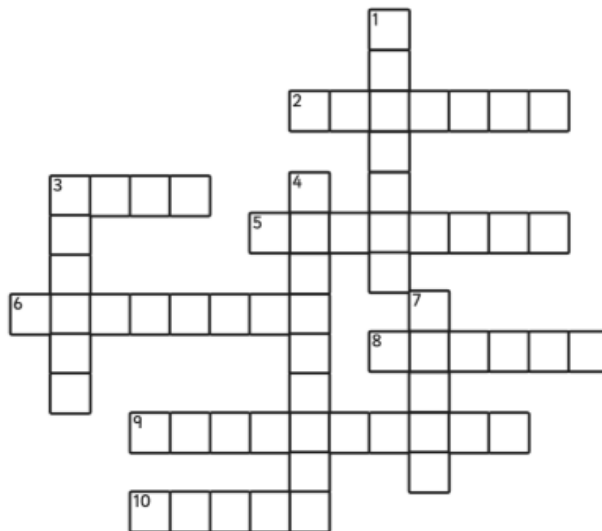


# Tuesday 14<sup>th</sup> July 2020

Please refer to Monday's power point for the 'everyday' activities.

- Some lessons have a White Rose video, some don't this week.
- Here's an internet safety crossword to keep you busy

## Internet Safety Crossword



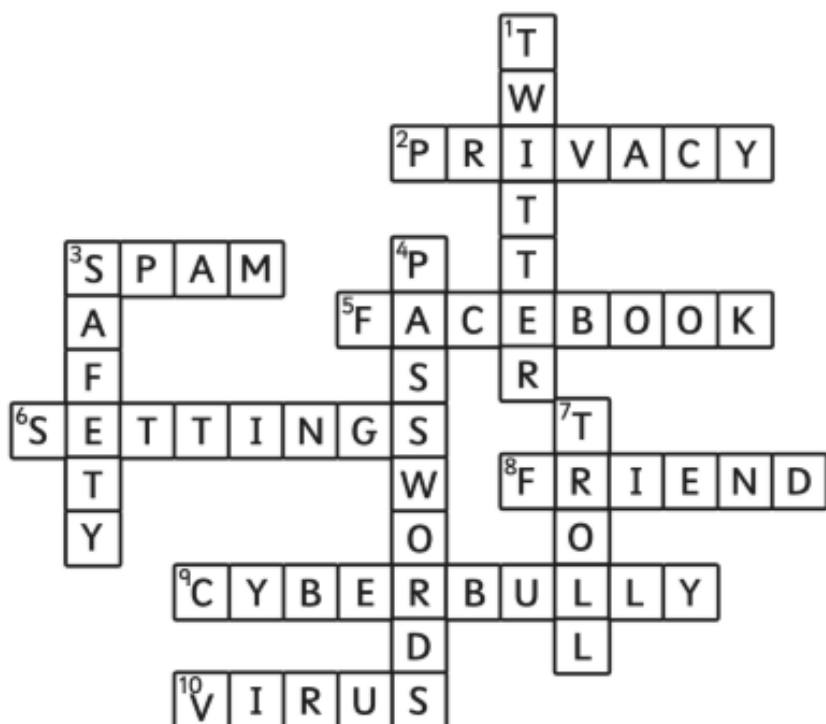
### ACROSS

- 2 So that strangers can't talk to me, I have my \_\_\_\_ settings restricted.
- 3 All of my \_\_\_\_ email goes into my junk mail.
- 5 I like to go on my \_\_\_\_ account to catch up with old friends.
- 6 I adjust my \_\_\_\_ to what I prefer.
- 8 My \_\_\_\_ and I keep in touch through facebook.
- 9 I would call somebody a \_\_\_\_ who says horrible things online.
- 10 I constantly check my computer so I don't get a \_\_\_\_.

### DOWN

- 1 I like to follow celebrities on my \_\_\_\_ account.
- 3 I have to be careful of my \_\_\_\_ when I am on the internet.
- 4 I have many different \_\_\_\_ just incase somebody finds one of them out.
- 7 A \_\_\_\_ hides behind the anonymity of the internet and winds people up.

# Internet Safety Crossword



## ACROSS

- 2 So that strangers can't talk to me, I have my \_\_\_\_ settings restricted.
- 3 All of my \_\_\_\_ email goes into my junk mail.
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## DOWN

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# Maths !

- As it is the last week of term the Mental Arithmetic consists of activities that are fun, but also use Maths.
- **Grown ups** - one or two of the lessons have a video this week.
- **Children** - we've got a bit of length and capacity to finish off and then a couple of multi skills activities too.
- Don't forget to check your work - I love a bit of green and pink marking!

## Maths this week

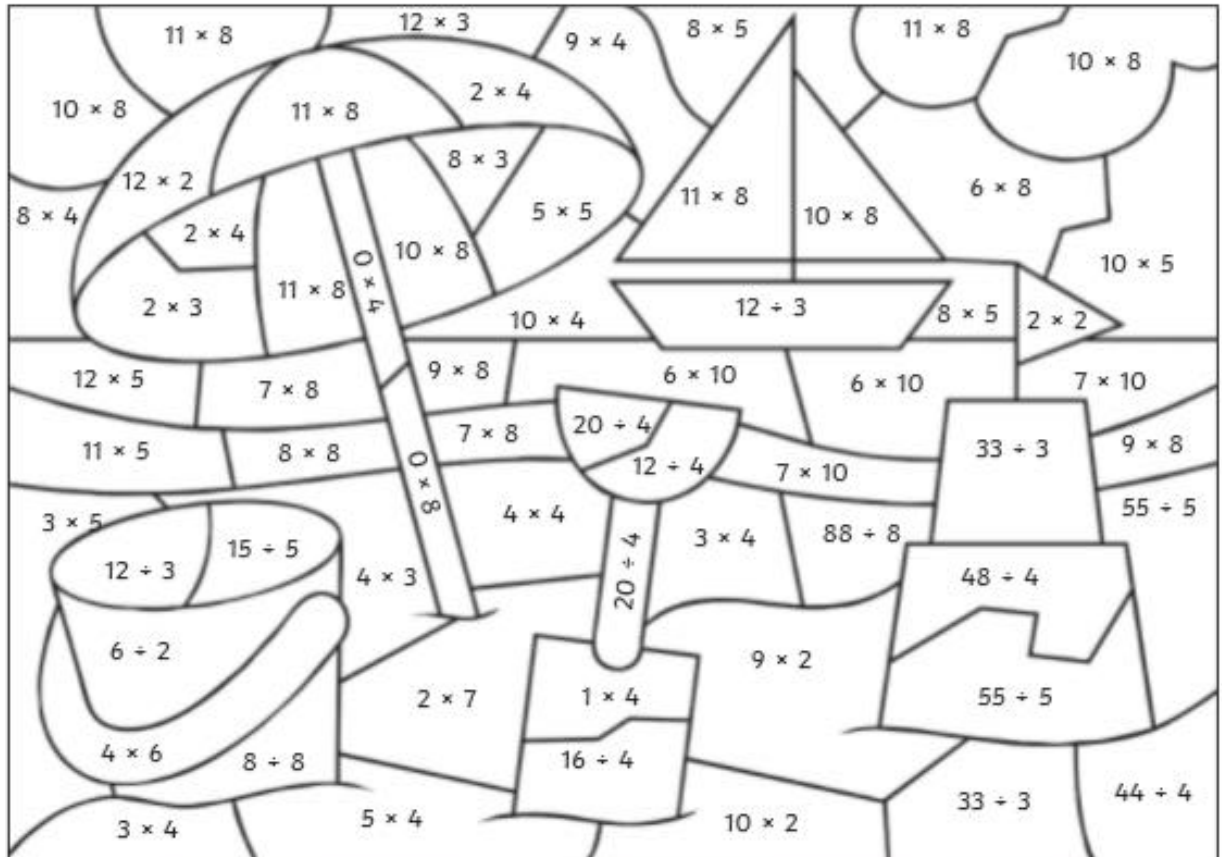
- Monday - measuring length accurately
- Tuesday - **capacity**
- Wednesday and Thursday - multi skill activities
- Friday - challenge time.

- <https://whiterosemaths.com/homelearning/year-3/> Tuesday's video

# Fun Mental Maths

## Summertime Colour by Calculations

Use the key to colour the summer-themed picture.

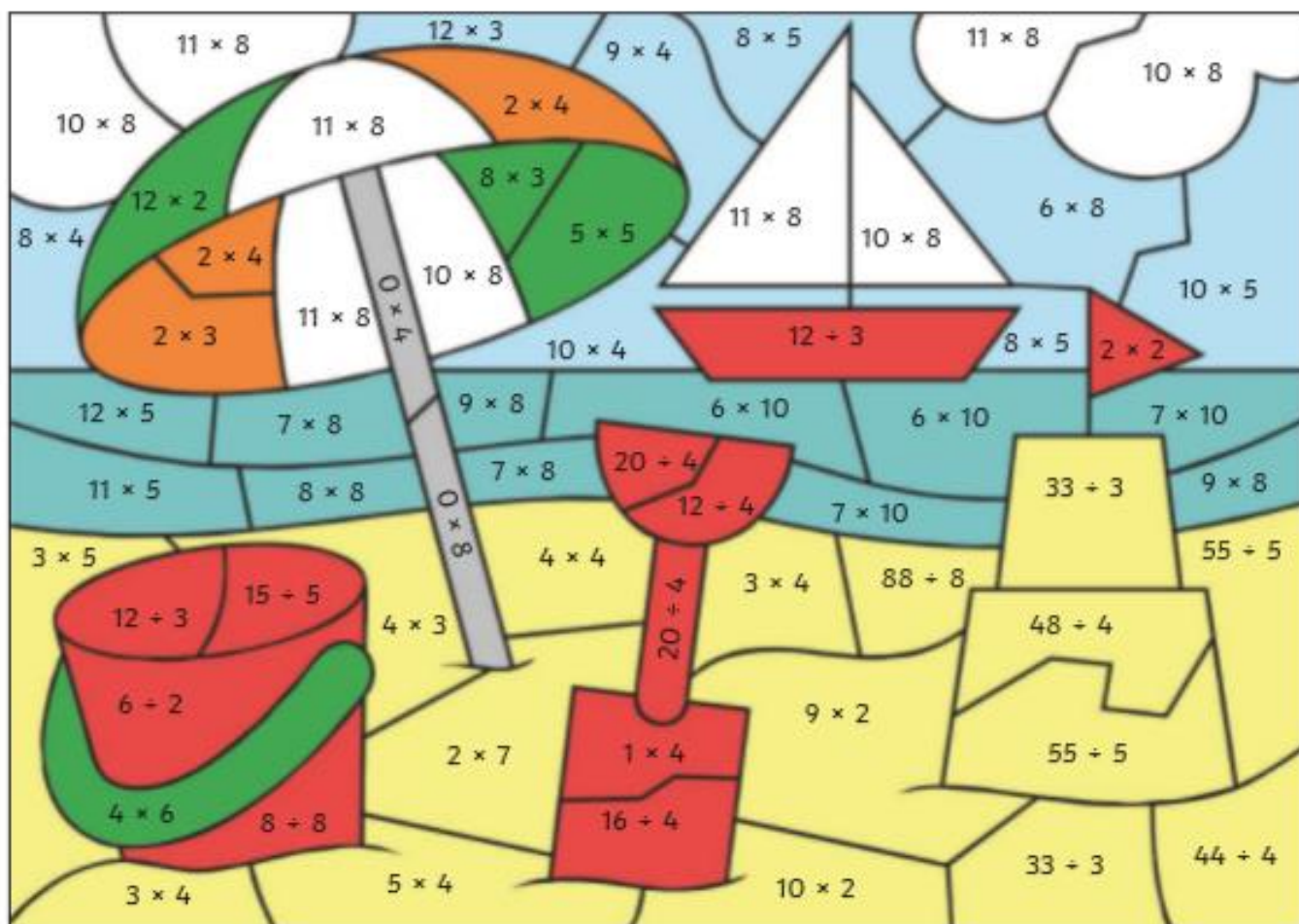


Grey:	Red:	Orange:	Yellow:	Green:	Light Blue:	Dark Blue:	White:
0	1 - 5	6 - 10	11 - 20	21 - 30	31 - 50	51 - 79	80 - 100

- If you're not able to print you may be able to trace this onto paper or just write the sums down.

# Summertime Colour by Calculations **Answers**

Use the key to colour the summer-themed picture.



Grey:	Red:	Orange:	Yellow:	Green:	Light Blue:	Dark Blue:	White:
0	1 - 5	6 - 10	11 - 20	21 - 30	31 - 50	51 - 79	80 - 100

Before you start the worksheets collect a few different sized bottles from around your home. Have a look at how much liquid they hold. Order them from most to least or least to most. If you have empty bottles and a measuring jug fill the bottles with water and empty into the jug. Look carefully at the scale on the jug - do the bottles hold more or less than they say?

### Capacity

Measuring containers all have different capacities.

Each of these containers contain the same volume of 100 millilitres but have different capacities and scales. Always look carefully at how the numbers on the scales increase when reading a measurement.

## Measure capacity (2)



**1** How much water is there in each jug?

a)

ml

c)

l and  ml

b)

l and  ml

d)

l and  ml

**2** The capacity of each bottle is shown on the label. Each bottle is full of liquid.

The bottles are emptied into jugs. Draw a line on each jug to show where the liquid will reach.


a)


b)

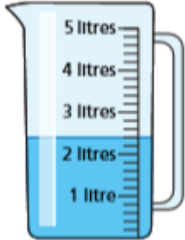
c)

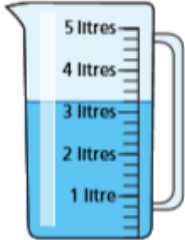
# Remember to work out the scale - how much is each little line worth on the scale?

3 How much water is there in each container?

a)   ml

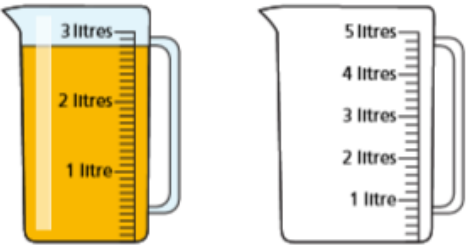
c)   l and  ml

b)   l and  ml

d)   l and  ml

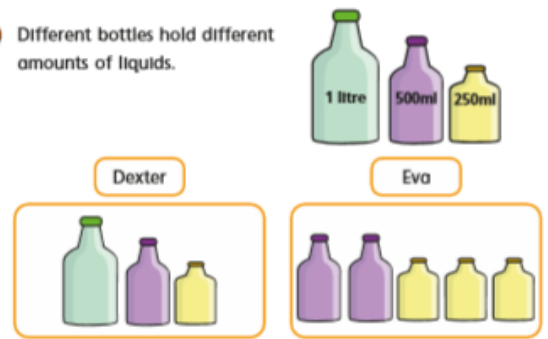
How did you work out what each interval on the scales represents?

4 Mo has some orange juice in a jug. He pours it into another jug. Draw a line on the jug to show where the orange juice will reach.



What do you notice?

5 Different bottles hold different amounts of liquids.



Who has more liquid? Circle your answer.

Dexter      Eva      they have the same

Talk about it with a partner.

## Measure and Compare Capacity

**Capacity** is the amount of liquid a container can hold.

**Volume** is how much liquid is in the container.

Measuring cylinders can be used to measure smaller volumes.

Smaller volumes are measured in millilitres.

Millilitres can be written as ml.



Measuring jugs can be used to measure larger volumes.

Greater volumes are measured in litres.

Litres can be written as l.

$$1000\text{ml} = 1\text{l}$$



To compare capacities, we can use the word 'full'.

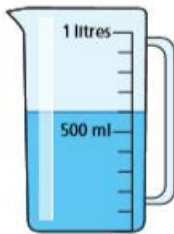
# Answers

## Measure capacity (2)

White  
Rose  
Maths

1 How much water is there in each jug?

a)



600 ml

c)



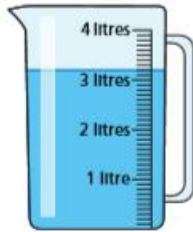
1 l and 900 ml

b)



2 l and 600 ml

d)



3 l and 200 ml

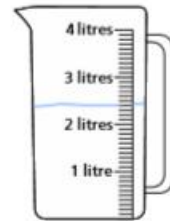
2 The capacity of each bottle is shown on the label.

Each bottle is full of liquid.

The bottles are emptied into jugs.

Draw a line on each jug to show where the liquid will reach.

a)



b)



c)



© White Rose Maths 2020

3 How much water is there in each container?

a)



400 ml

c)



4 l and 800 ml

b)



2 l and 400 ml

d)



3 l and 250 ml

How did you work out what each interval on the scales represents?



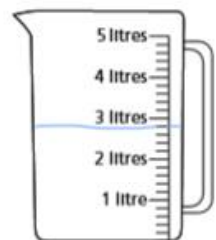
4 Mo has some orange juice in a jug.

He pours it into another jug.

Draw a line on the jug to show where the orange juice will reach.



What do you notice?



5 Different bottles hold different amounts of liquids.



Dexter

Eva



Who has more liquid? Circle your answer.

Dexter

Eva

they have the same

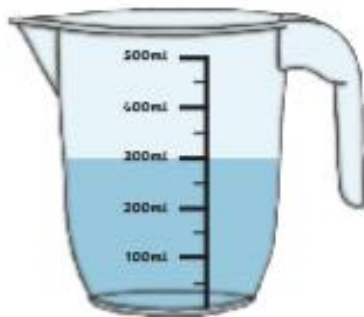
Talk about it with a partner.



# Measuring Volume

**Aim:** I can measure volume of liquid in millilitres.

**Approximately how much water is in each jug?**



1. \_\_\_\_\_ ml



2. \_\_\_\_\_ ml



3. \_\_\_\_\_ ml



4. \_\_\_\_\_ ml



5. \_\_\_\_\_ ml



6. \_\_\_\_\_ ml



7. \_\_\_\_\_ ml



8. \_\_\_\_\_ ml



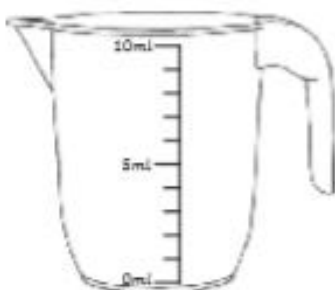
9. \_\_\_\_\_ ml

# Colour the Measuring Jug

Colour each jug to show the correct volume.



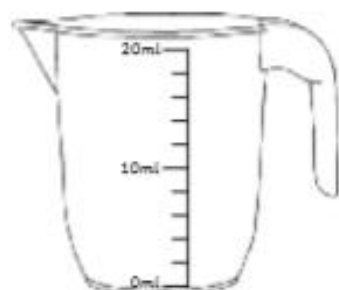
**Example:** 3ml



9ml



6ml



2ml



16ml



8ml



45ml



30ml



35ml



90ml



50ml



30ml

**Challenge:** Circle the **two** jugs with the **same volume** of liquid, then put a tick next to the jug with the larger overall capacity. Explain how you know.

# Potions Capacity



Wizard William and Witch Winifred are mixing potions. Can you help find all the possibilities for their recipes?

1. Wizard William can use any 3 ingredients. His potion needs to measure exactly 125ml. Which ingredients could he use?

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2. Congratulations! What will Wizard William's potion do?

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3. Witch Winifred has to use more than 3 ingredients. Her potion also needs to measure exactly 125ml. Which ingredients could she choose?

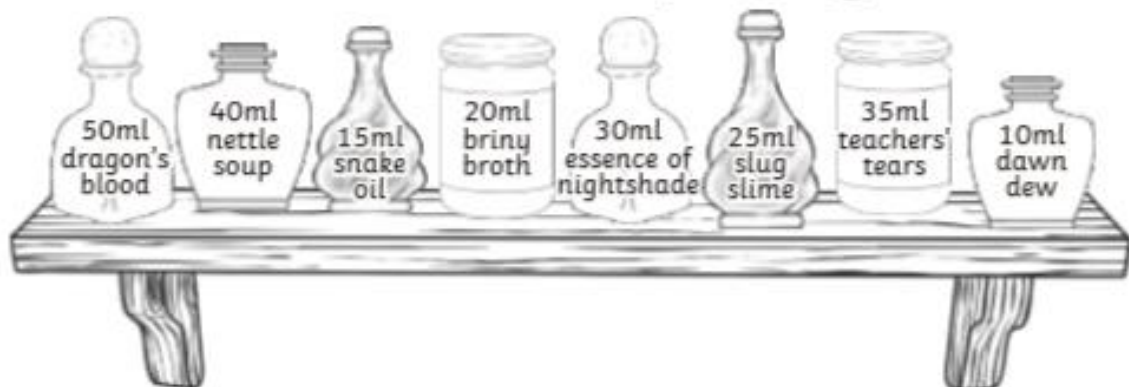
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4. Congratulations! What will Witch Winifred's potion do?

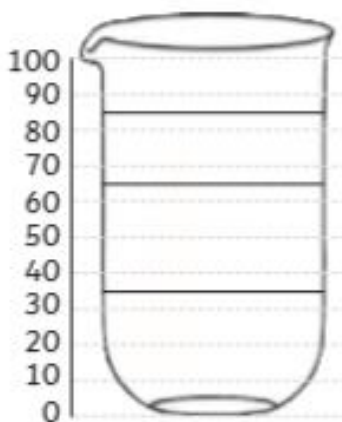
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# Potions Capacity



Apprentice Alf has mixed some potions, but he has forgotten to write down the recipes. Can you work out which ingredients are in each bottle by looking at the shelf above?

5.

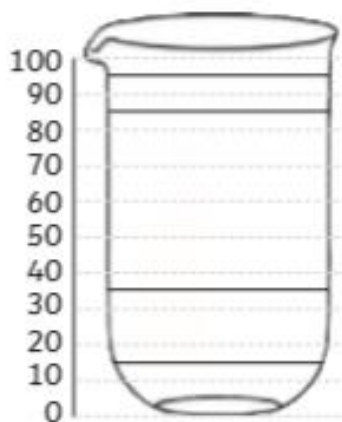


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6.



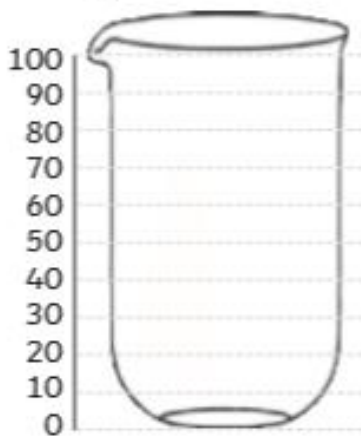
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7. Can you also mix another potion for him and draw it in the last bottle?



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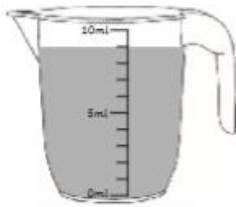
# Answers

## Colour the Measuring Jug Answers

Colour each jug to show the correct volume.



Example: 3ml



9ml



6ml



2ml



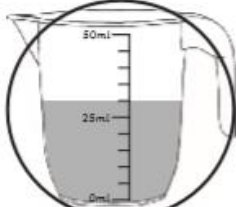
16ml



8ml



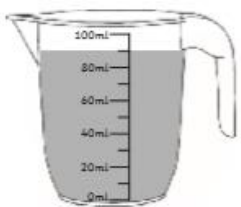
45ml



30ml



35ml



90ml



50ml



30ml ✓

**Challenge:** Circle the **two** jugs with the **same volume** of liquid, then put a tick next to the jug with the larger overall capacity. Explain how you know.

★★

1. 300ml
2. 150ml
3. 420ml
4. 700ml
5. 150ml
6. 350ml
7. 950ml
8. 150ml
9. 375ml

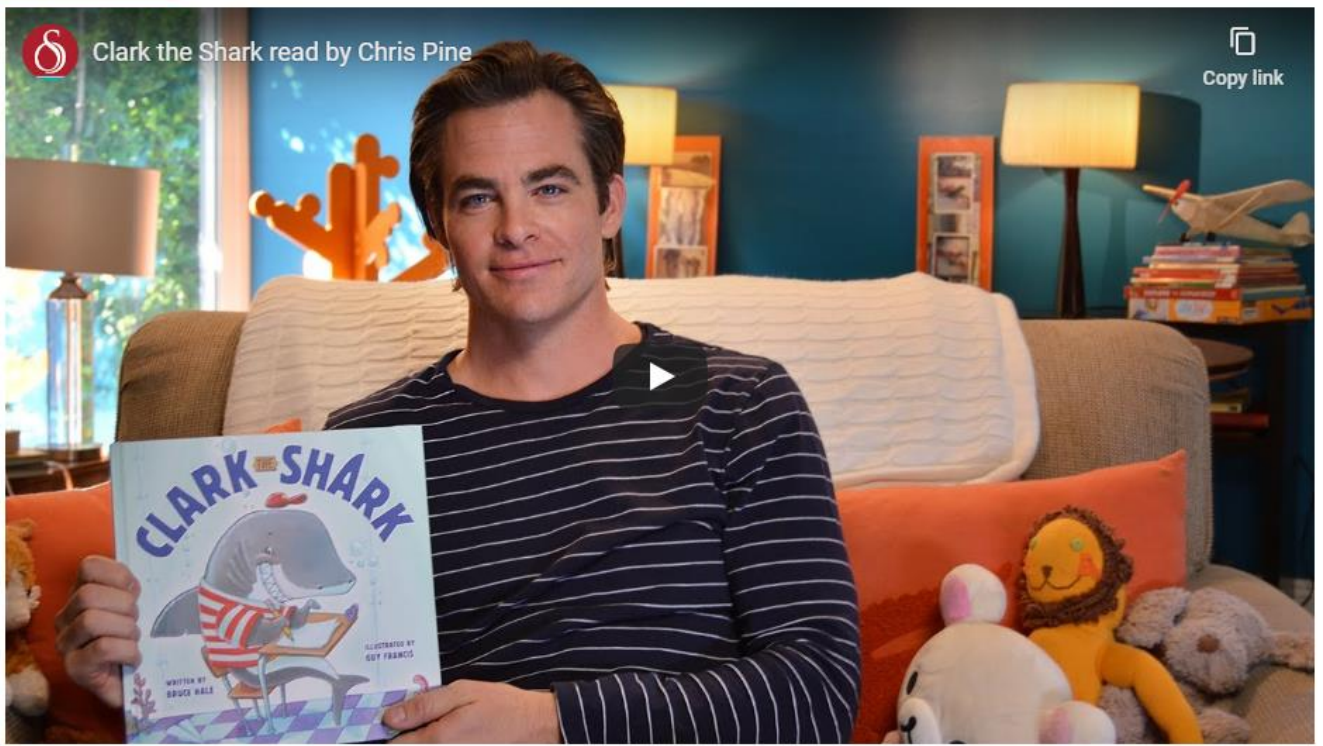
★★★

1. Dragon's blood, nettle soup and teachers' tears
2. Anything creative for the answer
3. There are a number of answers - should add up to 125ml
4. Anything creative for the answer
5. Teachers' tears, essence of nightshade and slug slime
6. Snake oil, briny broth, dragon's blood and dawn dew
7. There are a number of answers - as long as the measurements are correct

# Tuesday 14<sup>th</sup> July: English

4 days until SUMMER !!

Today's story ...



<https://www.storylineonline.net/books/clark-the-shark/>



# Activity 2

## How the Sun, Moon and Wind Went Out to Dinner

One day, the Sun, Moon, and Wind went out to dine with their uncle and aunts, Thunder and Lightning. Their mother (one of the most distant stars you see far up in the sky) waited alone for her children's return.

Both Sun and Wind were greedy and selfish. They enjoyed the great feast that had been prepared for them, without a thought of saving any of it to take home to their mother—but the gentle Moon did not forget her. Of every dainty dish that was brought round, she placed a small portion under one of her beautiful, long fingernails so that Star might also have a share in the treat.

On their return, their mother, who had kept watch for them all night long with her little bright eye, said, "Well, children, what have you brought home for me?" Then Sun (who was eldest) said, "I have brought nothing home for you. I went out to enjoy myself with my friends, not to fetch a dinner for my mother!" And Wind said, "I have not brought anything home for you either, mother. You could hardly expect me to bring a collection of good things for you, when I merely went out for my own pleasure." But Moon said, "Mother, fetch a plate and see what I have brought you." Shaking her hands, she showered down an astounding dinner that one like it had never been seen before.

Then Star turned to Sun and said, "Because you went out to amuse yourself with your friends, and feasted and enjoyed yourself, without any thought of your mother at home, you shall be cursed. From now on, your rays shall ever be hot and scorching, and they shall burn all that they touch. Men will hate you, and cover their heads when you appear."

Then she turned to Wind and said, "You also forgot your mother in the midst of your selfish pleasures – hear your doom. You shall always blow in the hot dry weather and shall parch and shrivel all living things. Men shall detest and avoid you from this very time."

But to Moon she said, "Daughter, because you remembered your mother, and kept for her a share in your own enjoyment, from now on you shall be ever cool, calm and bright. No harmful glare shall accompany your pure rays and men shall always call you 'blessed'."

1. Find and copy three adjectives that mother says that the Moon will become.

---

2. Which two characters in the story are the most similar? Give a reason.

---

---

3. Why do you think that the Moon did what she did?

---

---

4. Rewrite this story in less than 20 words.

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# Activity 3

## My Machine!

If you could invent a machine that could do anything – what would it be? It might make lollipops or catch pigeons. It could turn a cloud into ice cream or corn into gold. Perhaps it is a bread slicer or an egg poacher. It could make endings for dreams, colours for rainbows, or money. You decide!

Talk about what your machine might make or do with someone or do some thinking in your head.

Watch some videos of machines in operation and making things. What type of movements do you notice? What are the machines made out of? What noises do they make?

Design your own machine in the space on the next sheet using the gridlines. The pictures below might help you with ideas for things which you might include in your machine.

In the boxes around the machine write some of the noises your machine might make to bring it to life.

e.g **CHUGGA CHUGGA CHUGGA!**

**KWEESH....SCHKLOP!**

**PSSSSSCHHHH-K-CLANK.**

Label some of the parts of your machine to show what it is made from and use arrows to show the direction it works in.



exhaust pipe



gear



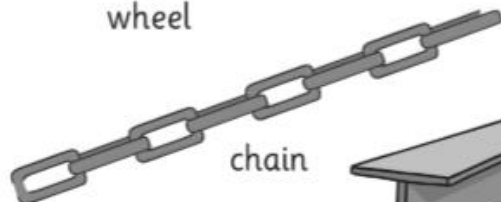
wheel



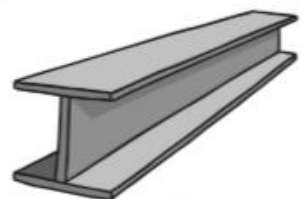
robot arm



pipes



chain



girders



conveyor belt



power button



My Machine is called...

What it does...

Next, I will invent...

# Answers

## Have a Grate Summer Brake

Dear children,

We finally made it to the main break of the year. Whether you're going on a plane to a brand new place, eating a strawberry ice cream at the beach, visiting a fun fair or kicking a ball around in the park, I hope you have a great summer holiday. I cannot wait to see how much you have grown and hear all about what you have done when you get back to school in September.

Lots of love,

Mrs Green

## How the Sun, Moon and Wind Went Out to Dinner

1. Find and copy three adjectives that mother says that the moon will become.  
**Accept: cool, calm, bright.**
2. Which two characters in the story are the most similar? Give a reason.  
**Accept any reasonable answer comparing two characters, providing that a valid reason is given to accompany, e.g.**  
**I think that the Sun and the Wind are the most similar because they are both selfish and did not bring their mother any food.**
3. Why do you think that the Moon did what she did?  
**Accept any reasonable answer validating that the Moon brought back food out of love for her mother, e.g.**
  - Because she loves and cares for her.
  - Because she did not want her to miss out.
  - Because she is kind and it is a kind thing to do.
  - Because she was not greedy and selfish unlike her siblings.
  - Because she cares about her mother and thought she could be hungry.
4. Rewrite this story in less than 20 words.  
**Accept any reasonable re-write of the story which summarises the main points and plot, providing that it is in twenty words or less, e.g.**  
**The Sun, Moon and Wind go for food but only the Moon brings their mother anything back. or The Sun and Wind get punished for being selfish and greedy. The Moon does not and brought back food.**