

# Gordon Primary School

## Remote Learning Grid

If you require further support with this week's tasks or wish to submit remote learning work to your child's teacher, they may be contacted via the following class email address:

3A - [class3a@gordonprimary.redbridge.sch.uk](mailto:class3a@gordonprimary.redbridge.sch.uk)

3U - [class3u@gordonprimary.redbridge.sch.uk](mailto:class3u@gordonprimary.redbridge.sch.uk)

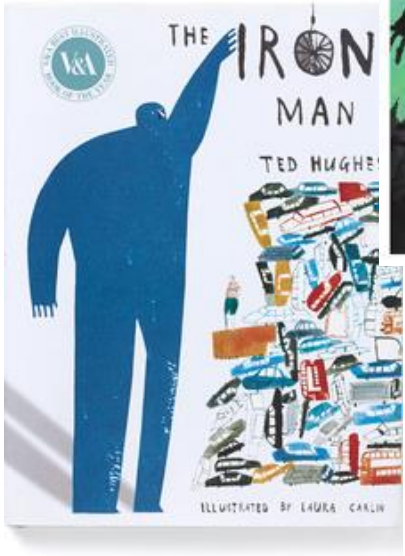
Please insert your child's full name in the subject line of the email, so that your child's teacher can easily access your message.

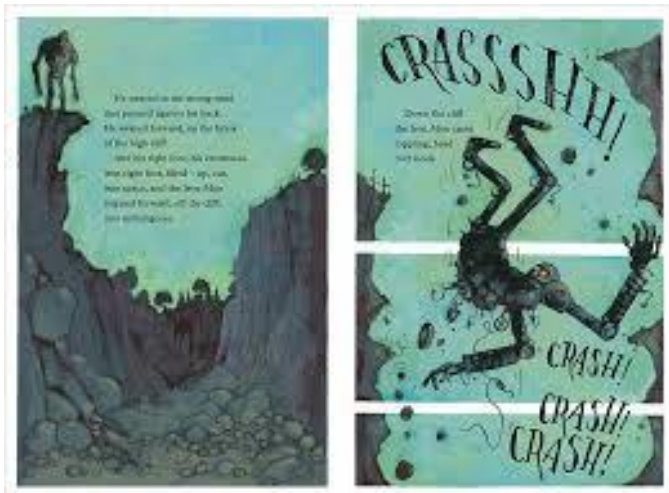
Please note, this email address exists only for the submission of remote learning work or to seek clarification in relation to this, during any period that your child is not able to attend school. Please do not use this email address at any other time, as your message may not be responded to.

If you wish to contact your child's teacher during regular school time, please do so via the home-school communication book, or call the school office on 0208 478 2977.

## Year 3

All the Iron Man text and resources for Maths and Topic are at the end of the grid

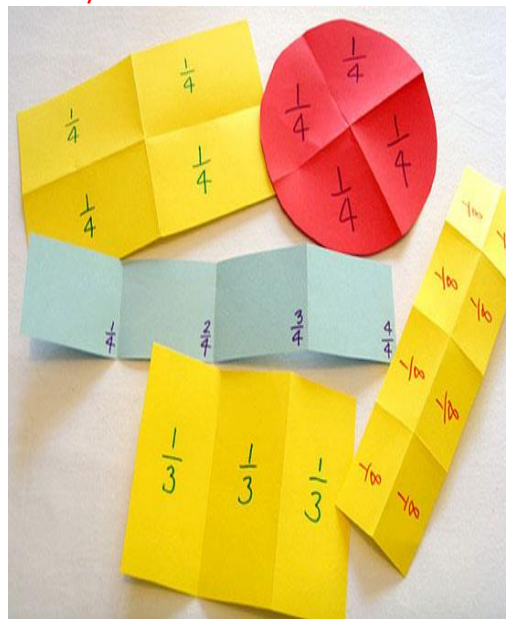
| Day | English                                                                                                                                                                                                                                                                                                                                                                                                                                   | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Science/Topic work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | <p><b>To understand the vocabulary in a text</b></p> <p><b>Recap:</b><br/>What's happened to the Iron Man now?<br/>How did he crash?<br/>What might he do now?</p>   <p><b>Let's read some more:</b><br/><b>See English resources for the Iron Man text below.</b></p> | <p><b>Starter:</b><br/>Multiplication is repeated addition</p> <p>Complete <b>red</b> or <b>green</b><br/>Try to do these calculations in your head</p> <p>Quick multiplication:</p> <p>1) <math>6 \times 2 =</math><br/>2) <math>5 \times 3 =</math><br/>3) <math>7 \times 4 =</math><br/>4) <math>3 \times 8 =</math><br/>5) <math>8 \times 3 =</math></p> <p>1) <math>9 \times 3 =</math><br/>2) <math>8 \times 4 =</math><br/>3) <math>7 \times 8 =</math><br/>4) <math>12 \times 4 =</math><br/>5) <math>11 \times 8 =</math></p> <p><b>Fractions</b><br/>What is a fraction?<br/>What is a whole?<br/>How are fractions written?<br/>When do we use fractions? (Think of everyday examples.)<br/>Fractions are used to represent smaller pieces (or parts) of a whole.<br/>The parts might make up one thing, or more than one thing. Either way, altogether, they make up what's called a <i>whole</i>.</p> | <p><b>Science- Investigating samples of soil</b><br/>For this lesson you will need <b>two</b> different samples of soil. You could get some from a local park, your garden or even some compost will do. If you have some play sand that could also be a sample.<br/>Remember to be safe around soil!</p> <p><b>It is important to ...</b></p> <ul style="list-style-type: none"> <li>• Always wear gloves.</li> <li>• Always wash your hands after touching the soil.</li> <li>• Keep the soil away from your nose and mouth.</li> </ul> <p>Never taste or smell the soil!</p> <p><b>Soil sample A and sample B</b></p> <ol style="list-style-type: none"> <li>1) You will be exploring the two different soil samples. Use your senses to examine the soil.</li> <li>2) You will identify differences and similarities, looking for <b>sand</b>, <b>plant parts</b>, <b>water</b> and <b>mini beasts</b>.</li> </ol> <p><b>See-</b>You can look through a hand lens at the soil layers and colours. A sieve can be used to separate the soil.<br/><b>Feel</b> -You can rub the soil in your hands or between your fingers. Use suitable adjectives to describe the soil e.g. crumbly, dry, sandy, slimy etc.</p> <p><b>Hear</b> -You can hear what the soil sounds like when it is rubbed onto paper, cardboard or between your fingers.</p> <p><b>Activity A- complete the sheet</b><br/><a href="https://cdn.go.educationcity.com/econtent/files/activity_sheets/5588/5588.pdf">https://cdn.go.educationcity.com/econtent/files/activity_sheets/5588/5588.pdf</a></p> |



### Activity 1

- 1) Fold a piece of paper into two equal parts. What fraction is each part?
- 2) Fold a piece of paper into two, now fold it again equally. What fraction is each part?
- 3) Fold a piece of paper into two, now fold it again equally and again equally. What fraction is each part?
- 4) Label the fractions.

### Activity A



### Or Activity 2

Write 3 words to describe each type of soil.

clay



1  
2  
3

loam



1  
2  
3

sandy soil



1  
2  
3

Draw a sample of soil. Colour the words that best describe your soil.

My soil

dark light rough  
smooth slippery soft  
powdery gritty wet  
fine slimy dry

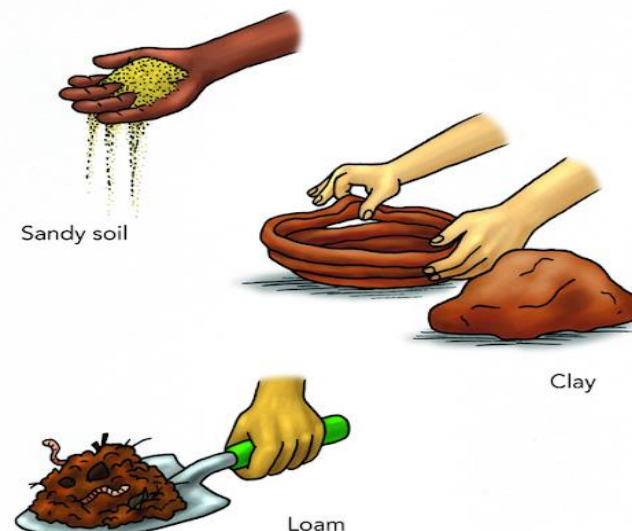
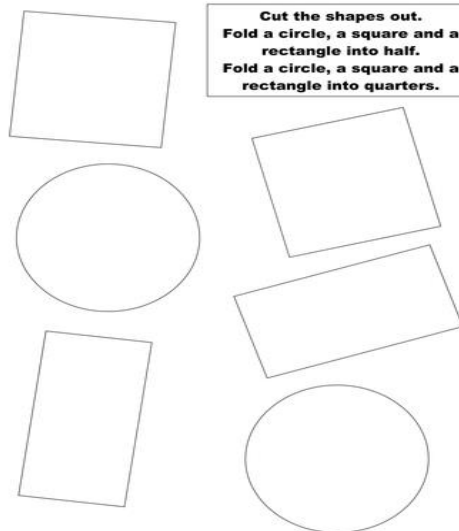
Is your soil made up of mostly clay, loam or sand? Circle your answer.

clay loam sand



### Activity B

You will create an observational drawing and write a description for each sample. Write what you can ... see, feel and hear.



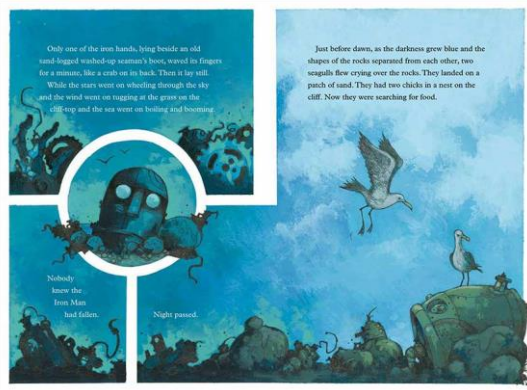
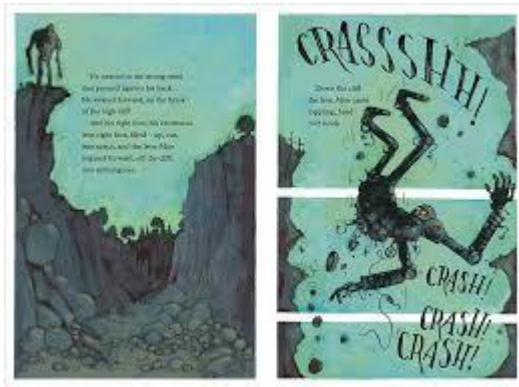
Challenge:  
Using any strip of paper.  
Can you create fifths, sixths, ninths, and twelfths?  
How about sevenths??

Challenge- Discussion (in your home language, if you want).  
Do all the soils feel, look and sound the same?  
Why or why not?  
How could these soils be used?  
What plants could grow in these soils?  
Is it useful to compare soils?

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>What happens here?</p> <p>Did you spot any personification in the first paragraph?</p> <p>What had the sea gulls seen?</p> <p>How might they have felt?</p> <p><b><u>Task 1:</u></b></p> <p>Underline any unfamiliar words or words you are sure of their meaning.</p> <p><b><u>Task 2:</u></b></p> <p>Get a dictionary and write out the meaning of those words.</p> <p>E.g</p> <p><b><u>Gleefully:</u></b> happily and with excitement and pleasure</p> <p><b><u>Darted:</u></b> to move or run somewhere suddenly or rapidly</p> |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

## To understand the events in a story

**Re read the text from yesterday again, with expression.**



Multiplication is repeated addition  
Division is repeated subtraction

Complete red or green

Try to do these calculations in your head

### Quick Division:

1)  $10 \div 2 =$

2)  $15 \div 3 =$

3)  $16 \div 4 =$

4)  $20 \div 5 =$

5)  $28 \div 2 =$

1)  $50 \div 2 =$

2)  $33 \div 11 =$

3)  $72 \div 9 =$

4)  $108 \div 12 =$

5)  $132 \div 11 =$

## Challenge:

1)  $66 \div \underline{\quad} = 6$

$$2) \quad 84 \div \quad = 12$$

3)  $72 \div \quad = 6$

4)  $\times 12 = 144$

$$5) 8x = 88$$

6)  $11 \times \quad = 121$

## Identifying fraction amounts

## Discussion

What is the numerator in a fraction?

What is the denominator in a fraction?

P. E

You can complete any of these indoor exercises:

## Kids and Adults workout-

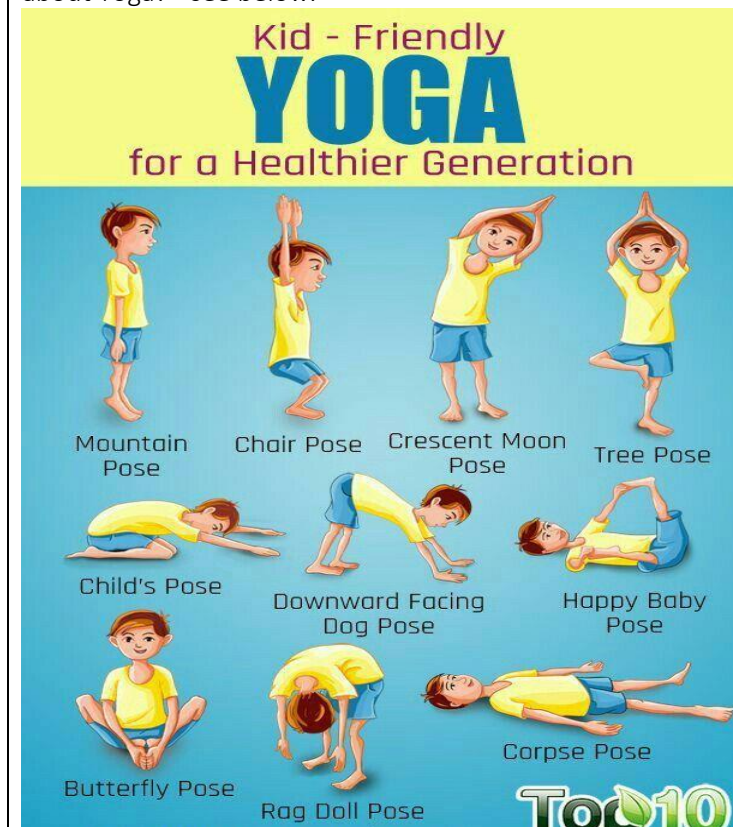
[https://www.youtube.com/watch?v=L\\_A\\_HjHZxfI](https://www.youtube.com/watch?v=L_A_HjHZxfI)

Or

Zumba for kids:

<https://www.youtube.com/watch?v=UYXd8REhSvA>

Or you can complete any other exercise that you enjoy! How about Yoga? - see below.



## Music

In today's lesson we are learning about Structure in music.



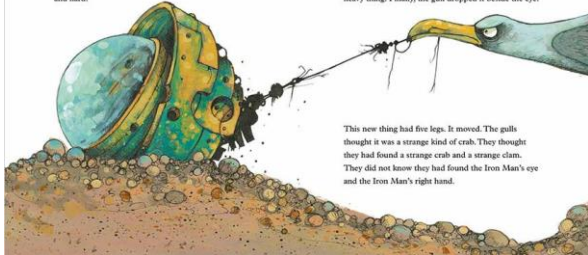
The two gulls sat on their ledge, high on the cliff. They watched the immense man writhing on and fro over the rocks below. Between them, on the nesting ledge, lay a great iron eye. The gulls could not see it. The busy gulls could not see it. There it lay on the high ledge. Far below, the Iron Man searched. At last he stopped, and looked at the sea. Was he thinking the sea had eaten his eye? Perhaps he was thinking the sea had eaten his eye, while he lay searching, and had gone down, again with his eye.



One of the gulls flew up –

AAAAARK!

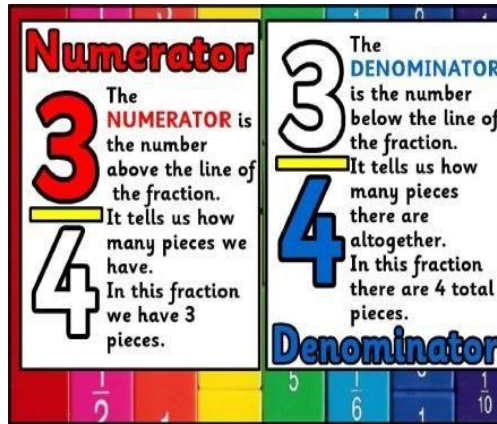
He had seen something. He glided low over the steep rocks. He landed and picked something up. Something shiny, round and hard.



It was one of the Iron Man's eyes. He brought it back to his nest. They both looked at this strange thing. And the eye looked at them. It rolled from side to side looking first at one gull, then at the other. The gulls, peering at it, thought it was a strange kind of clam, peeping at them from its shell.

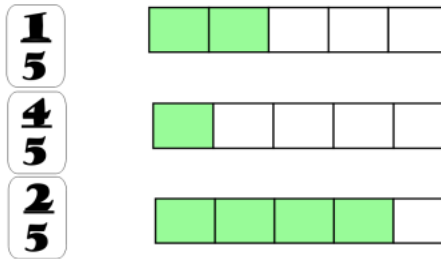
Then the other gull flew up, wheeled around and landed and picked something up. Some awkward, heavy thing. The gull flew low and slowly, dragging the heavy thing. Finally, the gull dropped it beside the eye.

This new thing had five legs. It moved. The gulls thought it was a strange kind of crab. They thought they had found a strange crab and a strange clam. They did not know they had found the Iron Man's eye and the Iron Man's right hand.



A unit fraction is where the numerator is 1.  
A non-unit fraction is where the numerator is **more** than 1.

Complete at least any **two** of the activities below:



Match the bar models to the fractions.

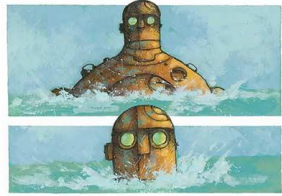
Music has structure. It has shape. What does that mean?

Watch the following clip:

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z3x6msg>

Can you listen to one of your favourite songs and recognize which one is the chorus?





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 into the deep sea.

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.



What happens in this part of the story?  
In what order does the Iron Man's body part come together?

### Task 1:

Draw a sequence of the order in which the Iron Man's body came together.

E.g. The eye – the right hand ---- the left hand .....

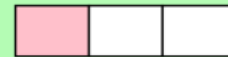
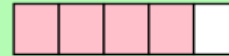
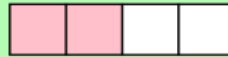
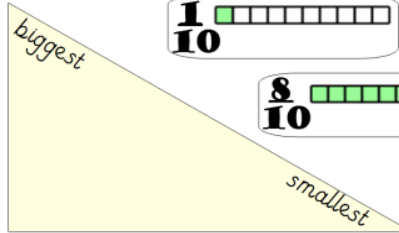
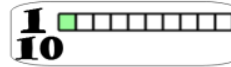
If you like, you can draw it out.

### Task 2:

Pretend you are one of the sea gulls that was present at the beach and witnessed all what has happened. I want you to orally retell the events you witnessed to an adult or a sibling in your home.

### Challenge:

What part of the Iron man's body is still missing?



Which do you think is biggest? Explain your reasoning.



Zac chooses two fractions to compare. Do you agree with his comparison? Explain your reasoning.



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## To inform and entertain

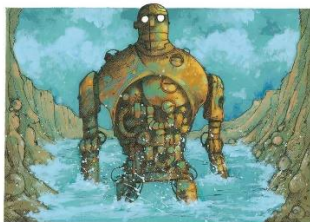
Reread the passage from Monday( see Iron Man text at the end of the grid) again, dramatically and with expression.



The two gulls sat on their ledge, high on the cliff. They watched the incoming rain ending its acid fire over the rocks below. Between them, on the nesting ledge, lay a rusted iron car. The gulls could not eat it. The baby seals could not eat it. There it lay on the high ledge.

The below, the Iron Man searched.

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



### Recap:

Pretend you were one of the sea gulls at the beach, retell the events you witnessed to an adult. Remember to include your thoughts and how the events made you feel as well.

### Task:

Write a few paragraphs informing the other sea gulls about the events you witnessed at the beach.

Here are some sentence starters to get you started:

You would not believe what I saw today.....

I'm still in shock!

## To find unit fractions of a given quantity

During this lesson, we will continue to focus on unit fractions by finding fractions in different contexts. **A unit fraction is where the numerator is 1.** We will use pictorial representations alongside multiplication and division facts to solve a range of problems.

Watch the clip and complete the activities. The pictures below have been taken from the clip. If you cannot access the video- complete the activities below.

<https://classroom.thenational.academy/lessons/to-find-unit-fractions-of-a-given-quantity-61k34t?step=2&activity=video>

What is  $\frac{1}{2}$  of four?



History- What did The Stone Age people eat? This lesson will focus on how food was different and/or similar to how we eat today.

Watch the following clip:

<https://study.com/academy/lesson/what-did-stone-age-people-eat-and-drink.html>

## Hunter-gatherers

For early humans, their survival depended on finding food. We call them hunter-gatherers because they had to hunt animals and fish and gather wild food. It wasn't until the Neolithic period that they grew and raised their own food. They would hunt whatever animals they could find. In Britain during the Stone Age this could have been horses, deer, mammoth, hares, rhino and hyena. Also, from rivers and the sea they would hunt seals, seabirds and fish.



## Cooking

There is evidence that early humans started using fire in Britain up to 400,000 thousand years ago. Today we have many different ways to cook food, and different appliances to use. They still managed some variety back then.

Only when I thought I had seen all the wonders at sea, little did I know I was only just beginning.

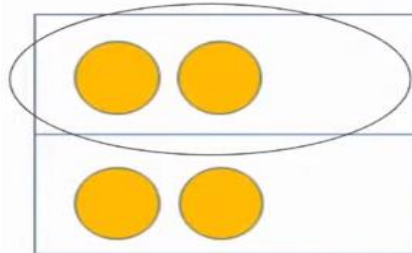
Am I dreaming or did this really happen?

Challenge:

Why has the Iron Man gone into the sea? How do you think he feels now and why?

I know that because the denominator is 2, I need to split four into two equal parts.

Because the numerator is 1, I want one of those two parts.



Let's Learn...

$$\frac{1}{3} \text{ of } 15 =$$

$$\frac{1}{4} \text{ of } 16 =$$

Prompts:

What is the whole?

How many equal parts are there?

How many parts do we want?

Now try these:

The meat was grilled or roasted on a spit.

Meat was wrapped in straw or leather and secured with a twig or straw rope.

This was put into a pot of water that was heated by dropping in red hot stones that had been heated in a fire.



**Gathering**

The Stone Age diet would have varied according to what was locally available.

They had access to a wide variety of natural foods like seeds, berries, nuts and roots and knew which plants were safe to eat.

They would gather eggs as well as insects, snails and caterpillars.

Herbs were used to flavour food as they are today.

$$\frac{1}{3} \text{ of } 9 =$$

$$\frac{1}{5} \text{ of } 25 =$$

$$\frac{1}{4} \text{ of } 24 =$$

I am thinking of a number.

$\frac{1}{4}$  of the number is 4.

What number am I thinking of?

What else can you tell me?

I am thinking of a number.

$\frac{1}{5}$  of the number is 3.

What number am I thinking of?

What else can you tell me?



Complete **either** activity **A** or **B**

#### Activity A

Sketch a Stone Age food plate, include some of the different foods they would have eaten. Label them. See template in Science resources.

## Main Activity

### Activity

Find the fraction of a given quantity to solve the problems.

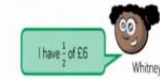
#### True or False?



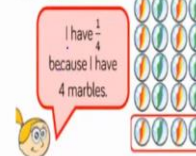
Can you shade the same shape so that it shows  $\frac{1}{3}$ ?



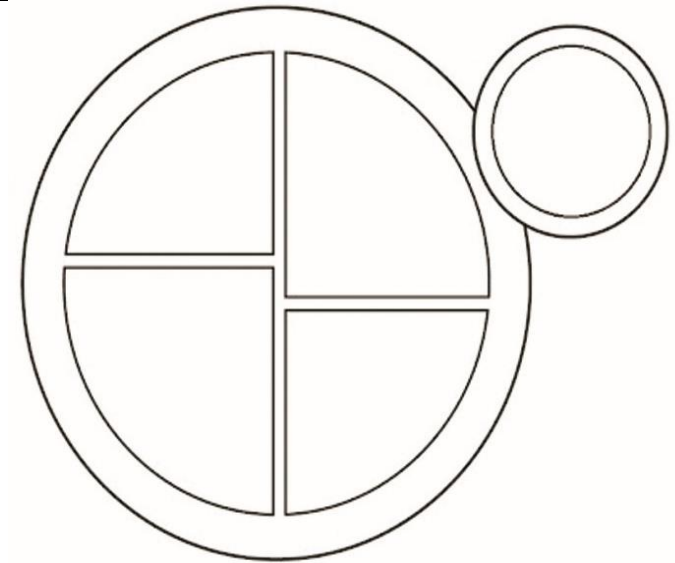
Who has more? Explain why.



Eva says,



Do you agree? Explain why.



### Activity B

Draw a Stone Age Food Pyramid – Include a variety of the foods eaten. Label each part of the pyramid.

Challenge: How are Stone Age eating habits **similar** to ours today?

How are Stone Age eating habits **different** to ours today?

Read the following passage out loud and with expression and answer the questions that follow.

Highlight/underline if you need to.

#### READING COMPREHENSION



Sam is fourteen years old and joined the scouts as a Beaver when he was seven because his best friend David had joined and Sam wanted to go as well. His meeting is held in the local church and is on a Thursday, starting at six and ending at half past seven. Sam has made many friends going to Scouts, from lots of other schools which he many never have met if he hadn't gone to Scouts.

He has learnt many skills at Scouts which have helped him grow up and become a better person, it is more than just learning how to tie knots, it is an adventure. Sam has learnt how to put up a tent, has hiked in the mountains, has become a leader which will help him when he leaves school and goes to University, and it isn't all about sport. His friend David loves football, and plays for the county, but prefers to canoe up rivers, which he also learnt to do at Scouts. In two years Sam is planning to go Scouting abroad with Globetrekker, the plan is to go camping in Sweden, and canoe up the many rivers there. Sam does not plan to leave Scouts but wants to become a leader himself, helping other young boys to do all the things that he has been able to do. Sam is a Scout and is proud of it.

#### To Identify and describe non-unit fractions

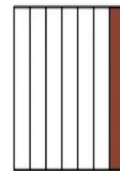
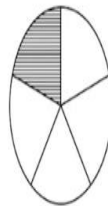
In this lesson, we will use our knowledge of fractions to understand what the term 'non-unit fraction' means. We will explore various shapes and begin to identify the non-unit fraction that is represented.

Watch the clip and complete the activities. The pictures below have been taken from the clip. If you cannot access the video- complete the activities below. <https://classroom.thenational.academy/lessons/to-identify-and-describe-non-unit-fractions-6cr32t?step=2&activity=video>

A non-unit fraction is a fraction where the numerator is **more than 1**. That means that more than 1 equal part is being used, taken or shaded.

Write down and draw as many **unit fractions** as you can.

Here are some mathematical pictures to help.



#### PSHE-Article 19

These pictures provide a clue to this week's article. What right is being shown in these pictures? Can you guess how they are linked together?

Write down your thoughts or discuss with someone in your home.



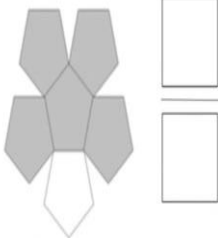
1. How old was Sam when he joined Scouts?  
\_\_\_\_\_
2. Why did Sam join Scouts?  
\_\_\_\_\_
3. Name two skills which Sam has learnt?  
\_\_\_\_\_ and \_\_\_\_\_
4. Where does Sam plan to go in two years?  
\_\_\_\_\_
5. What does he plan to do when he gets there?  
\_\_\_\_\_
6. What is the name of the organization which helps Scouts go ab  
\_\_\_\_\_
7. Scouting is both for boys and girls, would you be tempted, give  
\_\_\_\_\_

**What fraction of the shape is shaded in?**

The whole has been split into \_\_\_\_\_ equal parts.

There are \_\_\_\_\_ equal parts shaded in.

The fraction of the whole shaded in is \_\_\_\_\_.



**Part 1**

**A) Identify which fraction of each shape has been shaded in. Then describe whether it is a unit or non-unit fraction.**

|     |  |               |                                    |
|-----|--|---------------|------------------------------------|
| Eg. |  | $\frac{2}{5}$ | Two fifths is a non-unit fraction. |
| A)  |  |               |                                    |
| B)  |  |               |                                    |
| C)  |  |               |                                    |
| D)  |  |               |                                    |

**Article 19 – Protection from violence, abuse and neglect**  
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**What do people around you have to do to make sure you are safe and protected?**

Write them down and then compare your answers with below.

- How many of these did you get?
- Understanding what it means to be safe and protected
  - Knowing that people care about you
  - Being able to talk about your emotions and feelings
  - Finding out and learning about why some things are not safe
  - Knowing that there is an adult who will listen to you and take you seriously
  - Feeling looked after, valued, secure and respected
  - Having confidence to get help if you need it
  - Knowing how to be safe on line

**What else did you think of?**

**Activity Time**  
Choose any one of these activities.

**A**  
Draw or list some of the people whose job it is to help you stay safe and protected.

**B**  
Can you think of places or situations that have special rules about safety, such as a

Part 2

A) List or circle all of the non-unit fractions below.

$\frac{3}{5}$     $\frac{8}{8}$     $\frac{1}{7}$     $\frac{2}{3}$    Two sixths    $\frac{1}{4}$     $\frac{5}{12}$

B) This flag has 1 section shaded in grey.  
What fraction of the flag isn't shaded in?  
Is the unshaded fraction of the flag a unit or non-unit fraction?



C) A Year 2 child drew a circle and split it into 12 equal parts.  
She shaded 3 parts blue and 2 parts green.  
What fraction of the flag did she not colour in? Describe this fraction.

swimming pool or train station? Choose one and design a safety poster.

C

Think about the feelings we have when we know we are safe and cared for. Write a poem or song to describe how this feels.  
Use good metaphors and similes to describe the emotions.

## Free-write Friday



Look at the picture above. What can you see? What comes to mind? Write a story or a poem around the picture. Remember, there is no right or wrong answer. This is your time to get creative and express your ideas as an author.

Here are some questions to think about:

Who is the boy?

Where is he from?

What is he doing there?

How has he managed to control the rhinos?

Where are the herd heading?

What is their goal?

Odd one out



Which is the odd one out in the images above. Explain why? Remember there is no wrong answer, as long as you explain why.  
**Problem solving and reasoning**

Remember:

- 1) Read and understand (discuss in your home language, if you want to).
- 2) Underline/highlight key information
- 3) Work systematically- draw diagrams/tables if you need to.
- 4) Solve and check your answer.

Choose one and complete it.

A

## To make a pop-up book

Following on from last week's task where you had to design your own pop-up book, this week, you will be making your pop-up book.

Watch this video to learn how to make a pop-up book:

<https://www.youtube.com/watch?v=zFXdAJLbB30>

## Task:

Referring back to your design, make your own pop-up book. Here are some examples for you.

Get creative and have fun!!!



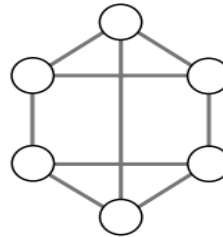
# Story Starter!

“Charge!” he screamed, feeling mighty atop the lead rhinoceros. He jolted with every step they took, the rhino’s feet punching into the baking hot sand, sending up large clouds into the humid air so that he could taste the grains of sand in his parched mouth. !

The herd stampeded across the desert sand, focused on reaching their goal...

## Neighbours

Use each of the numbers 1 to 6 once.  
Write one in each circle.



Numbers next to each other must not be joined.  
For example, 3 must not be joined to 2 or 4.

**1 2 3 4 5 6**

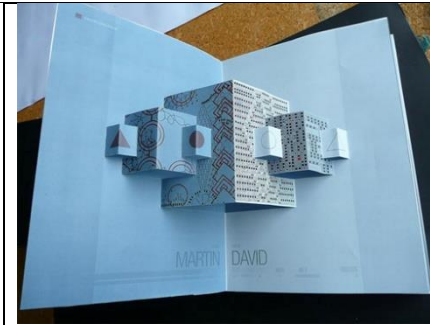
## B Sandcastles

Lisa went on holiday.



In 5 days she made 80 sandcastles.  
Each day she made 4 fewer castles than the day before.  
How many castles did she make each day?

Lisa went on making 4 fewer castles each day.  
How many castles did she make altogether?



## English

### The Iron Man text

While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff top and the sea went on boiling and booming. Nobody knew the Iron Man had fallen. Night passed.

Just before dawn, as the darkness grew blue and the shapes of the rocks separated from each other, two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food.

One of the seagulls flew up - Aaaaaark! He had seen something. He glided low over the sharp rocks. He landed and picked something up. Something shiny, round and hard. It was one of the Iron Man's eyes. He brought it back to his mate. They both looked at this strange thing. And the eye looked at them. It rolled from side to side looking first at one gull, then at the other. The gulls, peering at it, thought it was a strange kind of clam, peeping at them from its shell.

Then the other gull flew up, wheeled around and landed and picked something up. Some awkward, heavy thing. The gull flew low and slowly, dragging the heavy thing. Finally, the gull dropped it beside the eye. This new thing had five legs. It moved.

The gull thought it was a strange kind of crab. They thought they had found a strange crab and a strange clam. They did not know they had found the Iron Man's eye and the Iron Man's right hand. But as soon as the eye and the hand got together, the eye looked at the hand. Its light glowed blue. The hand stood up on three fingers and its thumb, and craned its forefinger like a long nose. It felt around. It touched the eye.

Gleefully it picked up the eye, and tucked it under its middle finger. The eye peered out, between the forefinger and thumb. Now the hand could see. 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 fingertips, 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 on 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 their leg, twisting it this way and that, as a rider guides a horse. Soon they found another leg and another 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, 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 reed 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. The two gulls sat on their ledge, high on the cliff.

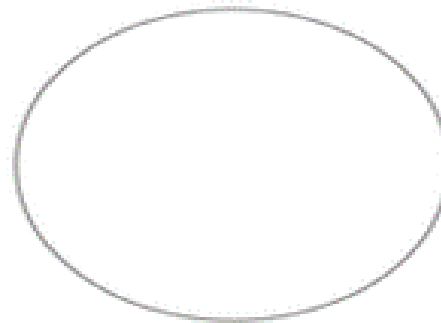
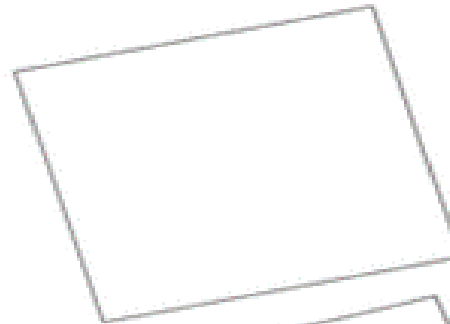
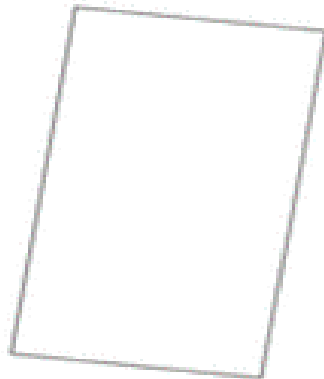
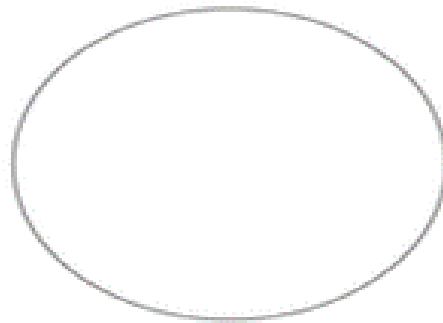
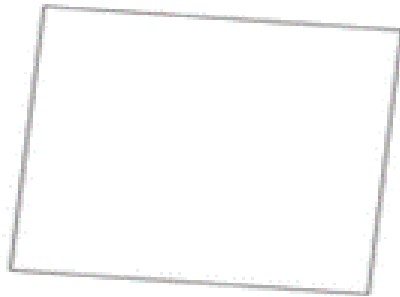
They watched the immense man striding to and fro over the rocks below. Between them, on the nesting ledge, lay a great iron ear. The gulls could not eat it. The baby gulls could not eat it. There it lay on the high ledge. Far below, the Iron Man searched. At last he stopped, and looked at the sea. Was 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 wave tops, 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.

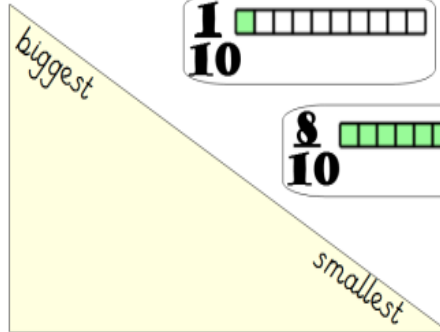
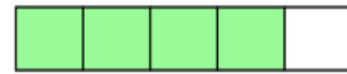
Maths Monday 25.01.21

**Cut the shapes out.  
Fold a circle, a square and a  
rectangle into half.  
Fold a circle, a square and a  
rectangle into quarters.**

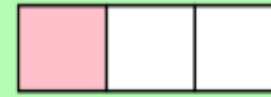
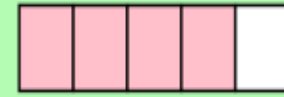
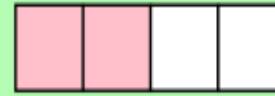


# Maths Tuesday 26.01.21

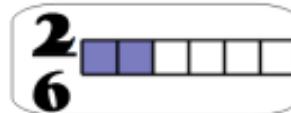
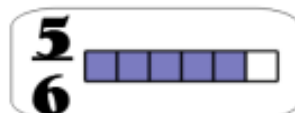
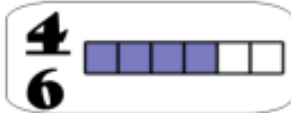
**1**  
**5**  
**4**  
**5**  
**2**  
**5**



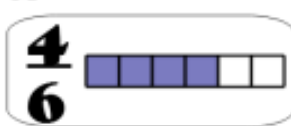
Match the bar models to the fractions.



Which do you think is biggest? Explain your reasoning.



Zac chooses two fractions to compare. Do you agree with his comparison? Explain your reasoning.



**<**



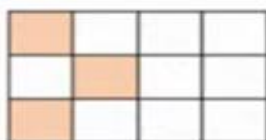
## Main Activity

### Activity

Find the fraction of a given quantity to solve the problems.

#### True or False?

This shows  $\frac{1}{4}$



Can you shade the same shape so that it shows  $\frac{1}{3}$ ?



Who has more? Explain why.



Rosie

I have  $\frac{1}{4}$  of £8



Whitney

I have  $\frac{1}{2}$  of £6

Eva says,

I have  $\frac{1}{4}$   
because I have  
4 marbles.



Do you agree? Explain why.

## Part 1

- A) Identify which fraction of each shape has been shaded in. Then describe whether it is a unit or non-unit fraction.**

|      |                                                                                   |               |                                    |
|------|-----------------------------------------------------------------------------------|---------------|------------------------------------|
| E.g. |  | $\frac{2}{5}$ | Two fifths is a non-unit fraction. |
| A)   |  |               |                                    |
| B)   |  |               |                                    |
| C)   |  |               |                                    |
| D)   |  |               |                                    |

## Part 2

- A) List or circle all of the non-unit fractions below.**

$$\frac{3}{5}$$

$$\frac{8}{8}$$

$$\frac{1}{7}$$

$$\frac{2}{3}$$

Two  
sixths

$$\frac{1}{4}$$

$$\frac{5}{12}$$

- B) This flag has 1 section shaded in grey. What fraction of the flag isn't shaded in? Is the unshaded fraction of the flag a unit or non-unit fraction?**



- C) A Year 2 child drew a circle and split it into 12 equal parts. She shaded 3 parts blue and 2 parts green. What fraction of the flag did she not colour in? Describe this fraction.**

## Science Monday 25.01.21

Write 3 words to describe each type of soil.

clay



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

loam



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

sandy soil



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Draw a sample of soil. Colour the words that best describe your soil.

My soil \_\_\_\_\_

dark

light

rough

smooth

slippery

soft

powdery

gritty

wet

fine

slimy

dry

Is your soil made up of mostly clay, loam or sand? Circle your answer.

clay

loam

sand



History Wednesday 27.01.21

