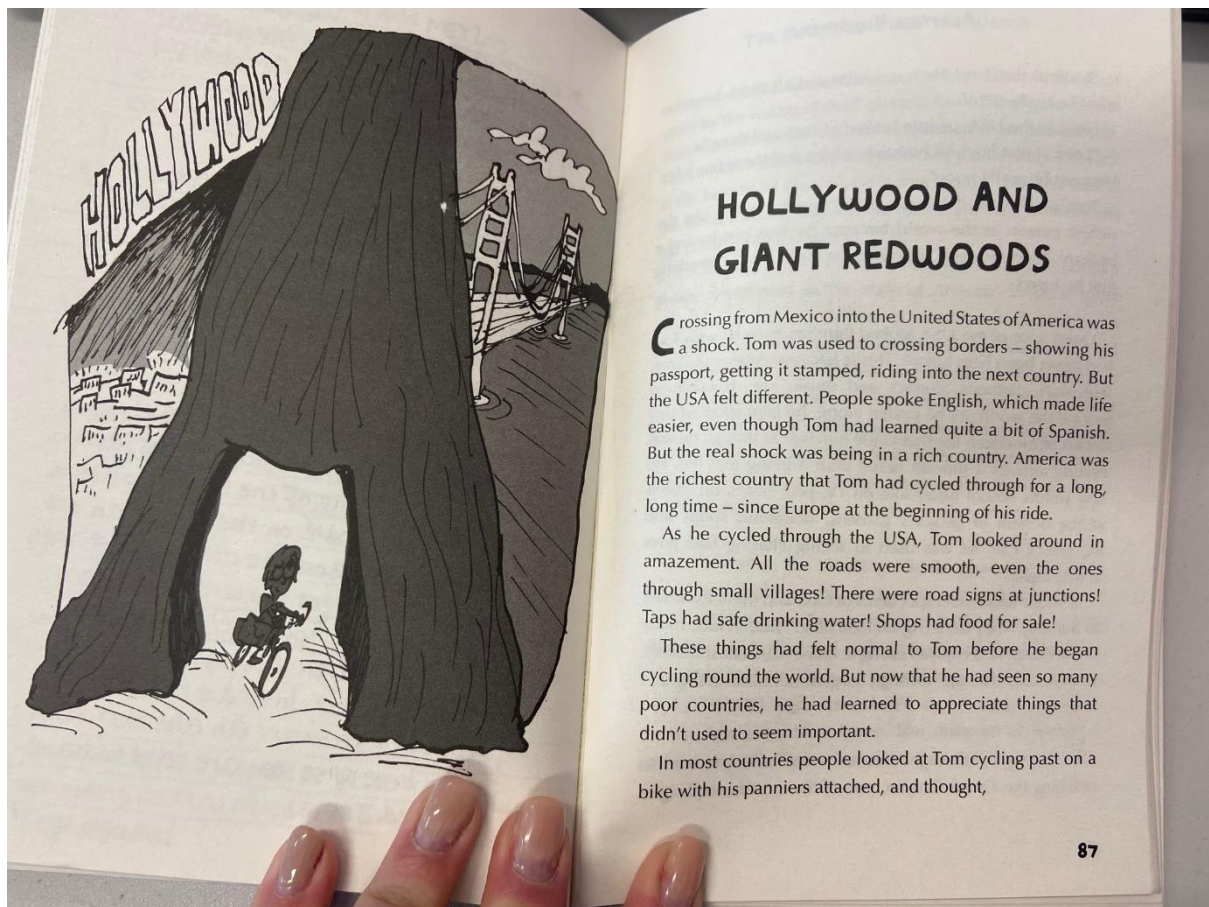
Child	Number of Skips in 30 Seconds
Teddy	12
Annie	15
Whitney	17
Ron	8

## English

Today you are going to look over your notes (and from additional research) from last week and write them out as connected sentences using capital letters and full stops. Think carefully about how they should be organised and sequenced with paragraphs and subheadings (like in the lesson on paragraphs last week). Spend some time using different coloured pens to group together ideas and decide on subheadings.

### Guided Reading

Read Chapter 11: Hollywood and Giant Redwoods (see below). Write a short summary of what has happened in the chapter and upload to our blog.





"Look at that boy! He has a bike and all those bags. He must be really rich!"

Now, in the USA, people looked at Tom and thought, "Look at that boy! All he has is a bike and those few bags. He must be really poor."

Tom didn't care if he was rich or poor. He felt like the richest person in the world because he was out having a brilliant adventure and spending his days doing something that he loved.

Quite a lot of the USA looked familiar, even though Tom had never been here before. This is because American films, television, cartoons, comics and music are so common around the world. As he cycled along, he kept spotting tiny details of American life that made him feel as though he was cycling through a film set rather than it being real life. He saw yellow school buses like on TV, post boxes on stands at the bottom of people's gardens, doughnut shops and the police cars he was used to seeing chasing bad guys across town!

In shops Tom would spot items of food and think excitedly to himself, "They have English food here!" But, in fact, many of the things Tom enjoyed eating at home – breakfast cereals, fizzy drinks, ketchup, hot dogs, burgers – all came to England from the USA.

As Tom cycled through Arizona, he was looking forward to reaching the Grand Canyon, one of the most famous sights

in the world. The Grand Canyon was formed over millions of years by the waters of the Colorado River. Slowly, slowly the river wore down the rock, carving out an enormous canyon. The canyon is 200 miles long and over a mile deep. The rock at the bottom of the canyon is much older than the rock at the surface. At the bottom, the rock is almost 2 billion years old (2,000,000,000 years)!

It is no surprise that the Grand Canyon is the most popular tourist destination in the state of Arizona. What is more surprising is the *second* most popular tourist destination in Arizona: London Bridge! About 50 years ago this famous old bridge from the River Thames in England was bought by an American and shipped, brick by brick, across the ocean to the USA. Instead of battling a cold and rainy climate, it now stands across the Colorado River in hot and dusty Arizona. The bridge looked a bit odd so far away from home out under the blue desert skies.

In California, the desert gradually gave way to green fields and palm trees. Snow-covered mountains shone in the distance as Tom rode towards the ocean and Los Angeles. He huffed and puffed his way up the hills above the city to take a photo of himself in front of the famous HOLLYWOOD sign. Tom smiled as he sent the picture to his little sister back home. She dreamed of being an actress and starring in one of the famous films they make in Hollywood.

But Tom wasn't crazy about all the traffic in Los Angeles and the fumes coming out of the fancy cars so he rode on up the coast, heading for San Francisco. The hills in that city are not very long – nothing at all compared to the Andes. But they were the steepest roads Tom had ever ridden. (This is because mountain roads zig-zag, but city streets go straight up into the air without curving. Steep city streets can be very hard work!)

Tom had to share the roads in San Francisco with trams. These run on rails, like a train, in amongst all the normal cars and buses. There are poles on the trams so that standing passengers can hold on to the outside of the tram during busy periods when there is no space left inside. The people travelling on the outside of the trams would cheer at Tom as they overtook him up a ridiculously steep street. They cheered but they could not clap as they would have fallen off!

Tom wanted to visit Alcatraz, the famous high-security prison on an island in the bay off San Francisco. Alcatraz is where the toughest and most dangerous criminals used to be kept, including the famous gangster Al Capone. The prison cells were tiny: a prisoner could stretch his arms out and touch both walls at once. It was almost impossible for a prisoner to escape from Alcatraz. Today, though, the prison has closed down and it's just a tourist attraction.

As Tom cycled over the Golden Gate Bridge, he looked down at the tiny prison island. From up high on the bridge,

about 75 metres above the water, Tom could understand why Alcatraz used to be so feared by criminals. Alcatraz was more than a mile out to sea and surrounded by cold and dangerous water.

The Golden Gate Bridge is one of the most famous landmarks in the world. Tom had already seen its famous curves and distinctive orange colour in countless photographs. But it's always better to see things for yourself. When it was built, this was the longest suspension bridge in the world. The whole weight of the road is suspended from two enormous cables. The cables are over 2000 metres long and almost a metre thick!

After crossing the Golden Gate, Tom followed Highway 1, which hugs the Pacific Ocean on a winding, cliff-edge road. On his right hand side were vineyards and fields of flowers. On his left was the shining ocean. Each night Tom climbed down to the beach to camp. He watched the sun setting over the ocean from the open door of his tent and listened to elephant seals grunting noisily beside the water. This was one of Tom's favourite ever roads.

One of the highlights were the forests of giant redwood trees. Giant redwoods are really beautiful trees. They usually grow about 80 metres tall, though the tallest of all is 115 metres. They live for 2000 years, and weigh as much as 2000 tonnes! Giant redwoods are the tallest trees in the world.



One of the redwoods in northern California is so large that a hole has been cut through the middle of it so that people can drive through it, just for fun. Can you imagine how big a tree needs to be in order to drive a car through it? Tom grinned as he cycled through the tree. This adventure was so full of surprises.

Cycling through the USA felt a bit like a holiday to Tom. It was beautiful, it was fun, it was easy. He enjoyed it very much. But he wasn't trying to cycle round the world because he wanted to take it easy. He was trying to cycle round the world because he wanted strange and surprising cultures, and because he wanted huge, empty, adventurous wilderness and big, difficult challenges. So he rode on quickly towards Canada and Alaska. Tom was about to really head into the wild!

## USA FACTS

The USA is one of the biggest and most important countries I've cycled through. Here are a few things I've learned about it:

- The USA is quite a young country. It only became independent on July 4th 1776 when it split away from Great Britain.
- The USA (or United States of America) is made up of 50 states. This is why there are 50 stars on the American flag.
- Alaska is the biggest state and Rhode Island is the smallest state. The state of California is bigger by itself than 85 of the world's countries.
- Two of the states - Hawaii and Alaska - are separated by land or by sea from all of the other states.

- Alaska was bought from Russia in 1867. Hawaii joined the union of other states in 1959.

- Only American people have ever walked on the moon.



- Death Valley, in the Mojave desert in eastern California, is the hottest place in the world. Its record highest temperature was 57°C. It is so hot that you can fry an egg without a cooker!

- The national bird of the USA is the bald eagle. A bald eagle has a beautiful white head and a hooked yellow beak. It can see a fish for a mile away and dive at 100mph when hunting!



(Good picture, hey? Drawn by someone I met in the USA!)



## Spelling

This week we are looking at spellings that have the 'n' sound spelt 'kn' and 'gn'.

Know , knock , knee , gnat , gnaw

You can either practise using write, cover, check or try out the games on the spell zone link below:

[https://www.spellzone.com/word\\_lists/games-8314.htm](https://www.spellzone.com/word_lists/games-8314.htm)

## Science

Today we are going to explore magnetic poles. Discuss the questions and explanations on the Lesson Presentation below. When it says click the magnet, watch this video: <https://www.bbc.co.uk/bitesize/clips/zk9rkqt>. The worksheet is included below.

The image is a composite of three parts related to a science lesson on magnetic poles.

**Top Left: Lesson Presentation Title Slide**  
It features the 'twinkl planit' logo at the top. Below it, the word 'Science' is written in large white letters, followed by 'Forces and Magnets' in smaller white letters. The background is pink with white stars and a rainbow arc at the bottom. At the very bottom, in small text, it says 'Science | Year 3 | Forces and Magnets | Magnetic Poles | Lesson 5'.

**Top Right: Map and Compass Rose**  
This section shows a topographic map with various locations like Aston, Carr Bottom, Bamford, and Thornhill. Overlaid on the map is a large yellow text 'Magnetic Poles' and a detailed compass rose showing cardinal and intercardinal directions (N, NE, E, SE, S, SW, W, NW).

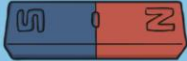
**Bottom: Worksheet**  
The worksheet has a decorative border with a map pattern. It is divided into two main sections:  

- Aim:** A yellow box containing the bullet point: 'I can explore magnetic poles.'
- Success Criteria:** A white box with a black border containing three bullet points:
  - 'I can identify the poles of a magnet.'
  - 'I can look at poles to say whether two magnets will attract or repel each other.'
  - 'I can explain that a compass always points north-south.'

**Magnets and Their Invisible Force**  
This section is on the right side of the worksheet. It has a blue header with the title 'Magnets and Their Invisible Force'. Below the title is a box with the text 'Look at this bar magnet.' and an illustration of a bar magnet with a blue end labeled 'S' (South) and a red end labeled 'N' (North). Below this, a pink box contains the text: 'It has two different sections, which are often coloured red and blue. But what are these sections?'.

## Magnets and Their Invisible Force

Click the magnet to find out.



While you are watching, can you listen for the answers to these questions?

Which three metals are attracted to magnets?  
 What happens when two magnets repel each other?  
 What are the different parts of a magnet called?  
 Which way will a compass always point?

## Magnets and Their Invisible Force


What did you find out?

The three metals that are attracted to magnets are iron, cobalt and nickel.

When two magnets repel each other, they push away from each other.

The different parts of a magnet are called the poles. There is a north pole and a south pole.

A compass always points north-south.



## Attract and Repel

Explore the poles of two magnets and feel them repel and attract.

Take two magnets and place them so the two north poles are facing each other. Try to make them touch. What do you feel?

Try this with the two south poles. What do you feel this time?

You should feel the two magnets pushing away from each other – they are **repelling** each other.


Now try to make the north pole of one magnet touch the south pole of another magnet. What do you observe this time?

Did the two magnets stick together? They are **attracted** to each other.

**Remember: Like poles repel, opposite poles attract.**

## Attract and Repel

Complete your **Magnetic Poles Activity Sheet** by deciding whether the magnets pictured will attract or repel each other.



## Treasure Hunt

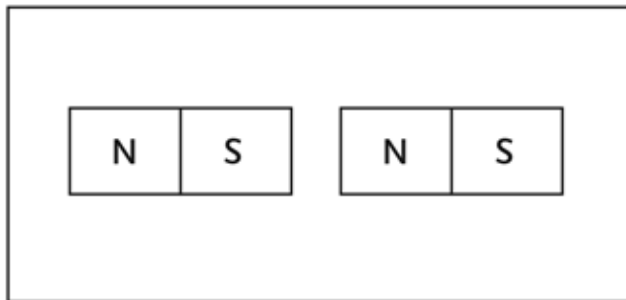
Use the force of magnetic attraction to make your own compass!

Follow the instructions on your **Make a Magnetic Compass Activity Sheet**.

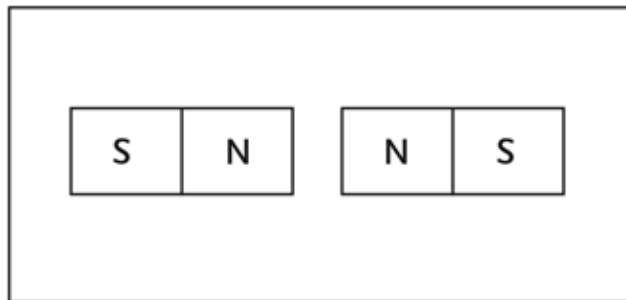




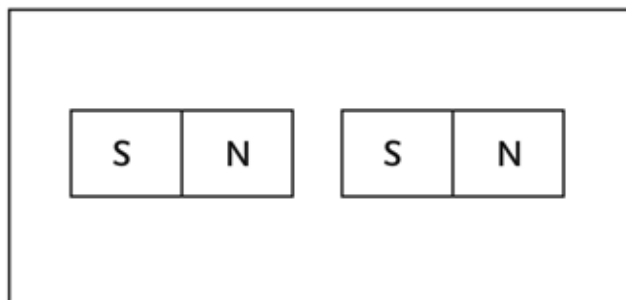
The north pole of a magnet will always attract to the south pole of another magnet. If two north poles or two south poles are put together they will repel each other. When this happens the magnets will move away from each other. Write whether you think the magnets shown below will attract or repel each other.



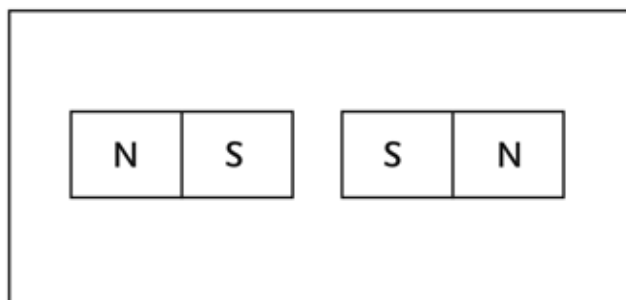
I think these magnets will \_\_\_\_\_  
\_\_\_\_\_



I think these magnets will \_\_\_\_\_  
\_\_\_\_\_



I think these magnets will \_\_\_\_\_  
\_\_\_\_\_



I think these magnets will \_\_\_\_\_  
\_\_\_\_\_



# Make a Magnetic Compass

## You will need:

- A bar magnet
- A flat plastic lid
- A plastic bowl
- Water
- Compass template (below)

## What to do:

1. Cut out the compass template and stick it inside the plastic lid, so that it faces outwards.
2. Place the bar magnet inside the plastic lid on the compass template, making sure it is placed along the north-south line with the north pole of the magnet on the 'north' side of the line.
3. Half fill the plastic bowl with water. Float the plastic lid on the water.
4. The magnet will cause the plastic lid to rotate on the water until the north pole of the magnet points north.
5. Keep your compass away from computers and other devices that contain magnets, as it could disrupt their systems.
6. Test your compass by slowly turning the bowl around. The magnet should continue to point north even if the bowl moves.

## Compass Template





## Maths

Today we are continuing to look at bar charts, however we will be focusing on interpreting and comparing the data. In order to be prepared for today's tasks, you will need to have completed yesterday's learning. You will need to watch the following video (with pencil and paper to hand for pausing the video and completing the activities): <https://vimeo.com/502337848>.

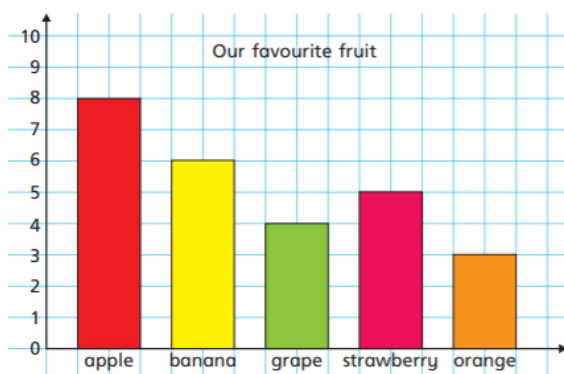
Then you should complete the activity below, on paper or upload your answers to the class blog.

### Bar charts



- 1 All the children in Class 3 choose their favourite fruit.

The bar chart shows the results.



Use the bar chart to answer the questions.

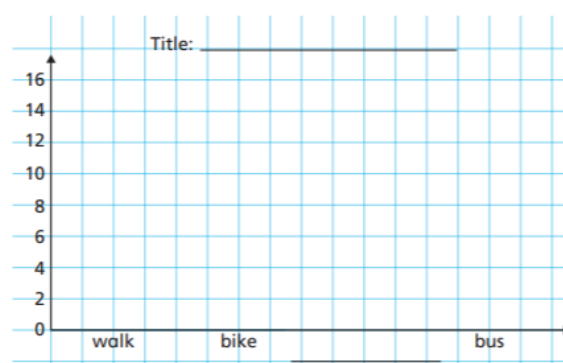
- What is the most popular fruit? \_\_\_\_\_
- How can you tell just by looking?  
\_\_\_\_\_
- What is the least popular fruit? \_\_\_\_\_
- How many more children like apples best than like grapes best?
- How many children are there in Class 3?

- 2 Some children are asked how they get to school.

The tally chart shows the results.









Method	Tally	Total
Walk		
Bike		
Car		
Bus		

- Complete the chart.
- Draw a bar chart to represent the data.

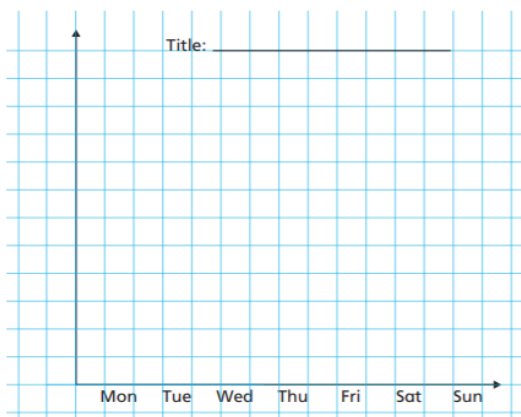


- Which chart do you prefer? Tick your answer.  
tally chart ☐ bar chart ☐  
What are your reasons?

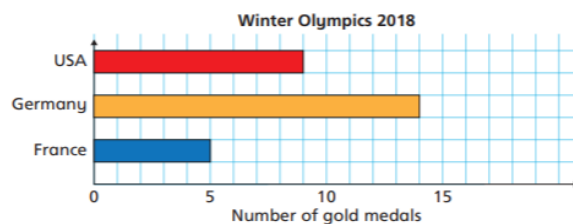
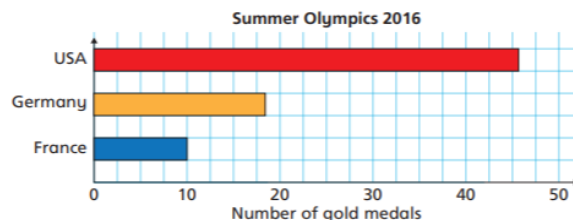
- 3 The pictogram shows the number of ice creams sold each day.

Day	Number of ice creams sold	Key  = 5 ice creams
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Draw a bar chart to represent this data.



- 4 The bar charts show the number of gold medals won by some countries in the Summer and Winter Olympics.



- a) Germany won more medals at the Winter Olympics than the Summer Olympics as the bar is longer.



Is Mo correct? \_\_\_\_\_

How do you know?

- b) Which country won the most medals in total?

\_\_\_\_\_

Once you have watched the video and completed the activity there are also 2 Mathletics and 2 Purple Mash activities to do.

Mathletics: Tallies

Mathletics 2: Pictographs

Purple Mash: Wk6 TUES Solving questions using charts

Purple Mash2: Wk6 TUES Bar Charts

There is a reasoning question below as an added challenge that we would love you to answer on the blog post. As it is a reasoning question it is really important you explain your answer.

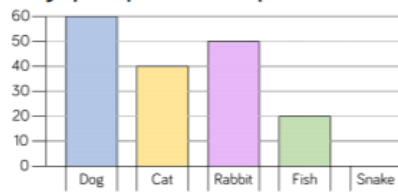


Rosie and Jack have drawn bar charts to show how many people have pets

Rosie says,



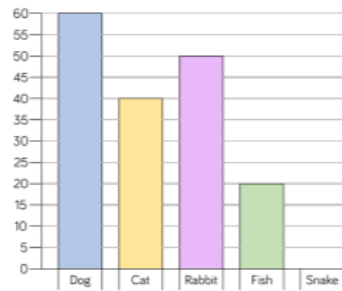
I asked more people  
because my scale goes up  
in larger jumps.



Jack says,



I asked more people  
because my bars are taller.



Who is correct? Explain why.

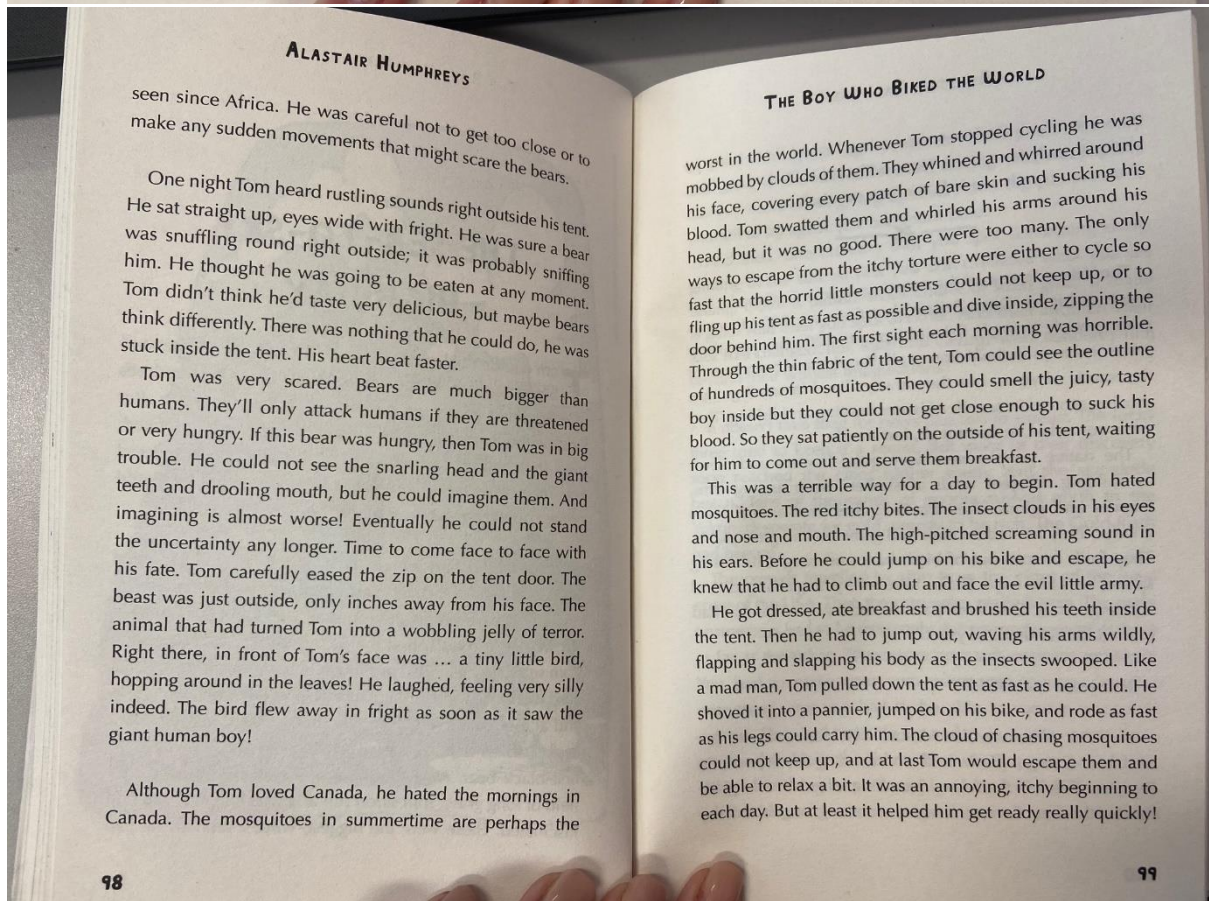
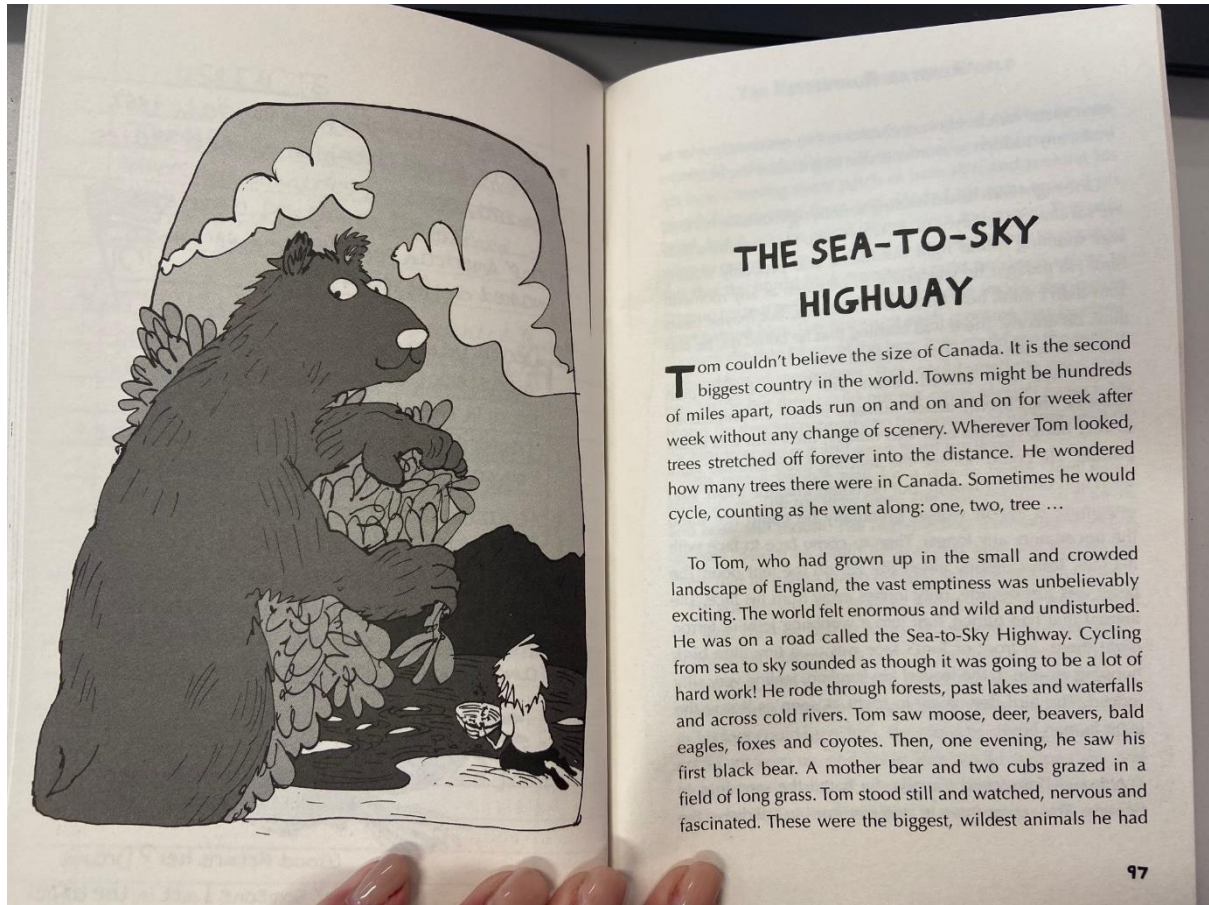
## English

Plan an information text based on at least 3 of the chosen area(s) from the story using given planning sheet.

<u>Picture</u>	<u>Caption:</u>	<u>Subheading:</u> <u>Information:</u>
<u>Introduction</u>		<u>Subheading:</u> <u>Information:</u>
<u>Picture</u>	<u>Caption:</u>	<u>Subheading:</u> <u>Information:</u>
		<u>Subheading:</u> <u>Information:</u>

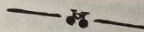
## Guided Reading

Read Chapter 12: The Sea-To-Sky Highway. Predict what you think will happen next in the story and upload your predictions to the class blog.





At home, Tom's Dad was always nagging at him to hurry up and get ready for school. Now, without his Dad to nag him, Tom was actually ready faster than ever before.



The Yukon is one of the emptiest regions in Canada. It is twice as big as Great Britain, but there are 2000 times as many people living in Britain! Up until 120 years ago, there were no towns in the Yukon at all. People have been here for thousands of years, but they always lived in small groups, moving around in search of better hunting and fishing. They were nomads. Life was tough, but simple.

The native people were very good hunters and clever at building different kinds of shelters, such as wigwams, teepees and igloos. They made clothes from animal hides and fur. They hunted animals and gathered and grew plants. They built canoes out of birch bark and caught fish using spears, nets and traps. But in 1896, everything changed. And it changed fast. One word transformed a way of life that had existed for hundreds of years.

That word was GOLD!

In 1896, Skookum Jim Mason, Kate Carmack and her husband George discovered enormous gold deposits in Bonanza Creek in the Yukon. Searching for gold is a hard life most of the time. Can you imagine searching for gold and day

after day finding nothing but stones? You're poor and bored and hungry. The mosquitoes are driving you crazy. Every day you think about giving up. Every evening you persuade yourself to try again, just one more time.

And then, one ordinary day, you spot something shiny, glinting in the sun. At first you don't believe what you are seeing. Gold! A pebble-sized chunk of solid gold! It really is gold! And then you spot another. And then another! Their luck had changed. Jim, Kate and George were suddenly rich beyond their wildest imaginations!

It doesn't take long for news like this to spread. The lucky three tried to keep it a secret, but word of their discovery soon reached the cities further south, and the stampede began. Tens of thousands of people rushed north to the Yukon, desperate for gold, greedy to be rich. The Gold Rush had begun!

The crowds travelled by ship from the cities of the west coast of the USA. Then their struggles really began. The early prospectors had to be extremely determined even to make it as far as the Yukon. There were no roads or maps or shops. You had to make your own way cross-country, carrying everything, and you had to be able to survive once you arrived. They had to battle up and over a snowy mountain pass and down to the Yukon River. Every person needed to bring with them a year's supply of food. Think about how much food you'd need for a whole year ...

Once they reached the broad river, the excited gold hunters then had to build a raft and paddle downstream for 500 miles. To build their rafts, the gold hunters chopped down trees and lashed the trunks together. The rafts were huge, in order to carry all the food and equipment, and all the trees were stripped from the land. Everybody was in a rush to race down the river, and competition was fierce to be one of the first to arrive at the places where gold had been found. In winter the river was frozen solid, so travel was impossible. As soon as the ice thawed in the springtime, hundreds of rafts launched down the wild, cold river. Many people drowned or sank or capsized on the dangerous journey.

So many people raced to the Gold Rush area that a new town sprang up, Dawson City. Many people arrived to discover that the best gold areas had already been taken. They returned home, sad and disappointed, having spent all their money on the gamble for gold. A few people *did* return clutching heavy bags of shining gold, but many did not.

Tom was thrilled by these tales of the Gold Rush. And since he was there, he decided to give it a go himself. The simplest way to search for gold is called "panning". So one evening after washing up his cooking pan, he scooped gravel and water from the river into his pan. Then he shook it from side to side, keeping a steady rhythm. Because gold is heavier than gravel, it sinks to the bottom of a pan, separating the shiny, valuable gold from the

worthless stones. Sadly, Tom didn't find any gold. But as he tucked his pan away, he realised he didn't care. He didn't need to become a millionaire. A life filled with adventure, nature, wilderness and challenges felt like a life rich enough for him.

## Spelling

This week we are looking at spellings that have the 'n' sound spelt 'kn' and 'gn'.

Know , knock , knee , gnat , gnaw

You can either practise using write, cover, check or try out the games on the spell zone link below:

[https://www.spellzone.com/word\\_lists/games-8314.htm](https://www.spellzone.com/word_lists/games-8314.htm)

## RE

See purple mash activity set by Mrs Fitter.

## Wednesday 10<sup>th</sup> February

Today is Everybody Reads Day! Have a go at as many activities as you can around the Love of Reading board below. You can choose them in any order and even come up with your own. Other activities have been provided too to keep some variety to your day, as we know that is very much needed! Please do share what you've been up to via class blogs or our Twitter @wouldhamprimary

### Share the love of reading!

You are invited to celebrate "Everybody Reads Day"

When: Wednesday 10<sup>th</sup> February 2021

Location: At home (key worker children will celebrate in school)

Please see details below



Make a reading den with your family... can you all fit in? What will you read inside?



1. Can I read with a friend?

2. Can I read to a friend?

3. Can I read to a friend and talk about it?

4. Can I read to a friend and talk about it?

5. Can I read to a friend and talk about it?

6. Can I read to a friend and talk about it?

7. Can I read to a friend and talk about it?

8. Can I read to a friend and talk about it?

9. Can I read to a friend and talk about it?

10. Can I read to a friend and talk about it?

11. Can I read to a friend and talk about it?

12. Can I read to a friend and talk about it?

Do share with your teacher or on [twitter @wouldhamprimary](https://twitter.com/wouldhamprimary)

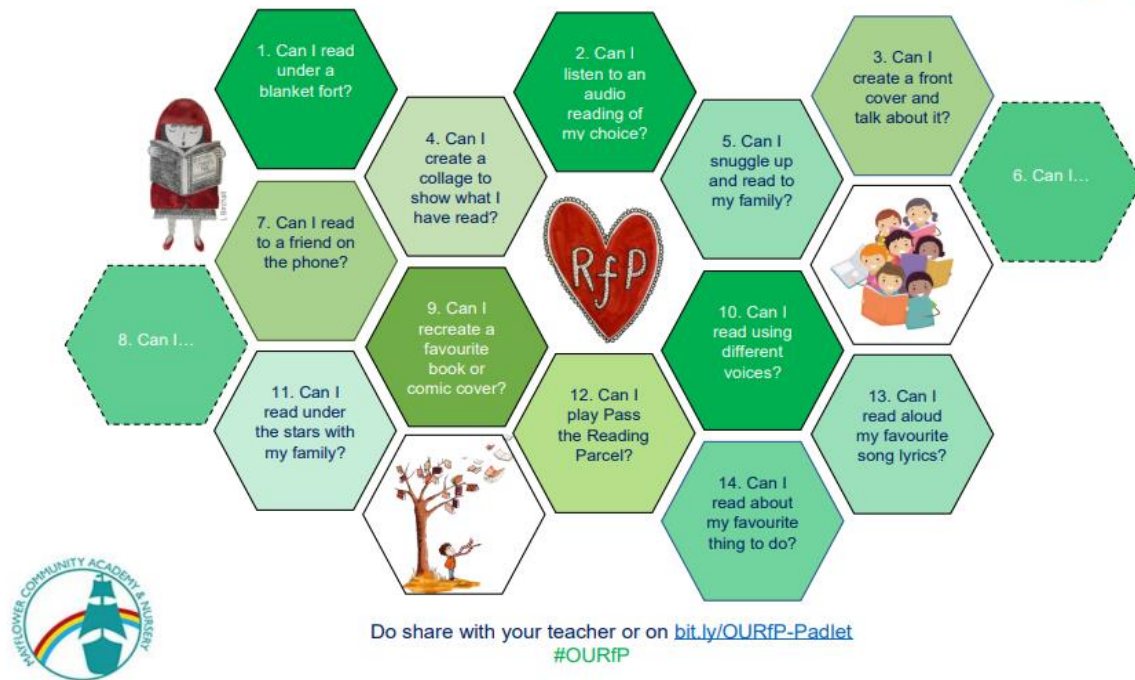
Complete the Reading for Pleasure Bingo Board with your family in any order you choose. Your age board can be found on your class blog.

Recreate a book cover with your family. Try to make it as similar as possible.



Please share all your *amazing* reading, either on the class blog or Twitter @wouldhamprimary





## Maths

Today is final day learning about Bar Charts; we hope you have enjoyed it. You will need to watch the video of Miss McCarney and Mrs Upchurch interpreting bar charts (<https://youtu.be/4cvoetkXegg>). It would be great to work alongside us so please make sure you have a pencil and paper at hand.

Mathletics activities:

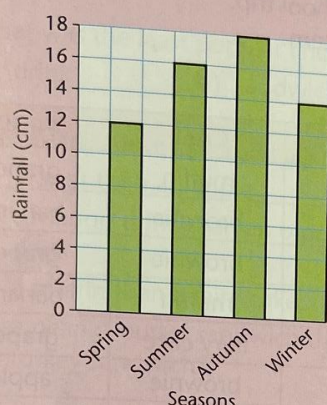
- Bar Graphs 1
- Bar Graphs 2

Extension: Carry out your own survey. Make sure you use a tally chart to collect your data and then try to represent your data using a Bar graph. You could use the data from last week about 'colours of cars'.



**B**

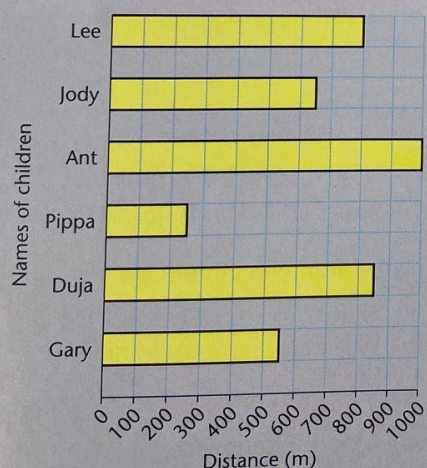
The school weather station measures the rainfall all year. The total rainfall for each season in one full year is shown in the bar chart.



- 1 Which season had the most rain?
- 2 Which season had the least rain?
- 3 How much rain fell in the winter?
- 4 Which season had 16 cm of rain?
- 5 How much less rain fell in the winter than the summer?
- 6 How much more rain fell in the autumn than the spring?
- 7 How much rain fell in the year altogether?
- 8 How much less rain fell in the 6 months of spring and summer than in the next 6 months?

**C**

The children in Class 3 investigated how far away from the school they lived. This horizontal bar chart shows the results for the children on Blue Table.



- 1 Who lives nearest to the school?
- 2 Who lives furthest away from the school?
- 3 How far away from the school do these children live?  
a) Lee                      b) Duja
- 4 Who lives:  
a) 250 m from school  
b) 650 m from school?
- 5 How much further from the school is Lee than Jody?
- 6 How much nearer to the school is Gary than Duja?
- 7 Ant walks to school but goes back to Gary's house. How far has he walked altogether?
- 8 How far do each of the children walk going to and from school each day in kilometres?

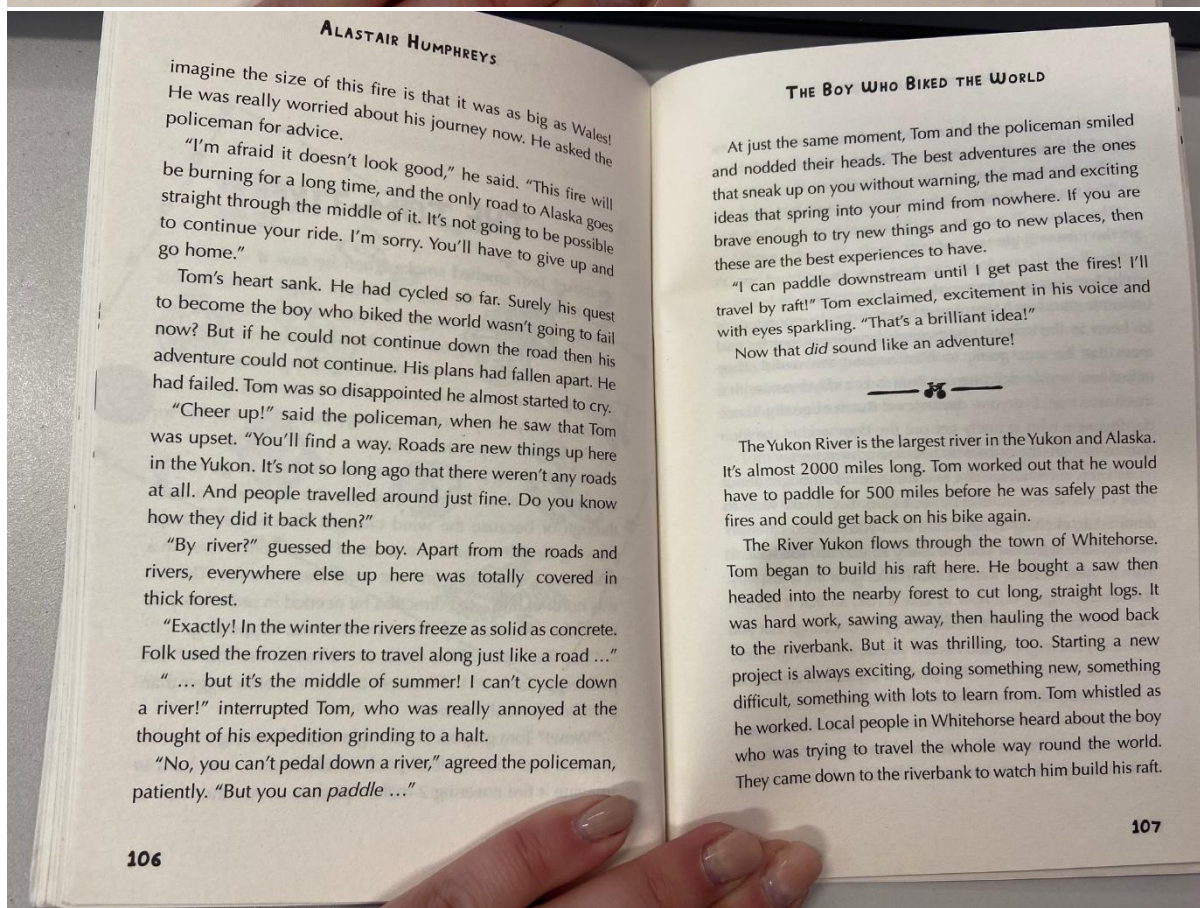
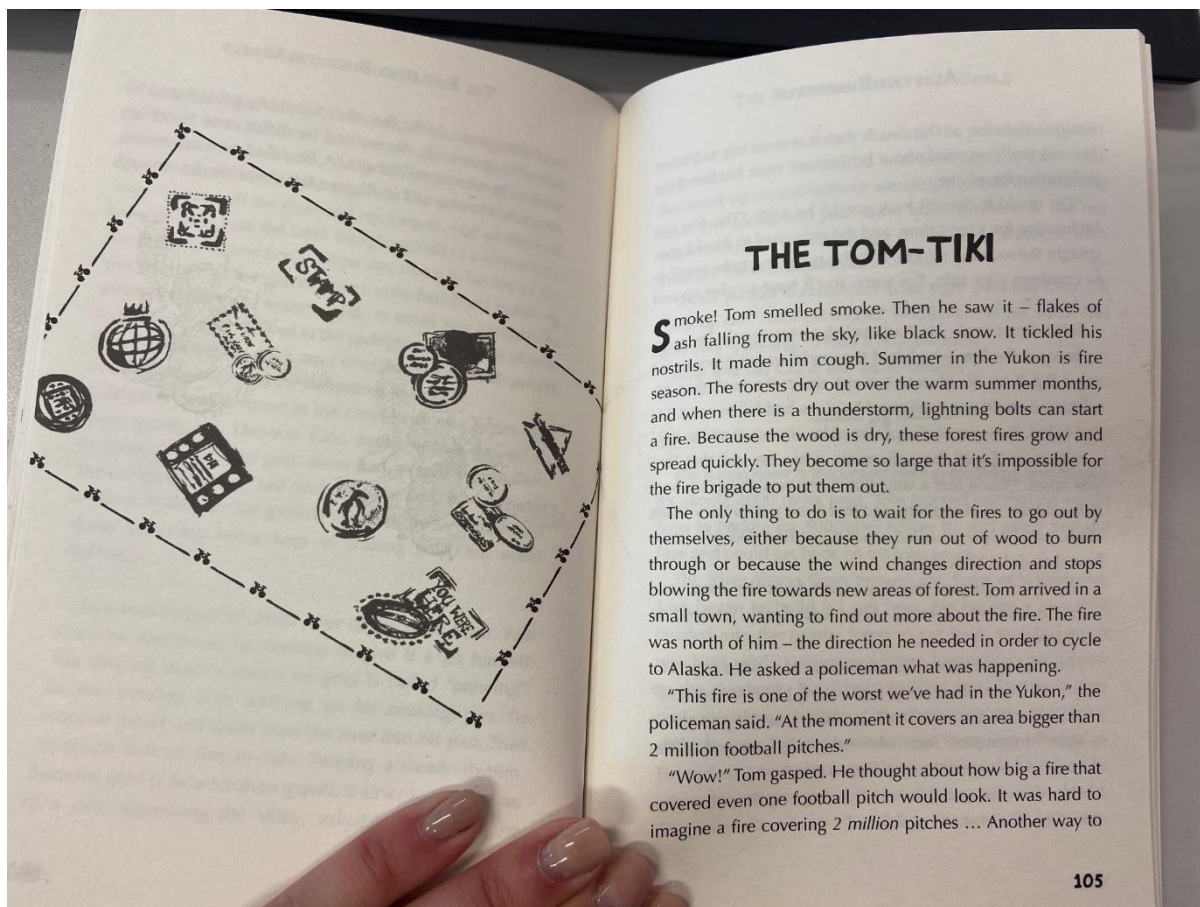
**English**

Think back to the examples of information texts we looked at last week. Write your own information text based on an area (or a few areas) that Tom visited in the text. Use planning sheets with Teacher feedback to support and guide you in this task. There is a template on PurpleMash set up for you named Wk6 Information Text leaflet.



## Guided Reading

Read Chapter 13: The Tom-Tiki. Write 5 questions to ask a friend about this chapter. Can you send an email via 2email to a friend with your questions...will they reply?





Some thought he was brave. Many thought he was crazy. Most had words of warning and tried to put him off the idea.

"The river's too high ..."

"The river's too cold ..."

"The bears will get you ..."

"The fires will get you ..."

"You'll sink if you load your bike onto that raft ..."

But Tom was used to people trying to put him off hatching adventurous plans. He remembered being surrounded by children in the school playground, laughing when he told them that he was going to bike around the world. They called him a silly daydreamer. Tom was a daydreamer, that much was true. Everyone daydreams. But not equally. Those daydreamers who actually get out the door and make their dreams real are the ones who become adventurers.

He knew there were risks in adventure. He thought about them before he began and he took care. But if you want to do difficult, exciting things in life then you have to carefully but regularly test what you are really able to do. You have to learn to think whether a risk is worth taking, or if it is just silly. You need to figure out *how* to take a risk, so that it doesn't hurt you. And you need to be brave, trying out things that you previously felt might be too hard. If you do these things often, you'll start to understand that you are capable of more than you ever imagined. You really are. We all are.

After days of hard work Tom was tired, but the raft was almost finished. He had tied several logs together, making a raft big enough for both himself and his bike. He could sleep

on it, too. Tom made oars from wood, and stocked up with food (lots of bananas) and drinking water. A crowd of people helped him launch the heavy raft into the water and tie down the bike and equipment. Then they gave the raft a big push out into the river. He was off!

"Three cheers!" they shouted, smiling and waving.

"Good luck!"

Although the crowd had been warning Tom about all the things that might go wrong, they knew that mostly they had just been giving themselves excuses as to why they were not going on exciting trips like Tom. They were all actually a bit jealous as the raft drifted out into the current and began floating merrily down the stream.

"Hip, hip hooray!"

Tom was very proud of his raft. He thought that it deserved a name. He decided to call his raft the *Tom-Tiki*. He had no map of the river, but then neither did any of the brave early explorers who rushed here seeking gold. At least he knew that somewhere down the river there would eventually be a town. And he was on his way!



Tom pulled hard on the oars. The *Tom-Tiki* was enormous, and working the oars was difficult. It didn't take long to become red and sweaty and for his arms to ache. When he got tired on his bike he would just stop riding and sit down for a rest. So he decided to try the same thing on the river.

He put down the oars. And that was the moment that Tom really, really began to enjoy his rafting adventure. Because even when he was not rowing, the raft kept moving, pushed downstream by the river current. He realised that, unlike cycling, on a raft you can just relax and you will still keep moving. It was a very easy way to have an adventure. He settled into some serious lying down and relaxing. This was the life! Yukon Ho!

For 10 days Tom travelled down the river aboard the *Tom-Tiki*, drifting around the edges of the forest fire. Sometimes there were islands. He either steered around them or, if it was late in the afternoon, tied the raft to a tree and stepped onto the island to camp. Camping on an island is really fun, something Tom could never do when he was on his bike. He also liked the islands because being on an island felt a little bit safer than the riverbank from the bears he saw daily.

Moose sometimes swam across the water with only their heads showing. Their huge ears were pinned back as they strained against the current. A beaver swam towards its jumbled lodge of branches and mud. Scared by Tom's approach, the beaver slapped the water with his tail and disappeared in a dive down into his underwater home. Bald eagles sat in treetops watching the world and looking for fish. Above the water, colourful dragonflies hovered and whirled. And under the water were racing, muscular salmon, but Tom never managed to catch one for his tea.

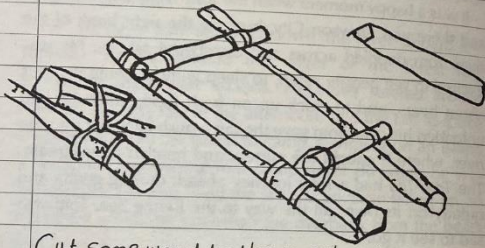
He did not see another person, road or town while drifting along the river. He was alone in the wild, seeing exactly the same sights as the Gold Rush adventurers a century ago. Because Tom didn't have a map, he had no idea when he would arrive at Dawson City. He hoped that he would not miss it whilst having a little nap and end up drifting all the way to the sea!

It was a happy moment when the *Tom-Tiki* rounded a bend and there was Dawson City, hugging the right bank of the river. Tom paddled across and clambered ashore. He was excited to see people again, to sleep without being nervous about bears, and to stock up on fresh food. Once he had unloaded his gear, Tom gave the raft a push back out into the river, where it caught the current and headed downstream. The *Tom-Tiki* had a long journey ahead, drifting gently and quietly on its own, all the way to the Bering Sea. Tom was sad to see it go.

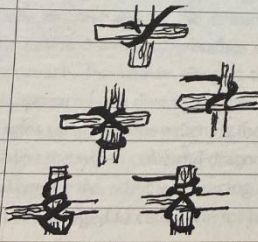


## HOW TO MAKE A RAFT

It was lots of hard work and also lots of fun making a raft to paddle down the Yukon River. Here are some drawings of how to do it:



Cut some wood to the lengths you need them and tie them together.



Here's how to tie them together.

Et Voilà! (I remember some of the French I learned in France, too!).

Turn the book sideways to see a picture of the finished Tom-Tiki!



## PE

Complete the attached worksheet (matching the information with the relevant picture). Then try the 2do on Purple Mash, explaining why it is important to exercise; you may also want to include your warm up or your fitness circuit that you designed previously.

# Exercise

Read each statement about the effects of exercise on parts of the body and match it to the correct image.

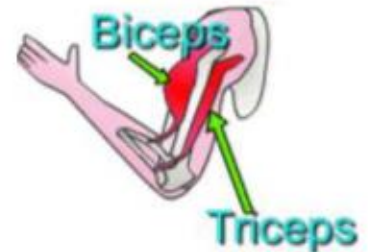
Exercise helps this organ get stronger. With exercise this organ works harder which helps to deliver more oxygen around the body. The more exercise this organ gets, the better it becomes at its job.

Exercise helps muscles become more flexible. Regular exercise allows easier movement of your body without feelings of pain and tightness.

Exercise helps the body use up calories from food it has digested. If there are too many calories left in the body from digested food, then weight gain occurs. Too much weight gain will cause the body to become unhealthy.

Muscles become stronger with more exercise. This allows the muscles to do more powerful things and increases the amount of muscle stamina, stopping the muscles from becoming tired too quickly.

When the body exercises, it not only helps to improve the overall condition and health of the body, it helps to make it feel good too. When somebody exercises, chemicals are released in the brain which makes them feel good.



**Thursday 11<sup>th</sup> February**

## **Maths**

Today we are moving onto 'tables'. You can use tables to interpret information to help answer one and two step problems. You will need to use your addition and subtraction skills to answer the questions accurately and ask your own questions about the data in tables.



You will need to watch this video <https://vimeo.com/502338566>. Make sure you have a pencil and paper to hand so that you can pause the video and answer the questions.

Have a go at the following activities on 'tables'. There are 2 Purple Mash activities, 2 Mathletics activities, plus Section A (and Section B as an extension if you want to give it a go). Section A and B can be done on paper and emailed to us, or answers can be uploaded to the class blog.

## 2 Mathletics activities:

- Add and subtract using graphs
- Reading from a bar chart

## 2 Purple Mash activities:

- Wk6 THURS Tables
- Wk6 THURS Tables and Bar Charts

### USING TABLES

128

**TARGET** To solve problems using information presented in tables.

This table shows the lunch choices of 12 children on a school trip. Each child chose one of the 3 available choices for each item.

NAME	COACH SEAT	SANDWICH	DRINK	CAKE	FRUIT
Erin	1	peanut butter	mango	muffin	grapes
William	2	turkey	orange	brownie	banana
Ameera	3	cheese	orange	brownie	grapes
Lance	4	turkey	mango	muffin	banana
Minnie	5	peanut butter	mango	fairy cake	grapes
Camille	6	peanut butter	apple	brownie	apple
Jordan	7	cheese	mango	muffin	apple
Alfie	8	turkey	mango	brownie	grapes
Lynda	9	peanut butter	orange	brownie	banana
Ryan	10	turkey	orange	fairy cake	banana
Tyrone	11	peanut butter	orange	muffin	grapes
Courtney	12	cheese	mango	brownie	apple

#### A

Look at the table.

- Who was sitting at seat number:
  - 3
  - 11
  - 6
  - 4?
- What was the seat number of:
  - Lynda
  - William
  - Alfie
  - Courtney?
- What sandwich was chosen by:
  - Erin
  - Jordan
  - Ryan
  - Minnie?
- Which drink was chosen by:
  - Lance
  - Camille
  - Lynda
  - Erin?
- Which cake was chosen by:
  - Alfie
  - Ryan
  - Ameera
  - Jordan?
- Which fruit was chosen by:
  - Tyrone
  - William
  - Courtney
  - Minnie?
- How many children chose:
  - a cheese sandwich
  - an orange drink
  - grapes
  - a muffin?
- Which two children chose a fairy cake?

#### B

Look at the table on page 128.

- What was the most popular choice of:
  - cake
  - fruit?
- What was the least popular choice of:
  - drink
  - sandwich?
- How many more children chose:
  - grapes than an apple
  - a mango drink than an orange drink
  - a muffin than a fairy cake
  - a peanut butter sandwich than a turkey sandwich?
- How many fewer children chose:
  - a muffin than a brownie
  - a turkey sandwich than a peanut butter sandwich
  - an apple drink than an orange drink
  - a banana than grapes?
- Who chose a cheese sandwich and an orange drink?
- Who chose an orange drink and a muffin?
- Who chose a muffin and an apple?
- Who chose the same sandwich and drink as Tyrone?
- Who chose the same cake and fruit as Ameera?
- How many children chose a turkey sandwich and a mango drink?
- How many children chose a fairy cake and an apple?



Here is a final reasoning question if you would like to give it a try:

Eva has created a table to show how many boys and girls took part in after school clubs last week.

Day	Boys	Girls
Monday	11	9
Tuesday	18	12
Wednesday	13	11
Thursday	8	8
Friday	9	7

Eva says,



106 boys took part in after school clubs last week.

Is Eva correct?

Explain why.

### **English**

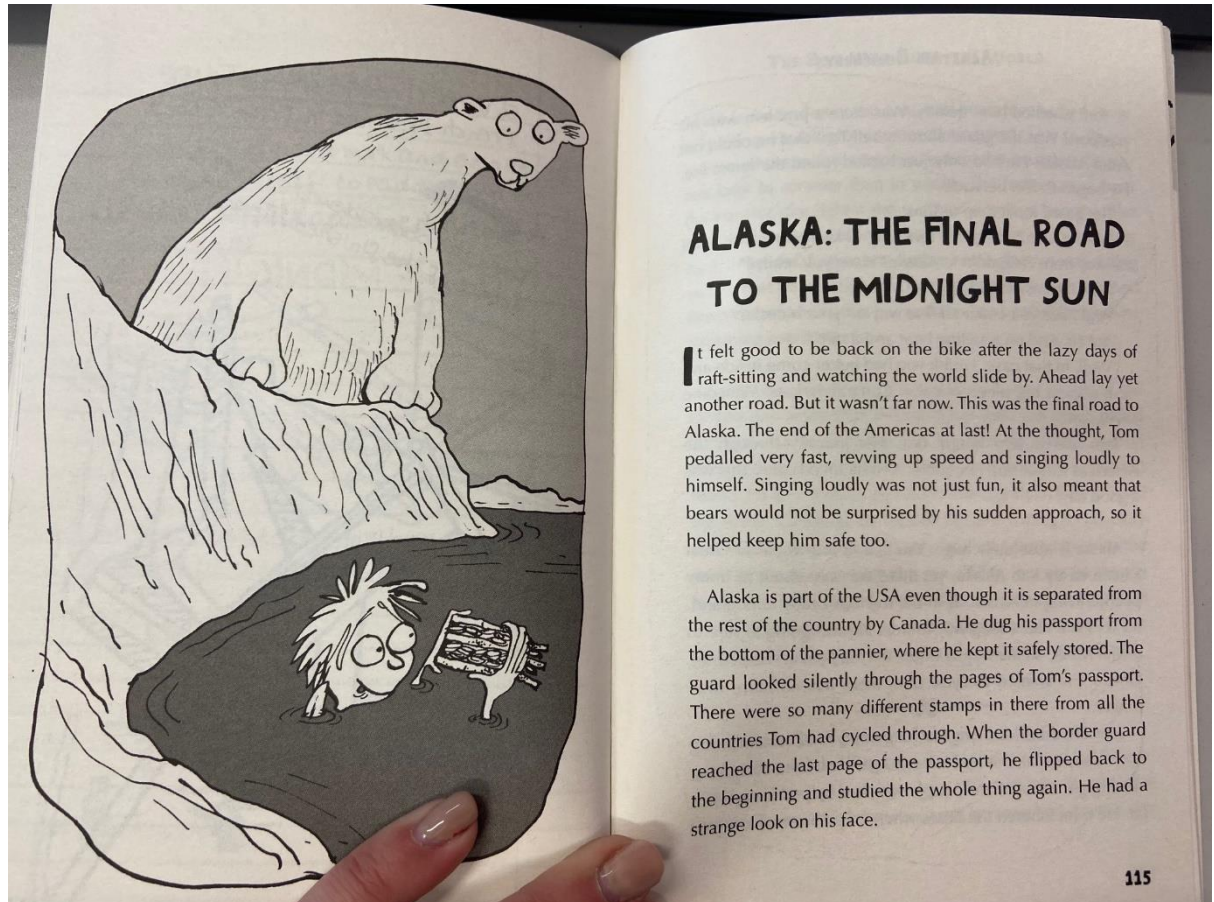
Today you need to edit and improve your information texts. The things you need to be checking are: punctuation, spelling, grammar, using the checklist, improving sentences, ensuring it is factual, improving and upleveling vocabulary, adding conjunctions, using fronted adverbials and different openers.

### **Guided Reading**

Read Chapter 14: Alaska: The Final Road To The Midnight Sun. Complete the following sentences using information from the text

1. As Tom thought about the 'final road' 'the end of the Americas', he...
2. When the guard saw Tom's passport he was \_\_\_\_\_ because...
3. Tom wanted to cycle as far as...
4. The line where on the longest day of the year (the \_\_\_\_\_) and the the sun never sets is called...
5. Two things that made Tom absolutely filthy was...

6. The highest mountain in North America is... , the highest mountain in Africa is... and the highest mountain in South America is...
7. 4 animals that Tom could see on the valleys were...
8. There were no trees from the Atigun Pass to the North pole because..
9. Tom celebrated reaching Prudhoe Bay by...
10. Tom's secret that can make any normal boy or girl do something really amazing is...
11. Tom's motto is...
12. In order to become the 'boy who biked the world', Tom now has to...





Tom watched him, quietly. Was there a problem with his passport? Was the guard about to tell Tom that he could not enter Alaska? He had only just battled round the forest fire. He began to feel nervous.

The guard looked up at Tom.

"Young man," he spoke seriously. "Have you travelled all the way from Patagonia to Alaska? Have you really?"

"Yes sir," answered Tom.

"And have you come all that way on your bicycle?"

"Yes sir. And on a sailing boat and a raft."

"Well, in that case, I think you had better come inside and have a great big piece of cake. Congratulations! Welcome to Alaska!"

Tom was a very happy boy. His journey through the Americas was almost complete. And he loved cake. This was a good day!

Alaska is absolutely huge. You can fit the whole of Great Britain easily into Alaska, yet there are only about as many people living in Alaska as in the town of Leeds in England. So Tom still had a long way to ride. He was going to ride to the far north, all the way to where the road ran into the Arctic Ocean. He wanted to cycle until there was no more road to ride.

Tom loved the ride along that long empty road, remembering how many months it had taken to get here from Patagonia. He thought about all the people who had helped him get this far. He remembered the times when it had seemed too hard

or too far or too hot or too cold, and how close he had come to quitting. He felt proud to have kept going.

Everywhere in the world (except on the equator), the sun sets later in summer than in winter. The further away from the equator, the lighter the summer evenings become. The sun sets later each evening and rises earlier each morning. As Tom headed further and further north, the sun was setting so late that he usually went to sleep before it even set. And dawn came so early that he would wake up to bright sunshine streaming into his tent.

Eventually, heading north, you cross a line where on the longest day of the year, the sun never sets. This line is called the Arctic Circle. On June 21st, the summer solstice, the sun doesn't drop below the horizon at all. It just goes round and round the sky. It never gets dark. The night that Tom crossed the Arctic Circle he sat outside his tent writing in his diary and reading his book until very late. He wanted to enjoy the midnight sun and watch the sun sliding low across the sky but not actually sinking out of sight. When you cycle round the world you can stay up until midnight anytime you want: you don't have your Mum or Dad to make you go to bed!

The boy loaded his bags with enough food to last for 10 days. Ten days was how long it would take to reach the Arctic Ocean and there would not be anywhere on the way

to buy supplies. But the end of the Americas was almost in sight! The hills were steep and he had to push as hard as he could on the pedals to keep moving up the track. Sweat poured down his face, mixing with dust until he was absolutely filthy. It was tough work, but Tom enjoyed the way Alaska was throwing up a final challenge. He didn't want the end to be easy. He wanted to earn his reward. Even the downhill were tricky. He couldn't zoom down them like he usually did because there was a big risk of skidding and crashing on the loose gravel.

Tom cycled past Mount McKinley (also called Mount Denali), at 6194 metres the highest mountain in North America. He was boiling hot, but the mountain itself was covered in snow. It was an impressive sight. Maybe one day he'd come back and climb that mountain, he thought. He had now cycled alongside the highest mountains in Africa (Kilimanjaro – 5895m), South America (Aconcagua – 6960m) and North America.

Sheep scrambled high above on the scree slopes; caribou and muskox grazed on the valley's grass; and yet another grizzly bear trotted across the road. Approaching the last big climb over the Brooks mountain range – called the Atigun Pass – Tom passed the final tree. From here all the way to the North Pole there were no more trees: the weather was too harsh for them to grow this far north. After this mountain pass, for thousands of miles in every direction, was nothing but flat, boggy grassland, called tundra. The small, deserted

road would lead Tom towards the ocean and the end of North America. He rode for days, thinking back over all the adventures he had had, until one exciting day, ahead of him, he spied the grey waters of Prudhoe Bay.

He had done it! He was there! Tom pushed his bike down to the water's edge, ready to celebrate in his favourite way: a double-sized banana sandwich. This was followed by a quick swim in the Arctic Ocean. It was a very quick swim because it was freezing cold and because polar bears are often seen around here. He didn't want his celebration to end by becoming lunch for a polar bear!

Tom was amazed that he had just ridden 17,848 kilometres – all the way from that signpost at the bottom of Patagonia to the very top of Alaska. It was so far for one boy to have ridden! And he had been so worried.

Here, though, is Tom's secret, the secret that can make any normal boy or girl do something really amazing. Tom had a big dream – to cycle all the way up the Americas as part of his adventure round the world. Having a big dream is important.

But just having a dream is not enough. Tom also did the most important thing of all – he began. He started small: just climbing onto his bike and starting to pedal north. That's easy, it's tiny, anyone can do it. But it's also the hardest thing of all: thinking small so as not to put yourself off, starting small, but making sure you actually begin. The rest will follow little by little.

## ALASTAIR HUMPHREYS

Think big. But start small.

And, with that, Tom settled down on the pebble beach beside the Arctic Ocean to treat himself to one more banana sandwich. He had ridden a long way now – from his home all the way through Africa and now up the Americas. But he knew that there was a long way to go before he arrived back home again. He still had to cycle all the way across Asia before he became the boy who biked the world ...

### Spelling

This week we are looking at spellings that have the 'n' sound spelt 'kn' and 'gn'.

Know , knock , knee , gnat , gnaw

You can either practise using write, cover, check or try out the games on the spell zone link below:

[https://www.spellzone.com/word\\_lists/games-8314.htm](https://www.spellzone.com/word_lists/games-8314.htm)

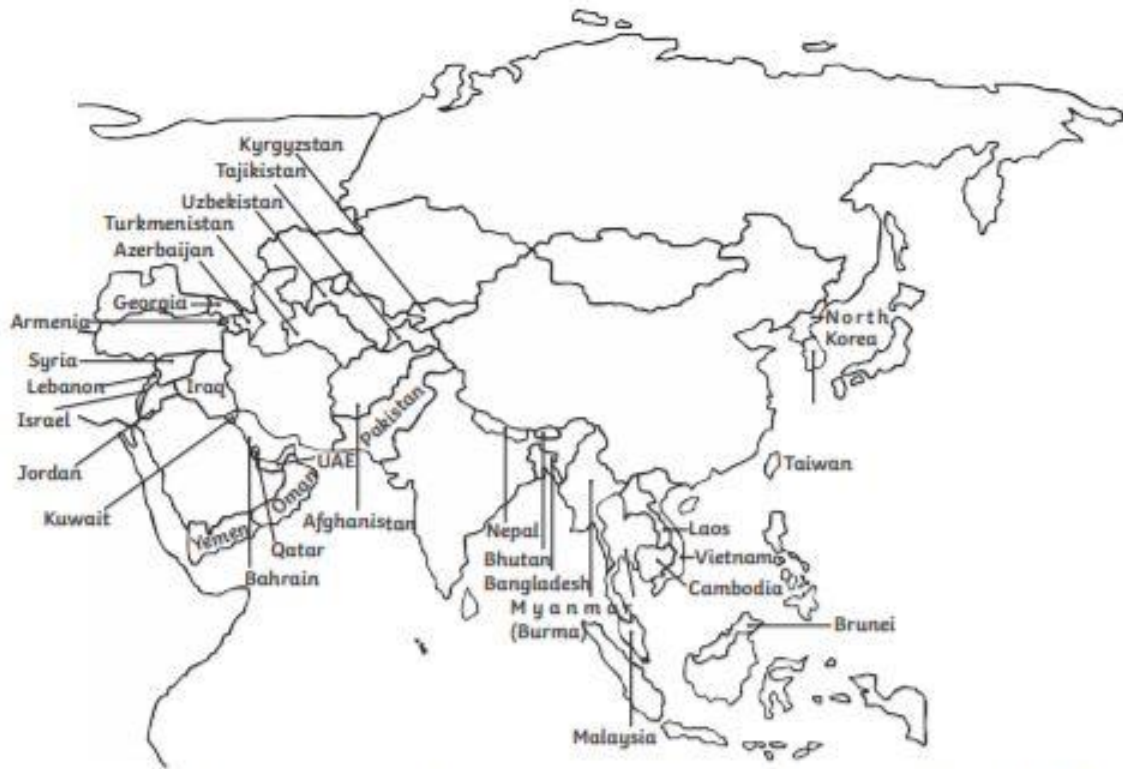
### Theme

This week we are looking at Asia. Below is a cloze activity whereby you need to research using a search engine, atlas or books in order to fill in the blanks.

After you have completed this activity, we want you to look a bit more about 'China' and 'Chinese New Year'. There is a poster activity for you to complete on PurpleMash named Wk6 Theme: Chinese New Year.



# Asia Activity Sheet



Using an atlas, non-fiction books and the Internet, research Asia and find the facts to complete the sentences below.

1. Asia is the largest \_\_\_\_\_ in the world.
2. By area, the smallest country in Asia is \_\_\_\_\_.
3. By area, the biggest country in Asia is \_\_\_\_\_.
4. There are \_\_\_\_\_ countries altogether in Asia.
5. To the south of Asia is the \_\_\_\_\_ Ocean and to the north is the \_\_\_\_\_ Ocean.
6. On the east Asian coast is the \_\_\_\_\_ Ocean.
7. In the west, we find the \_\_\_\_\_ Sea, the \_\_\_\_\_ Sea and the \_\_\_\_\_ Sea.
8. The highest mountain range in Asia is the \_\_\_\_\_ Mountains.
9. The longest river in Asia is \_\_\_\_\_.
10. The deepest lake in Asia is \_\_\_\_\_.

## Challenge:

Complete the map above, by adding the labels for the countries listed below:

China, Russia, India, Japan, Iran, Indonesia, Turkey, South Korea, Kazakhstan, Mongolia, Philippines, Saudi Arabia, Maldives, Sri Lanka, Singapore and Thailand.

Friday 12<sup>th</sup> February

## Maths

Welcome to the last Maths session of term 3. Today we will be having a recap of all we have learnt this term that includes:

- The written method for multiplication - 2 digit by 1 digit
- The "Bus Stop" method for division - 3 digit by 1 digit
- Money - adding, subtracting and giving change
- Statistics - tally charts, bar graphs and pictograms.

We have set up an activity on Mathletics called 'Test' for you to practise your skills. Then, have a go at the questions below either on paper or upload to the blog. It would be great to have your feedback on the class Blog to tell us which areas you have found easy and which areas you would like more support with.

$$\begin{array}{r} 1. \quad 24 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 22 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 18 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 26 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 12 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 48 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 41 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 31 \\ \times 7 \\ \hline \\ \hline \end{array}$$

### **Activity Two - "Bus stop" method for division**

Answer the following questions using the written bus stop method.

1.  $429 \div 3 =$

2.  $560 \div 4 =$

3.  $615 \div 5 =$

4.  $764 \div 4 =$

5.  $288 \div 3 =$

6.  $670 \div 5 =$

7.  $488 \div 2 =$

8.  $920 \div 4 =$

9.  $363 \div 3 =$

10.  $510 \div 5 =$







### Activity Three - Money

**Year 3**
White  
Rose  
Maths

**Money**

Name \_\_\_\_\_






**1** Eva has these notes and coins.













How much money does she have?

£ \_\_\_\_\_ and p \_\_\_\_\_

**2** Circle 4 pounds and 65 pence.

**3** Max empties his money box.



He spends £1 and 72 pence on a present.  
Circle the coins he could have used.

How much money does he have left?

£ \_\_\_\_\_ and \_\_\_\_\_ p

**4** Tick the sets of coins that add up to £1



☐  
1 mark

☐  
1 mark

☐  
1 mark



- 5 How much money is there altogether?



£      and      p

1 mark

6

Pricelist	
Milkshake	£1 and 70p
Water	£1 and 25p
Hot Chocolate	£2 and 45p
Flapjack	£1 and 29p
Brownie	75p

How much does a milkshake and a flapjack cost altogether?

£      and      p

1 mark

Whitney has £5 and 60p. She buys a hot chocolate. How much does she have left?

£      and      p

1 mark

How much does a brownie and a flapjack cost altogether?

£      and      p

1 mark

- 7 Complete.

£1 and 36p =  pence

£  and  p = 512 pence

£8 =  p

3 marks

- 8 Teddy buys a sandwich for £3 and 55p. How much change does he get from £10?

£      and      p

1 mark

- 9 Mo buys a kettle and a toaster. The kettle costs twice as much as the toaster. The total cost is £63. How much does the kettle cost?

£

2 marks

Circle how confident you feel with money.

1

2

3

4

5

Not  
confident

Very  
confident

## Activity Four - Statistics

Year 3

Statistics

Name \_\_\_\_\_

- 1 The pictogram shows the number of animals on a farm.

Animal	Number on farm
Sheep	★ ★ ★ ★
Horses	★ ★
Chickens	★ ★ ★ ★
Cows	★ ★ ★ ★ ★

★ = 10 animals

How many cows are there on the farm?

\_\_\_\_\_ cows

1 mark

How many more sheep are there than horses?

\_\_\_\_\_

1 mark

How many animals are there altogether?

\_\_\_\_\_ animals

1 mark

- 2 Class 3 voted for their favourite drink. The results are shown in the pictogram.

Drink	Number of children
Apple Juice	☹ ☹ ☹
Orange Juice	☹ ☹ ☹ ☹ ☹ ☹
Milk	☹ ☹ ☹ ☹ ☹
Water	

☹ = 2 drinks

7 people like water the most.

Complete the pictogram.

1 mark

Complete the sentences.

The most popular drink is \_\_\_\_\_

3 more children like milk than \_\_\_\_\_

Less children like \_\_\_\_\_ than water.

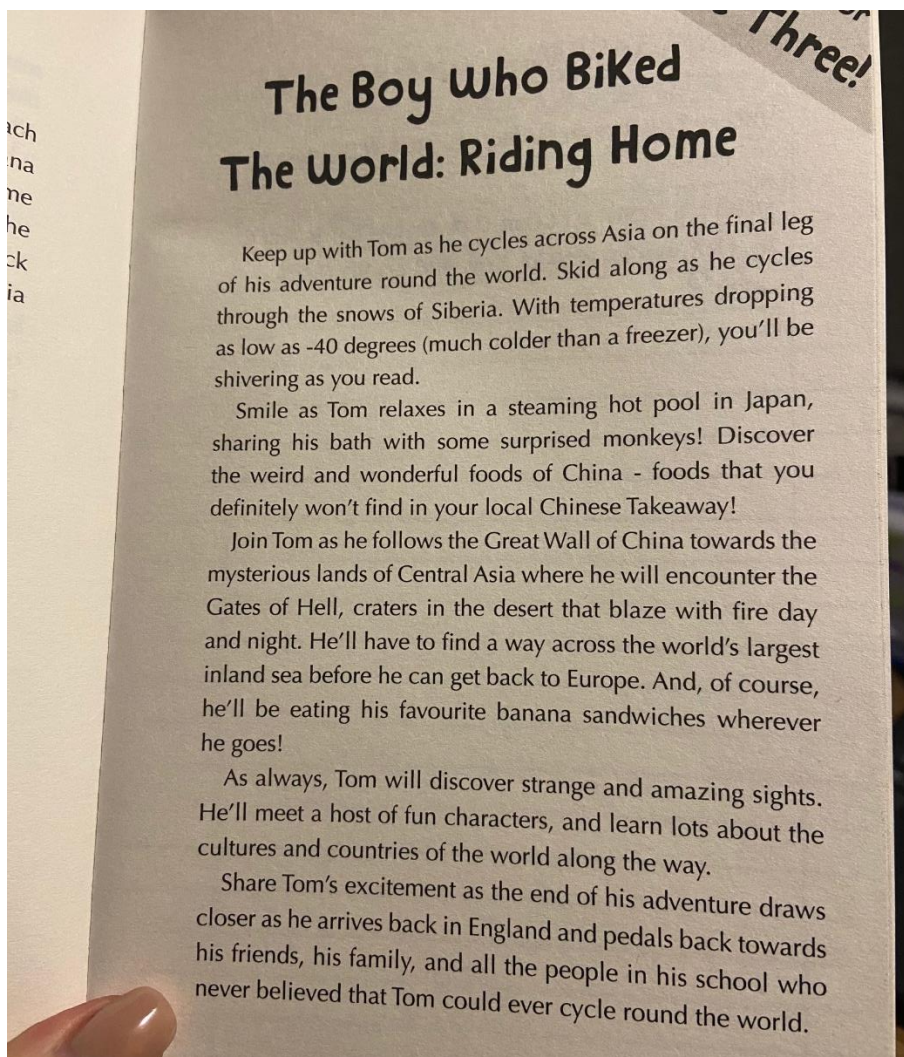
3 marks

## English

Write up your information text in a suitable format e.g. poster or leaflet (there are 3 different templates set up on purple mash for you in case you wanted to use them). You can complete this activity on Purple Mash or on paper to submit by email or adding to your folder. We hope you have learnt lots of interesting things through reading 'The Boy who Biked the World' and enjoyed it as much as we have.

## Guided Reading

Read the preview of The Boy Who Biked the World: Part 3. Can you design a front and back cover for the next book? Make sure you include a blurb. Maybe you want to read Part 3 over the half term break. It would be really interesting to find out about Tom's journey home and for you to report back to us about it.





## Spelling

This week we are looking at spellings that have the 'n' sound spelt 'kn' and 'gn'.

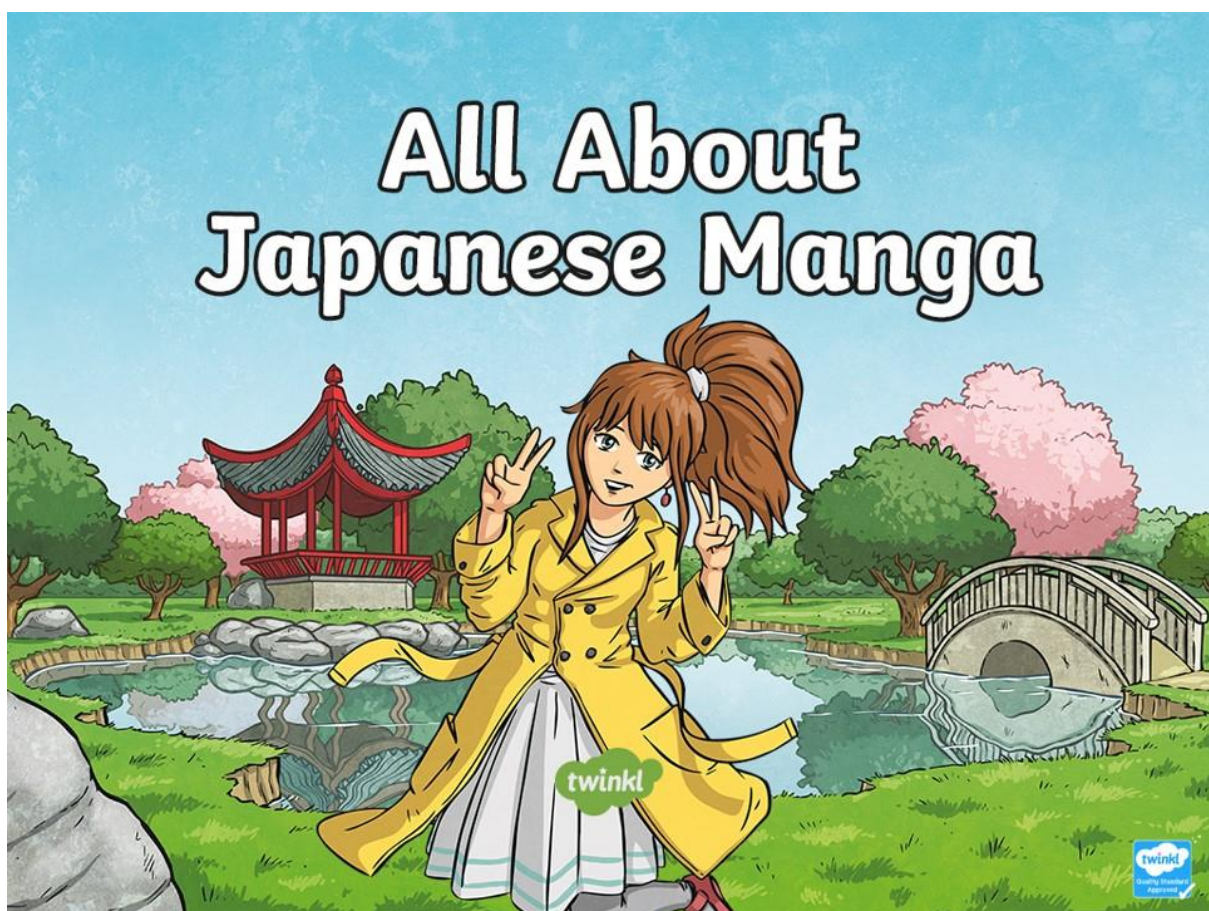
Know , knock , knee , gnat , gnaw

You can either practise using write, cover, check or try out the games on the spell zone link below:

[https://www.spellzone.com/word\\_lists/games-8314.htm](https://www.spellzone.com/word_lists/games-8314.htm)

## Creative

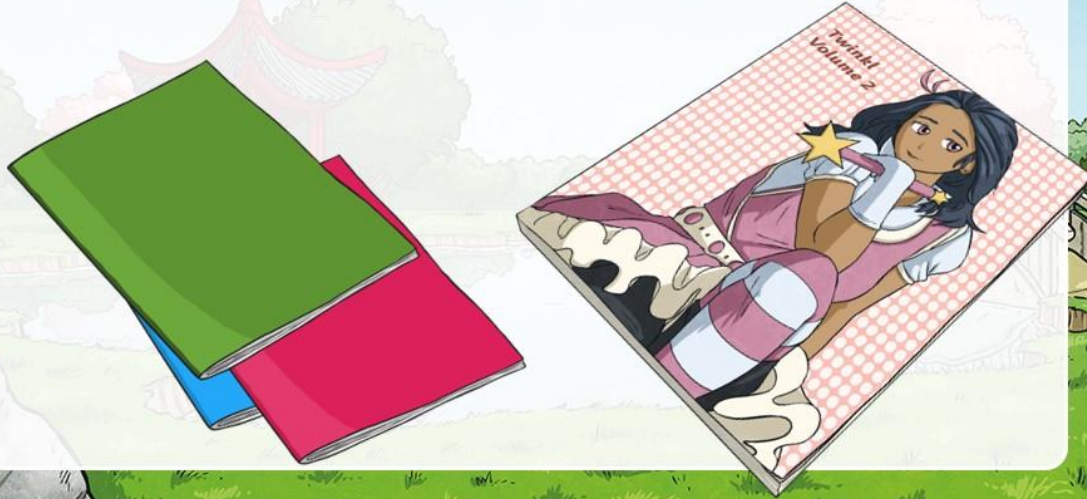
This week we are looking at Japanese Manga. Read the information below and follow the instructions to draw your own Manga character.





# What Is Manga?

Manga is an art form, a type of Japanese comic book or graphic novel. First published in Japan in the early nineteenth century, it has become more popular and widespread in recent years. Manga is the form of telling a story through illustration. These stories often involve adventure or humour.



## The History Of Manga

The art form that we now recognise as manga was published in newspapers as cartoon strips in the 20<sup>th</sup> Century. Although its roots may be earlier, Kitazawa Rakuten (1876-1955) is considered by many to be the father of modern manga. As its popularity became more global, the art form expanded to include anime (animated media, e.g. cartoons), clothing, graffiti and gaming.





## Audience

Unlike traditional comic books, manga is not just read by children. There are many different types of manga, written to appeal to a wide audience:

- **Kodomo** often teaches morals to its audience of young children.
- **Shonen** appeals to teenage boys with its action and adventure stories.
- **Shojo** is primarily for pre-teen and teenage girls and include stories based on real-life situations as well as action and adventure.
- **Seinen** is written for older teenagers and men. These stories involve plenty of action.
- **Josei** are often realistic tales and capture an audience of girls in their late teens to older women.



## Themes

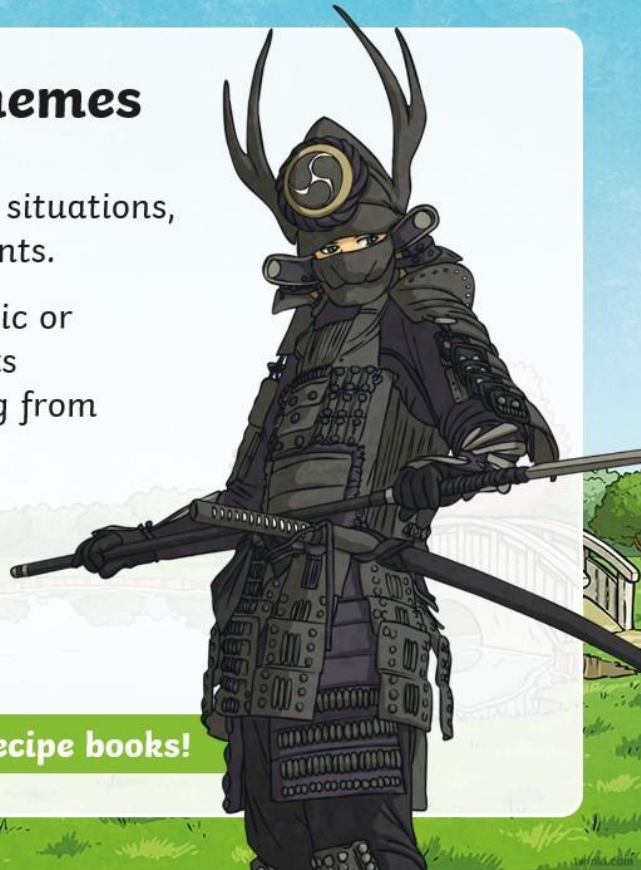
Themes range from real-life situations, to humour, to historical events.

Manga fiction can be realistic or fantastical with protagonists (leading characters) ranging from samurai warriors to robots.

Manga can be found filling the shelves in bookshops all over Japan.

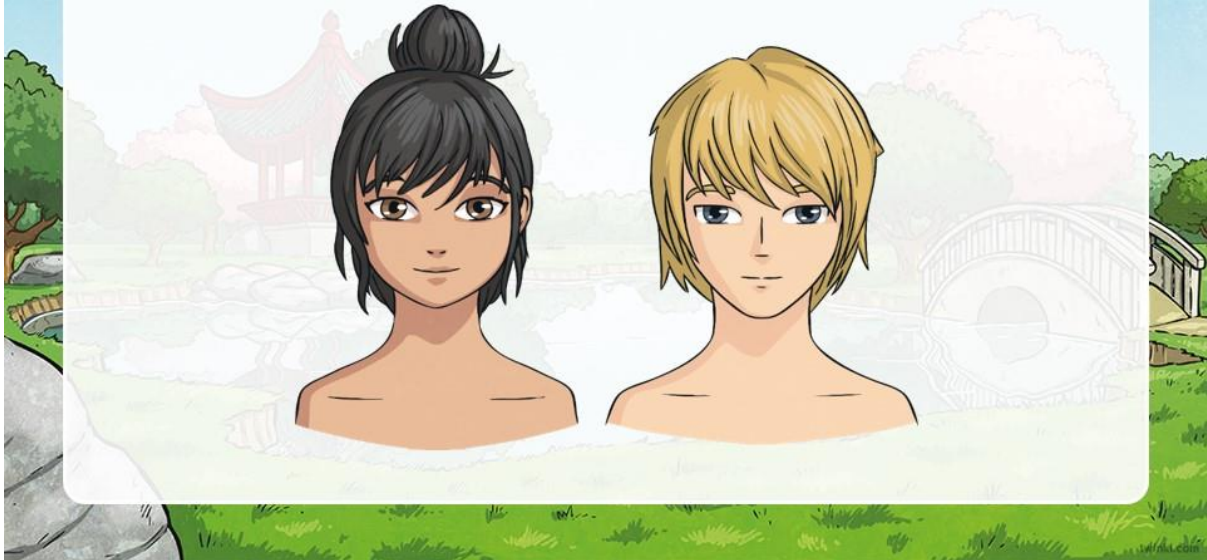
**Did you know?**

**You can even get manga recipe books!**



# The Manga Style

Manga has a specific style. It is drawn by hand in pencil, or pen and ink. Characters are depicted with large eyes, small mouths and often unnatural hair colour. Much manga is still printed in black and white.



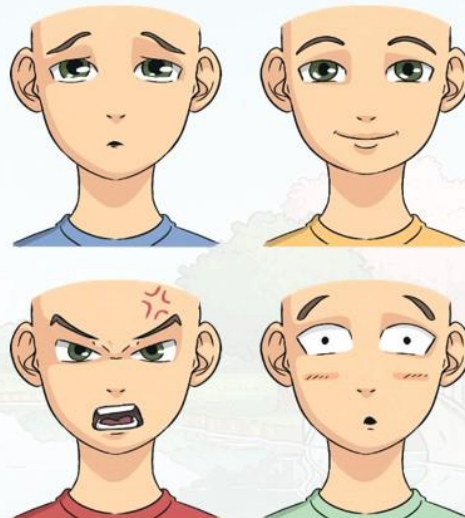
## Telling A Story

Manga can include some text but the focus is on the illustrations.

Emotions are shown through highly exaggerated illustrations, e.g. a **sad** character would be depicted crying a waterfall of tears.

A **happy** character's smile would be really wide and almost fill the face.

An **angry** character would be depicted with red, rosy cheeks and have steam coming from them.





# Draw Your Own Manga Character

1. Draw a circle, with a light line down the middle.
2. Draw two vertical lines from both sides of the circle, angling towards the central line, to create a chin.
3. Half way down the circle, draw the eyebrows and below that, large eyes.
4. Halfway down the bottom half of the face, draw a simple line for the nose, or two nostrils. Add ears, with the bottom in line with the nose.
5. Add a simple lip outline, halfway between the nose and chin.
6. Add choppy hair, with sweeping strands.
7. Add colour and further details to depict your character's emotions.

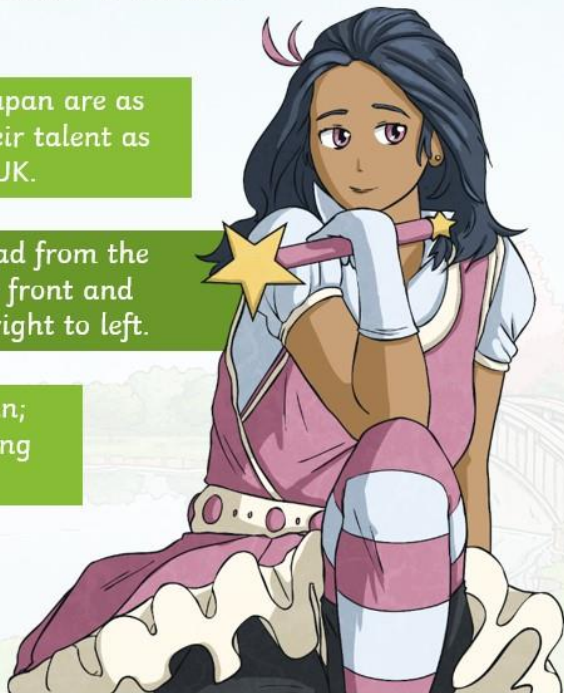


## Fabulous Facts

Artists and writers of manga in Japan are as admired and well-respected for their talent as a famous writer is in the UK.

Traditional manga is read from the back of the book to the front and each page is read from right to left.

Manga cafes are common in Japan; you can enjoy a drink while reading your favourite manga.



# Manga

Manga is a Japanese art form that combines storytelling with a unique style of artwork (using simple lines and characterised features). The word manga is used to describe the comic books and graphic novels produced in this style.

Japanese manga is almost always black and white. Stories are published weekly or monthly in magazines and black and white images are cheaper and quicker to produce. Manga stories are read from right to left.

The Japanese word for a manga artist is 'mangaka'. A mangaka will create the artwork and write the story.

Manga is widely read in Japan (by people of all ages) and is becoming increasingly popular internationally.

A best selling manga series may be made into an animated film, known in Japan as 'anime'.

## Who Made Manga Famous?

**Osamu Tezuka** (1928 - 1989) was a pioneering manga artist, cartoonist and animator. He is sometimes called the 'godfather of manga' and has been described as 'Japan's Walt Disney'.

He created a manga revolution in Japan with his children's books including 'New Treasure Island' and 'Astro Boy'.







A mangaka creates the art work and the storyline for a manga.





Manga and anime images have been used to decorate this train in Japan.



