Well being Wednesday 20th May 2020

For the 'everyday' activities please see Monday's power point. This will save you having to keep printing the same slides.

Bubble breathing

Blowing bubbles can be used to teach children how to breath deeply and exhale slowly, this in itself is almost instantly calming and relaxing. All you need is some bubble mix and a little bubble wand. Ask your child to blow as slowly as they can to create large bubbles. You can then use this technique before bed (without the bubbles) and pretend that you are blowing the bubbles through an imaginary bubble wand.

Top tip! It really works to calm and regulate your breathing if you are anxious or even having a panic attack. Remind your child to close their lips almost shut when they exhale to slow their breathing down.

Stomp, stomp blow

If you want a more active grounding exercise then try stomp, stomp, blow.

To do this ask your child to stamp their left foot, then their right foot and then take a big breath in and then exhale slowly. Repeat several times. The stomping makes your feet feel connected with the floor and the breathing out is blowing away the anxious thoughts.

Ten in Ten

Some wordy ten in ten questions today – find the sum and work it out – you might need to write them down.

Set 29	
It's word problems today. The hardest part of this is working out the correct operation to carry out to reach the right answer.	
Question 1: I think of a number and subtract 10. The answer is 27. What is my number?	
Question 2: I think of a number and add 12. The answer is 14. What is my number?	
Question 3: A ladybird has 6 legs. How many legs do 5 ladybirds have?	
Question 4: A spider has 8 legs. How many legs do 5 spiders have?	
Question 5: A car has 4 wheels. How many wheels are there on 5 cars.	
Question 6: A hexagon has 6 sides. How many sides do 2 hexagons have?	
Question 7: A box holds 50 candles. 32 were taken out. How many candles were left in the box?	
Question 8: There are 52 cards in a pack. 5 cards were lost. How many were left?	
Question 9: How many crayons are there in 2 boxes, each holding 50 crayons?	
Question10: A sketchbook has 60 pages. 35 have been drawn on. How many are left?	

Grown ups – I'm trying to find different ways of doing arithmetic so that the children encounter a variety of different ways.

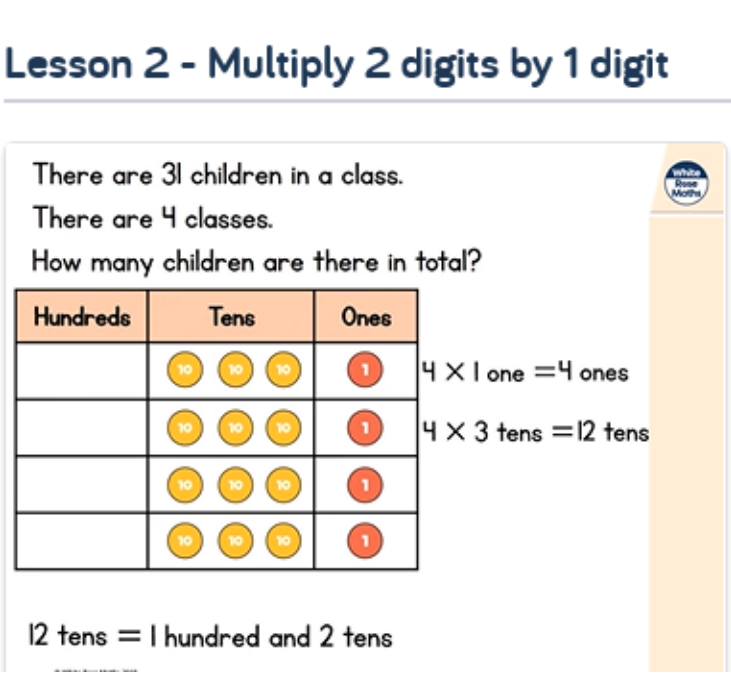
Ten in ten answers

Set 29 answers	
Question 1: I think of a number and subtract 10. The answer is 27. What is my number?	37
Question 2: I think of a number and add 12. The answer is 14. What is my number?	2
Question 3: A ladybird has 6 legs. How many legs do 5 ladybirds have?	30
Question 4: A spider has 8 legs. How many legs do 5 spiders have?	40
Question 5: A car has 4 wheels. How many wheels are there on 5 cars.	20
Question 6: A hexagon has 6 sides. How many sides do 2 hexagons have?	12
Question 7: A box holds 50 candles. 32 were taken out. How many candles were left in the box?	18
Question 8: There are 52 cards in a pack. 5 cards were lost. How many were left?	47
Question 9: How many crayons are there in 2 boxes, each holding 50 crayons?	100
Question10: A sketchbook has 60 pages. 35 have been drawn on. How many are left?	25

Wednesday's Maths !

- **First** complete the ten in ten arithmetic questions.
- **You might want to re watch the video or parts of it from yesterday if you're not yet confident with multiplying a 2 digit by 1 digit number.**
- https://whiterosemaths.com/homelearning/year-3/
- **Grown ups** - If for any reason the link doesn't work it is because everyone is trying to access the same documents potentially from all over the country if not world. Please try the link again later in the day or later in the week. It is an excellent resource and once everyone has settled into a routine you should be able to access it. White Rose was the only website that didn't continually crash due to traffic in the first couple of weeks and the resources are excellent. Try pressing the f5 key if the video is not there at first.
- **Grown ups – the way we introduce formal multiplication will be slightly different to how we were taught at school. On the next page are the ways that we expect the children to be able to use. The formal column method is not required at this age, however some children will be able to use it. The video introduces this as it's a good idea to get the children used to seeing the more formal way.**
- **Children** – you don't have to be able to use the formal method confidently yet, but it is great if you can.
- On the next page I'll show you the two ways that we expect year 3 to be able to work at Howley. Whichever method you use is fine as long as you can explain how you have reached your answer
- **Finally** check your answers and correct any mistakes, just like we do in class. You can even use a pink and green pen if you want to.

Methods that year three need to be able to use.



If we were in school this is exactly the method that we would use. The children would have the counters and a chart to physically create the sum and then count up the counters.

Then we would either give the children blank charts to draw their counters in or the children would draw charts in their book using a ruler – either way is fine.

We would then move onto taking the counters away and we would use a grid like the one on the right to just write the numbers in. This is where ideally the children need to be by the end of year 3.

X	30	1
4	120	4

So 4 x 1 = 4 **and** 4 x 30 = 120
Then add the two together

120 + 4 = 124

Maths Questions

Try these first – either draw the counters or write the numbers in the grid and don't forget to add them together.

Multiplication Grids

Multiplying 2-digit numbers by 1-digit numbers using the grid method.

Can you use the grid method to multiply a 2-digit number by a 1-digit number? been done for you.

1. $12 \times 3 = \mathbf{36}$

×	10	2
3	**30**	**6**

= **36**

1. $14 \times 4 =$ _____

×		

= _____

2. $12 \times 4 =$ _____

×	10	2
4		

= _____

2. $18 \times 3 =$ _____

×		

= _____

3. $14 \times 3 =$ _____

×	10	4
3		

= _____

3. $24 \times 3 =$ _____

×		

= _____

4. $18 \times 2 =$ _____

×	10	8
2		

= _____

4. $23 \times 5 =$ _____

×		

= _____

5. $34 \times 2 =$ _____

×	30	4
2		

= _____

5. $42 \times 8 =$ _____

×		

= _____

Answers

Multiplication Grids Practice **Answers**

1. $12 \times 3 = \mathbf{36}$
2. $12 \times 4 = \mathbf{48}$
3. $14 \times 3 = \mathbf{42}$
4. $18 \times 2 = \mathbf{36}$
5. $34 \times 2 = \mathbf{68}$

1. $14 \times 4 = \mathbf{56}$
2. $18 \times 3 = \mathbf{54}$
3. $24 \times 3 = \mathbf{72}$
4. $23 \times 5 = \mathbf{115}$
5. $42 \times 8 = \mathbf{336}$

Multiply 2-digits by 1-digit (2)

1 There are 23 marbles in a jar.
There are 5 jars.

Tens	Ones

How many marbles are there in total?

5 × 3 ones = ☐

5 × 2 tens = ☐

☐ + ☐ = ☐

5 × 23 = ☐

There are ☐ marbles in total.

2 Work out 4 × 15

Tens	Ones
10	1 1 1 1 1
10	1 1 1 1 1
10	1 1 1 1 1
10	1 1 1 1 1

4 × 5 = ☐

4 × 10 = ☐

4 × 15 = ☐

3 Complete the multiplications.

a) 4 × 24 = ☐

b) 3 × 17 = ☐

c) 3 × 25 = ☐

d) 34 × 4 = ☐

4 Complete the column multiplications.

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1

	T	O
	2	4
×		3

- Choose which activities you need to do – some will be too easy and some may be too tricky and use the method that you understand.

Tens	Ones
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1

		T	O
		3	5
×			4

5 Work out the multiplications.

a) 25 × 5

	T	O
	2	5
×		5

c) 5 × 26

b) 35 × 6

	T	O
	3	5
×		6

d) 4 × 36

Multiply 2-digits by 1-digit (2)

1 There are 23 marbles in a jar.

There are 5 jars.

Tens	Ones
10 10	1 1 1
10 10	1 1 1
10 10	1 1 1
10 10	1 1 1
10 10	1 1 1

How many marbles are there in total?

5 × 3 ones = 15

5 × 2 tens = 100

15 + 100 = 115

5 × 23 = 115

There are 115 marbles in total.

2 Work out 4 × 15

Tens	Ones
10	1 1 1 1 1
10	1 1 1 1 1
10	1 1 1 1 1
10	1 1 1 1 1

4 × 5 = 20

4 × 10 = 40

4 × 15 = 60

3 Complete the multiplications.

a) 4 × 24 = 96

b) 3 × 17 = 51

c) 3 × 25 = 75

d) 34 × 4 = 136

4 Complete the column multiplications.

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1

	T	O
	2	4
×		3
	7	2
	1	

Tens	Ones
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1

		T	O
		3	5
×			4
	1	4	0
	2		

5 Work out the multiplications.

a) 25 × 5

		T	O
		2	5
×			5
	1	2	5
	2		

c) 5 × 26

		T	O
		2	6
×			5
	1	3	0
	3		

b) 35 × 6

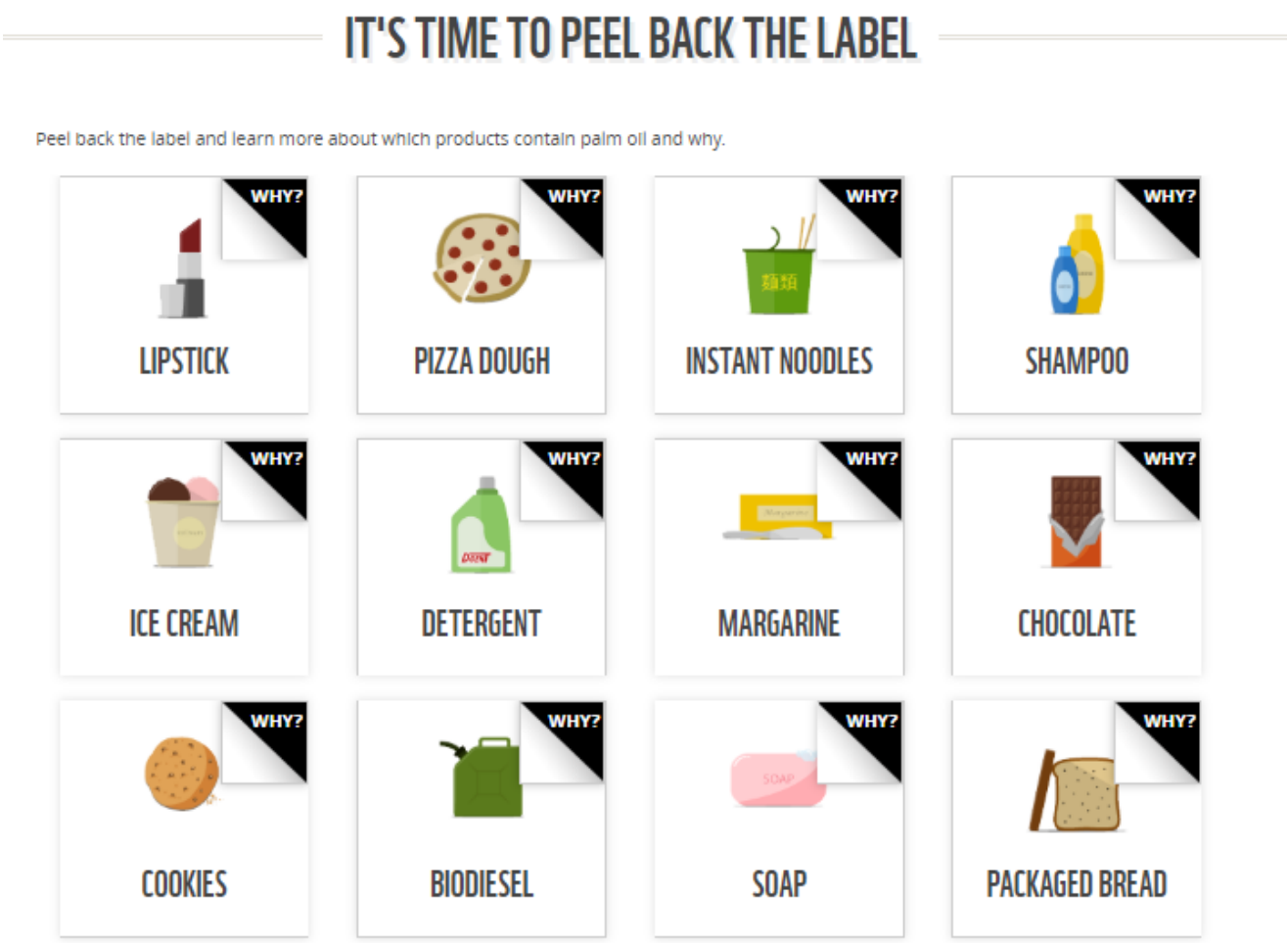
		T	O
		3	5
×			6
	2	1	0
	3		

d) 4 × 36

		T	O
		3	6
×			4
	1	4	4
	2		

Wednesday English

This week we have found out lots of facts about the Rainforests, Orangutans and Palm Oil.
Follow the link to find out more about the household products that contain palm oil and why.



https://www.worldwildlife.org/pages/which-everyday-products-contain-palm-oil

Your task: Go on a Palm Oil hunt around your home. On the next slide is a list of products that may contain palm oil. See how many you can find.

IMPORTANT!!! Please ask a grown up to help with this and remember to take care when handling products.

PRODUCTS THAT CONTAIN PALM OIL:

Nut Butters	baby formula	margarine	FAST FOOD	cleaning products
cereal	skincare (moisturisers, cleansers, lipbalms)	INSTANT NOODLES	Potato Chips	lipstick
DONUTS	laundry detergents	TOOTHPASTE	lollies	Make-up (mascara, foundation, nail polish)
Pet Food	VITAMINS	CHOCOLATE	Dried Fruit	Bread
biscuits & cookies	icecream	Frozen Meals	shampoo & conditioner	SOAP

Task 2:

Make a list or create a collage of images/photos of all the products you find in your house that contain palm oil.

Are any of your products sustainable? This means that they are produced without damaging the environment. How can you tell?

CERTIFIED SUSTAINABLE PALM OIL ™

RSPO

Read through the information about Mayan foods on the next slides. Use this sheet or make your own to collect information from the slides about Mayan foods.

twinkl

What did the Maya Eat?

Name:.....Date:.....

Find a picture of your food item and draw it in the middle. Label it on the line underneath.

What interesting facts can you find out about your food item? Where can you find them today? How might they be used in cooking? In which countries are they popular?

History Q: What did the Mayans eat and where did their food come from?

Hunters and Gatherers

Very early Maya would have still **hunted and gathered**, like early humans did.
Wild animals provided a good food supply, supplemented with roots, seeds and grasses.

Larger animals:
- deer
- wild pig
- tapir

Smaller animals:
- wild turkeys
- rabbits
- monkeys
- iguanas
- coati (similar to a racoon)

Hunted mainly for their fur:
- jaguar
- puma
- ocelot

ocelot

Farming

Settled village life, and the cities and the great civilisation that came later, needed a reliable food supply.

Farmers in the rainforests cleared land using a method called '**slash and burn**'.
The vines and trees would be chopped and cleared with stone axes.
Everything remaining would be set on fire. Seeds were planted in the ashes.

The soil would only be fertile for a few years, then the land would need to lie **fallow** (left alone) for a few seasons until new forest growth appeared when the natural nutrients returned. The process of slashing and burning would then be repeated.

While some land lay fallow, the farmers would be clearing and planting other land, so there was a steady supply of food available.

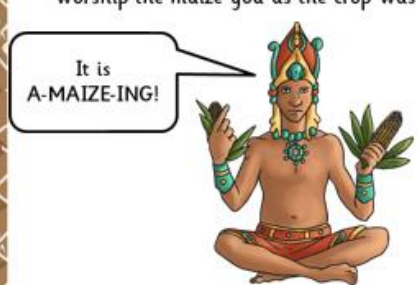
The slash and burn method is still used as a farming method in some countries.

It was all about the MAIZE!

Maize was a very important crop, it made up 80% of their diet.

To plant the maize, holes would be made in the soil with a sharp bladed, wooden digging stick called a dibble or uictli.
The soil was very dry and if the May rains didn't come, a whole year's crop would be lost

Yum Caax was the Maya god of maize. All Maya would worship the maize god as the crop was so important.



For thousands of years the Mayans worshiped the maize god and believed that the first humans were made by the gods from maize dough!
Because of this, when suffering from severe illness they would eat nothing but corn.

Farmers planted maize wherever they could.

Maize is more commonly known as corn.

History

Tortillas

1. The ripened maize was dried out.

2. The kernels were scraped from the cob and boiled in water and white lime.

3. They were left to soak for up to two weeks.

4. The moist grains were ground with a stone grinder and mixed with a little water to make a dough.

5. The dough was rolled out on a metate (a flat stone) using a mano (a stone rolling pin).

6. The dough, called zucan, was shaped into rounds and baked on a comal (a stone griddle) over the fire.

A metate & mano, often made from basalt, a volcanic rock.

What else can you make from maize?

- The maize dough, zucan, could be mixed with water and boiled to make a loose porridge called pozole. Pozole would be eaten on special occasions. After the Spanish colonised Central America the traditional ingredients of pozole changed and it became more like a soup or stew, with meat and vegetables added to the maize, but it is still eaten today.

- Stuffed dumplings, tamales, were made from balls of zucan, baked in a shallow dish.

- It could be a hot drink, atole, which was the zucan mixed with water and sweetened with honey.

- When fermented, the maize could be made into an alcoholic drink called b'alche, drunk at religious festivals. It was flavoured with tree bark.

pozole

tamales

Other Food

Although maize was the important crop, the Maya had other food as well.
Some examples are:

- beans (they would plant beans next to the maize so the vines would wrap around the growing maize stalks)
- squash
- chilli peppers
- tomatoes
- sweet potatoes
- pumpkins
- cassava
- jicama
- avocados
- papayas
- honey - they kept bees
- turkey - they bred from the wild turkeys

History

Meal times

Maya would usually eat just twice a day, a main meal around midday and a snack in the evening.

Their diet was very simple but healthy, based on maize, beans, fruit and vegetables.

Food was cooked and served in bowls made from pottery, they did not have metal cooking pots.





Chocolate!

The Maya did not make chocolate as we know it today, but they did use cacao beans to make a drink that was available only to the very rich and important. It was very bitter and sometimes spiced with chilli pepper.

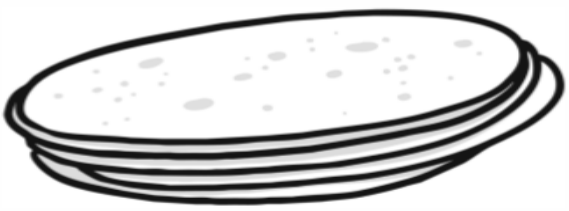
Cacao trees were rare which made the beans very valuable. So valuable they were used as a type of currency.

What did you find out? Did anything surprise you? Do you eat that same foods as the Mayans?

History:
Why not have a go at making some Mayan food

Tortilla Recipe

(makes 12)



You will need:	
225g corn	A mixing bowl
1 teaspoon salt	spoon
40g butter or margarine	Weighing scales
120 ml cold water	Rolling pin
1 teaspoon baking powder	Frying pan
Oil for frying	

1. Carefully weigh out the corn into a mixing bowl.

2. Add the salt and baking powder and stir.

3. Add the butter or margarine and rub the mixture together with your fingers until it looks like bread-crumbs.

4. Pour in the water and mix everything together with your hands to make a dough.

5. Knead the dough for a few minutes. If it is too sticky, add a little bit of corn.

6. Cover the bowl and leave it for 10 minutes.

7. Divide the dough into balls, about the size of a golf ball.

8. Sprinkle the work surface with corn.

9. Use the rolling pin to roll each ball into a circle.

10. Heat up a little oil in a frying pan and fry the tortillas. When the top is slightly bubbly, turn it over and cook the other side. Leave to cool before eating.

Ancient Maya Hot Chocolate

Only the rich and noble members of Maya society drank this chocolately treat. Is your palate distinguished enough to appreciate its rich, wholesome flavour?

Ingredients (Makes 2 small servings)
3 tablespoons of instant hot chocolate powder
250ml of milk
1 teaspoon of ground cinnamon
A pinch of chilli powder

Equipment
Small jug
Spoon (teaspoon and tablespoon)
Pan for boiling milk

Step 1. Mix the cocoa, cinnamon and chilli together in a small jug.

Step 2. Heat the milk slowly in a small pan on the stove (or in a microwave) until it is bubbly and frothy.

Step 3. Pour the milk into the jug containing the cocoa and spices and stir well.

Step 4. Serve and enjoy!

Top Tip!
If you want to make your hot chocolate more authentic, then use cacao (dark chocolate) and pour it back and forth between two mugs to make it frothy. Depictions on vases show us that this is what the ancient Maya did!

PSHE: KS2 Relationships: Our Special People

Home Learning: Friends and family

We are learning about what is important in friendships and family relationships

We will be able to:

- identify the qualities of positive friendships and family relationships
- explain how friends and family show they care for and value each other
- describe what is most important in a friendship or family relationship
- recognise that friendships and family relationships may change for different reasons and how to manage this

What's our starting point?

Draw or write about what is most important in a friendship or family relationship?

Special people

Think about the special people in your life (people you know well).

What do they do that makes them special to you?

Make a brainstorm, mind-map or word cloud about special people.

You don't have to name anyone, but think about your own special people as you do this activity.

Your special people

Draw a picture of you with your special person (or use a photograph if you have one). Around the outside of the picture write down all the 'qualities' of the relationship e.g. trust, loyalty…

Repeat this activity twice more. Choose a different special person each time.

Are there similar qualities in each relationship?