

# Hello!

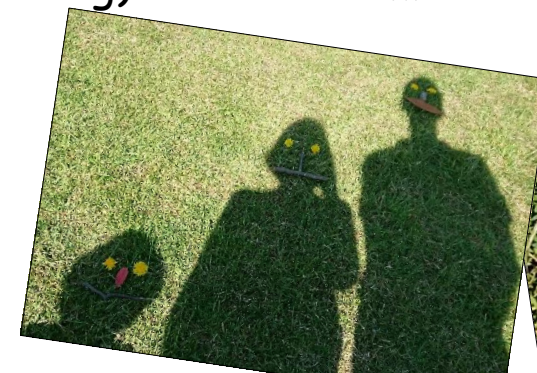
Dear Cassatt and Da Vinci classes,

I hope you are all well and enjoying time with your family. I really miss seeing all of you when I am in school. At the moment I am working at school about once each week and then working at home for the rest of the week. I am also helping my little boy to do the school work he is being sent by his Reception teachers. We have been keeping very busy with exercise, baking and crafting too! I'm sure lots of you, like us, are now experts at using Zoom to stay in touch with family and friends.

Staying at home can be challenging at times, but one thing I have really enjoyed is how local communities are coming together. As well as joining in with the weekly 'Clap for Carers' with ALL of my neighbours, we have been working together to look after each other. Some families have drawn out 'obstacle courses' on the pavement in chalk for the children to do during their daily walks. My son and I added hopscotch, which all the children (and some of the grown ups) enjoyed! Have any of you put rainbows in your windows? We made one from a paper chain of hearts. We love hunting for them when we go walking - there are lots if you look closely! Have you counted many? As well as rainbows, our local area did an 'Easter Egg Hunt' over the Easter weekend. Lots of people made or drew Easter eggs and put them in their windows, on their doors or in their front gardens. We counted over 100 when we went on our hunt! Our one was made from Lego.

I feel very grateful for our local parks. We have been enjoying walking (and running) around them. On a recent walk I was very proud to capture a photograph of a butterfly on a dandelion! Also, in a challenge set by my mum, we took a family 'nature selfie' over the weekend, using natural materials and our shadows! Can you create a nature selfie of your own on your next walk?

Take care of yourselves and each other,  
Miss Govan. x



Dear Cassatt Families,

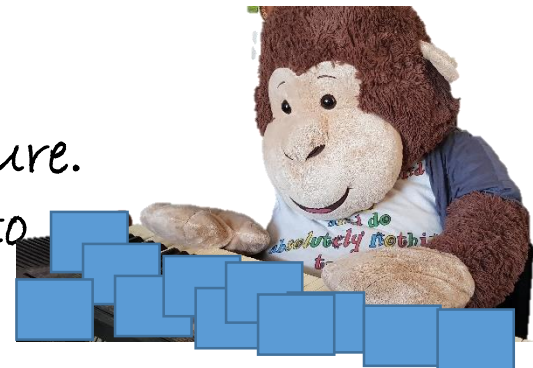
# Welcome

I was so thrilled being able to talk to each one of you. I am glad you are all doing well, keeping busy and staying safe inside your houses. Well done to all the children who are working so hard on their timetables. Some of you are using J2e to practise your times tables. What a wonderful idea!! You can also use Times Table Rock Stars, or even, why not, have a competition with someone in your house and test them on their times tables. How many correct answers can they give in one minute?

This week, I have been very busy. Of course, the highlight of the week was being able to talk to you. I also spent some time in my tiny garden, tidying, clearing and looking after the plants. As I have more time to read, I have started a book collection about Vikings. It is very interesting because it is set around the time of King Athelstan from whom our school has been named. What has been your favourite book so far this year?

To make things more fun this week, I have hidden some parts of Charlie's picture. Can you guess what he is doing? Here is a clue: he needs his fingers and has to listen to what he is doing.

Take care and stay safe, Miss Sarton



# Welcome

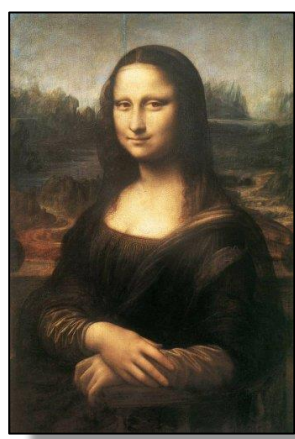
Dear Da Vinci families,

How are you all? It was so lovely catching up with you all last week. I'm glad you are all safe and well. You seem very busy and doing all sorts of lovely things. I am so proud of you all. (There were a few children I am hoping to catch up with this week, so don't worry if we've not had a chat yet.) Please keep sending in your photos of what you are doing - we all love to see them and your friends can see them too.

Keeping in touch at the moment seems very important. I am speaking to my mum and dad every other day which is a real treat! We are also doing lots of video calls with friends and family. We have funny competitions with my aunts and uncles, like who can think of the strangest thing that happened to them this week or who can pull the craziest face! Sometimes we play charades, where you act out a book, film or TV show for everyone else to guess. What do you do? How are you keeping in touch with your friends and family?

Have you been doing any cooking? We made arancini this week. They are made from balls of rice with cheese inside and then rolled in egg and breadcrumbs and fried. Do you know which country they are from? Do you have any favourite recipes? Why not write the instructions out or take a photo?

Take care and keep safe, From Mrs Williamson!



# Welcome

Look who's back!  
Welcome back, Miss Penny!



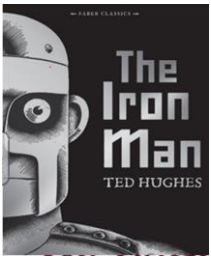
*Hi everyone,*

*I hope you and your families are well and keeping safe. It's been a very long time since I've seen you all.*

*I am so looking forward to seeing you. I have missed you so much. Keep up the good work at home.*

*From Miss Penny*





## Vocabulary

Explain the words

**darted**   **jabbed**   **stiffly**  
**tugged**   **hither and thither**

# Reading Activity

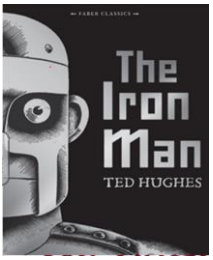


It looked around. Then it **darted** and **jabbed** one of the gulls with its **stiffly** held finger, then darted at the other and jabbed him. The two gulls flew up into the wind with a frightened cry.

Slowly then the hand crept over the stones, searching. It ran forward suddenly, grabbed something and **tugged**. But the thing was stuck between two rocks. The thing was one of the Iron Man's arms. At last the hand left the arm and went scuttling **hither** and **thither** among the rocks, till it stopped, and touched something gently. This thing was the other hand. This new hand stood up and hooked its finger round the little finger of the hand with the eye, and let itself be led. Now the two hands, the seeing one leading the blind one, walking on their finger-tips, went back together to the arm, and together they tugged it free. The hand with the eye fastened itself on to the wrist of the arm. The arm stood up and walked on its hand. The other hand clung on behind as before, and this strange trio went searching.

An eye! There it was, blinking at them speechlessly beside a black and white pebble. The seeing hand fitted the eye to the blind hand and now both hands could see. They went running among the rocks.

Soon they found a leg. They jumped on top of the leg and the leg went hopping over the rocks with the arm swinging from the hand that clung to the top of the leg. The other hand clung on top of that hand. The two hands, with their eyes, guided the leg, twisting it this way and that, as a rider guides a horse. Soon they found another leg and the other arm. Now each hand, with an eye under its palm and an arm dangling from its wrist, rode on a leg separately about the beach. Hop, hop, hop, they went, peering among the rocks. One found an ear and at the same moment the other found the giant torso. Then the busy hands fitted the legs to the torso, then they fitted the arms, each fitting the other, and the torso stood up with legs and arms but no head. It walked about the beach, holding its eyes up in its hands, searching for its lost head. At last, there was the head – eyeless, earless, nested in a heap of red seaweed. Now in no time the Iron Man had fitted his head back, and his eyes were in place, and everything in place except for one ear. He strode about the beach searching for his lost ear, as the sun rose over the sea and the day came.



# Reading Activity



Reading questions:

- 1) How does the Iron Man react to the seagulls?
- 2) How do the seagulls react to being jabbed and darted at?
- 3) Why was the hand unable to save the arm?
- 4) Why has the author described a hand as being blind?
- 5) Why is one hand leading the other?
- 6) Where was the other eye?
- 7) Why is the leg hopping along?
- 8) Why did the Iron Man hold its eyes up as it walked across the beach?
- 9) Where was the head?
- 10) What had the Iron Man lost?

## Creative Activity



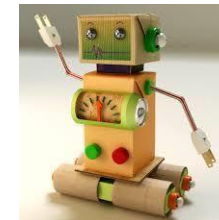
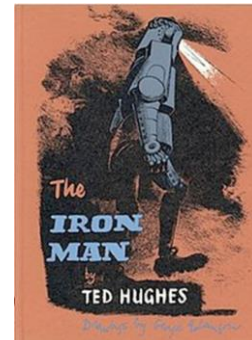
One by one the Iron is reassembling each part of its body.

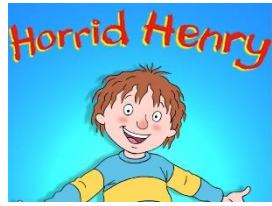
- Following its lead, could you build your own Iron Man using recyclable items (plastic bottle, egg box, card board box...)
- Which body part will you need to create first?

Don't forget to send your picture !!!



Take a photo and email it in





Listen to Ms Sarton reading this book:  
<http://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time-videos/>

# Audio Books For Free



<https://stories.audible.com/start-listen>

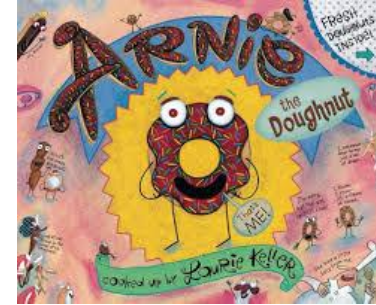
*(You may need to open in Google Chrome.)*

<https://www.michaelrosen.co.uk/>

This week try listening to one of Michael Rosen's poems. There's a link to his YouTube channel on his website. Anyone for chocolate cake?



Here is a funny story about a doughnut! You can watch or listen along.



<https://www.storylineonline.net/books/arnie-the-doughnut/>

Here's a link to all of the King Athelstan staff reading books!  
<http://www.kingathelstan.kingston.sch.uk/assets/Uploads/downloads/We-Love-Books.mp4>

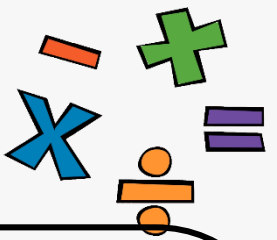


We hope you enjoy listening to Ms Sarton reading Horrid Henry this week. If you're a Horrid Henry fan or like the story you heard, why not sneak along to his website...<https://www.horridhenry.co.uk/>

This week's learning is all about fractions. We're going to look at fractions on a number line, fractions of numbers and equivalent fractions.



# Maths Activity



Remember:  
A **fraction** tells us how many parts of a whole we have.

<https://whiterosemaths.com/homelearning/year-3/>

We would like you to try out the home learning on the White Rose Maths website. You will need to find the unit called 'Week 2'.

The work includes a 'Flashback 4' which we use in the classroom too. Watch the video and pause it to answer the questions on the activity sheets.

There is an answer sheet for you to check your work- don't look until you have had a go!  
There are 5 lessons about fractions. Try one every day.

If you are finding them tricky, try the Week 1 lesson which looks a bit more closely at the concept of fractions.

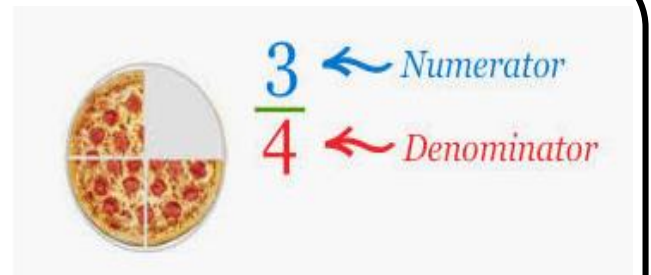
TOP TIP!  
You will need your times tables to help find fractions of numbers.



Need more help? Try:

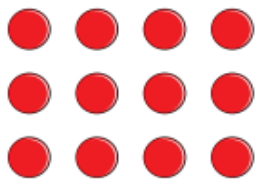
<https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-fractions-intro/v/fraction-basics>

The screenshot shows the White Rose Maths website interface. At the top, there's a navigation bar with 'Home Learning' selected. Below that, a sidebar lists 'Home Learning - Year 3' with a minus sign, and other years from Year 1 to Year 10. The main content area shows 'Lesson 1 - Fractions on a number line' with a video player and a 'Flashback 4' section. The video player has a play button and a progress bar. The 'Flashback 4' section contains five questions about fractions and a number line. To the right of the video, there are buttons for 'Get the Activity' and 'Get the Answers'.





Here are some counters.



a) Circle  $\frac{1}{4}$  of the counters.

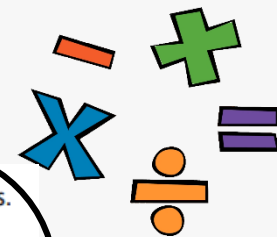
b) How many counters did you circle?

c) What is  $\frac{1}{4}$  of 12?

Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter		$\frac{1}{4}$ of 8 = 2	

# Maths activity



Rosie, Amir and Alex each find a fraction of 24 using counters.



I have  $\frac{1}{6}$  of 24

Rosie

I have  $\frac{1}{3}$  of 24



Amir



Alex

I have 6 counters.

a) Order the children from least counters to most counters.

\_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

least counters

most counters

b) What fraction of the counters does Alex have?

c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24



To find a half I need to divide by 2

Do you agree with Dexter? \_\_\_\_\_

Check out these fraction games!

<https://www.topmarks.co.uk/Search.aspx?q=finding+fractions+of+amounts&p=1>

Draw counters in the bar models to help you complete each number sentence.

a)  $\frac{2}{3}$  of 15 =

b)  $\frac{3}{4}$  of 8 =

c)  $\frac{2}{5}$  of 20 =

Eva has a bag of 20 sweets.



She eats  $\frac{1}{4}$  of the sweets.

She gives  $\frac{1}{5}$  of the sweets that are left to Dora and 2 sweets to her mum.

How many sweets does Eva have left?

# Rosie Revere Engineer

Aunt Rose is coming to visit Rosie. She is not at all like uncle Fred. She wants to let Rosie know that she is coming and she is ecstatic at the idea of sharing some of her fabulous ideas with the little girl.

Can you help Aunt Rosie write a letter to Rosie to let her know of her visit and maybe ask her to help her Aunt fulfil her dream.

Read the extract from the book on the following slide.

- Who is Aunt Rose ? How would you describe her?
- What might she want to talk about with Rosie?
- What could Aunt Rose ask Rosie to help her with?
- **How did she feel when she saw Rosie?**
- **How did Rosie react?**

I can write a letter.

Include in your description:

**Greeting/ sign off Dear / from**

**Question (who, what, where, when, how)**

**Feelings**

**Conjunctions**

# Writing Activity

Slide 1

## feelings

- Excited
- Joyful
- Hopeful
- Delighted
- Ecstatic
- satisfied

## conjunctions

when,	then,
If,	next,
That,	soon,
before,	therefore,
after,	because,
while,	
so,	

*Dear Rosie,*

*Has your mother told you that I am*

*coming to stay with you very soon? I*

*am very much looking forward to it...*



Don't forget to check your writing for

- Punctuation
- Spelling mistakes
- Precise adjectives
- Varied starters



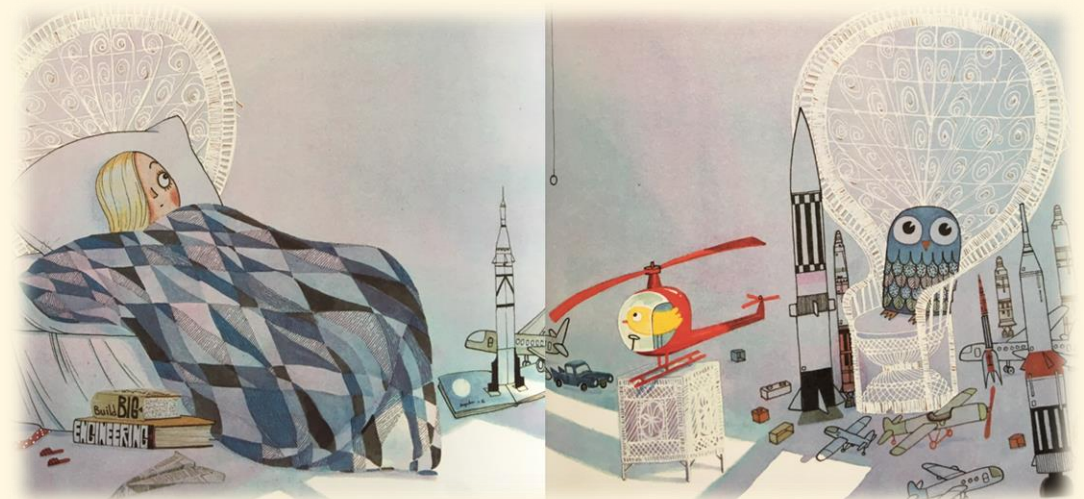
And that's how it went until one autumn day. Her oldest relation showed up for a stay. Her great-great-aunt Rose was a true dynamo who'd worked building airplanes a long time ago. She told Rosie tales of the things she had done and goals she had checked off her list one by one.

She gave a sad smile as she looked to the sky: "The only thrill left on my list is to fly! But time never lingers as long as it seems. I'll chalk that one up to an old lady's dreams"

That night, as Rosie lay wide-eyed in bed, a daring idea crept into her head.

Could she build a gizmo to help her aunt fly? She looked at the cheese hat and said, "No, not I."

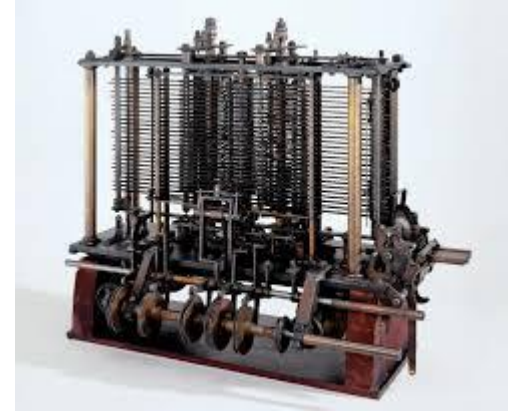
But questions are tricky, and some hold tight, and this one kept Rosie awake through the night. So when dawn approached and red streaks lit the sky, young Rosie knew just how to make her aunt fly.



# Topic Activity



Look at the different computers below. Can you see how they are different? The pictures show how computers have changed over time. Can you order them, oldest first? (Answers on the next page – no peeking!)



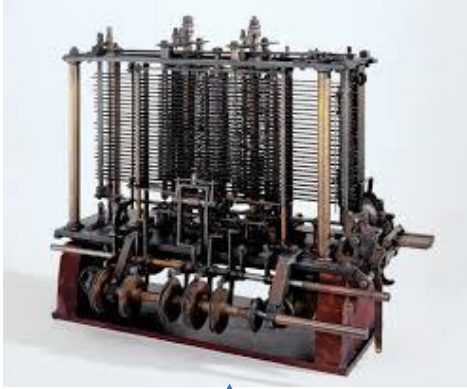
Now explain your order.

Websites to look at: <https://www.bbc.co.uk/bitesize/topics/zbhgixs/articles/ztrq7ty>

One for everyone to enjoy! Click here

**OLD COMPUTERS**

# Correct order – how did you get on?



1



2



3



4



5



6



7



8





Watch this animation about Ada:  
<https://youtu.be/8gHGkN4Vg4g>

# Topic Activity



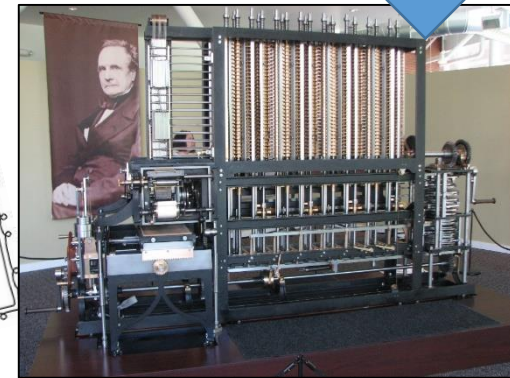
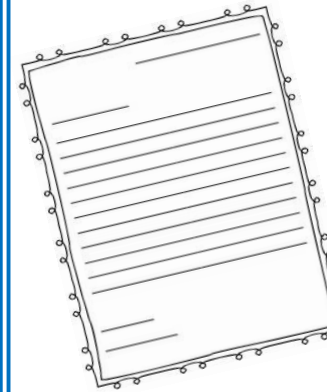
**Ada Lovelace** was an early mathematician and writer. She is credited with being the first computer programmer and for writing the first computer program – otherwise known as an algorithm – designed to be carried out by a machine.

1. Ada was born on the 10<sup>th</sup> December, 1815. Her name was Augusta Ada Byron. She was an only child and her father (the poet Lord Byron) left her and her mother when she was a month old.

2. Her mother encouraged her to study maths and logic. As a child, Ada was often ill. However, she continued to study and was introduced to a fellow British mathematician called Charles Babbage, who was later known as ‘the father of computers’.

3. Ada was fascinated by the Difference Machine Babbage had designed. She made frequent visits to discuss mathematical theories with him. Babbage was impressed with Ada’s intellect and analytical skills. He called her the ‘Enchantress of Number’.

4. Babbage went on to design the Analytical Engine, which Ada wrote extensive notes about to explain its function. This was a difficult task because many scientists could not understand the machine or how it worked. The machine could store numbers and results in its memory, then process them in its mill. Her notes impressed other scientists at the time and in 1953 were recognised as describing the first computer and its software.



Write a letter to Ada telling her what computers are like today. What do you think she would think of the computers we have now?

How does the sun hits the earth?

# Science Activity



The Sun is a huge star that Earth and the other planets in our solar system orbit around.

Unlike other stars, the Sun is close enough to us for us to feel its heat.

The Earth rotates on its own axis. How long do you think it takes for the earth to do a full turn?

What happens when a part of the earth is directly facing the sun? What happens when a part of the earth is not facing the sun?



1 Choose a sunny day . In the morning, take a piece of A4 paper as plain as possible and put it outside on the floor. Plant a pen or pencil in the middle. (It must be as tall as your hand.)

2 Every 2 to 3 hours go and look at your paper. Where is the shadow from the pen or pencil? Trace over it and write the time. Can you notice a pattern? Why is the shadow going this way?

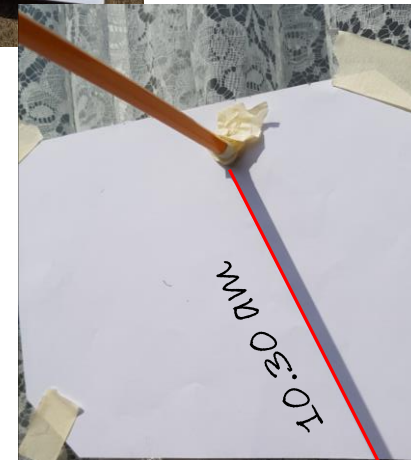
3 If you cannot leave it outside, you can choose a window and stick your piece of paper there. Hold your pencil at the top of the paper and trace the shadow. Don't forget to do it regularly.

**This week science vocabulary:**

**Solar system**

**Orbits:** turns around

**Axis:** an imaginary line



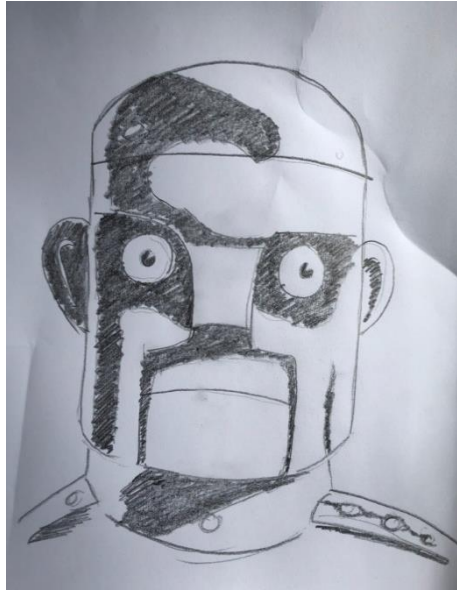
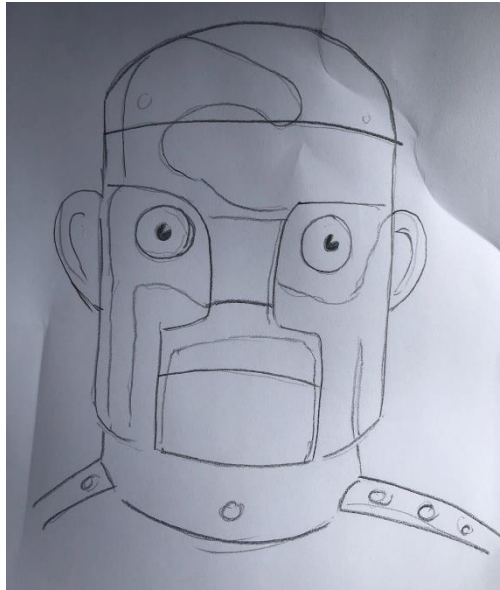
Click [here to learn more about the sun](#)  
[DK find out Video day to night](#)  
[Bbc bitesize](#)

# Art Activity



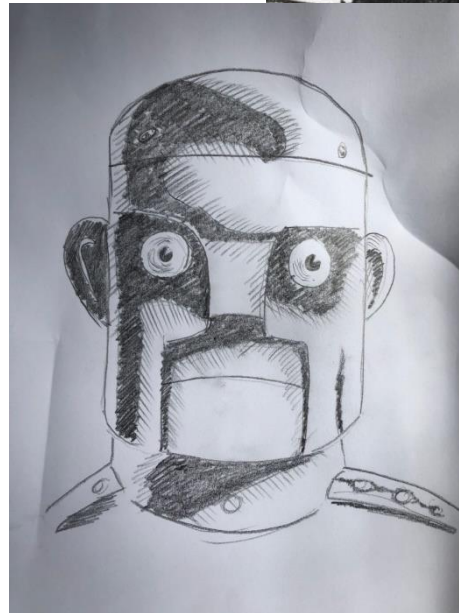
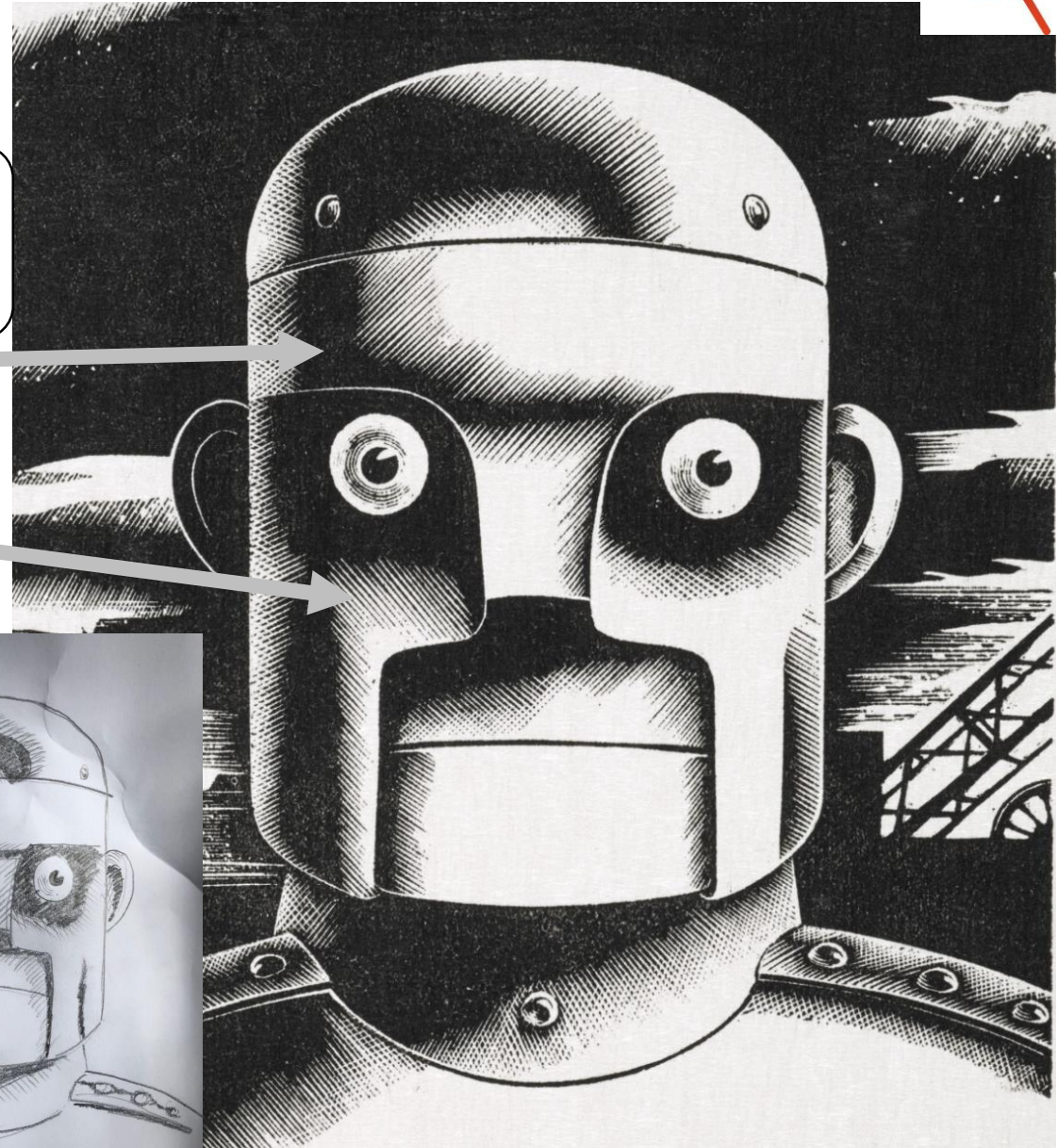
Hello,  
I miss you all!

Start to add the shading to your Ironman drawing from last week. Make the dark bits dark! Notice and draw the outline shapes of the darkest parts. Then shade them in. Be brave to make these parts really dark with your pencil. You might need to go over them a few times rather than pressing too hard.



Darkest shading

Lighter shading  
(use of lines)



Notice how straight lines are used to create some shading that is not as dark. Have a try at adding this lighter shading around the darkest parts. You can use lines like the original or just colour lightly with your pencil.



# Physical Activity



## Gymnastics

- Create 5 linking moves (jumps, log roll, twist, forward roll, backward roll).
- Ensure you have a start and finish.
- Create a sequence. Think of creative ways to link your moves.

## Performance

- Demonstrate your sequence to a sibling or parent/carer.

## You are the Teacher

- Teach your sibling or parent/carer the sequence.

## Remember

- Extend through fingers and toes.
- Tight muscles.
- Excellent landing.

## Knock down the targets

- You will need to work with a partner.
- Each player places 5 targets in front of them (baked bean cans, toilet roll tubes). Targets are 2m apart.
- Players take turns to throw an object toward their partner's targets.
- Each time a target is hit, it is removed from the game.
- The winner is the first player to knock down all of the targets.

Hi guys, I hope my slides are helping you stay active! Hopefully see you all soon!  
Mr McLaughlin

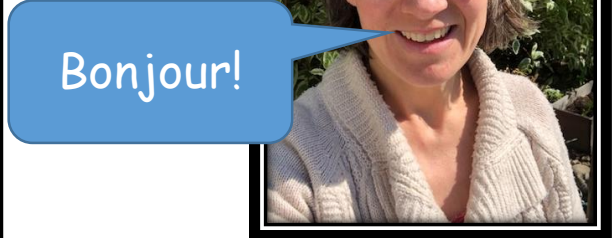


# Word challenge

# French Activity



Your challenge this week is to spell some French words...using everyday objects! You could use objects from around your house, or collect twigs and leaves when you go outside. Here are my first attempts:



Here are some ideas of words you could spell. Do you remember what they mean and how to say them?

- |           |        |
|-----------|--------|
| Bonjour   | Un     |
| Salut     | Deux   |
| Au revoir | Trois  |
|           | Quatre |
|           | Cinq   |
|           | Six    |
|           | Sept   |
|           | Huit   |
|           | Neuf   |
|           | Dix    |
|           | Onze   |
|           | Douze  |

As an extra challenge, I've spelt **rouge** using only red objects. Could you spell **jaune** using yellow objects, or **vert** in green?



Amusez-vous bien!  
Have fun!



Alain le Lait Arc-en-ciel: <http://safeYouTube.net/w/pzTg>  
Alain le Lait 1-20: <https://safeYouTube.net/w/XFQB>

# Music Activity



## Vivaldi's Four Seasons

Watch the following video: <https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-weather/zk6pxyc>

In this video you will learn about Vivaldi who composed pieces to represent the four seasons:

**Autumn, Winter, Summer and Spring.**

Autumn - <https://www.youtube.com/watch?v=Q8AN0jWNRJA>

Winter - <https://www.youtube.com/watch?v=TZCfydWF48c>

Summer - <https://www.youtube.com/watch?v=KY1p-FmjT1M>

Spring - <https://www.youtube.com/watch?v=l-dYNttdgl0>



After you have chosen one of the pieces to listen to try one of these activities:

- Create a drawing/painting/collage while you are listening to your chosen piece. Try to represent the season by choosing your colours carefully.
- Research each season and create a fact file describing what it is like in Britain during that time.
- Research Vivaldi and create a fact file describing him, his life and compositions.
- Create a poem to represent one of the four seasons.

# Wellbeing Activity

Year 3, banish the adults and grab the blueberries!

We're making 'frozen fruity fingers.'

## Ingredients

- 500ml Greek-style natural yogurt
- 2 tbsp maple syrup or runny honey
- pinch ground cinnamon
- 125g blueberries
- 125g raspberries

## Method

1. In a medium bowl, mix together the yogurt, maple syrup or honey and cinnamon.
  2. Stir in the blueberries and raspberries gently.
  3. Lightly grease a shallow 16cm x 26cm x 3cm baking tray and line with non-stick baking parchment.
  4. Pour in the mixture and spread out so that the fruit is evenly dispersed.
  5. Cover with cling film and freeze for 2 hrs, or until solid.
- Cut into fingers and **munch!**



Listen to Pip read a story all about our feelings; she is a mystery reader this week!

<http://www.kingathelstan.kingston.sch.uk/ovid-19-home-learning/>

Click here to get started



Dear King Athelstan family,

If you are bored, frustrated or feeling sad, there is always hope, it's not all bad. We're all in lockdown, families together, but always remember - it won't be forever. The Nurture team miss you, so very much, always caring for you and staying in touch.

Best wishes

Mrs Whooley, Mrs O'Connor & Mrs Ramkissoon

XXX



King Athelstan