

Dear Cassatt and Da Vinci,

Welcome

I miss your happy faces so much and have been thinking about you all a lot. I hope that you are safe and well and can't wait to see you when this is all over! I miss being in my office and seeing all of the amazing work you come and show me (I hope you are all practising your handwriting for your pen licences!) however, I have been checking the website and love seeing all of the fun learning activities you have been up to at home.

One of my jobs at the moment is to organise the home learning section of the website. I hope you have been enjoying the story time videos, the 'We Love Books' video and the weekly Home Learning Slides. Your teachers are being so creative and coming up with some fantastic ideas and activities for you to have a go at! If you haven't seen the videos yet, go and check them out! Here is my story time video from a few weeks ago...

<http://www.kingathelstan.kingston.sch.uk/assets/Uploads/downloads/Mystery-Reader>

Please keep reading everyday - it is so good for your mental health! I have been reading The Lord of the Rings by J.R.R Tolkien. It is all about Hobbits, Elves and a magical journey. It helps me stay positive, because I drift off into another world for a little while and forget about the challenges we are all facing currently.

What are you reading at the moment?



If you can't get any new books to read, there are lots of audio books online and if you enter the title of a book into <https://books.google.com/> you can read the first few chapters of any story to see if you like it.



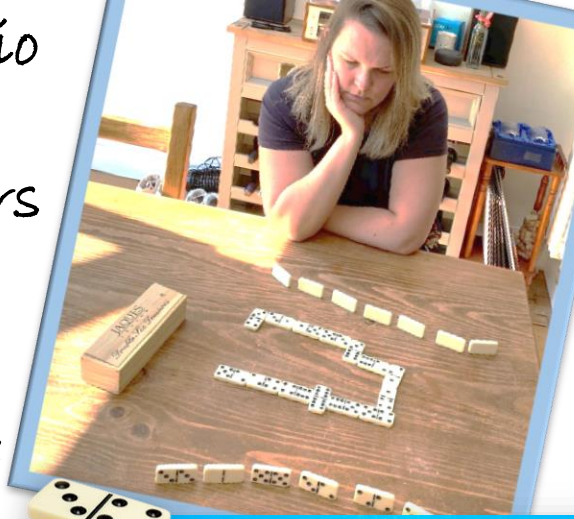
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> is a great place to find eBooks; you just need an adult to sign up for free!

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

As well as reading, I have been playing lots of games. Who knew dominos could be so competitive?! I have also been playing a game called SHOUT! You have to try and guess the words or phrases from the clues in one minute! See if you can have a go at this one... ➡

I will keep checking the website for more lovely photos of your learning so please continue sending them in - they make my day!

Thinking of you and your families,  
Love Mrs Ahearn xxx



Pair up the words with the images to make nine, well known sayings. The first one is: **old as the hills!**



1 hard as 	2 cool as a 	3 dry as a 
4 high as a 	5 keen as 	6 stiff as a 
7 right as 	8 old as the 	9 thick as two short 

Pair up the words with the images to make nine well-known sayings

Answers

1: Old as the hills  
2: Right as rain  
3: High as a kite  
4: Thick as two short planks  
5: Cool as a cucumber  
6: Keen as a mustard  
7: Dry as a bone  
8: Stiff as a board  
9: Hard as nails

Dear Cassatt Families,

I really miss being in the classroom with you guys.

# Welcome

How have you been this week? Some of you have posted your work, thank you. It is always lovely to see what you are up to, even if it is not school work. Well done to all the children who are working hard on their times tables. It's fantastic. Have you tried to challenge someone in your family? Who was the fastest?

This week, as usual, I have been busy preparing activities and resources for you. It is always very fun to do. I hope you enjoy doing them as much as we enjoy preparing them. Which one is your favourite?

I hope you are still reading everyday. Why not share your favourite book with the rest of Year 3? You could send a picture and explain why you loved it so much. It would also help some of us who are struggling to find the next book to read. It doesn't have to be a fiction book; non-fiction, comics or magazines are also welcome.

Look at Charlie, he was playing the piano! Did you guess correctly? What he be doing next week? Take care and stay safe, Miss Sarton



# Welcome

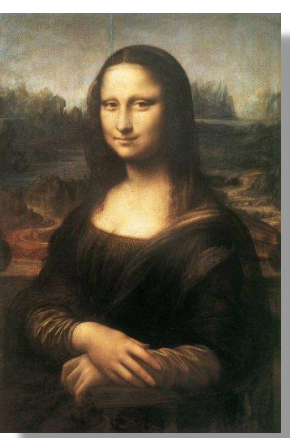
Dear Da Vinci families,

How are you all? How has your week been? What has been your favourite activity from the Year 3 slides? It's great to see our picture gallery filling up - keep them coming in! Did you do anything for VE day last Friday? People around us put up decorations, like flags and bunting, on the outside of their houses. Did you see any? My teddy in my window was waving two Union Jacks. Do you know what the colours in the British flag represent? Why not find out this week.

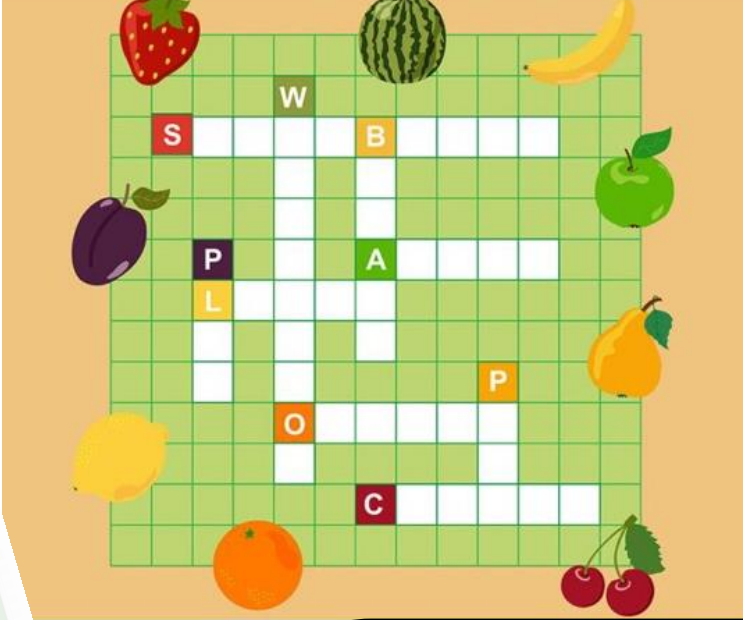
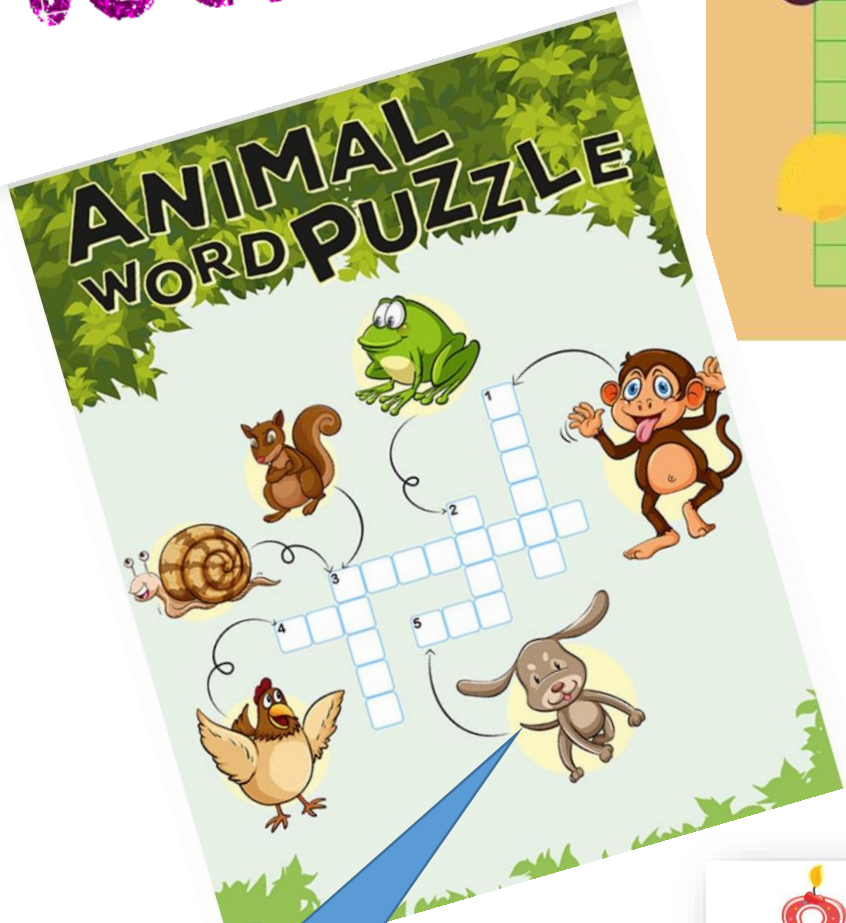
I've set myself a challenge - to do a 30 day yoga challenge. It helps me relax and focus and hopefully stay healthy. I look forward to doing it and I'm now on Day 15! Perhaps you could set yourself a challenge, something small to do every day. It could be make your bed or do a random act of kindness. Maybe it could be do a set of star jumps or even a GoNoodle. Let me know what you try.

Here's another picture of my two cats. They have such a relaxing life! They only seem to sleep and eat and wash. I always wonder what they get up to at night in their secret nocturnal life! What do you think they might do?

Take care and keep safe, From Mrs Williamson!



# Welcome

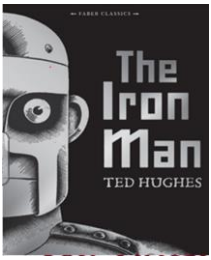


Why not make your own puzzle?



Hello everybody,  
How are you all? I hope you are keeping busy with the slides the teachers have made for you; some of the tasks look great to have a go at! If you can send in pictures of the work you complete it is lovely to see.  
I had a busy day yesterday as it was my daughter's 8th birthday (she is also in Year 3 at her school!) We went to Richmond Park to play and had chocolate cake with 8 candles for tea! Very yummy!  
I have added in some little puzzles this week, can you work out the missing words?  
Enjoy your time at home, Mrs Sims





## Vocabulary

Explain the words

ledge    immense    swell  
breakers    blazed    spouted

# Reading Activity



The two gulls sat on their **ledge**, high on the cliff. They watched the **immense** man striding to and fro over the rocks below. Between them, on the nesting ledge, lay a great iron ear. The gulls could not eat it. The baby gulls could not eat it. There it lay on the high ledge.

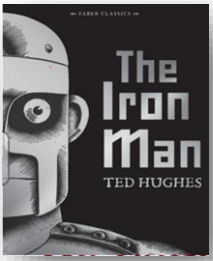
Far below, the Iron Man searched.

At last he stopped, and looked at the sea. Was he thinking the sea had stolen his ear? Perhaps he was thinking the sea had come up, while he lay scattered, and had gone down again with his ear.

He walked towards the sea. He walked into the breakers, and there he stood for a while, the **breakers** bursting around his knees. Then he walked in deeper, deeper, deeper.

The gulls took off and glided down low over the great iron head that was now moving slowly out through the **swell**. The eyes **blazed** red, level with the wavetops, till a big wave covered them and foam **spouted** over the top of the head. The head still moved out under water. The eyes and the top of the head appeared for a moment in a hollow of the swell. Now the eyes were green. Then the sea covered them and the head.

The gulls circled low over the line of bubbles that went on moving slowly out of the deep sea.



# Reading Activity

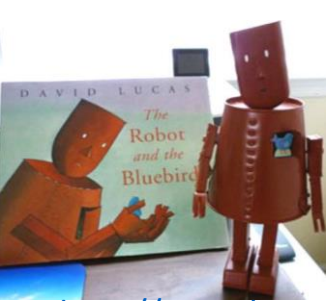


1. What do the seagulls have?
2. Why is the ear no use to the seagulls?
3. Can the Iron Man see the gulls? How do you know?
4. Where does the Iron Man think his ear may be?
5. Why has the author repeated deeper?
6. What do the seagulls do?
7. What word could we use instead of glided?
8. Where has the Iron Man gone?
9. What was happening with the Iron Man's eyes?
10. How do we know the Iron Man is still fine under the sea?
11. Why is the Iron Man going into the sea further evidence that he isn't from Earth?

What do you think is going to happen next?  
You can draw or write the next part of the story .  
Will the Iron Man come out of the sea?  
Is he looking for his ear or for something else?  
Where is he heading to?

Let your imagination run wild and Don't forget to send your ideas to the school for everyone to enjoy.





Listen to Mrs Williamson reading the Robot and the Bluebird:

<http://www.kingathelstan.kingston.sch.uk/assets/Uploads/downloads/Ye-ar-3-Story-time-3.mp4>

# Audio Books For Free

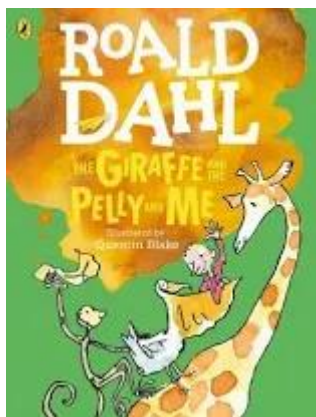


## Surprise!

<http://www.kingathelstan.kingston.sch.uk/assets/Uploads/downloads/Ye-ar-3-surprise-guest.mp4>

<https://soundcloud.com/benjamin-davies-12474744/the-giraffe-and-the-pelly-and-me-read-by-benjamin-davies>

Have you read any Roald Dahl stories? He is a fantastic children's author. This one is a great one to start with. Enjoy!



Click Me

Be a story detective and see how many story characters you can spot in this book by Chris Riddell!

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>

Click Me

If you enjoyed the Roald Dahl story and want to find more Roald Dahl activities and experiments, go to: <https://www.roalddahl.com/home/kids> I particularly like the 'Things to do indoors' section



This week we are continuing to learn about fractions. In particular, we are going to look at equivalent fractions. This will help us order and compare fractions too.



# 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 'Summer term – Week 1 (w/c 20<sup>th</sup> April)'. (Don't worry that it doesn't seem the right date!)

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, look back at Week 1 and Week 2 to remind yourself of how fractions are part of a whole.

The next slides are if you can't access the website.



Home Learning – Year 3

- Summer Term - Week 4 (w/c 11th May) +
- Summer Term - Week 3 (w/c 4th May) +
- Summer Term - Week 2 (w/c 27th April) +
- Summer Term - Week 1 (w/c 20 April) -

Lesson 1 - Equivalent fractions (2)

Lesson 2 - Equivalent fractions (3)

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



Need more help? Try:

<https://www.khanacademy.org/math/arithmetic-home/arithmetic-review-fractions/equivalent-fractions-1/v/equivalent-fractions-with-visuals>

$\frac{3}{4}$

← Numerator

← Denominator

Shade the bar models to represent the fractions.

a) Shade  $\frac{1}{2}$  of the bar model.

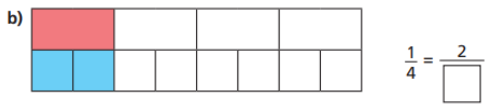


b) Shade  $\frac{2}{4}$  of the bar model.

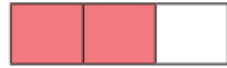


What do you notice?

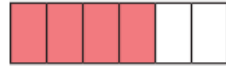
Complete the equivalent fractions.



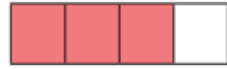
The bar models represent fractions.



A



C



B

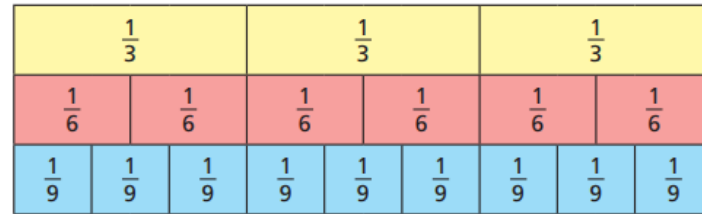


D

Which is the odd one out? \_\_\_\_\_

Why do you think this?

Use the fraction wall to complete the equivalent fractions.



a)  $\frac{1}{3} = \frac{\square}{6}$

d)  $\frac{2}{3} = \frac{6}{\square}$

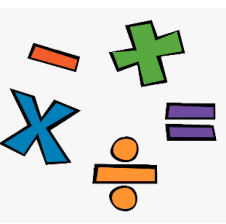
b)  $\frac{1}{3} = \frac{\square}{9}$

e)  $\frac{4}{6} = \frac{6}{\square}$

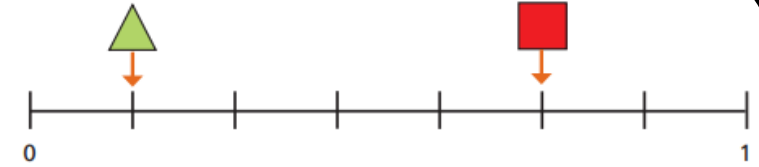
c)  $\frac{2}{3} = \frac{4}{\square}$

f)  $\frac{1}{3} = \frac{\square}{6} = \frac{\square}{9}$

# Maths activity



Here is a number line.



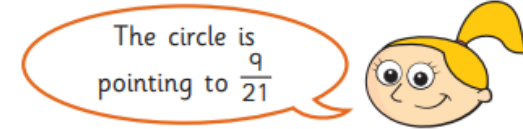
a) What fraction is each shape pointing to?

=  $\frac{\square}{\square}$       =  $\frac{\square}{\square}$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

c)



Do you agree with Eva? \_\_\_\_\_

Answers on the next page

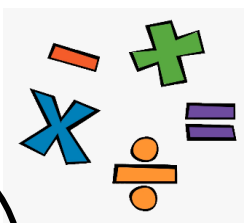
Check out these fraction games!

<https://www.topmarks.co.uk/Search.aspx?q=equivalent%20fractions>

The bar model represents  $\frac{1}{2}$

Write as many equivalent fractions as you can.

What is the same about all the fractions you have written?



# Maths activity

Shade the bar models to represent the fractions.

a) Shade  $\frac{1}{2}$  of the bar model.



b) Shade  $\frac{2}{4}$  of the bar model.

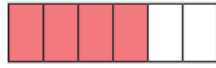


What do you notice?

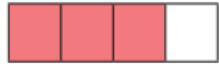
The bar models represent fractions.



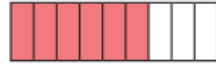
A



C



B

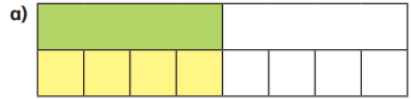


D

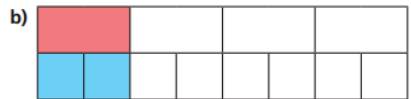
Which is the odd one out? B

Why do you think this?

Complete the equivalent fractions.

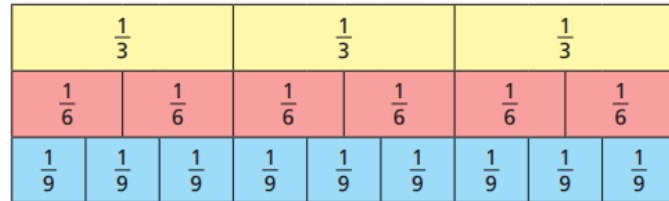


$$\frac{1}{2} = \frac{\boxed{4}}{8}$$



$$\frac{1}{4} = \frac{\boxed{2}}{8}$$

Use the fraction wall to complete the equivalent fractions.



a)  $\frac{1}{3} = \frac{\boxed{2}}{6}$

d)  $\frac{2}{3} = \frac{6}{\boxed{9}}$

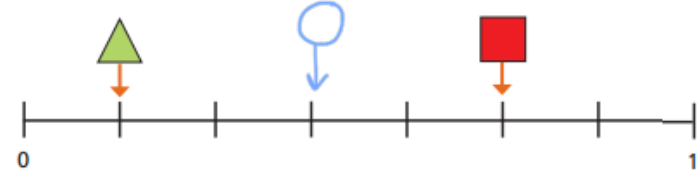
b)  $\frac{1}{3} = \frac{\boxed{3}}{9}$

e)  $\frac{4}{6} = \frac{6}{\boxed{9}}$

c)  $\frac{2}{3} = \frac{4}{\boxed{6}}$

e)  $\frac{1}{3} = \frac{\boxed{2}}{6} = \frac{\boxed{3}}{9}$

Here is a number line.



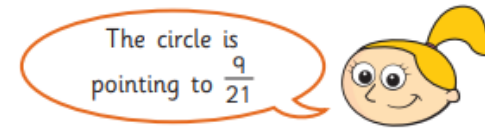
a) What fraction is each shape pointing to?

$\triangle = \frac{\boxed{1}}{\boxed{7}}$        $\square = \frac{\boxed{5}}{\boxed{7}}$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

c)



Do you agree with Eva? Yes

Show how you worked this out.

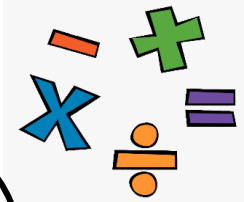
The bar model represents  $\frac{1}{2}$

Write as many equivalent fractions as you can.

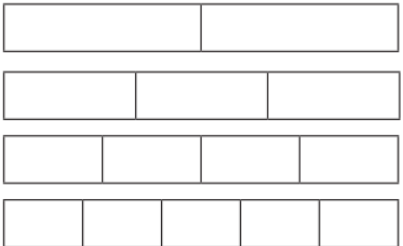
*Various answers*

What is the same about all the fractions you have written?

# ANSWERS



# Maths activity



$\frac{1}{2}$   
 $\frac{1}{3}$   
 $\frac{1}{4}$   
 $\frac{1}{5}$

a) Shade the bar models to represent the fractions.  
b) Write < or > to compare the fractions.  
Use the bar models to help you.

$\frac{1}{2}$  ○  $\frac{1}{3}$      $\frac{1}{4}$  ○  $\frac{1}{3}$      $\frac{1}{5}$  ○  $\frac{1}{3}$   
 $\frac{1}{3}$  ○  $\frac{1}{2}$      $\frac{1}{4}$  ○  $\frac{1}{5}$      $\frac{1}{5}$  ○  $\frac{1}{2}$

What could the missing numerators and denominators be?

Give three examples for each.

a)  $\frac{1}{5} < \frac{\square}{5}$      $\frac{1}{5} < \frac{\square}{5}$      $\frac{1}{5} < \frac{\square}{5}$

b)  $\frac{1}{5} < \frac{1}{\square}$      $\frac{1}{5} < \frac{1}{\square}$      $\frac{1}{5} < \frac{1}{\square}$

Sort the fractions into the circles.

$\frac{5}{6}$     $\frac{1}{8}$     $\frac{1}{2}$     $\frac{2}{6}$     $\frac{1}{12}$     $\frac{3}{6}$

greater than  $\frac{1}{6}$       less than  $\frac{1}{6}$

Tommy and Dora are ordering fractions.

$\frac{1}{5}$     $\frac{4}{15}$     $\frac{2}{3}$     $\frac{7}{15}$



Tommy

I cannot order these fractions because the numerators and denominators are different.

I think I can use equivalent fractions to help me.



Dora

Who do you agree with? \_\_\_\_\_

Answers on the next page

## Comparing fraction game

<https://eng.mathgames.com/skill/3.87-compare-fractions>

## Ordering fraction game

<https://www.softschools.com/math/fractions/games/ordering-fractions/>

Write the fractions in order, starting with the smallest.

$\frac{1}{9}$     $\frac{8}{9}$     $\frac{4}{9}$     $\frac{2}{9}$     $\frac{7}{9}$

□   □   □   □   □

smallest      greatest

Here are some bar models.



a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

$\frac{1}{2} > \frac{1}{3}$      $\frac{1}{4} < \frac{1}{3}$      $\frac{1}{5} < \frac{1}{3}$   
 $\frac{1}{3} < \frac{1}{2}$      $\frac{1}{4} > \frac{1}{5}$      $\frac{1}{5} < \frac{1}{2}$

What could the missing numerators and denominators be?

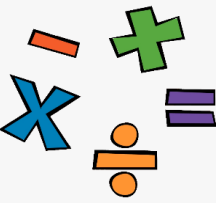
Give three examples for each.

e.g.

a)  $\frac{1}{5} < \frac{2}{5}$      $\frac{1}{5} < \frac{3}{5}$      $\frac{1}{5} < \frac{4}{5}$

b)  $\frac{1}{5} < \frac{1}{4}$      $\frac{1}{5} < \frac{1}{3}$      $\frac{1}{5} < \frac{1}{2}$

# Maths activity



Tommy and Dora are ordering fractions.



Tommy

I cannot order these fractions because the numerators and denominators are different.

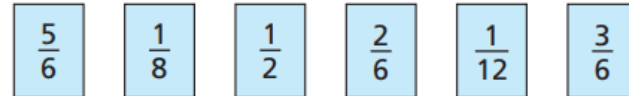
I think I can use equivalent fractions to help me.



Dora

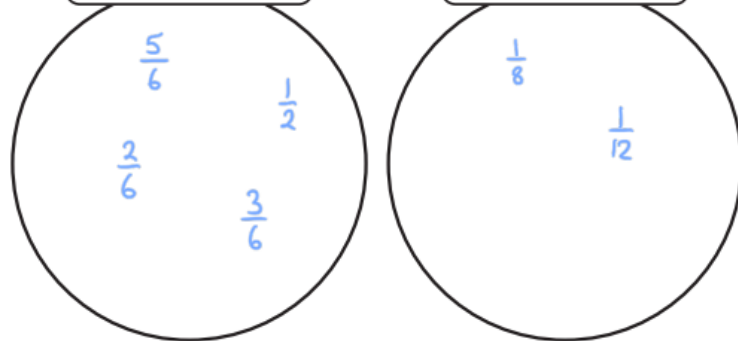
Who do you agree with? Dora  
Can you explain why?

Sort the fractions into the circles.



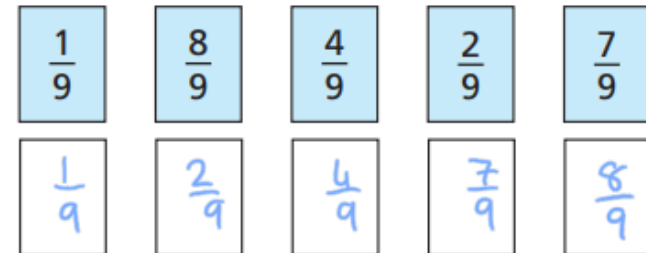
greater than  $\frac{1}{6}$

less than  $\frac{1}{6}$



## ANSWERS

Write the fractions in order, starting with the smallest.



smallest

greatest

# Rosie Revere Engineer

Rosie has decided to help Aunt Rosie and build her a cheese-copter. But it crashes.

Can you help Rosie write down a set of instructions to drive the new cheese-copter safely (Don't worry you don't need to try it out.) Why not draw it first? You can use the pictures on the next slides to be inspired. Read the extract from the book on the following slide.

- What is the cheese-copter made of ?
- What is the main purpose of the cheese-copter? (don't forget the rotter blade or the wings)
- How will you keep Rosie safe while flying?

I can write a set of instructions.

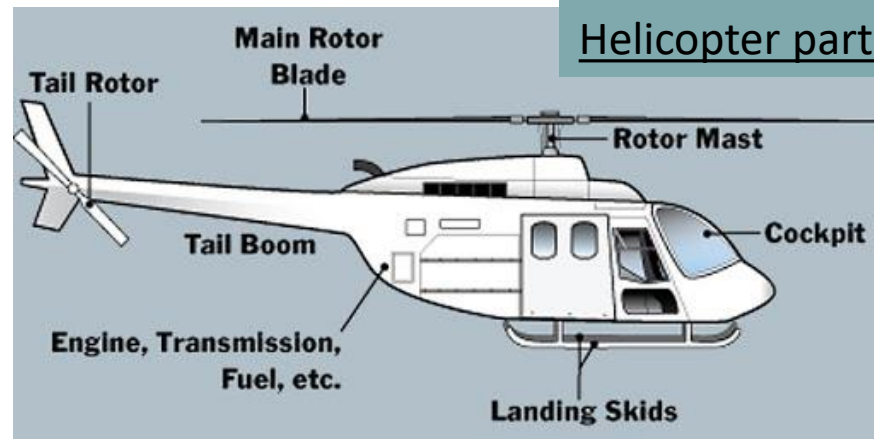
Include in your instructions:

Introduction

List of material

Steps to ride the cheese-copter safely

Last recommendations



Helicopter parts

## adverbs

Cautiously  
Gingerly  
Safely  
Warily

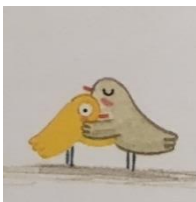
## conjunctions

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

Riding the famous cheese-copter is a dangerous task, that not anybody can achieve. To ensure that both the pilot and the machine are safe until the end here are a set of instructions to follow attentively.

Don't forget to check your writing for

- Punctuation
- Spelling mistakes
- Precise adjectives
- Varied starters



She worked and worked till the day was half gone, then hauled her cheese-copter out onto the lawn to give her invention a test just to see the ridiculous flop it might turn out to be.

Strapped into the cockpit, she flipped on the switch. The heli-o-cheese-copter sputtered and twitched.

It floated a moment and whirled round and round, then froze for a heartbeat and crashed to the ground.



Then Rosie heard laughter and turned round to see the old woman laughing and slapping her knee. She laughed till she wheezed and her eyes filled with tears all to the horror of Rosie Revere, who thought, “Oh no! Never! Not ever again will I try to build something to sputter or spin or build with a lever, a switch, or a gear. And never will I be a great engineer.”



She turned round to leave, but then Great-Great-Aunt Rose grabbed hold of young Rosie and pulled her in close and hugged her and kissed her and started to cry. “You did it! Hooray! It’s the perfect first try! This great flop is over. It’s time for the next!” Young Rosie was baffled, embarrassed, perplexed.

“I failed, “ said Rosie. “It’s just made of trash. Didn’t you see it? The cheese-copter crashed.”

“Yes!” said her great aunt. “It crashed. That is true. But first it did just what it needed to do. Before it crashed, Rosie...

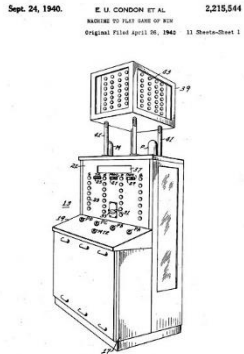
before that...

it flew!”

# Topic Activity



Have computer games changed over time? Yes they have! Look at how different they were in 1940!



1951

Ralph Baer introduced the idea of playing games on a TV.



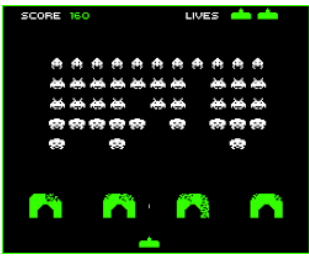
1952

OXO was invented by AS Douglas.



1972

Pong, the arcade game, was introduced.



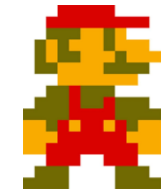
1978

Space invaders, the arcade game was, introduced.



1977

Atari released a home games console



1985

Mario Bros was released



2006

Nintendo Wii was invented

2020  
What do we play on now?



How have games changed? State the change then explain it. Ideas might include...

colour

size

console

graphics

portable





## Sun light and protection

# Science Activity



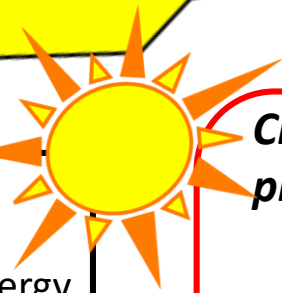
### Why do we need to protect ourselves from the sun?

Do you know what types of energy the sun gives off?

The sun gives off different types of energy

- visible light which we can see
- invisible infrared radiation which makes us feel warm
- ultraviolet radiation which we can't see or feel on our skin. This type of radiation, which people often call UV, can damage our skin if we get too much of it.

Are those children safe in the sun?



Create a poster to instruct others on how to protect themselves from the sun.

Why do you need to be protected from the sun?

When do you need to be protected from the sun?

What do you need to use to be protected from the sun?



Twinkl.com

### This week science vocabulary:

Infrared radiation  
UV  
Bright  
Impact  
**protection**

**BE SMART**  
**S**pend time in the shade between 11am and 3 pm.  
**M**ake sure you never burn.  
**A**im to cover up with a hat, t-shirt and sunglasses.  
**R**emember children need to take extra care.  
**T**hen use at least factor 15 sunscreen.



# Physical Activity



## King/Queen of the Court (links to Tennis)

- For this game you will need to work with a sibling or parent/carer.
- You will both need an item, for example; a pair of socks or a piece of paper.
- Place the item down, you must be 2m-3m away from the item in the middle.
- There will be a judge who will be giving challenges to complete. Here are some ideas:-  
-burpees, star jumps, running on the spot, high knees and a balance.
- After the challenge the judge will shout go. On this command you must then fetch the item. Whoever fetches the item first will be crowned 'King/Queen of the Court'.
- First to 5 is the winner. Make sure you complete different challenges, they should be active and fun!

### Focus

This activity works on raising your heartrate and developing footwork.



## Squat Jump Challenge

- How many squat jumps can you perform in 60 seconds?
- Stand behind a marker, jump forwards, perform a squat and repeat.

### Challenge

- Challenge a sibling or parent/carer to see who can complete the highest number of squats in 60 seconds?



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

Mr McLaughlin

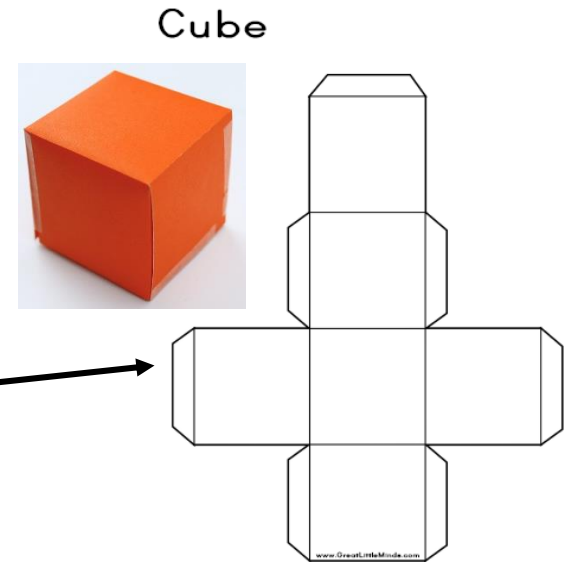




# Art Activity



Have a go at making a 3d robot! You can use any recyclable materials (but please check first with an adult that boxes, packaging etc. are safe to use) *If they have been in your house for more than three days they should be fine!*



If you don't have any suitable small boxes you can always make a cuboid using a 'net' (template). This works best if glued to card to make it stronger. Rolling paper can be a simple way to make arms!



Decorate your robot using any method and medium you like and have available. Some ideas include covering it with plain paper and then use felt tip/ collage or paint to add colour and details. Or you could cover it with coloured paper or even use tin foil to make it look metallic! (Always check with an adult before using resources from home).

*Link to printable cuboid template.*

# French Activity



## Colours scavenger hunt

This week we're going on a scavenger hunt! Print or copy out the table, then find one object to match each colour.

You can put the objects in the squares (like the example), you can draw pictures, or take photos of everything you find to make a digital collage. You choose!

Here are some of our favourite colour songs to help remember the colours.

Challenge: use this online dictionary to label your objects in French <https://www.collinsdictionary.com/dictionary/english-french/>



Rose	Violet	Orange
Blanc	Bleu	Noir
Rouge	Jaune	Vert
Gris	Marron	



Léon le caméléon: <https://safeYouTube.net/w/b5RC>

Arc-en-ciel: <http://safeYouTube.net/w/pzTg>

J'aime les voitures: <https://safeYouTube.net/w/Q4RC>

# Music Activity



Listen to the song 'Clouds' taken from the musical version of Snoopy: <https://www.youtube.com/watch?v=IoyudlGCBjw>



After you have listened to the song try one of the following activities:

- Look at the clouds outside and draw any of the shapes that you can see. You could paint these, collage them or use colouring pencils.
- Write a description of the shapes that you can see in the clouds.
- Using one of the cloud shapes as inspiration write a story based on one of the shapes that you can see.
- Write a poem about clouds and their different shapes.

enter  
to  
win

To celebrate Year of  
Muybridge, the Young  
People's Collective, in  
collaboration with  
Kingston Heritage  
Service and IYAF,  
invites anyone aged 5-  
25 to **submit their  
own artwork** to the  
Muy-Art competition.

<https://mcusercontent.com/4f9693900f570d3a4ca3b6e39/files/6ab2e1f7-2e0e-422f-aebe-48e230d8aa5c/CompetitionSubmissionPack1.pdf>

click here  
to get  
started

# Competition time!



once upon a  
robot



2020 writing competition

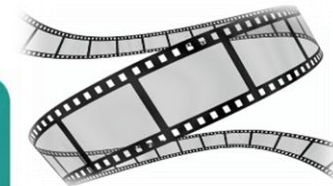
Ages 7 - 11 years

“Do you have the creativity to  
write a great robot story?  
We’re looking for exciting short  
stories featuring robots for a  
chance to win some fantastic  
prizes.”

click here

<https://www.ukras.org/school-robot-competition/write>

# INTO FILM



“We want children and young people  
to **create a short film** and use  
nature and their surroundings in an  
engaging and creative way, to  
capture the calmness and document  
something they've noticed or  
appreciated while spending more  
time in their local area.”



<https://www.intofilm.org/competitions>



Click me

# Wellbeing Activity



#bemysuperhero

Many of you may have seen this picture. It is by a very famous artist called Banksy. He has drawn a boy playing with his favourite super hero - **An NHS Nurse.**

Who is your super hero? Who do you think is caring for you and keeping you safe? Draw a picture and call it: **"Me and My Super Hero"**

Write a sentence to explain who your super hero is. I would love to see your pictures, so take a photo and send it into me at [admin@kingathelstan.rbksch.org](mailto:admin@kingathelstan.rbksch.org)

**Feel thankful**



Hi Y3, Mrs O'Connor here. At home, I am really enjoying diamond painting to help me relax. xx

Hello Y3, Mrs Whooley here. I'm growing tomatoes in pots and sunflowers in egg shells! xx



Hey Y3, Mrs Ramkisson here. I love to read at home. Hope you are enjoying a good book too. xx

