

TUESDAY 16<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

Maths

# True or False ?

Subtract a 2-digit number from a 2-digit  
number - crossing ten - ones & tens

$$72 - 24 = 58$$

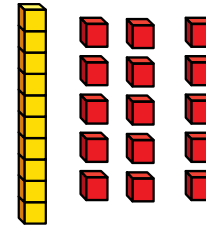
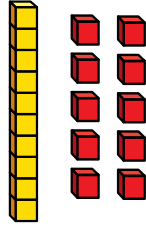
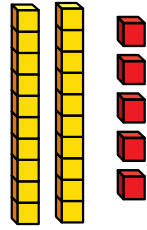
# True or False?

Subtract a 2-digit number from a 2-digit  
number – crossing ten – ones & tens

False

$$72 - 24 = 48$$

1) What numbers are represented?



2) Calculate the missing numbers.

$$15 - \square = 10 \quad \square - 6 = 10$$

$$10 = \square - 3 \quad 10 = 18 - \square$$

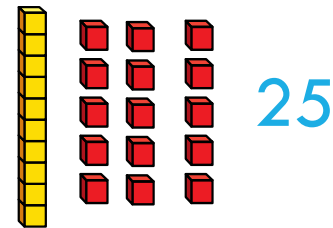
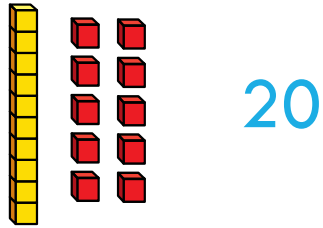
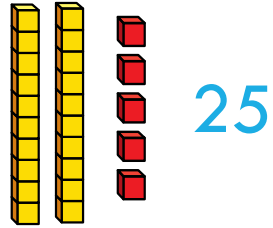
3) Complete the calculations

$$14 - 4 =$$

$$14 - 5 =$$

$$14 - 6 =$$

1) What numbers are represented?



2) Calculate the missing numbers.

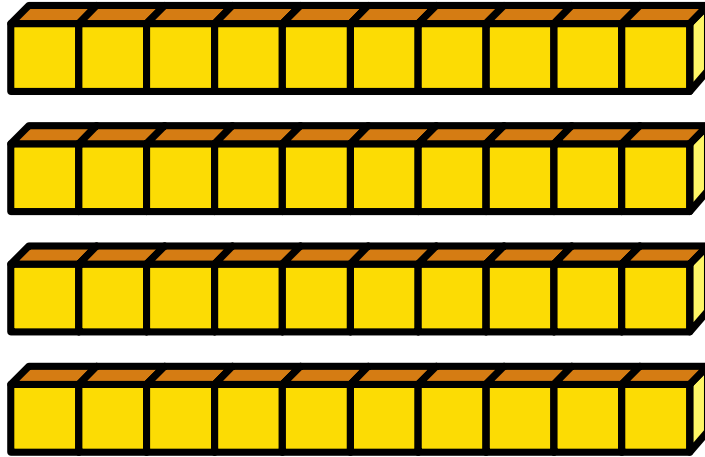
$$15 - \boxed{5} = 10 \quad \boxed{16} - 6 = 10$$

$$10 = \boxed{13} - 3 \quad 10 = 18 - \boxed{8}$$

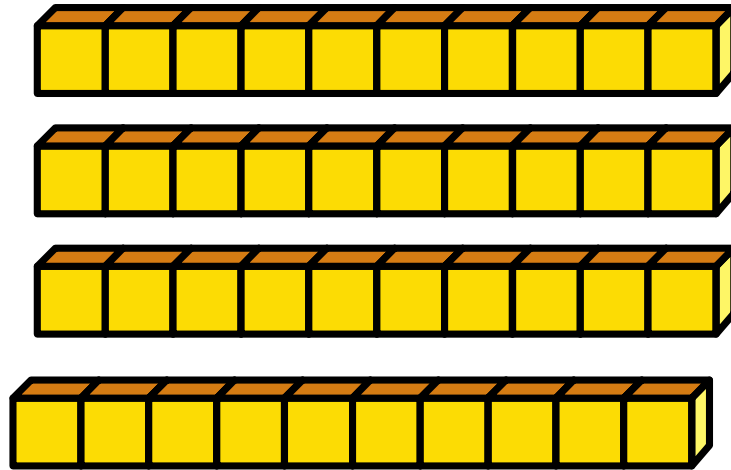
3) Complete the calculations

$$14 - 4 = 10 \quad 14 - 5 = 9 \quad 14 - 6 = 8$$

45 - 14 = 31

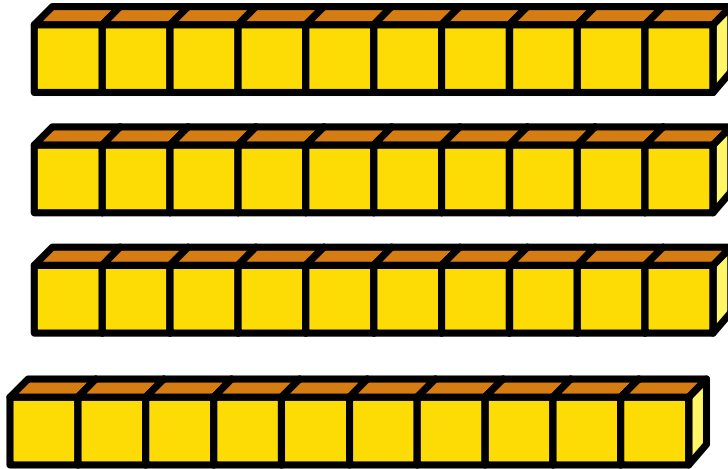


42 - 14 =



10 ones = 1 ten

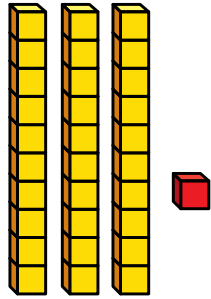
$$42 - 14 = 28$$



10 ones = 1 ten



Need an  
exchange



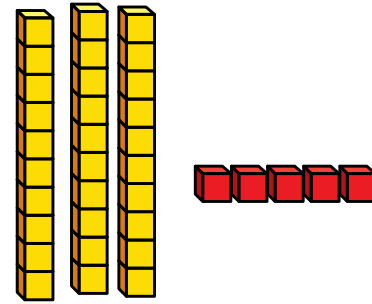
$$31 - 5$$

$$44 - 15$$

$$35 - 5$$

$$49 - 15$$

Do not need an  
exchange

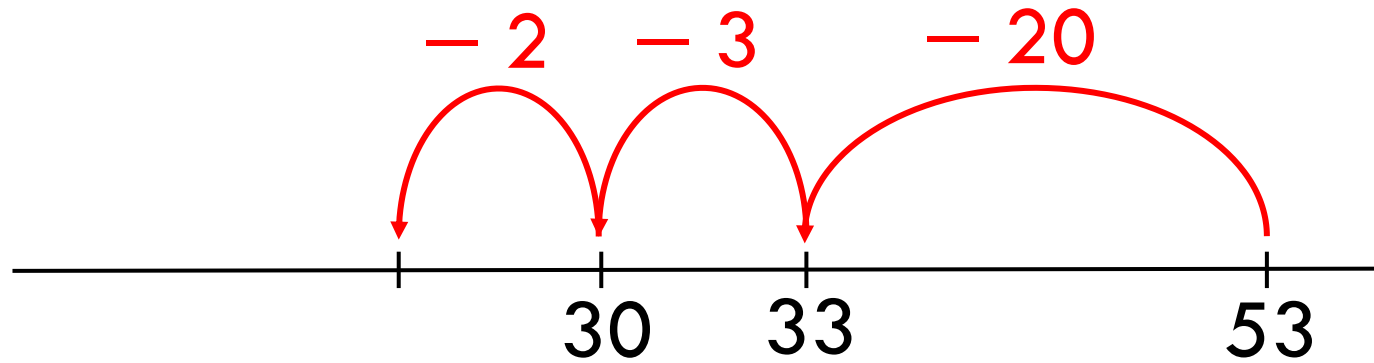
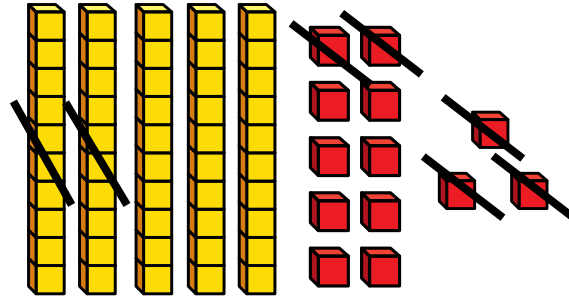


Have a think



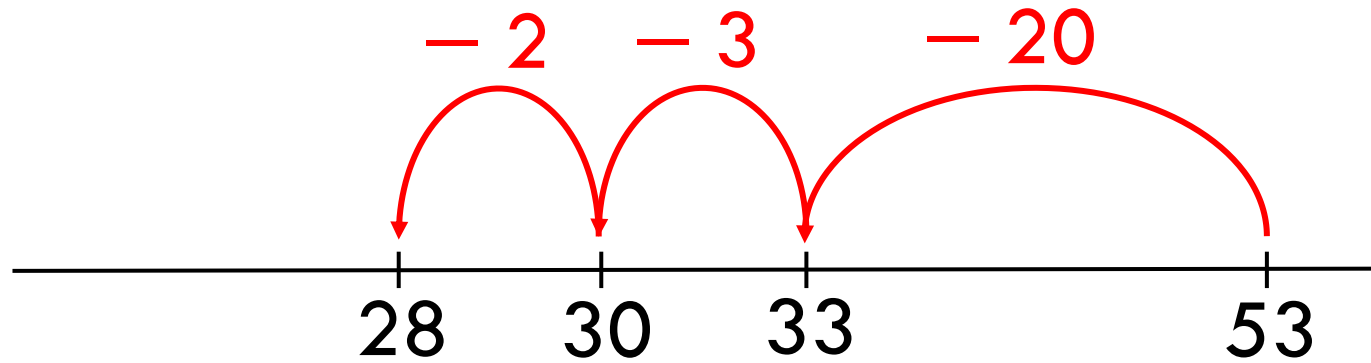
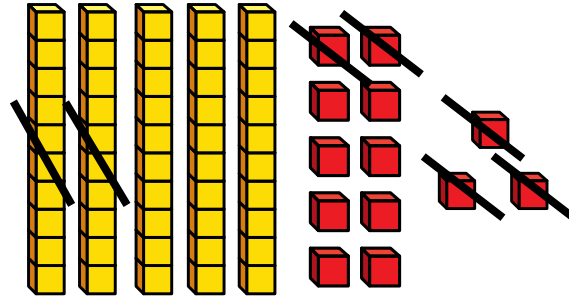
$$53 - 25 =$$

Have a think



$$53 - 25 = 28$$

Have a think



$$64 - 27 =$$

Tens	Ones
<div> <div>10</div> <div>10</div> </div> <div> <div>10</div> <div><del>10</del></div> </div> <div> <div><del>10</del></div> <div>10</div> </div>	<div> <div>1</div> <div>1</div> </div> <div> <div>1</div> <div>1</div> </div> <div> <div>1</div> <div>1</div> </div> <div> <div>1</div> <div><del>1</del></div> </div> <div> <div><del>1</del></div> <div><del>1</del></div> </div> <div> <div><del>1</del></div> <div><del>1</del></div> </div> <div> <div><del>1</del></div> <div><del>1</del></div> </div>

T	O
<del>5</del> 6	<del>1</del> 4
2	7

$$64 - 27 = 37$$

Tens	Ones
<div> <div>10</div> <div>10</div> </div> <div> <div>10</div> <div><del>10</del></div> </div> <div> <div><del>10</del></div> <div>10</div> </div>	<div> <div>1</div> <div>1</div> </div> <div> <div>1</div> <div>1</div> </div> <div> <div>1</div> <div>1</div> </div> <div> <div>1</div> <div><del>1</del></div> </div> <div> <div><del>1</del></div> <div><del>1</del></div> </div> <div> <div><del>1</del></div> <div><del>1</del></div> </div> <div> <div><del>1</del></div> <div><del>1</del></div> </div>

T	O
<del>5</del>	<del>1</del> 4
2	7
3	7

$$62 - 27 =$$

Have a think



Tens	Ones
<div>10</div> <div>10</div> <div>10</div> <div>10</div>	<div>1</div> <div>1</div> <div>1</div> <div>1</div> <div>1</div> <div>1</div> <div>1</div> <div>1</div>

T	O
<del>5</del> 6	12
2	7

$$62 - 27 = 35$$

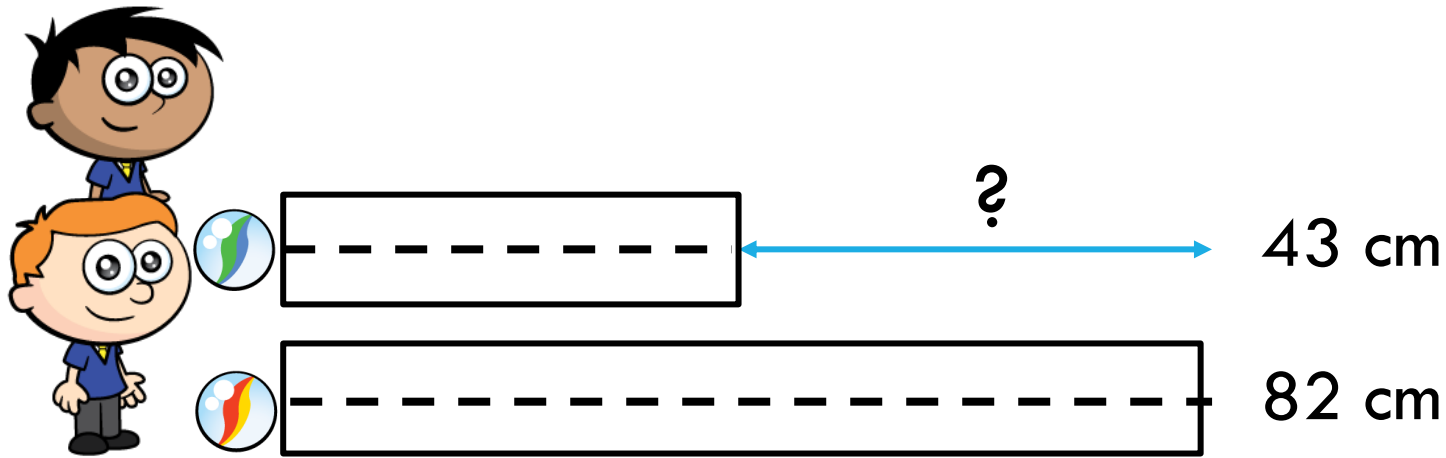
Have a think



Tens	Ones
10 10	1 1
10 <del>10</del>	1 1
<del>10</del> 10	1 <del>1</del>
	<del>1</del> <del>1</del>
	<del>1</del> <del>1</del>
	<del>1</del> <del>1</del>

T	O
<del>5</del> 6	12
2	7
3	5

How many more cm did Ron's marble roll?

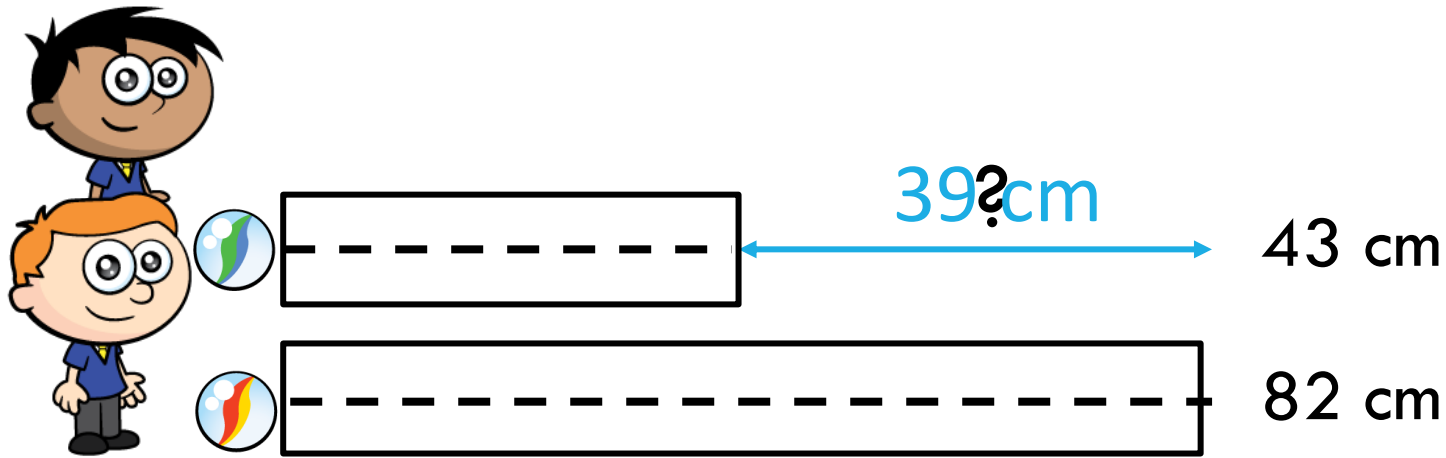


$$82 - 43 =$$

	T	O
	<del>7</del> 8	12
—	4	3

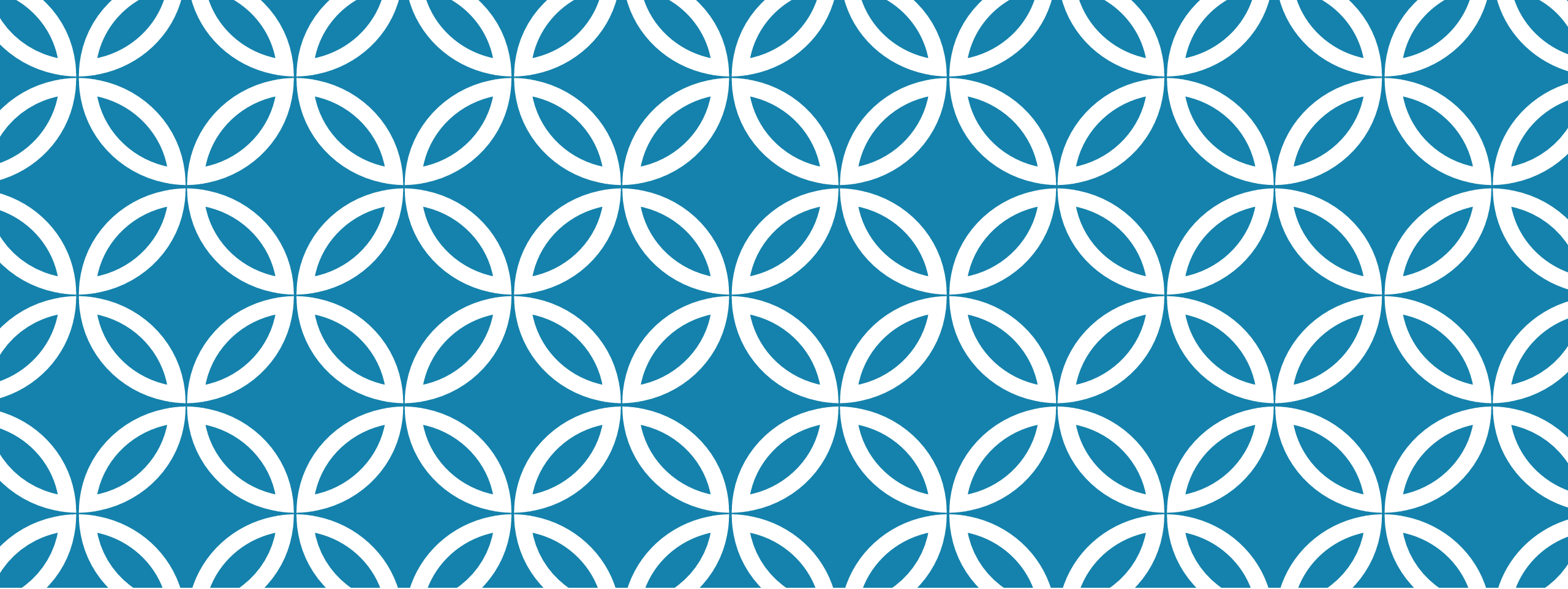


How many more cm did Ron's marble roll?



$$82 - 43 = 39 \text{ cm}$$

	T	O
	<del>7</del> 8	12
—	4	3
	3	9



TUESDAY 16<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

English

# The Features of a Newspaper Report

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Newspapers have a range of features that attract the reader.

Can you think of any of these features?



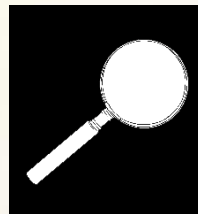
**A newspaper report must include...**

**THE NAME OF THE  
NEWSPAPER AT THE  
TOP;**

**an interesting headline and sub-headline;**

an introductory paragraph that  
includes the five Ws;

captions for  
all pictures;



facts about the main  
events;

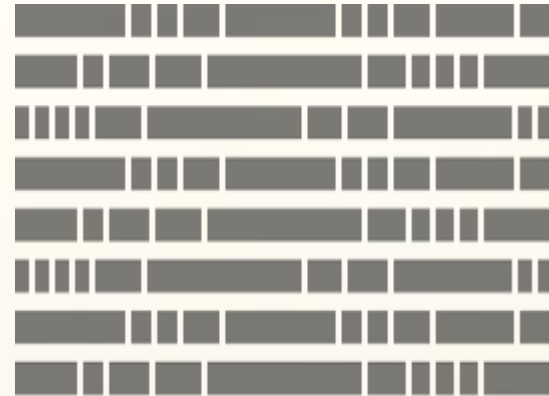
writing in the third person and  
past tense;

“ quotes written as direct  
speech; ”

a conclusion paragraph  
to explain what might  
happen next.

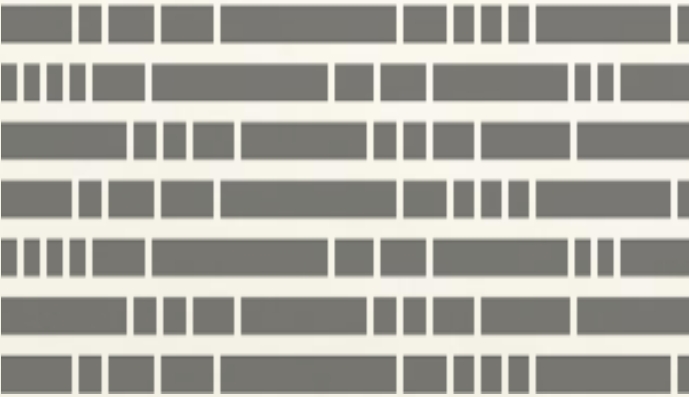
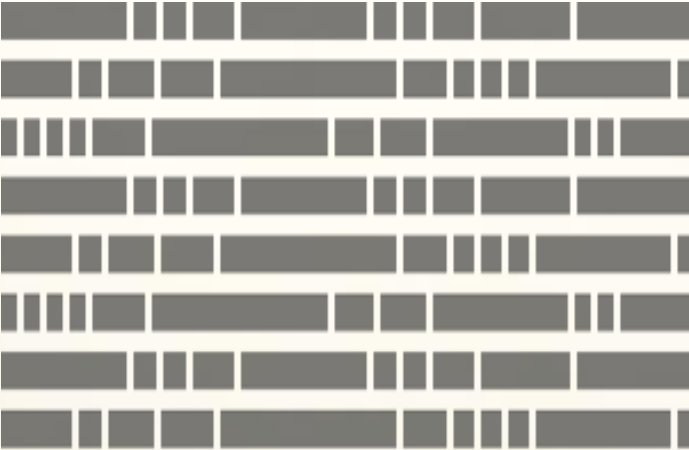
# HEADLINE

Newspapers use the headline to try to grab the readers' attention. It might even use a pun, rhyme or alliteration. Which one of these catchy headlines makes you want to read more?

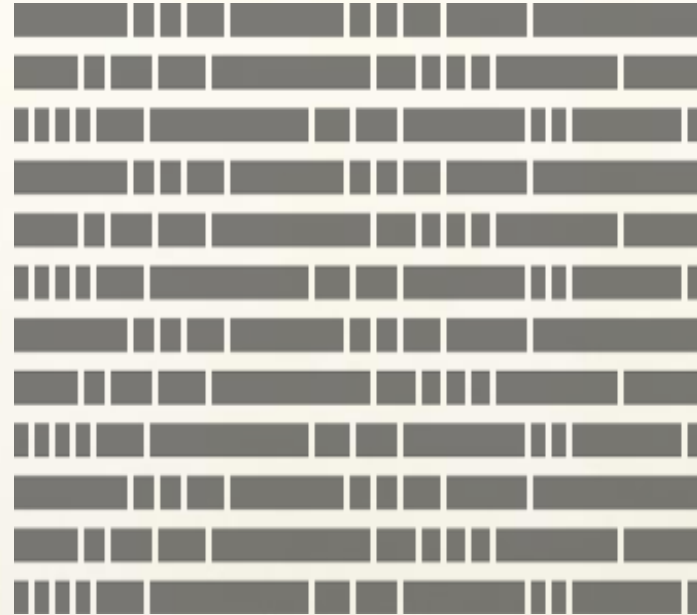
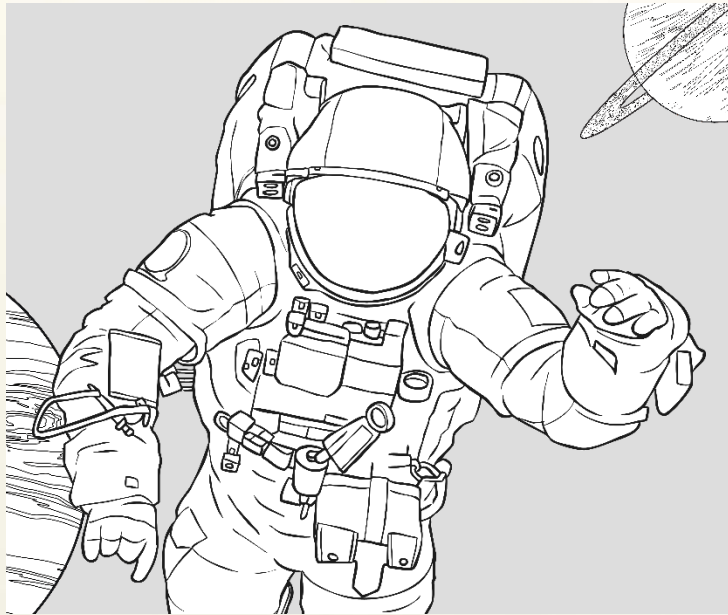




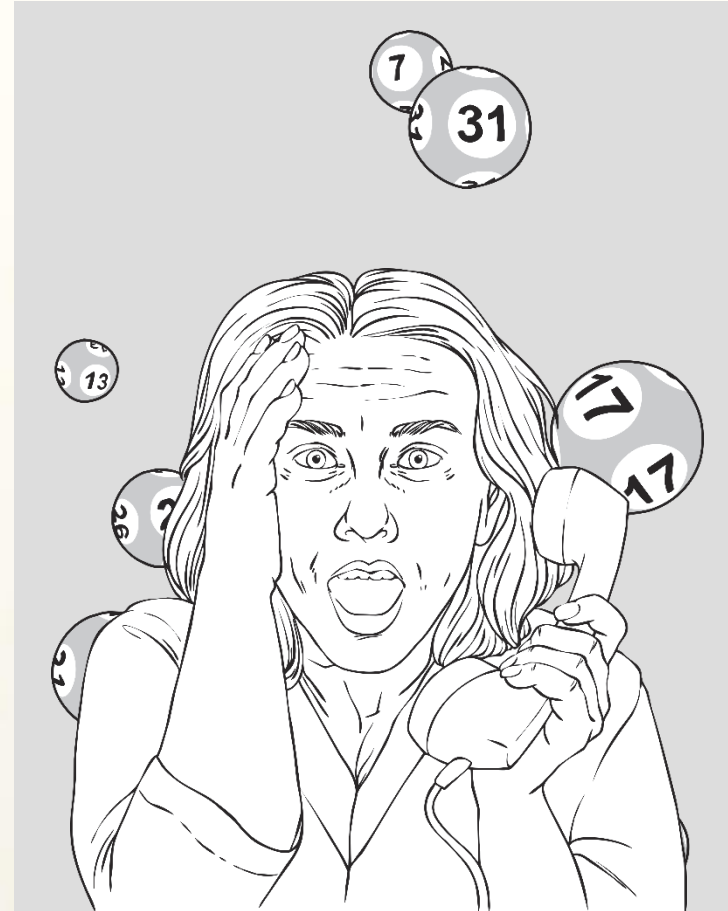
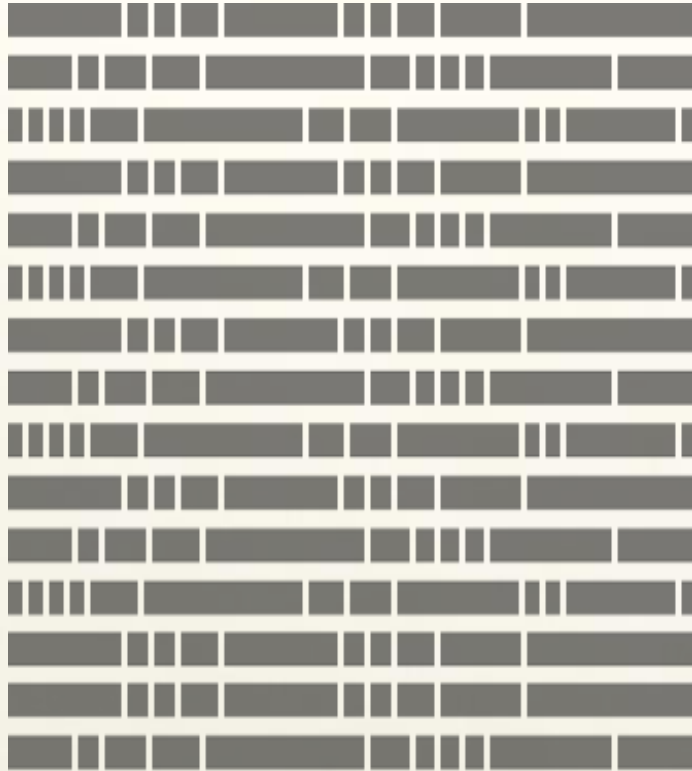
## ROMAN COIN SURPRISE FOR MRS SHIP



# BACK TO EARTH WITH A BUMP!

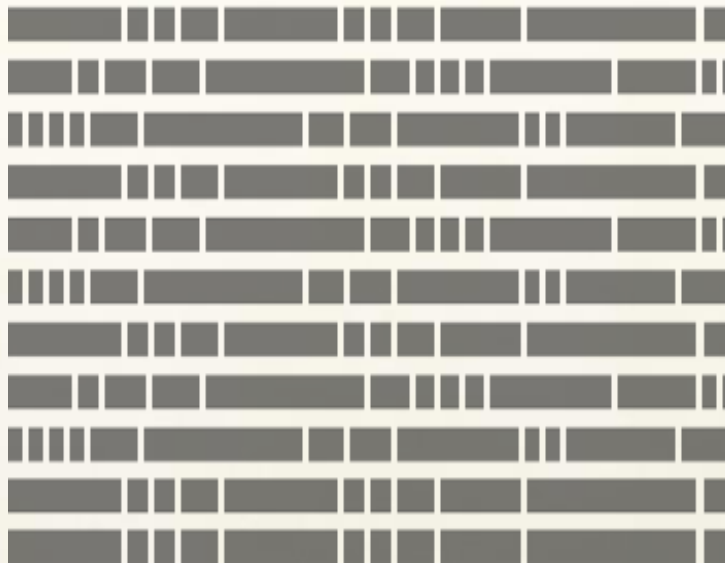
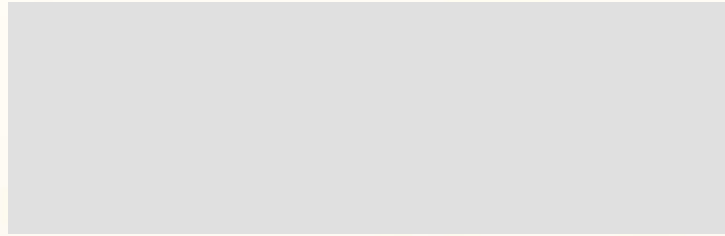


# LUCKY LOTTERY WINNERS... WIN AGAIN!





# BAGGINS IS BACK!



# INTRODUCTORY PARAGRAPH

A newspaper report begins with an introductory paragraph that includes the **five Ws**.

**What**  
happened?

**When** did  
it happen?

**Where** did  
it happen?

**Who** was  
involved?

**Why** did  
it happen?

# BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

**After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have finally returned home to Earth.**

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the ISS, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.



*Landing with a bump! Tim Peake lands safely in Kazakhstan.*

Can you spot the **five Ws** in the start of this report?

Next

# CAPTIONS AND PICTURES

Photos and captions will help to tell the story by giving the reader a snapshot of what has happened, where it happened or who it happened to.



A caption explains to the reader what is happening in a picture. The caption is usually placed underneath the picture.

What do you think a report using this picture would be about?



The man had a beard and wore a black coat.

**I am the smartest person in the class.**

Yellow is the best colour.

**You shouldn't go swimming in the sea.**

It took the runner 84 days to  
complete the extreme race.

**Mrs James lives at 103 Blake Drive.**

The truck arrived to pick up the jewels at 3  
o'clock.

## Facts

The man had a beard and wore a black coat.

It took the runner 84 days to complete the extreme race.

**Mrs James lives at 103 Blake Drive.**

The truck arrived to pick up the jewels at 3 o'clock.

## Opinions

**I am the smartest person in the class.**

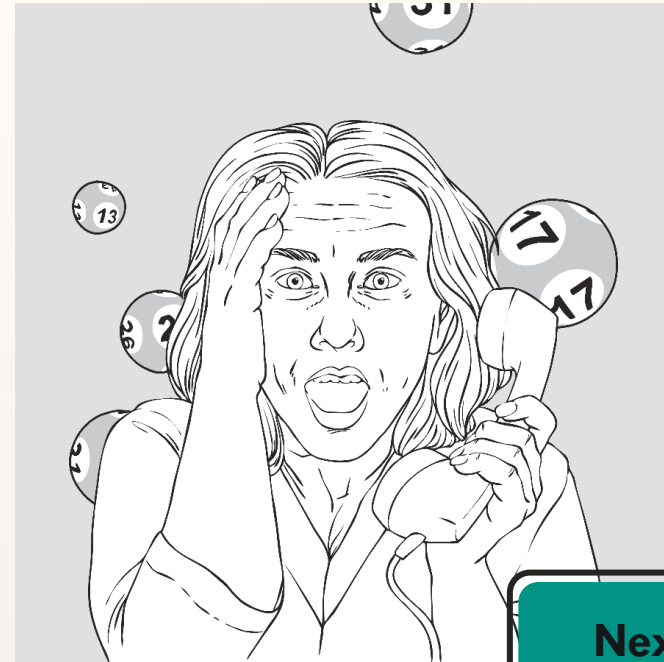
Yellow is the best colour.

**You shouldn't go swimming in the sea.**

# QUOTES

Quotations tell us what has been said and who has said it. They can help to make the story credible by giving the reader the opinions of the people involved. Remember to use inverted commas!

“ [REDACTED] ”



Next

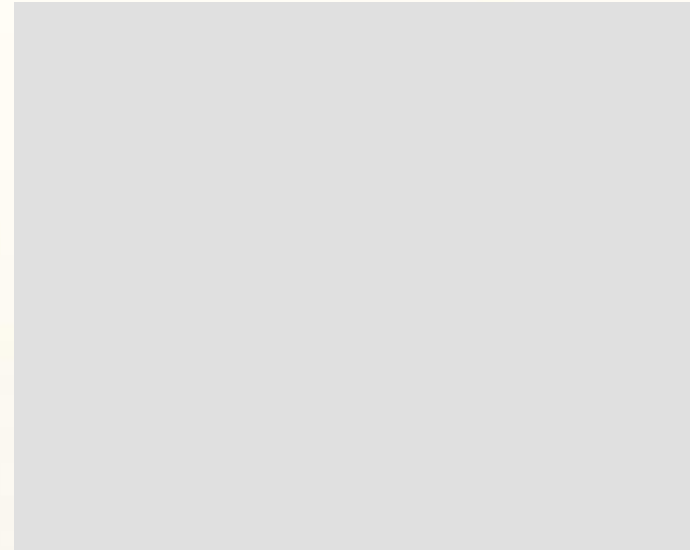
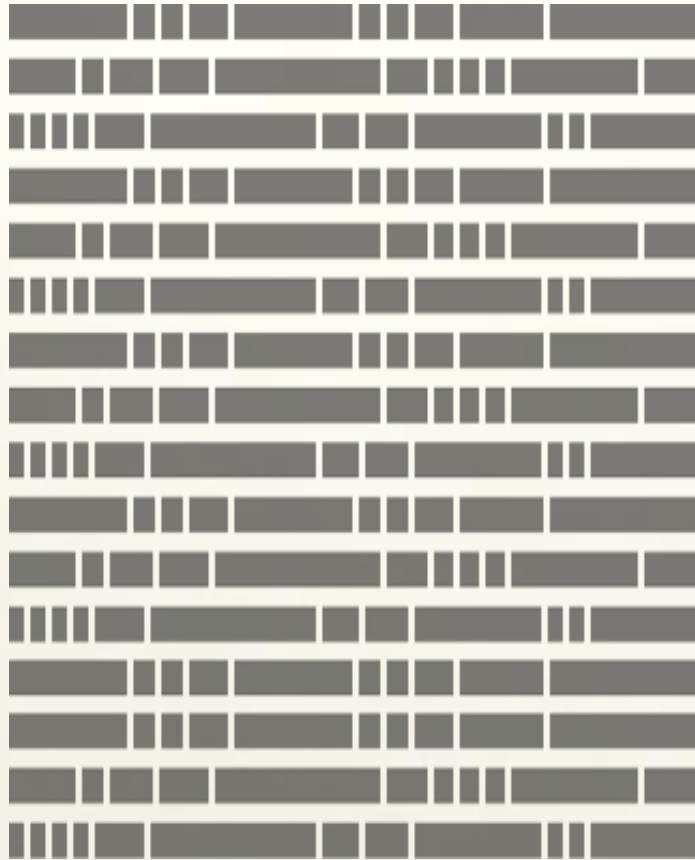
“We were all jumping around and dancing in the living room. We never believed it could happen again,” Alisha commented.

“Sally asked me to stop working because I was about to hit whatever she’d seen. I hadn’t even spotted them,” commented builder Karl Webb.

“It’s a brilliant feeling. It’s been a long road. I’m happy, but I’m relieved. It’s great to be in the history books as one of the greatest. I’m proud of myself,” he told reporters.



# Concluding Paragraph



A concluding paragraph is often used to tell the reader what might happen next.

Headline

Direct  
speech

Caption

Written  
in the  
past tense

Facts and  
evidence

Introduction



# The Once Upon A Times



Price: 1 magic bean

Sunday, 22<sup>nd</sup> Feb



## WICKED WOLF GETS HIS JUST DESSERTS

Yesterday afternoon, a young girl and her grandmother miraculously survived a run-in with a ravenous wolf. Little Red Riding Hood was visiting her grandmother's cottage in the forest when both were swallowed alive by the creature. However, luck was on their side, as a local woodcutter was on hand to cut them free.

At approximately 1:15 p.m. on 21<sup>st</sup> February, witnesses claimed that they saw Miss Riding Hood, a young girl aged 10, skip into the forest carrying a basket of cupcakes. The path from the village through the forest is a well-trodden route, used by everyone from school children to village elders. Local resident Goldilocks (12) of Porridge Drive said, "I've used that path hundreds of times and it's always seemed perfectly safe." Mr Hansel (35), who runs the village orphanage, commented, "Of course, I warn the children not to approach any gingerbread houses. But avoid the woods entirely? Nonsense."



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Direct  
speech

Caption

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Facts and  
evidence

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Headline

Direct  
speech

Caption

Written  
in the  
past tense

Facts and  
evidence

Introduction

Miss Riding Hood claims that she was nearly at her granny's cottage when she was approached by a wolf posing as a polite gentleman. She reports that the wolf acted kindly at first, and even pointed out a shortcut to her granny's cottage. However, all was not as it seemed. Miss Riding Hood explained that from the moment she arrived at her granny's cottage, she could sense that something was not quite right.

Once inside, Riding Hood found her granny in her nightgown, tucked up in bed, apparently ill. However, after a short bout of questioning, Red soon realised



Mr B.B. Wolf would not 'paws' to comment.



Headline

Direct  
speech

Caption

Written  
in the  
past tense

Facts and  
evidence

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Headline

Direct  
speech

Caption

Written  
in the  
past tense

Facts and  
evidence

Introduction

that the person to whom she was speaking was not her granny at all, but the wolf in disguise.

Miss Riding Hood alleges that both she and her granny were gobbled whole by the cunning beast. "I found Granny alive, but very uncomfortable, inside the wolf's stomach," she told The Once Upon a Times.

After ten traumatic minutes inside the wolf, the pair were freed by an axe-wielding woodcutter.

"As soon as I saw the wolf on the bed, I knew that something was wrong," stated the heroic woodcutter. "You didn't have to be a genius to work out where Granny and Red had ended up. He'd had the old lady for starters and her granddaughter for the main course."

Miss Riding Hood and her grandmother are now staying with Miss Riding Hood's mother in the village, where they are said to be recovering well. Meanwhile, Mayor Gretel has announced plans for an investigation into the cunning, wolfish activity in Fairytale Forest. If she fails to act, could our beloved forest be lost forever?

*Pinocchio, Junior Correspondent*



Headline

Direct  
speech

Caption

Written  
in the  
past tense

Facts and  
evidence

Introduction

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# FARMER GROWS AN ENORMOUS TURNIP!

There was a surprise last night at the Fairy Tale town vegetable show. Farmer Fred had brought his enormous turnip to show the judges and it was the size of a car! The farmer had planted his turnip in March. He worked hard to feed and water it every day. He was shocked by how big it grew.

The farmer needed the help of his wife and his grandchildren and even some of the farm animals to pull up the turnip. Then they had to move it to the show. Fred used his tractor to pull the turnip. Fred and his wife won first prize in the biggest vegetable competition. Fred has said that he plans to grow four



Introduction



Headline



Pictures



Name of newspaper



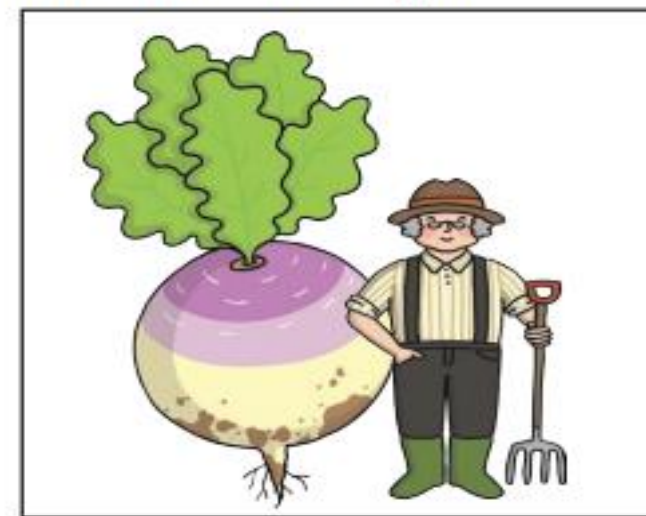
Captions

## RED WORKSHEET — FIND THE COLOURED FEATURES IN THIS NEWSPAPER REPORT.

Farmer Fred and his wife carried on feeding the turnip each day and it was soon the size of a football.

Fred decided to pull up the turnip on Tuesday. Fred took all his sharpest spades and forks to help with the job. He dug around the turnip and pulled and pulled. He was unable to move it.

Farmer Fred and his wife carried on feeding the enormous carrots for the show next year.



Farmer Fred and his turnip. Have you ever seen such an enormous turnip before?



# THE GORILLA GARDENER WITH GREEN FINGERS

People in Twinkleton have been surprised by a new gardener in town. The new gardener is a huge gorilla!

The gorilla escaped from a local zoo in January. Since then, he has been living in the local area and growing his own food. This is when he realised he had a talent for gardening!

On Tuesday, the gorilla put up a poster to let people know about his gardening business.

On Friday, Ali Smith asked the gorilla to weed his yard and plant some carrots. Mr Smith said that the gorilla did a fantastic job.








Yesterday, Kareem was playing in his garden when he spotted the gorilla gardener. "I was scared at first," he said, "but the gorilla was very kind and professional."

The gorilla's customers say he is very good at growing plants. He can work with flowers, trees and vegetables. He plans to open his own garden centre next year.



The Gorilla Gardener has started a business in Twinkleton.

## YELLOW WORKSHEET — FIND THE COLOURED FEATURES IN THIS NEWSPAPER REPORT.

	Introduction
	Name of newspaper
	Headline
	Pictures
	Captions
	Facts
	Past tense

# LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

**An incredibly lucky couple have been celebrating this week after winning £800 000 on the lottery ... their second big win in just four years.**

Mr and Mrs Mills of Smith Lane, Ports Bay, could be the luckiest couple in the country. William and Betty, who buy a lottery ticket once every month, have been celebrating for the second time in four years.



William and Betty Mills - are they the luckiest couple in the country?

The couple won £275 000 back in February 2012, having bought their ticket at the last minute. Once they'd recovered from the shock, they gave a large part of their winnings to different charities, as well as making improvements to their home.

On the night of their most recent win, Mr and Mrs Mills had their granddaughter staying with them. Betty told us how it happened, 'The lottery draw was on television and Alisha happened to be watching it. My husband and I were busy doing the dishes in the kitchen so she asked if she could check the numbers for us. In the next moment, she's screaming and shouting the house down! I thought she was joking.' The couple had five matching numbers, winning them a life-changing amount of £800 000. Mr Mills added, 'We were all jumping around and

dancing in the living room. We never believed it could happen again.' Alisha commented on the experience, 'I never knew my grandad could move like that!' When asked about their secret for choosing winning numbers, Mr Mills explained, 'We've always chosen numbers that mean something to us, like family birthdays or house numbers.'

The two winners have revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills, 'we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'

## GREEN WORKSHEET — FIND THE COLOURED FEATURES IN THIS NEWSPAPER REPORT.



Introduction



Name of  
newspaper



Headline



Pictures



Captions



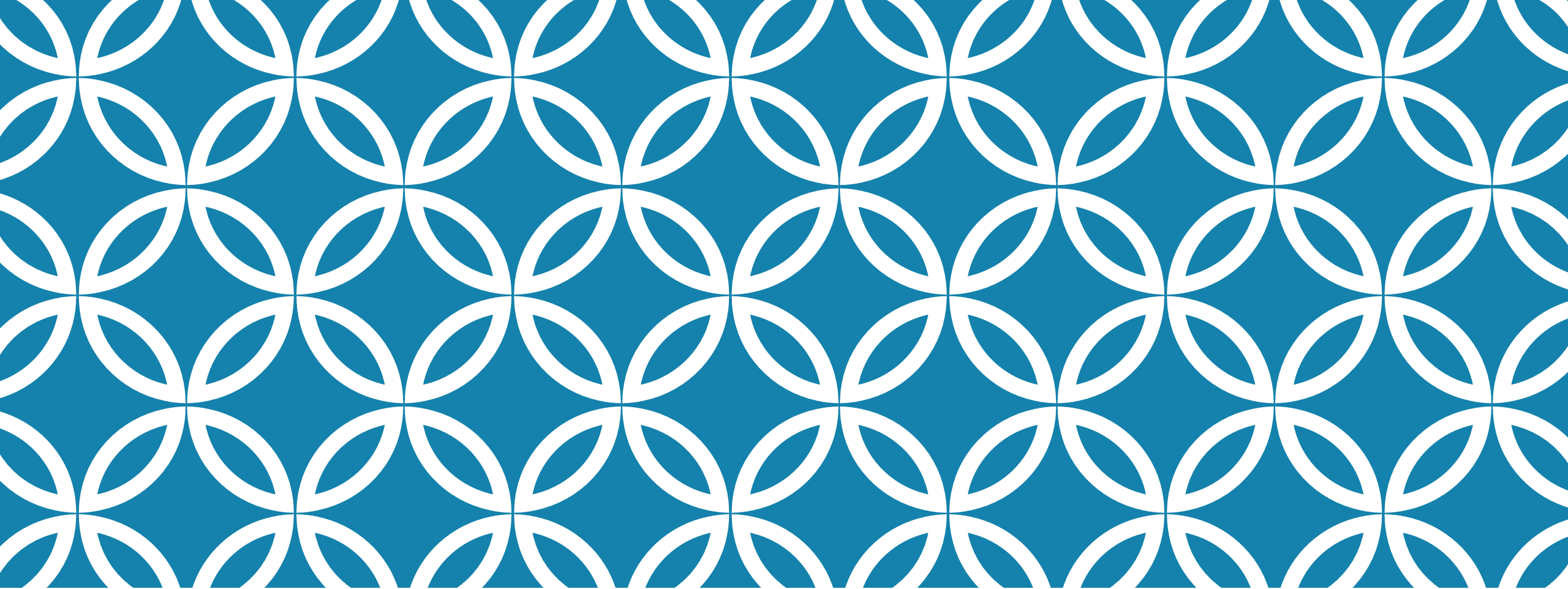
Facts



Past tense



Direct  
speech



TUESDAY 16<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

Science

## **Aim**

I can sort magnetic and non-magnetic materials.

## **Success Criteria**

- I can explain that magnets produce a force that attracts some materials.
- I can use a magnet to separate items that are magnetic and non-magnetic.
- I can name some magnetic materials and some non-magnetic materials.

# WHO IS RIGHT?

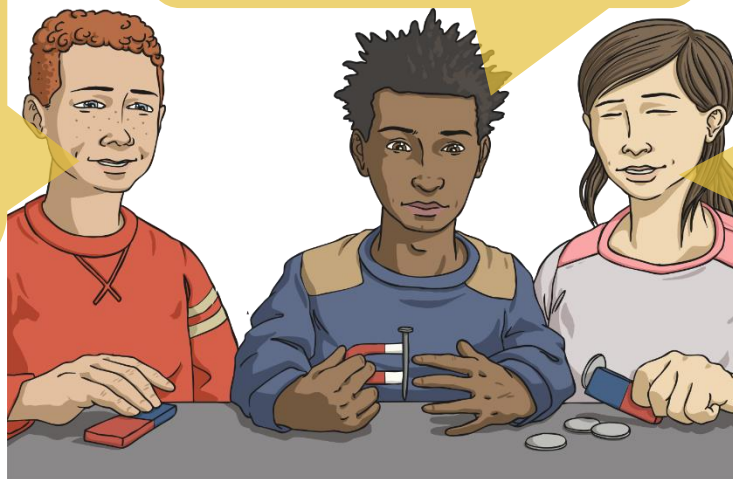


These children are using a magnet to pick up different objects.  
They are talking about what magnets are and how they work.  
Which child's ideas do you agree with?

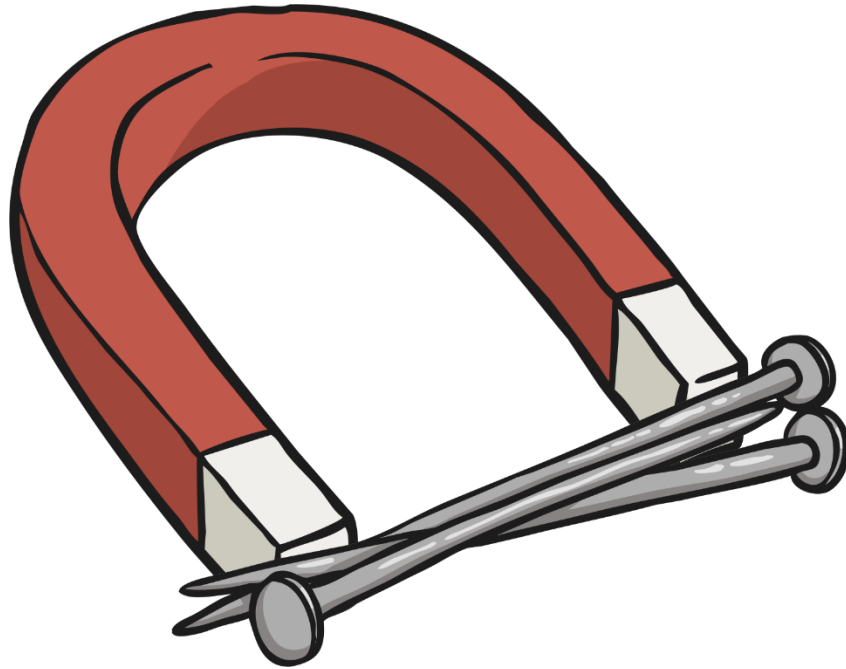
I think the magnet is sticky. It has some special glue on it to make things stick to it. This is how we can pick things up using the magnet.

I think the magnet produces a force to pull the different objects onto it.

I think magnets are special objects that connect to any other object.



# WHAT IS A MAGNET?



A magnet is a special type of object. It produces an area of magnetic force around itself, called a magnetic field.

If certain materials enter this magnetic field, they will be attracted to the magnet. This will cause the materials to be pulled towards the magnet.

Try it! Move a magnet slowly towards a steel paper clip. As the paper clip enters the magnetic field around the magnet, it will 'jump' towards the magnet.

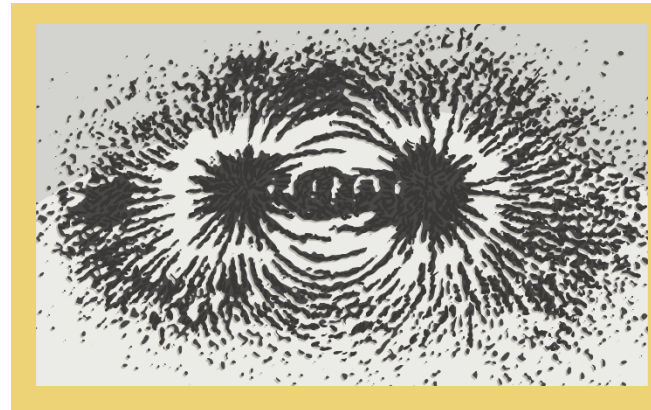
# SEEING THE MAGNETIC FIELD



A magnetic field is the area around a magnet that produces a pulling force on certain materials. The magnetic field is invisible, so we can't see it.

Try this activity to detect where a magnet's magnetic field is, and what shape it is:

- Place a bar magnet in the centre of a tray, and place a piece of paper on top of the magnet.
- Sprinkle a few iron filings onto the paper from a few centimetres above it.
- Keep sprinkling small amounts of iron filings onto the paper until you can see the lines of the magnetic field.



You should see a pattern similar to this!



# MAGNETS AT THE SCRAPYARD



At a scrapyard, metals can be separated by using magnets. The metal materials travel along a conveyor belt and are separated by a giant turning magnet. The picture shows another magnet you might see at a scrapyard. There is a huge plate magnet at the base of the crane. Metals that are magnetic are pulled towards this powerful magnet. Non-magnetic metals are not.



# MAGNETS AT THE SCRAPYARD

The magnets in the scrapyards sorted the magnetic materials from the non-magnetic materials.

Magnetic materials are attracted to magnets. This means the material will be pulled towards a magnet.

Non-magnetic materials are not attracted to magnets. This means the material will not be pulled towards a magnet.

But which materials are magnetic and which ones aren't?



# MAGNETIC MATERIALS




Imagine that you are in charge of a scrapyard like the one in the clip you have just watched. You have a big jumble of materials to sort out, and you need to separate the magnetic materials from the non-magnetic materials.

Use a magnet to attract materials, and remove them from the pile.

Any materials that are left in the pile are non-magnetic.

Record your findings on your Magnetic Materials Activity Sheet.





## Magnetic Materials

Sort the mixed materials into those that are magnetic and those that are non-magnetic.

Magnetic	Non-magnetic

What sorts of materials are magnetic?

Are all metals magnetic?



Science | Year 3 | Forces and Magnets | Scrapyard Challenge | Lesson 3

# RED WORKSHEET — TEST A RANGE OF MATERIALS AT HOME TO SEE IF THEY ARE MAGNETIC

Sort the mixed materials into those that are magnetic and those that are non-magnetic.

Magnetic	Non-magnetic

Sort the mixed materials into those that are magnetic and those that are non-magnetic.

Magnetic	Non-magnetic

**YELLOW WORKSHEET —**  
**TEST A RANGE OF**  
**MATERIALS AT HOME TO**  
**SEE IF THEY ARE**  
**MAGNETIC**

What sorts of materials are magnetic?

Are all metals magnetic?

Sort the mixed materials into those that are magnetic and those that are non-magnetic.

Magnetic	Non-magnetic

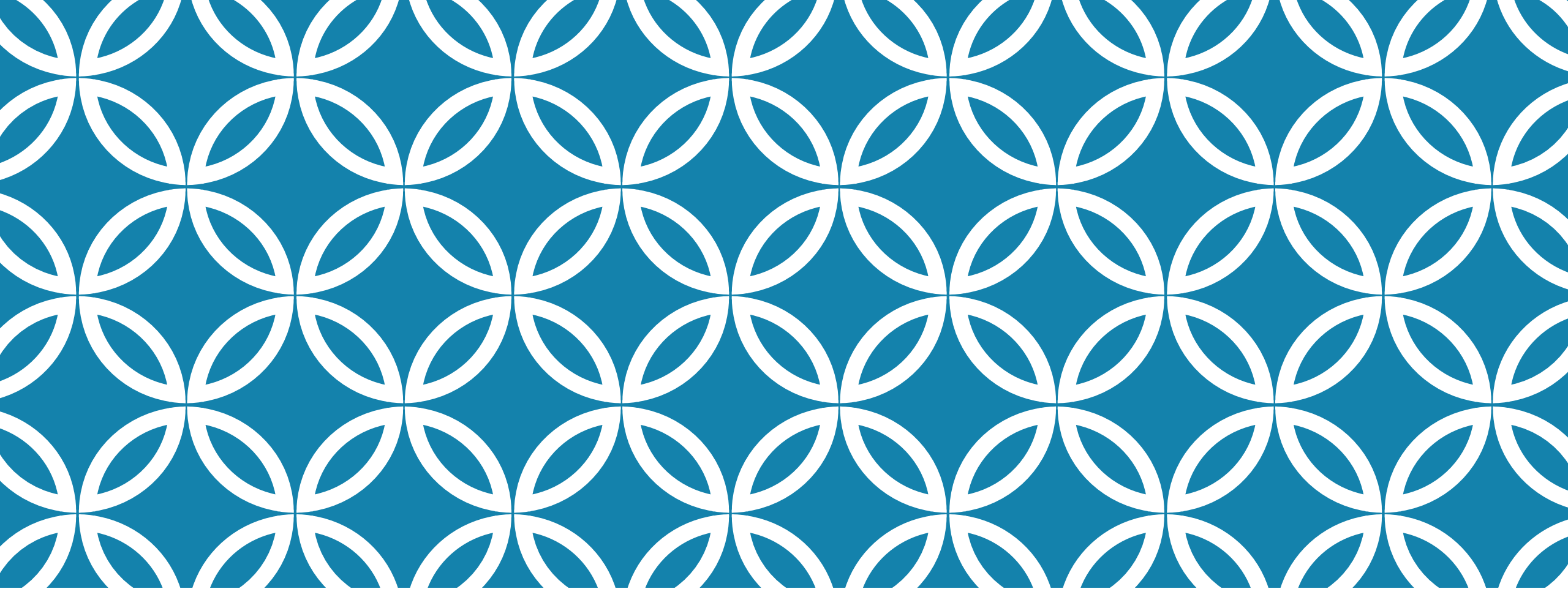
# GREEN WORKSHEET —

## TEST A RANGE OF MATERIALS AT HOME TO SEE IF THEY ARE MAGNETIC

What sorts of materials are magnetic?

Are all metals magnetic?

Can you explain what a magnet is?



TUESDAY 16<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

PSHE

# Aim

I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions.

# Success Criteria

- State me
- State me
  - Sub
- I can sort reasons and opinions into 'for' and 'against'.
- I can explain what I think should happen and give reasons for my opinion.
- I can show empathy for someone else's situation.
- I can reflect on what I have learnt.



WHAT DO WE THINK  
CHIWA'S FAMILY  
SHOULD DO?

Can we give  
reasons for our  
opinions?

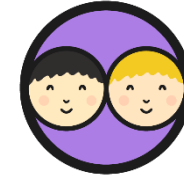






RECONNECTING

# WHAT DO WE KNOW?



In our last session, we looked into Chiwa's dilemma.

Can you remember what it was?

Why was it a dilemma?

With a partner, share all you can remember about the situation Chiwa is in.





EXPLORING

# WHAT DO I THINK?



What do you think Chiwa's family should do?

Should they insist she must leave school and help her mother with household work?

Should they allow Chiwa to stay on at school?

Are there any other options?

Discuss your thoughts with your group and record your ideas on the large piece of paper you have been given. Remember to give reasons for your opinions.

Once you have finished, share your thoughts with the class.

In the end, Chiwa's family decided she had to stay at home to do household work. Chiwa was very disappointed but committed herself to doing what her family wanted. Now she is older, she is working to help people in her community see that all children should have the opportunity to go to school and stay there as they get older. Some charities are helping her with this.

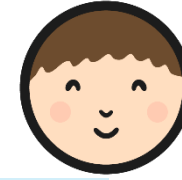
**Consolidating**

**Reflecting**



CONSOLIDATING

# HOW WOULD I FEEL?



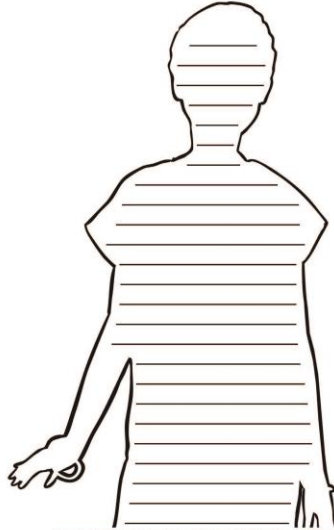
How would you feel if you were Chiwa?

Complete the **How Would I Feel? Activity Sheet**. Use the word bank to help you.

**How Would I Feel?**

Chiwa and her family had a big dilemma to face. In the end, the decision was made not to allow Chiwa to stay on at school. It was a difficult situation for the whole family.

In the outline of Chiwa, write how you would feel if you had been in Chiwa's position. Remember to give reasons for your feelings and opinions.



This resource is aligned with the Learning Outcomes and Core Themes outlined in the PSHE Association's [Curriculum of Study](#).

twinkl PSHE and Citizenship (KS2) / Living in the Wider World / One World / Chiwa's Dilemma 2 / Lesson 3 visit twinkl.com

## Word Bank

happy

angry

sad

understand

disappointed

love

worried

determined

because

opportunity

support

let down



REFLECTING

# WHAT HAVE I LEARNT?



Look at the images.



Take a moment to think about how they make you feel.

What have you learnt from exploring Chiwa's dilemma?

What have you learnt about yourself?

What have you learnt about the world in which we live?

If you feel happy to, share your thoughts with the class.

We can find inequality in different places throughout the world, including in the UK. We can all do little things that help make the world a fairer place for everybody living in it. Treating all people with kindness and respect and valuing and celebrating our wonderfully diverse world is a great place to start!



# WORKSHEET

## How Would I Feel?

Chiwa and her family had a big dilemma to face. In the end, the decision was made not to allow Chiwa to stay on at school. It was a difficult situation for the whole family.

In the outline of Chiwa, write how you would feel if you had been in Chiwa's position. Remember to give reasons for your feelings and opinions.

