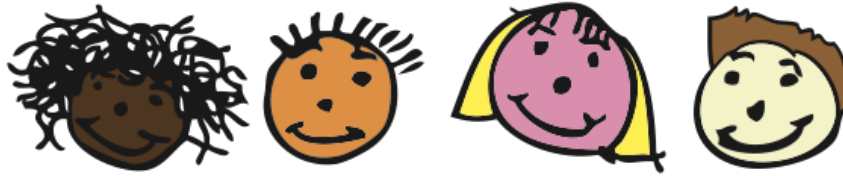


Bowes Primary School



Home Learning Pack

Dear Parents

- We have provided several tasks that will support your child's learning during the current school closure.
- Many of the tasks are based on what the children would have been studying in class.
- Work can be recorded in your child's Home Learning book where appropriate.
- As teachers will not be able to oversee or feedback on this work, any support you can provide will be helpful.

Year group: 3

Curriculum area	Tasks
Reading	<ul style="list-style-type: none">• Continue to read for at least 30 minutes each day. Record this in your reading record. If you find any tricky words, add them to the list in your reading record (or the vocabulary collection you have started). You could find the definition by using a dictionary. You may also want to find a synonym using a thesaurus.• To support your reading, you could write a character description, a book review, a prediction, questions you have about the text and/or drawing what you visualise. Use the book you are reading as your text.• Complete comprehension on First News Articles (Pages 4-9)
Writing	<ul style="list-style-type: none">• <u>Spelling</u> – practice the spellings that use the suffix of -ing worksheets (Pages 9 & 12)• <u>Grammar</u> – introduction to inverted commas to punctuate direct speech (Pages 13 & 14)• Read the pages from the ‘First News’ newspaper (Pages 15 & 16). Whilst reading, think about the features of a newspaper report that you can spot. List the features and why they are used in this type of writing. (Headline, caption, quotes, photos, facts, opinions). The following link will remind you of things to look out for: https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt• https://www.youtube.com/watch?v=SwGWfRZH3ol Watch the news clip on the heroic efforts of Captain Tom. Whilst watching, note down any facts and opinions that are shared on his fantastic achievements. E.g. How old is he? How many laps of his garden has he completed? What do others think of him?• Pick two sentences where someone has described what they think of Captain Tom. Use inverted commas (speech marks) to show your reader that this sentence is direct speech. Use this video to remind you of how to use them appropriately - https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h• Write a newspaper report displaying the amazing effort and achievement of Captain Tom in this challenging time. Remember to include the features of a newspaper report – headline, captions, the 5 w’s (who, what, where, when, why), pictures, quotes.
Maths	<ul style="list-style-type: none">• Recognise and explore odd and even numbers.• Watch this clip for a basic reminder of odds and evens. Draw your own hundred square and colour in odds and evens in different colours <u>or</u> use the sheets attached: Maths Sheets 1 – revising odd and even numbers (the first sheet is less challenging than the second) and 2 – nrich activity – “Take 3 numbers” (exploring odd and even numbers further) (Pages 17-25)• Use the column method for addition (Pages 26-33).• Watch this clip on column addition Make up your own sums <u>or</u> use the sheets attached. First try adding a 2 digit + 2 digit where no carrying is required – ie the digits do not total more than 9 when added together. Then try some where the ones add up to more than 9 – eg 36 + 28. Then move on to 3 digits + 2 digits then 3 digits + 3 digits.• Use the column method for subtraction (Pages 34-37).• Watch this clip on column subtraction Make up your own calculations or use the sheets attached. First try 2 digit - 2 digit where no exchanging (or “borrowing”) is required – ie the bottom digit (the one being taken away) is smaller than the top digit (that from which it is being subtracted). Then try some where the ones on the bottom line are greater than those above, eg 92 – 46 or 53 – 28 etc. <p>[The children should be able to explain what they’re doing when they exchange or borrow, eg “I can’t take 6 from 2, so I’ll exchange one of the tens for ten ones. I’ll now do 12 – 6, then 80 – 40.”]</p>

**Topic based
project based on
research**

- Practise your sketching skills by following the **'Draw your own animals'** guide on the Bowes website. If you are lucky enough to have a pet, or are able to see an animal outside, have a go at drawing one!
- Find out which countries make up **North America**. Choose one of these countries to **create a fact file** on **(Page 38)**. Think about key information such as: weather, the language/s spoken, landmarks, physical features (such as rivers, mountains and if it's coastal or landlocked). Add another interesting or unusual fact that you have found about that country. You could use these as subheadings for your fact file, or come up with your own! You could include drawings/diagrams/maps in your fact file and images that represent the country (food, landmarks etc), and use lots of colour!
- Compare the two countries that you have now created fact files on (Week 1-a European Country and Week 2 - a North American country). What are their main similarities? What are their main differences? Create a table stating their similarities and differences. Where would you rather live and why?
- Natural resources - sometimes you need to improvise with what is around you! Find something around your home that you could use as a weight – make sure they are even! How many arm curls can you do in 60 seconds? **(Page 39)**
- Here is a 5-minute workout: <https://www.youtube.com/watch?v=GXS7Mxi8RIE> Have a go at doing this using your makeshift weights.
- Create a 'worry doll' out of things that you can find at home – you can share your worries or concerns with your doll, and then put it under your pillow at bedtime to take your worries away! You can also use your doll to talk about your thoughts and feelings with your family. **(Page 40)**

ENTERTAINMENT NEWS



BEN SCHWARTZ



BEN Schwartz is the voice of the fastest hedgehog in town, in the new live-action film *Sonic the Hedgehog*.

■ **How would you describe the differences between 'game Sonic' and 'movie Sonic'?**

Well, I played Sonic for years. Now I am playing Sonic! There are aspects of the videogame that, if you have played it, you will see them in the movie. But we also wanted to make a movie that works for all ages, for everybody.

■ **What's your Sonic like?**

I'm playing him like a very energetic kid. I want it to feel like you're looking at a little kid who is just so excited to be there and so happy.

I tried to figure out the things that make him unique. You know, how quick he is, obviously, but also, he's kind of sassy. Like, when you wait too long, he starts tapping his foot! He has this attitude. He's a funny kid. He has fun and can't believe he has the opportunity to go and do whatever he wants. I was like: "I need to bring that."

Also, he's so fast that nothing has ever really been a threat to him, so he's so confident whenever he's doing anything. It's only when he meets Dr Robotnik that someone is really making him scared.



■ **How did they turn you into the animated Sonic?**

[First], they took pictures of me doing all of these different emotions with my face. We took a ton of pictures.

Then, when we were recording, they would put dots on my face and I would have a helmet with a camera and a light on, so any time I did anything, the animators would have something to animate from. [The dots are used by computers to track movement.]

I'm a little nerd for this stuff. I was very excited to get those dots because I've seen them used in *The Avengers* before, so it was very exciting! And to see the things Sonic does, and to see that he looks like me when he's doing them? That is a thrill beyond a thrill.



Sonic the Hedgehog is available to download and keep now!

DID YOU KNOW?

Sonic the Hedgehog is a videogame series made by Sega. Sonic first appeared in 1991, making the little hedgehog 29 years old!

Questions on: 'Five minutes with Ben Schwartz'

1) The character of Sonic the Hedgehog first appeared in a...

book videogame film TV series

2) "I played Sonic for years. Now I am playing Sonic!"

Can you explain what the actor means?

3) To act the character of Sonic, Ben tried to be just like a...

Hedgehog
 Little kid
 Videogame character

4) What does Ben say is a "thrill beyond a thrill"?

5) Find **three** words Ben uses to describe the character of Sonic.

1:
 2:
 3:

6) Who do you think is the 'baddie' in the film and the games? What information tells you this?

7) Why did Ben have dots all over his face during filming?

8) Can you think of another videogame that could be turned into a film? Explain your choice and your ideas.

CRAZY BUT TRUE

KEEPING YOUR DISTANCE

A father and son from America have invented a funny way to make sure people are keeping two metres apart from each other!

They call it the Social Distancing Circle. The pair linked together pipes to make the circle, then covered it with a tarpaulin. A video of them wearing the contraption and taking a wander in the park has been viewed millions of times.

"There were a few confused people," admitted the son. His dad added: "Some of them thought we were flying a big kite, others thought it was a trampoline."



Fans of *Doctor Who* will be familiar with the terrifying Daleks and their famous catchphrase, "EXTERMINATE!"

Now they're taking to the streets of Whitby! A Dalek was spotted patrolling the local area, warning: "All humans must self-isolate by order of the Daleks!"

The dustbin-shaped robots first appeared on TV way back in 1963. Many people still remember being scared of them when they were little.

HAIR-LARIOUS HAIRDOS

A hairdresser in America has found a funny way to practise her skills during the lockdown.

While Geoff Clark works from home on his computer, his girlfriend Heidi styles his long hair – and shares the pictures! As you can see, she often chooses to make him look like a famous character, including Princess Leia from *Star Wars* and Poppy from *Trolls*. Heidi said that Geoff "has a heart of gold for letting me do this and post it!"



Questions on: 'Crazy but True'

1) What links all these 'Crazy but True' stories?

Look at the story 'Keeping your distance!'

2) Why have a father and son made a big plastic circle?

3) What is a 'contraption'?

- A mechanical or electrical gadget
- A machine or device that looks quite strange
- A cutting-edge invention

4) What was the 'Social Distancing Circle' mistaken for?

1: 2:

Look at the story 'Hair-larious hairdos'.

5) Can you explain the **pun** (play on words) in the headline?

Look at the story 'SELF-ISOLATE!'

6) What do you find out about the Daleks?

TV programme:
Shape:
Favourite saying:
Type of character:

7) What is this Dalek saying as it moves around the streets of Whitby? Why do you think someone has made this Dalek?

Consider all the news.

8) True or false?

TRUE FALSE

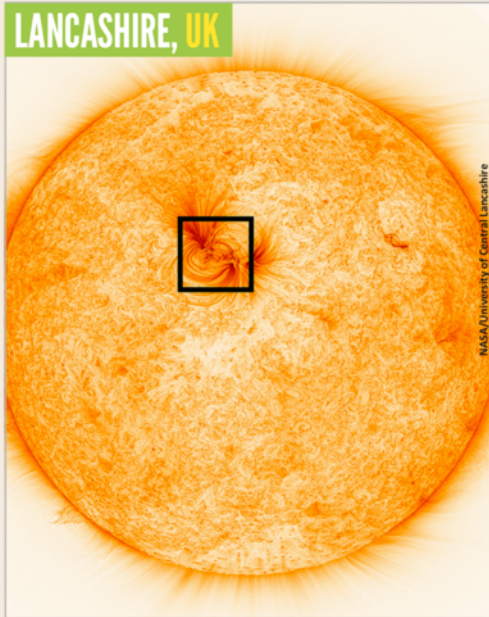
All the stories are from America.		
All the stories contain quotes.		
All the stories are about pictures or videos shared on the internet.		
All the stories include characters from TV or film.		
All the stories hope to make you smile.		

SOMERSET, UK



The Taylor family from Wellington in Somerset spent six hours colouring every brick of their house with jumbo chalks to create a rainbow effect. They did it to "lift people's spirits" during the coronavirus lockdown. Mum, Fern Taylor, put pictures of the house on Facebook. She said that as they worked lots of people stopped to cheer them on and asked to take photos. "We even had an ambulance stop and say they loved it!"

LANCASHIRE, UK



Extraordinary, detailed images of the sun have been revealed by researchers at a university in Lancashire. They were taken by NASA's Hi-C telescope and show the sun's outer layer in detail for the first time. The threads you can see are filled with plasma (a form of gas) and are thought to be about a million °C!

LONDON, UK



Dedicated keepers at ZSL London Zoo decorated fresh eggs and created an egg hunt to entertain their meerkat mob this Easter. Even though the zoo is closed, the keepers are still hard at work looking after all the animals. Meerkats are a type of mongoose found in southern Africa. They mostly eat small insects, but the zoo explained they "sometimes come across eggs in the wild, which they see as a rare treat."

Questions on: 'News in Pictures'

1) Match the place to the correct news subject.

Somerset	Easter treat for meerkats
Lancashire	Colourful bricks
London	Stunning sun pictures

Look at the news from Lancashire.

2) Which part of the sun is shown here in detail for the first time?

3) What **two words** does the writer use to describe the picture?

1: 2:

4) Find **two facts** about the strands you can see in the picture.

1:
2:

Look at the news from Somerset.

5) Can you answer these key facts about the news story?

Who? What? Why?

Look at the news from London.

6) We're in lockdown because of the coronavirus. Why aren't the zookeepers staying at home to keep safe?

7) True or false?

TRUE FALSE

Eggs are a meerkat's main food.		
A group of meerkats is called a mob.		
Meerkats are a type of mongoose.		
Meerkats are from North Africa.		

Consider all the news.

8) Imagine you were creating a school newspaper. Which of these photographs would you choose to go on your front page? Explain your choice.

WORLD NEWS

NEW ZEALAND



STEEPEST STREET – AGAIN

Baldwin Street in New Zealand is once again 'the world's steepest street' after a rethink by Guinness World Records. Last year, the title was snatched by a street in Wales called Ffordd Pen Llech. It is a street in the medieval castle town of Harlech. But the people of Baldwin Street weren't happy and complained about how the measurements were taken.

Following an "intensive review", Guinness agreed. Gwyn Headley, from the Harlech team, said: "Blinking back the tears, we would like to congratulate Baldwin Street for winning the record."



AUSTRALIA



KOALAS RELEASED

As the bushfire season comes to an end in Australia, lots of the koalas rescued from the terrible fires in December are being released back into the wild. Recent rains mean that there are plenty of new leaves on their favourite eucalyptus trees. They will be released back where they were found. Many will be returned to the exact same tree. Radio trackers will help scientists to check their progress.



NEPAL



RARE LEOPARDS TAGGED

Two rare snow leopards have been tagged and fitted with radio collars in Nepal. It's thought there are only 4,000 snow leopards left in the wild, making them at great risk of extinction. The WWF and the government of Nepal worked together on the project to catch the two male cats. The animals were tranquillised before being given a health check and fitted with the tracking collars. It's hoped that the data collected will include information about where they live, their day-to-day movements and their behaviour. These big cats are very shy and spend most of their time high in the mountains, making it hard for scientists to study and understand them.



Questions on: 'World News'

Look at the news from Australia.

- 1) Why are so many koalas in rescue centres at the moment?
- 2) Why is now a good time to release the koalas?

Look at the news from New Zealand.

- 3) Two towns have been battling it out for which world record?
- 4) What did Guinness World Records decide **last year**?
What did Guinness World Records decide **last week**?
- 5) Fill the gaps.

In Harlech, _____, you can find a _____ castle and the world's _____ steepest street.

- 6) Look at Gwyn Headley's words. How does he feel about losing this world record?

- He is heartbroken.
- He is sad but laughing.
- He doesn't care.

Look at the news from Nepal.

- 7) Imagine you were planning this project. Can you think of **four steps** involved in the project, from beginning to end?
The first step has been started for you.

- 1: Capture the animals and...
- 2:
- 3:
- 4:

Consider all the news.

- 8) In all the news reports, which part gives a useful summary of the story?

- The headline
- The first sentence
- The last sentence

Explain your choice.

Autumn 1
Week 2

Spellings- Adding the suffix -ing (words with one syllable)

www.goodstuffprimaryresources.com

Look, say, cover, write and check

Words	Day 1	Day 2	Day 3	Day 4	Day 5
clapping					
leaving					
driving					
winning					
hopping					
hating					
making					
sitting					
singing					

Write a sentence with your spelling words.

1.

Spelling words:

clapping

leaving

driving

winning

hopping

hating

making

sitting

singing

2.

3.

4.

5.

Rules! Most words you can just add -ing. Words ending in e- drop the e and add i-n-g. If the word ends in a short vowel before the last letter- double the final letter.

Write the word with the suffix -ing.

clap

pull

win

drive

Tick the sentences which have been written correctly.

Are you rideing your bike to school?

I'm planning on leaveing at 9pm.

The show was amazing!

I enjoy writing stories.

Write the word with the suffix -ing.

sing

hop

like

hate

Write two sentences using the root words make and sit and the suffix -ing.

1. _____

2. _____

Rules! Most words you can just add -ing. Words ending in e- drop the e and add i-n-g. If the word ends in a short vowel before the last letter- double the final letter.

Write the word with the suffix -ing.

clap

clapping

pull

pulling

win

winning

drive

driving

Tick the sentences which have been written correctly.

Are you rideing your bike to school?

I'm planning on leaveing at 9pm.

The show was amazing!

I enjoy writing stories.

Write the word with the suffix -ing.

sing

singing

hop

hopping

like

liking

hate

hating

Write two sentences using the root words make and sit and the suffix -ing.

1. _____

2. _____

Add the missing inverted commas.

The teacher explained, A three - digit number is worth more than a two - digit number.

Dad called out, The cake smells like it is burning!

Tick the sentences which have been written correctly.

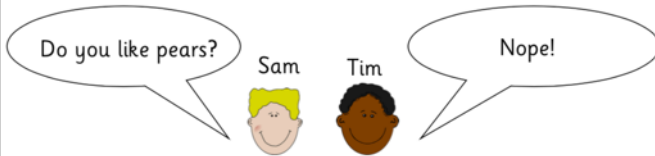
Joel shouted, "I'm going to be late!"

He mumbled quietly, "the cup is in the drawer."

Sam instructed, "Jump higher."

Sharon said, "I'm too tired."

Rewrite this conversation using **inverted commas**.



Write your own sentence using inverted commas.

Add the missing inverted commas.

The teacher explained, "A three - digit number is worth more than a two - digit number."

Dad called out, "The cake smells like it is burning!"

Tick the sentences which have been written correctly.

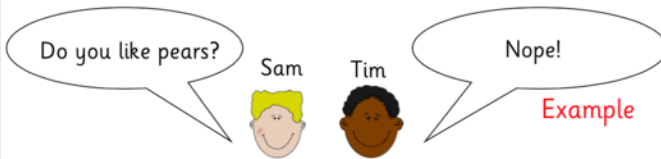
Joel shouted, "I'm going to be late!"

He mumbled quietly, "the cup is in the drawer."

Sam instructed, "Jump higher."

Sharon said, "I'm too tired."

Rewrite this conversation using **inverted commas**.



"Do you like pears?" Sam asked. "Nope!" replied Tim.

Write your own sentence using inverted commas.



THAT'S been the big question on everyone's minds, especially when people had to stay at home over the sunny bank holiday weekend. So are things going to get back to normal any time soon?

Well, probably not. While Prime Minister Boris Johnson rests up (see right), Foreign Secretary Dominic Raab is taking his place – and it's widely expected that by the time you read this, he'll have extended the lockdown until May.

In a recent briefing alongside the chief scientific adviser Sir Patrick Vallance, it was made clear that things aren't likely to return to normal for some time. "We've still got a long way to go... we've still not passed the peak of this virus," Mr Raab said.

Vallance explained that the effects of social distancing hadn't been seen in the UK's infection and death rates yet, but that they would take another look at things when "we are firmly the other side of it in terms of numbers coming down".

Unfortunately, that won't necessarily mean that things will suddenly get back to how they were. Dominic Raab has said that there "won't be changes until [the Government] is confident as they can be" that it would be safe.

The World Health Organization's

guidelines say that restrictions should be lifted slowly and not "all at once", to avoid a second spread of the virus. They also say that lockdown restrictions should only begin to be lifted when mass testing is available and the Government can accurately track the spread of the virus.

Obviously, lots of people are worried about how all this will affect businesses and the economy. Apart from a few companies, most are losing lots of money.

The Government has already promised to try to keep businesses going with plenty of extra cash and support. However, as the lockdown continues, it's likely that new measures will be put in place to keep things afloat.



Remember that the best way to protect yourself and other people is by staying home, and washing your hands regularly and thoroughly for at least 20 seconds.

For the latest, most accurate health advice, see: www.nhs.uk/health and www.gov.uk/health-and-social-care

CITY OF LOVE

IN Verona, the city where Romeo and Juliet is set, true love has blossomed despite the coronavirus lockdown.

The couple, Michele D'Alpaos, 38, and Paola Agnelli, 39, have lived in flats opposite one another for most of their lives. But Michele only spotted Paola when they both stepped out onto their balconies to listen to Paola's sister play her violin one evening.

Michele decided to find out who Paola was, and luckily his sister knew her, so soon they were calling and texting one another. He has even put a banner on the roof of his block of flats with Paola's name on it to show his love. They still can't meet in person, but Michele describes their relationship as "magic".

Northern Italy has been badly hit by the coronavirus, so news of the romance has cheered up Paola and Michele's neighbours. "This has brought a ray of sunshine and made people happy," said Paola.



Michele D'Alpaos (left), Paola Agnelli and the balcony where they fell in love

PM "SAVED" BY NHS



A police officer at the entrance to Downing Street

PRIME Minister Boris Johnson has left hospital, after spending several days in intensive care with COVID-19.

Mr Johnson said that "the NHS has saved my life, no question" and that it "couldn't have gone either way".

In a video posted on the PM's official Twitter account, he named several nurses in particular whose care helped him through his illness, including two in particular from New Zealand and Portugal.

The prime minister was said not to rush back to work, so he was sent to recover at his official country residence, Chequer.

Official Government advice says that people shouldn't travel to second homes, so some might question why the PM has gone to a house that is 40 miles and an hour's drive away from Downing Street.

HANDSHAKE SHAKE-UP



Forest ranger in the Hallormstadir National Forest in east Iceland

Forest rangers in the Hallormstadir National Forest in east Iceland are calling for those feeling lonely to get their arms around Mother Nature.

"When you hug [a tree], you feel it first in your toes and then up your legs and into your chest and then up into your head," forest ranger Ibjó Þorffinnsson explained. "It's a wonderful feeling of relaxation".

However, Þorffinnsson suggested that tree-huggers should do their best to cuddle different trees, rather than the first tree they see – to avoid the spread of the coronavirus, which can linger on surfaces.

Once a good, unhugged tree has been found, Þorffinnsson said around five minutes of hugging is recommended.

HUG A TREE!



Forest ranger in the Hallormstadir National Forest in east Iceland

THE Icelandic Forest Service has issued advice to those missing hugs with their friends: hug a tree instead!

Forest rangers in the Hallormstadir National Forest in east Iceland are calling for those feeling lonely to get their arms around Mother Nature.

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THERE IS NO 5G CONSPIRACY



ACROSS the UK, the fifth generation of mobile internet is being rolled out. Known as 5G, it will massively increase the speed that smartphones will be able to download and upload to the internet – but why are so many people worried about it?

In recent months, conspiracy theories around 5G have become common. There are suggestions that the network will produce high levels of radiation, or that it's never been tested properly.

Some people are even saying that the new 5G cell towers are to blame for the coronavirus outbreak.

This is completely untrue, and there's been lots of research to prove it. The world's top experts on radiation at the International Commission on Non-ionizing Radiation Protection, which works with the World Health Organization, says that 5G is well below dangerous limits, completely safe, and "poses no threat".

Despite the scientific evidence

that 5G is completely safe, there are dangerous consequences of the conspiracy theories. At least 20 mobile towers have been damaged in the UK. Some were set on fire, and engineers have even been threatened and abused while trying to do their jobs.

Vodafone UK's chief executive has said that he couldn't believe that people wanted to "harm the networks that are providing connectivity to the emergency services, the NHS and the rest of the country during lockdown".

The culture secretary, Oliver Dowden, will soon hold talks with social media companies about stopping the spread of these conspiracy theories further.

DON'T BE AFRAID OF HOSPITALS!



A GOVERNMENT campaign will encourage people who are seriously ill to visit the hospital.

Dr Sanjay Patel, a consultant in paediatric infectious diseases in Southampton, has said he is worried that fewer seriously ill children are being brought to his hospital.

Data shows that attendance at emergency departments has dropped by 22% from February to March. It is believed that many are too worried about COVID-19 to visit the hospital when they, or their children, need to.

Dr Patel stressed that social distancing was very important but also added that "there is a very real risk that some children with illnesses such as appendicitis, dehydration or even sepsis are not being brought to see healthcare professionals as quickly as they would be normally".

The Government's public awareness campaign will stress that the NHS is still there for those who need it.

SPILLED MILK

UK farmers have had to pour away thousands of litres of milk, as the coronavirus outbreak has affected supply chains.

Around 300 dairy farmers have had to dispose of the milk they'd usually be sending to businesses like hotels, restaurants and cafes.

According to the Royal Association of British Dairy Farmers (RABDF), the demand from the businesses who would use that milk has dropped by nearly 70-80%. They say that about a million litres of milk being produced every day has got nowhere to go.

However, demand for milk in supermarkets has risen, and there's been a massive increase in demand for home milk deliveries.



The RABDF says that farmers are trying to get their dairy products to these places that can use it, but there is just too much and it needs to be disposed of. Plus, factories that would turn that milk into longer-life products, like cheese or butter, are also at full capacity, so can't take the extra milk either.

The RABDF says that the dairy industry is "working closely with the Government to try and develop a plan to support farmers through this difficult time".



**KOALAS
HEAD HOME**
P7



**BGT IS
BACK**
P13

**WHICH FIRST NEWS READER HAS
BEEN CHOSEN TO CONTINUE CRESSIDA
COWELL'S STORY? WAS IT YOU? P25**



First News

Issue 722 £1.99 17 - 23 April 2020

**OUR TRUSTED
NEWS GETS MORE
THAN 2 MILLION
READERS!***

TEACHER DELIVERS MEALS TO CHILDREN

LOCAL HEROES



Tell us about your coronavirus local heroes, like Zane Powles, at newsdesk@firstnews.co.uk putting 'Local Hero' in the subject box

by editor in chief Nicky Cox

A TEACHER is being hailed as a local hero for walking five miles every day to make sure disadvantaged children get a proper lunch during the coronavirus lockdown.

Every morning, Zane Powles delivers 78 packed lunches to children who get free school meals. Each one has a sandwich, a packet of crisps, a biscuit and an apple. At every house he leaves the food on the doorstep, knocks on the door and steps back to the pavement.

The assistant headteacher at Western Primary School in Grimsby says: "It encourages parents to stay in their homes with their children, and keeps everyone safe."

Mr Powles has been doing his round since the lockdown began and has become something of a legend in the area, with several colourful posters praising him. One reads: "Well done, Mr Powles!"

But he says he doesn't think of himself as a local hero.

"My job is the welfare of children, and educating them," said Mr Powles. "In these times I'm just doing it in a different way."

Meanwhile, with the lockdown extended, the Food Foundation charity says that 1.5 million Britons have reported not eating for a whole day because they had no money or way to get food. And three million people said they were in households where someone had been forced to skip some meals.

Other charities running food banks say they are struggling with a huge rise in people coming to them for emergency parcels because they have lost their jobs during the coronavirus pandemic, or can't travel to food stores.

During such times, it's been heart-warming to see how communities are pulling together.



First News readership is 2,235,888. Source: Opinion Matters 2016. First News is the widest-read of all children's publications audited in the UK. First News supports children's charities - see page 13

Odd and Even Numbers

Explain to your helper whether these numbers are odd or even. Use counters, coins or beads to help you. Try dividing each number by two and see what happens.

8

Odd or even? How do you know?

11

Odd or even? How do you know?

16

Odd or even? How do you know?

Look at the numbers below. Rewrite the odd numbers in grey and the evens in blue. What do you notice about the pattern?

1	2	3	4	5	6	7	8	9	10
13	14	15	16	17	18	19	20	21	22
29	28	27	26	25	24	23	22	21	20

Look at the 'ones' digit of all the odd numbers. What do you notice?

Look at the 'ones' digit of all the even numbers. What do you notice?

Odd and Even Numbers - Answers

Explain to your helper whether these numbers are odd or even. Use counters, coins or beads to help you. Try dividing each number by two and see what happens.

8 Odd or even? How do you know?

8 is even because you can divide it into 2 groups of 4.

11 Odd or even? How do you know?

11 is odd because if you divide it between 2 you end up with 2 groups of 5 and one left over.

16 Odd or even? How do you know?

16 is even because you can divide it into 2 groups of 8.

Click the odd numbers to turn them blue. Leave the even numbers grey.
Talk to your helper about what patterns you notice.

1	2	3	4	5	6	7	8	9	10
13	14	15	16	17	18	19	20	21	22
29	28	27	26	25	24	23	22	21	20

Look at the 'ones' digit of all the odd numbers. What do you notice?

All the odd numbers end with 1, 3, 5, 7 or 9.

Look at the 'ones' digit of all the even numbers. What do you notice?

All the even numbers end with 0, 2, 4, 6 or 8.

Odd and Even Numbers - Answers

Click the odd numbers to turn them blue. Leave the even numbers grey.
Talk to your helper about what patterns you notice.

1	2	3	4	5	6	7	8	9	10
13	14	15	16	17	18	19	20	21	22
29	28	27	26	25	24	23	22	21	20

Look at the 'ones' digit of all the odd numbers. What do you notice?

All the odd numbers end with 1, 3, 5, 7 or 9.

Look at the 'ones' digit of all the even numbers. What do you notice?

All the even numbers end with 0, 2, 4, 6 or 8.

Tick the odd numbers:

72 34 21 79 125 108 80

Tick the even numbers:

88 22 50 21 342 233 44

Saira has 25 pencils. Her teacher has asked her to divide them between two pots. Saira says, 'I won't be able to do it.' Is she right? Explain why.

Yes, she is right. 25 is an odd number so if it is divided between two pots there will be one left over. We know 25 is an odd number because the 'ones' digit is 5.

Odd and Even Numbers Revision

Look at the numbers below. Rewrite the odd numbers in grey and the evens in blue. What do you notice about the pattern?

1	2	3	4	5	6	7	8	9	10

13	14	15	16	17	18	19	20	21	22

29	28	27	26	25	24	23	22	21	20

Look at the 'ones' digit of all the odd numbers. What do you notice?

Look at the 'ones' digit of all the even numbers. What do you notice?

Tick the odd numbers:

272 **434** **321** **79** **125** **108** **80**

Tick the even numbers:

88 **322** **950** **421** **342** **233** **344**

Saira has 75 pencils. Her teacher has asked her to divide them between two pots. Saira says, 'I won't be able to do it.' Is she right? Explain why.

Odd and Even Numbers - Answers

Click the odd numbers to turn them blue. Leave the even numbers grey.
Talk to your helper about what patterns you notice.

13	14	15	16	17	18	19	20	21	22
----	----	----	----	----	----	----	----	----	----

29	28	27	26	25	24	23	22	21	20
----	----	----	----	----	----	----	----	----	----

74	75	76	77	78	79	80	81	82	83
----	----	----	----	----	----	----	----	----	----

Look at the 'ones' digit of all the odd numbers. What do you notice?

All the odd numbers end with 1, 3, 5, 7 or 9.

Look at the 'ones' digit of all the even numbers. What do you notice?

All the even numbers end with 0, 2, 4, 6 or 8.

Tick the odd numbers:

272 434 321 79 125 108 80

Tick the even numbers:

88 322 950 421 342 233 344

Saira has 75 pencils. Her teacher has asked her to divide them between two pots. Saira says, 'I won't be able to do it.' Is she right? Explain why.

Yes, she is right. 75 is an odd number so if it is divided between two pots there will be one left over. We know 75 is an odd number because the 'ones' digit is a 5.

Click the link below to explore the nrich website or just follow the instructions below:

[nrich](#)

Take Three Numbers

Age 7 to 11 ★

Choose any two odd numbers and one even number, such as 3, 5 and 2.

How would you like to represent these numbers?

Try adding them together and draw/make the representation of their sum.

What do you notice about the answer?

Look closely at your model.

Would it work in exactly the same way if you used different numbers but still two odds and one even?

Can you use your example to prove what will happen every time you add two odd numbers and one even number?

See if you can explain this to someone else. Are they convinced by your argument?

Once you can convince someone else, see if you can find a way to show the argument on paper. You might draw something or take a photo of things you have used to prove that your result is always true from your example.

Take Three Numbers

Age 7 to 11 ★

We had just a few submissions for this task but they all showed good understanding.

Maisie from St Mary's C of E (Aided) Primary School sent in the following;

Two odds add one even always equal an even number but two evens add an odd will always equal an odd. Three evens will always equal an odd whereas three odds will always equal an odd too. .I was wondering about this last sentence - what do you think?

Evelyn from Harrison Primary School sent in this good illustration of the whole idea;

I discovered that you will always get an even number as your answer. This is because if you add an even amount of odd numbers it equals an even number. In theory, you are basically adding two even numbers. An odd number plus an odd number equals an even number because even numbers have pairs and odd numbers always have one part that doesn't have a pair. If you add another odd number onto that then the odd parts of the number has a pair so there are no extra parts without a pair.

E.g.

I have $1+2+3=6$

1

2 2

3 3 3

Answer	1	2	2
	3	3	3

Or

I have $3+4+5=12$

3 3 3

4 4 4 4

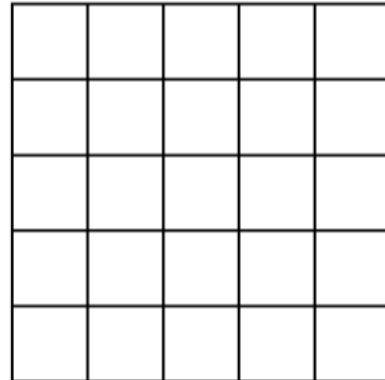
5 5 5 5 5

Answer

5	5
5	5
5	3
3	3
4	4
4	4

Odds and evens

You need 13 counters or coins.



Draw a 5 by 5 grid.

Put counters on it.

You can put only one counter in each space.

1. Place 13 counters.

Get an **odd** number of them in each row and column and the two main diagonals.

2. Place 10 counters.

Get an **even** number of them in each row and column and the two main diagonals.

Teaching objectives

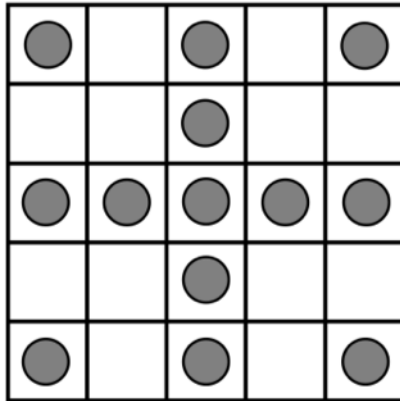
Solve mathematical problems or puzzles.
Recognise odd and even numbers.
Explain methods and reasoning.

43

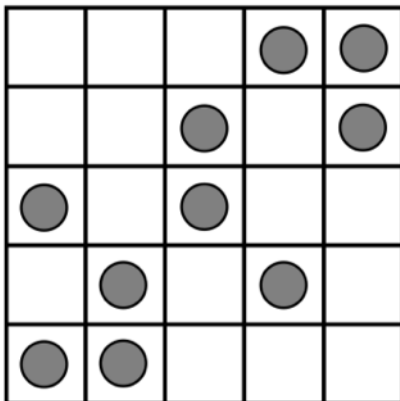
43 Odds and evens

Several solutions are possible. For example:

1.



2.



Column Addition Practice

a.				b.				c.				d.				e.		
	1	4			5	2			5	4			3	2			1	0
+	2	3		+	4	1		+	4	5		+	3	2		+	4	4
f.				g.				h.				i.				j.		
	5	4			7	4			6	3			2	1			3	8
+	3	2		+	2	1		+	2	4		+	3	7		+	3	1
k.				l.				m.				n.				o.		
	5	7			6	8			3	5			3	2			4	5
+	1	2		+	2	1		+	2	4		+	1	1		+	2	2
p.				q.				r.				s.				t.		
	7	4			5	5			1	6			5	2			6	1
+	1	2		+	3	2		+	4	3		+	2	4		+	3	8
u.				v.				w.				x.				y.		
	6	2			6	8			3	5			5	2			7	4
+	3	7		+	2	1		+	5	4		+	1	7		+	2	3

Column Addition Practice

a.				b.				c.				d.				e.			
	5	6			7	2			5	9			3	2			7	0	
+	2	3		+	1	6		+	4	5		+	3	2		+	2	4	
f.				g.				h.				i.				j.			
	5	4			7	9			4	4			2	3			5	8	
+	3	2		+	2	6		+	2	6		+	5	9		+	3	7	
k.				l.				m.				n.				o.			
	7	8			4	8			5	3			4	2			4	7	
+	1	5		+	2	4		+	1	8		+	1	9		+	2	7	
p.				q.				r.				s.				t.			
	7	8			3	8			1	6			5	2			2	9	
+	1	2		+	3	5		+	4	8		+	3	7		+	4	4	
u.				v.				w.				x.				y.			
	6	0			2	8			3	7			6	4			2	8	
+	3	7		+	4	6		+	4	5		+	1	7		+	2	3	



Adding 3- and 2-Digit Numbers - No Regrouping



I can use column addition
Calculate the answer to the following:

$\begin{array}{r} 534 \\ + 45 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 213 \\ + 62 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 304 \\ + 84 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 672 \\ + 16 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 130 \\ + 56 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 802 \\ + 92 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 529 \\ + 50 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 281 \\ + 17 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 552 \\ + 36 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 607 \\ + 72 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 628 \\ + 21 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 327 \\ + 51 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 474 \\ + 15 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 153 \\ + 44 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 371 \\ + 22 \\ \hline \\ \hline \end{array}$	

Challenge: Complete the following calculations:

$\begin{array}{r} 4_2 \\ + 15 \\ \hline 467 \\ \hline \end{array}$	$\begin{array}{r} _53 \\ + 4_ \\ \hline 796 \\ \hline \end{array}$	$\begin{array}{r} 8_8 \\ + 21 \\ \hline 84_ \\ \hline \end{array}$
---	--	--



Adding Two 3-Digit Numbers - With Carrying



LO: to use column addition
Calculate the answer to the following:

$\begin{array}{r} 323 \\ + 518 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 607 \\ + 228 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 507 \\ + 463 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 319 \\ + 142 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 257 \\ + 706 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 505 \\ + 109 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 672 \\ + 243 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 591 \\ + 367 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 572 \\ + 336 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 760 \\ + 615 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 822 \\ + 345 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 912 \\ + 461 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 476 \\ + 485 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 655 \\ + 738 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 379 \\ + 648 \\ \hline \\ \hline \end{array}$	

Challenge: Complete the following calculations:

$\begin{array}{r} 3_8 \\ + _3_ \\ \hline 487 \\ \hline \end{array}$	$\begin{array}{r} 641 \\ + _7_ \\ \hline 12_4 \\ \hline \end{array}$	$\begin{array}{r} 4_5 \\ + _78 \\ \hline 1_4_ \\ \hline \end{array}$
--	---	--

Column Addition Practice Answers

a.				b.				c.				d.				e.		
	1	4			5	2			5	4			3	2			1	0
+	2	3		+	4	1		+	4	5		+	3	2		+	4	4
	3	7			9	3			9	9			6	4			5	4
f.				g.				h.				i.				j.		
	5	4			7	4			6	3			2	1			3	8
+	3	2		+	2	1		+	2	4		+	3	7		+	3	1
	8	6			9	5			8	7			5	8			6	9
k.				l.				m.				n.				o.		
	5	7			6	8			3	5			3	2			4	5
+	1	2		+	2	1		+	2	4		+	1	1		+	2	2
	6	9			8	9			5	9			4	3			6	7
p.				q.				r.				s.				t.		
	7	4			5	5			1	6			5	2			6	1
+	1	2		+	3	2		+	4	3		+	2	4		+	3	8
	8	6			8	7			5	9			7	6			9	9
u.				v.				w.				x.				y.		
	6	2			6	8			3	5			5	2			7	4
+	3	7		+	2	1		+	5	4		+	1	7		+	2	3
	9	9			8	9			8	9			6	9			9	7

Column Addition Practice Answers

a.			b.			c.			d.			e.			
	5	6		7	2		5	9		3	2		7	0	
+	2	3	+	1	6	+	4	5	+	3	2	+	2	4	
	7	9		8	8		1	0	4		6	4		9	4
f.			g.			h.			i.			j.			
	5	4		7	9		4	4		2	3		5	8	
+	3	2	+	2	6	+	2	6	+	5	9	+	3	7	
	8	6		1	0	5		7	0		8	2		9	5
k.			l.			m.			n.			o.			
	7	8		4	8		5	3		4	2		4	7	
+	1	5	+	2	4	+	1	8	+	1	9	+	2	7	
	9	3		7	2		7	1		6	1		7	4	
p.			q.			r.			s.			t.			
	7	8		3	8		1	6		5	2		2	9	
+	1	2	+	3	5	+	4	8	+	3	7	+	4	4	
	9	0		7	3		6	4		8	9		7	3	
u.			v.			w.			x.			y.			
	6	0		2	8		3	7		6	4		2	8	
+	3	7	+	4	6	+	4	5	+	1	7	+	2	3	
	9	7		7	4		8	2		8	1		5	1	



Adding 3- and 2-Digit Numbers - No Regrouping



I can use column addition
Calculate the answer to the following:

$\begin{array}{r} 534 \\ + 45 \\ \hline 579 \end{array}$	$\begin{array}{r} 213 \\ + 62 \\ \hline 275 \end{array}$	$\begin{array}{r} 304 \\ + 84 \\ \hline 388 \end{array}$	$\begin{array}{r} 672 \\ + 16 \\ \hline 688 \end{array}$
$\begin{array}{r} 130 \\ + 56 \\ \hline 186 \end{array}$	$\begin{array}{r} 802 \\ + 92 \\ \hline 894 \end{array}$	$\begin{array}{r} 529 \\ + 50 \\ \hline 579 \end{array}$	$\begin{array}{r} 281 \\ + 17 \\ \hline 298 \end{array}$
$\begin{array}{r} 552 \\ + 36 \\ \hline 588 \end{array}$	$\begin{array}{r} 607 \\ + 72 \\ \hline 679 \end{array}$	$\begin{array}{r} 628 \\ + 21 \\ \hline 649 \end{array}$	$\begin{array}{r} 327 \\ + 51 \\ \hline 378 \end{array}$
$\begin{array}{r} 474 \\ + 15 \\ \hline 489 \end{array}$	$\begin{array}{r} 153 \\ + 44 \\ \hline 197 \end{array}$	$\begin{array}{r} 371 \\ + 22 \\ \hline 393 \end{array}$	

Challenge: Complete the following calculations:

$\begin{array}{r} 452 \\ + 15 \\ \hline 467 \end{array}$	$\begin{array}{r} 753 \\ + 43 \\ \hline 796 \end{array}$	$\begin{array}{r} 828 \\ + 21 \\ \hline 849 \end{array}$
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Adding Two 3-Digit Numbers - With Carrying



LO: to use column addition
Calculate the answer to the following:

$\begin{array}{r} 323 \\ + 518 \\ \hline 841 \end{array}$	$\begin{array}{r} 607 \\ + 228 \\ \hline 835 \end{array}$	$\begin{array}{r} 507 \\ + 463 \\ \hline 970 \end{array}$	$\begin{array}{r} 319 \\ + 142 \\ \hline 461 \end{array}$
$\begin{array}{r} 257 \\ + 706 \\ \hline 963 \end{array}$	$\begin{array}{r} 505 \\ + 109 \\ \hline 614 \end{array}$	$\begin{array}{r} 672 \\ + 243 \\ \hline 915 \end{array}$	$\begin{array}{r} 591 \\ + 367 \\ \hline 958 \end{array}$
$\begin{array}{r} 572 \\ + 336 \\ \hline 908 \end{array}$	$\begin{array}{r} 760 \\ + 615 \\ \hline 1375 \end{array}$	$\begin{array}{r} 822 \\ + 345 \\ \hline 1167 \end{array}$	$\begin{array}{r} 912 \\ + 461 \\ \hline 1373 \end{array}$
$\begin{array}{r} 476 \\ + 485 \\ \hline 961 \end{array}$	$\begin{array}{r} 655 \\ + 738 \\ \hline 1393 \end{array}$	$\begin{array}{r} 379 \\ + 648 \\ \hline 1027 \end{array}$	

Challenge: Complete the following calculations:

$\begin{array}{r} 348 \\ + 139 \\ \hline 487 \end{array}$	$\begin{array}{r} 641 \\ + 573 \\ \hline 1214 \end{array}$	$\begin{array}{r} 465 \\ + a78 \\ \hline 1b43 \end{array}$
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In final question a can be 5, 6, 7, 8, or 9, and b will be 0, 1, 2, 3, or 4 respectively

Column Subtraction (No Exchanging)

a.				b.				c.				d.				e.		
	3	3			2	5			1	6			2	7			2	9
-	1	1		-	1	3		-	1	0		-	1	6		-	1	2
f.				g.				h.				i.				j.		
	2	6			3	2			2	9			4	2			2	7
-	1	3		-	2	0		-	1	4		-	1	2		-	2	3
k.				l.				m.				n.				o.		
	2	7			3	8			4	8			3	3			3	9
-	1	2		-	2	7		-	3	6		-	1	3		-	2	1
p.				q.				r.				s.				t.		
	4	6			5	8			6	3			7	6			5	9
-	2	2		-	2	5		-	3	1		-	5	5		-	3	7
u.				v.				w.				x.				y.		
	8	4			7	6			6	7			5	8			8	5
-	6	0		-	4	5		-	4	4		-	3	6		-	5	2

Column Subtraction Answers

a.			b.			c.			d.			e.		
	3	3		2	5		1	6		2	7		2	9
-	1	1	-	1	3	-	1	0	-	1	6	-	1	2
	2	2		1	2			6		1	1		1	7
f.			g.			h.			i.			j.		
	2	6		3	2		2	9		4	2		2	7
-	1	3	-	2	0	-	1	4	-	1	2	-	2	3
	1	3		1	2		1	5		3	0			4
k.			l.			m.			n.			o.		
	2	7		3	8		4	8		3	3		3	9
-	1	2	-	2	7	-	3	6	-	1	3	-	2	1
	1	5		1	1		1	2		2	0		1	8
p.			q.			r.			s.			t.		
	4	6		5	8		6	3		7	6		5	9
-	2	2	-	2	5	-	3	1	-	5	5	-	3	7
	2	4		3	3		3	2		2	1		2	2
u.			v.			w.			x.			y.		
	8	4		7	6		6	7		5	8		8	5
-	6	0	-	4	5	-	4	4	-	3	6	-	5	2
	2	4		3	1		2	3		2	2		3	3

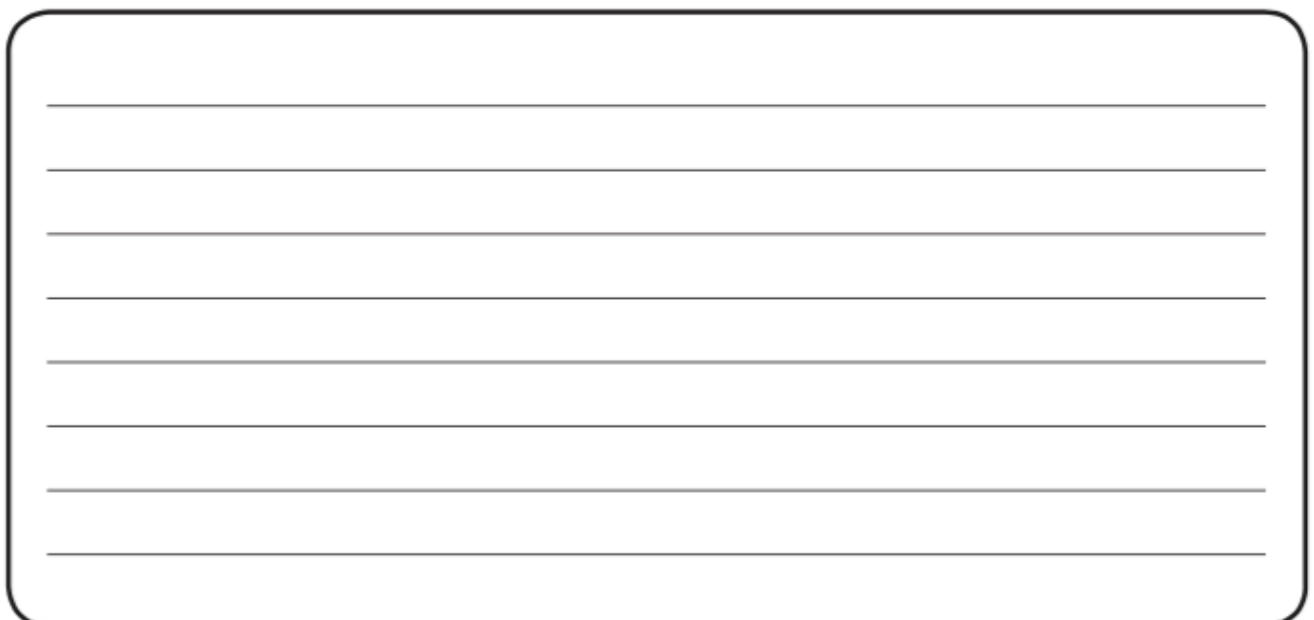
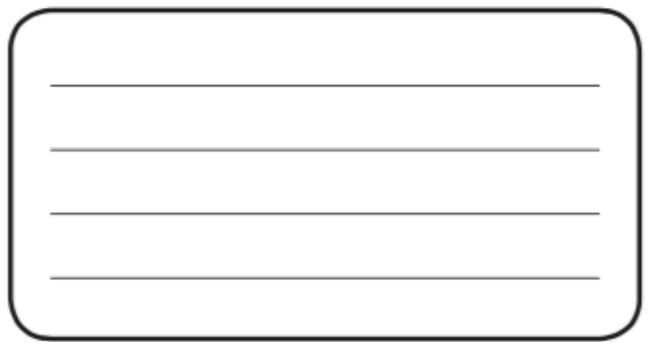
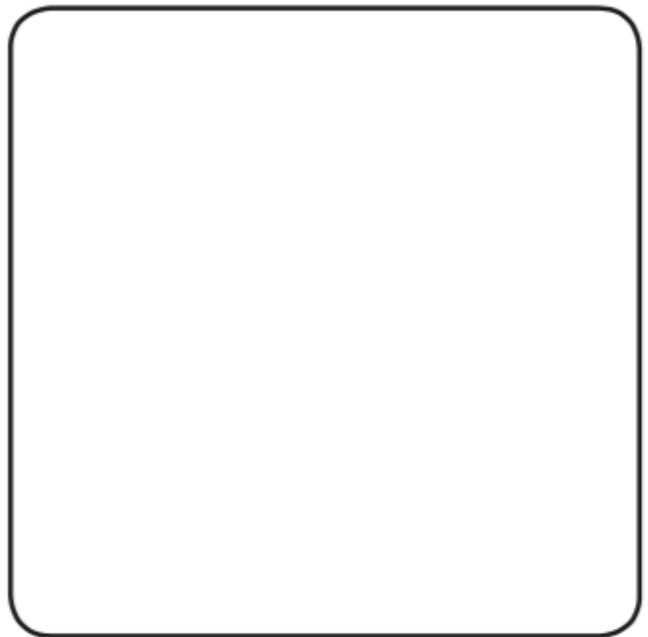
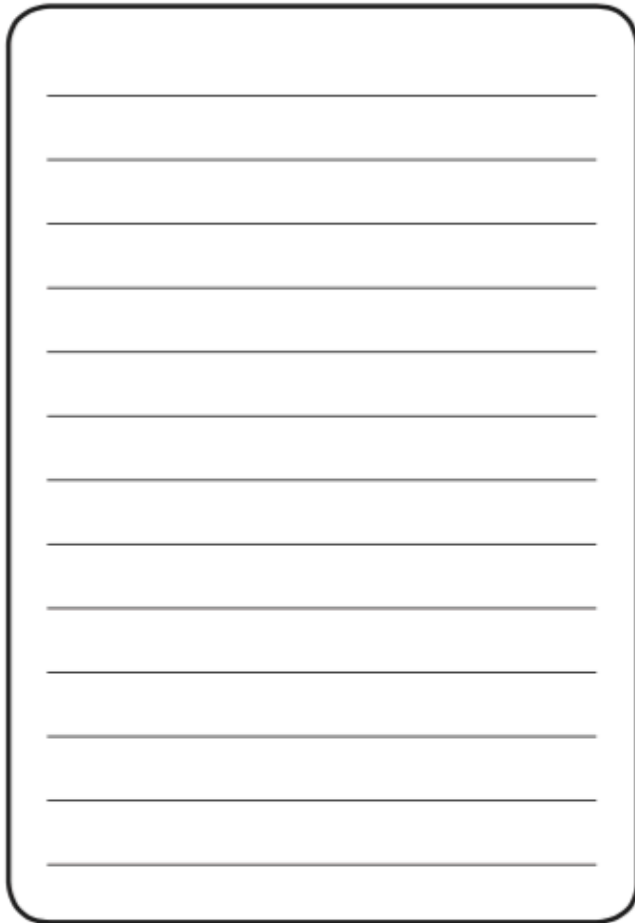
Column Subtraction (With Exchanging)

a.				b.				c.				d.				e.		
	2	3			2	6			2	2			3	8			2	1
-	1	7		-	1	9		-	1	6		-	2	9		-	1	3
f.				g.				h.				i.				j.		
	3	3			4	4			4	7			3	8			4	1
-	1	5		-	2	7		-	1	8		-	1	9		-	2	6
k.				l.				m.				n.				o.		
	4	5			4	0			4	1			5	6			5	2
-	2	9		-	2	8		-	1	7		-	3	7		-	3	8
p.				q.				r.				s.				t.		
	5	0			5	6			6	2			6	1			5	7
-	2	7		-	1	8		-	3	5		-	2	6		-	2	9
u.				v.				w.				x.				y.		
	7	1			6	2			6	6			8	5			7	5
-	4	3		-	3	8		-	3	9		-	4	8		-	4	6

Column Subtraction Answers

a.			b.			c.			d.			e.		
	2	3		2	6		2	2		3	8		2	1
-	1	7	-	1	9	-	1	6	-	2	9	-	1	3
		6			7			6			9			8
f.			g.			h.			i.			j.		
	3	3		4	4		4	7		3	8		4	1
-	1	5	-	2	7	-	1	8	-	1	9	-	2	6
	1	8		1	7		2	9		1	9		1	5
k.			l.			m.			n.			o.		
	4	5		4	0		4	1		5	6		5	2
-	2	9	-	2	8	-	1	7	-	3	7	-	3	8
	1	6		1	2		2	4		1	9		1	4
p.			q.			r.			s.			t.		
	5	0		5	6		6	2		6	1		5	7
-	2	7	-	1	8	-	3	5	-	2	6	-	2	9
	2	3		3	8		2	7		3	5		2	8
u.			v.			w.			x.			y.		
	7	1		6	2		6	6		8	5		7	5
-	4	3	-	3	8	-	3	9	-	4	8	-	4	6
	2	8		2	4		2	7		3	7		2	9

Learning Quest – Fact File template



Arm curl:





Take It Outside: Summer

Worry Dolls

Introduction

Have you ever had a worry you've found hard to share or talk about? In the villages of Guatemala in South America, children tell their worries to a small doll then tuck it under their pillow at night to take their worries away. Be carefree this summer and make a worry doll to help take your worries away.

You will need:

- a natural collection (leaves, sticks, daisies, etc.)
- pipe cleaners
- scraps of fabric
- coloured wool or thread



Key Questions

- How are you feeling today? What makes you happy?
- Who do you share your worries with?
- How do you help someone who is feeling sad? Do you have someone you can go to who will listen?

What to do:

1. Collect two small sticks (one longer than the other) or use a pipe cleaner. Your worry doll should be small enough to keep safe in your pocket.
2. Tie the sticks together to make a cross, wrapping string or wool around to secure them. Alternatively, you could twist the pipe cleaners together.
3. To make a face, peel off a piece of the bark on the top of a stick, or add a bead to the pipe cleaner. Draw on features with a pen.
4. Now 'dress' your worry doll. Wrap the coloured wool around the arms, body and legs. You could decorate further with the material scraps or with leaves.

Ways to Support

Peer or adult support for fine motor skills of tying together. Alternatively, you could use pipe cleaners and simply twist them together.