

Dear Parents,

Thank you so much for your continued hard work. There has been some real high quality work produced over the last seven weeks, which is credit to the fantastic job you are all doing in this strange situation.

Please find attached a work pack for the next two weeks of Home Based Learning. In addition to the usual Mathematics, Literacy, S.T.E.M and SPaG, I have included French and R.E activities in order to offer some variation.

You may wish to continue to use the suggested timetable from the previous pack as the basis for the completion of these tasks, but if you require further direction or advice on this, please do not hesitate to contact me via email.

It's been amazing to hear from so many of you over the last few weeks, so please do keep the emails and photographs coming! I really hope to see you all soon.

Take care and stay safe.

Mr. P. McLeod
Year 3/4 Teacher

Children recognise tenths and hundredths using a hundred square.

When first introducing tenths and hundredths, concrete manipulatives such as Base 10 can be used to support children's understanding.

They see that ten hundredths are equivalent to one tenth and can use a part-whole model to partition a fraction into tenths and hundredths.

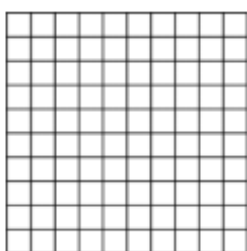
If each row is one row out of ten equal rows, what fraction does this represent?

If each square is one square out of one hundred equal squares, what fraction does this represent?

How many squares are in one row? How many squares are in one column? How many hundredths are in one tenth?

How else could you partition these numbers?

■ If the hundred square represents one whole :



Each square is ___ out of ___ equal squares.

Each square represents $\frac{\square}{\square}$

Each row is ___ out of ___ equal rows.

Each row represents $\frac{\square}{\square}$

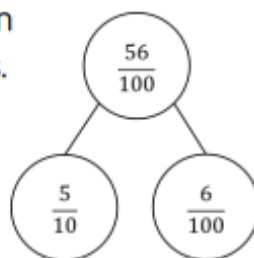
■ Complete the table.

Shaded	Tenths	Hundredths
20 squares	$\frac{2}{10}$	$\frac{20}{100}$
4 columns		
3 rows		
	$\frac{7}{10}$	

■ We can use a part-whole model to partition 56 hundredths into tenths and hundredths.

Partition into tenths and hundredths:

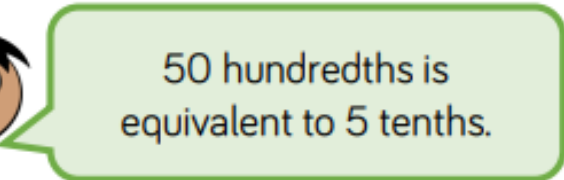
- 65 hundredths
- $\frac{31}{100}$
- 80 hundredths



A blank 6x6 grid of squares. The grid is composed of 6 columns and 6 rows of squares, totaling 36 squares. The grid lines are blue. At each of the 49 intersection points (including the corners and midpoints of the grid lines), there is a small blue dot. The grid is used for drawing a path from the top-left corner to the bottom-right corner, with the path consisting of blue line segments and dots.



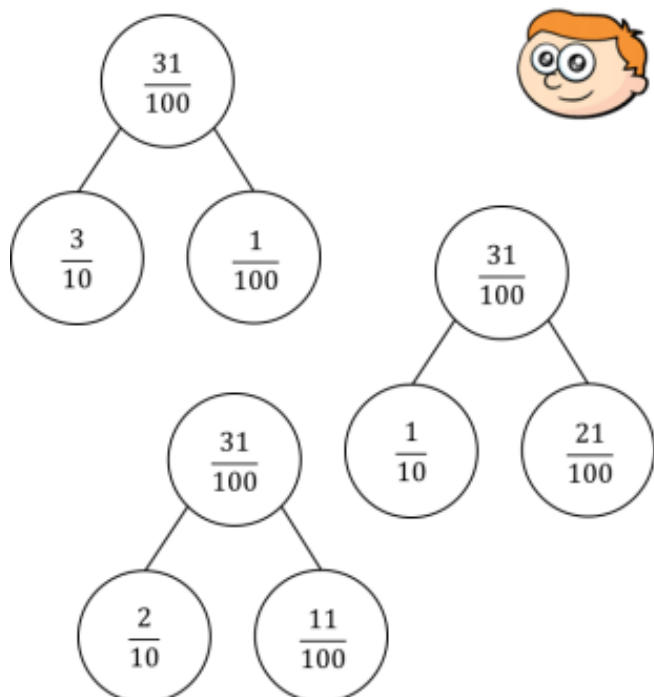
5 hundredths is equivalent to 50 tenths.



Amir

[illegible]

Ron says he can partition tenths and hundredths in more than one way.



Use Ron's method to partition 42 hundredths in more than one way.

Using the hundred square and Base 10, children can recognise the relationship between $\frac{1}{10}$ and 0.1

Children write tenths as decimals and as fractions. They write any number of tenths as a decimal and represent them using concrete and pictorial representations.

Children understand that a tenth is a part of a whole split into 10 equal parts.

In this small step children stay within one whole.

What is a tenth?


How many different ways can we write a tenth?

When do we use tenths in real life?

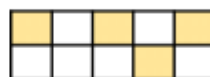
Which representation do you think is clearest? Why?

How else could you represent the decimal/fraction?

Complete the table.

Image	Words	Fraction	Decimal
			
	five tenths		
			0.9

What fractions and decimals are represented in these diagrams?



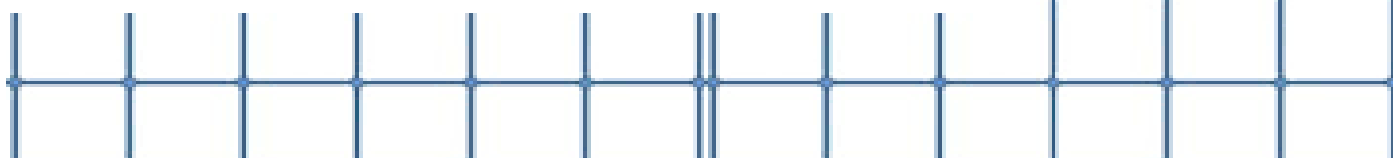
How could you represent these decimals?

0.4

0.8

0.2

What's the same? What's different?



Who is correct?

1.2 is equivalent to 1 whole
and 2 tenths.

Annie



1.2 is equivalent to 12
tenths.

Dexter

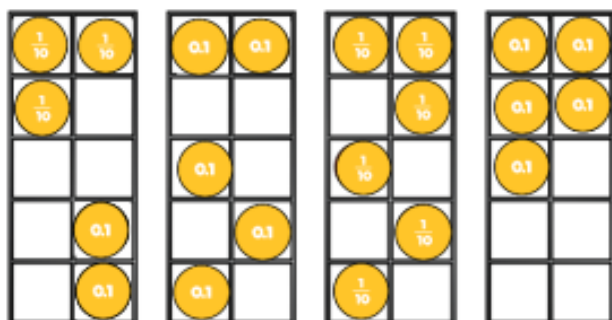
Explain why.

six tens

six tenths

What is the same? What's different?
Show me.

Which ten frame is the odd one out?



Explain your answer.

A large grid for writing the answer, consisting of 10 rows and 10 columns.

Children read and represent tenths on a place value grid. They see that the tenths column is to the right of the decimal point.

Children use concrete representations to make tenths on a place value grid and write the number they have made as a decimal.

In this small step children will be introduced to decimals greater than 1

How many ones are there?

How many tenths are there?


What's the same/different between 0.2, 1.2 and 0.8?


How many different ways can you make a whole using the three decimals?

Why do we need to use the decimal point?

How many tenths are equivalent to one whole?

Complete the stem sentences for the decimals in the place value grid.

Ones	Tenths
	

Ones	Tenths
	

There are ones and tenths.

The decimal represented is

Use counters or place value counters to make the decimals on a place value grid.

0.2 1.2 0.8

Ones	Tenths
3	2

There are ones and tenths.

ones + tenths

= 3 + 0.2

= 3.2

Use the place value grid and stem sentences to describe the decimals:

4.0 5.9 2.2

Use five counters and a place value grid. Place all five counters in either the ones or the tenths column.

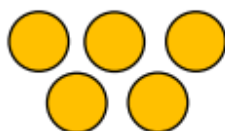
How many different numbers can you make?

Describe the numbers you have made by completing the stem sentences.

There are ones and tenths.

ones + tenths =

Ones	Tenths



A blank grid of 10 columns and 8 rows of squares. The grid is composed of thin blue lines. On the far left, there is a double vertical line, creating a narrow margin. The rest of the grid consists of 10 equal-width columns and 8 equal-height rows. There are small blue dots at each intersection of the grid lines.



Amir



Rosie

Ones	Tenths
	0.1 0.1
	0.1 0.1
	0.1 0.1
	0.1 0.1
	0.1 0.1
	0.1

[illegible]

Children read and represent tenths on a number line.

They link the number line to measurement, looking at measuring in centimetres and millimetres.

Children use number lines to explore relative scale.

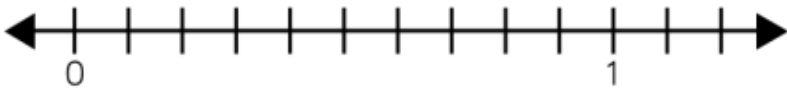
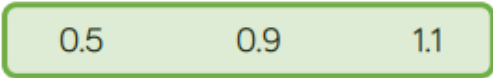
How many equal parts are between 0 and 1?

What are the intervals between each number?

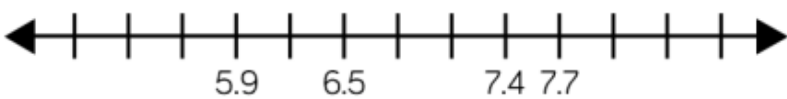
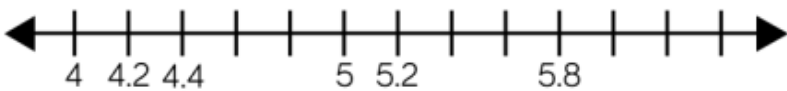
How many tenths are in one whole?

What is 0.1 metres in millimetres?

Place the decimals on the number line.



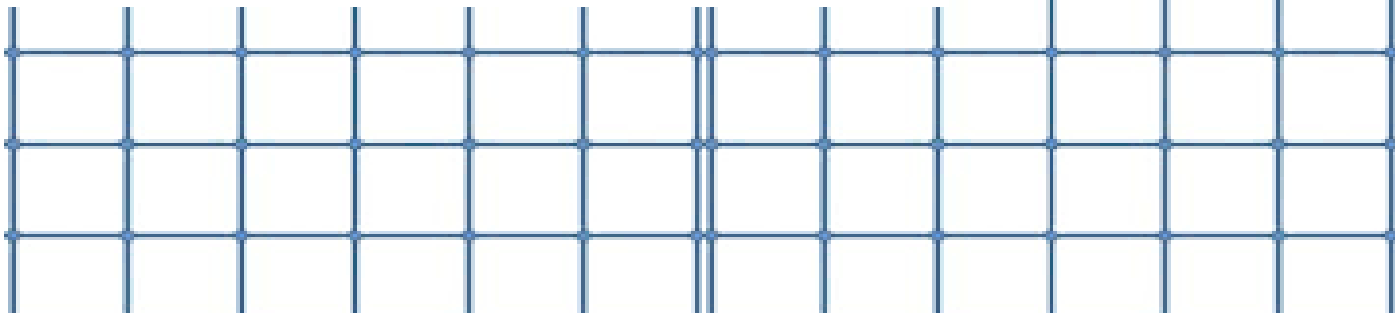
Complete the number lines.



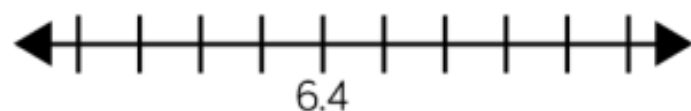
How long is the ribbon?



The ribbon is ____ metres long.

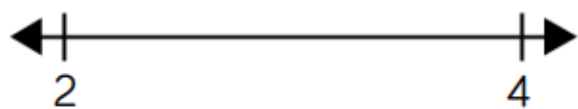


What could the start and end numbers on the number line be?



Explain your reasons.

Place the decimals on the number line.



2.7 2.3 1.9 2.5 2.9 3.2

Which order did you place your numbers on the number line?

Children need to understand when dividing by 10 the number is being split into 10 equal parts and is 10 times smaller.

Children use counters on a place value chart to see how the digits move when dividing by 10. Children should make links between the understanding of dividing by 10 and this more efficient method.

Emphasise the importance of 0 as a place holder.

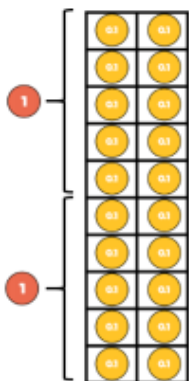
What number is represented on the place value chart?

What links can you see between the 2 methods?

Which method is more efficient?

What is the same and what is different when dividing by 10 on a Gattegno chart compared to a place value chart?

Eva uses counters to make a 1-digit number.



Tens	Ones	Tenths	Hundredths
	● ●		

To divide the number by 10, we move the counters one column to the right.
What is the value of the counters now?

Use this method to solve:

$$3 \div 10 = \square \quad 7 \div 10 = \square \quad \square = 4 \div 10$$

Here is a one-digit number on a place value chart.

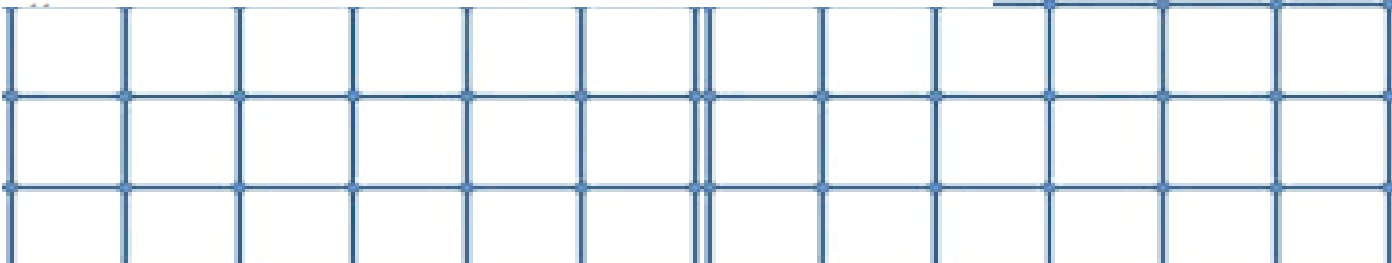
Ones	Tenths
5	

When dividing by 10, we move the digits one place to the _____.

$$5 \div 10 = \square$$

Use this method to solve:

$$8 \div 10 = \square \quad \square = 9 \div 10 \quad 0.2 = \square \div 10$$



Choose a digit card from 1 – 9 and place a counter over the top of that number on the Gattegno chart.

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

Ron says,



To divide by 10, you need to move the counters to the right.

Do you agree? Use the Gattegno chart to explain your reason.

Complete the number sentences.

$$4 \div 10 = 8 \div \square \div 10$$

$$15 \div 3 \div 10 = \square \div 10$$

$$64 \div \square \div 10 = 32 \div 4 \div 10$$

As in the previous step, it is important for children to recognise the similarities and differences between the understanding of dividing by 10 and the more efficient method of moving digits.

Children use a place value chart to see how 2 digit-numbers move when dividing by 10




They use counters to represent the digits before using actual digits within the place value chart.

What number is represented on the place value chart?

Do I need to use 0 as a place holder when dividing a 2-digit number by 10?

What is the same and what is different when dividing by 10 on a Gattegno chart compared to a place value chart?

 Teddy uses counters to make a 2-digit number.


Tens	Ones	Tenths	Hundredths
	 		



To divide the number by 10, we move the counters one column to the right.

What is the value of the counters now?

Use this method to solve:

$$42 \div 10 = \square \quad 35 \div 10 = \square \quad \square = 26 \div 10$$

 Here is a 2-digit number on a place value chart.

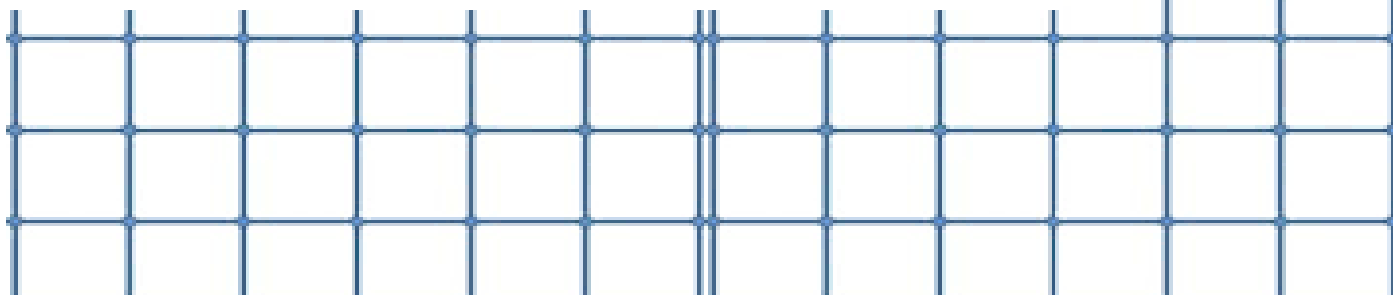
Tens	Ones	Tenths	Hundredths
			

When dividing by 10, we move the digits 1 place to the _____.

$$82 \div 10 = \square$$

Use this method to solve:

$$55 \div 10 = \square \quad \square = 90 \div 10 \quad 3.2 = \square \div 10$$



A blank grid consisting of 6 columns and 8 rows of squares. The grid is formed by blue lines, and there are blue dots at each of the 49 intersection points (7 columns by 7 rows of dots).

A blank grid consisting of 6 columns and 8 rows of squares. The grid is formed by blue lines, and there are blue dots at each of the 49 intersection points (7 columns by 7 rows of dots).

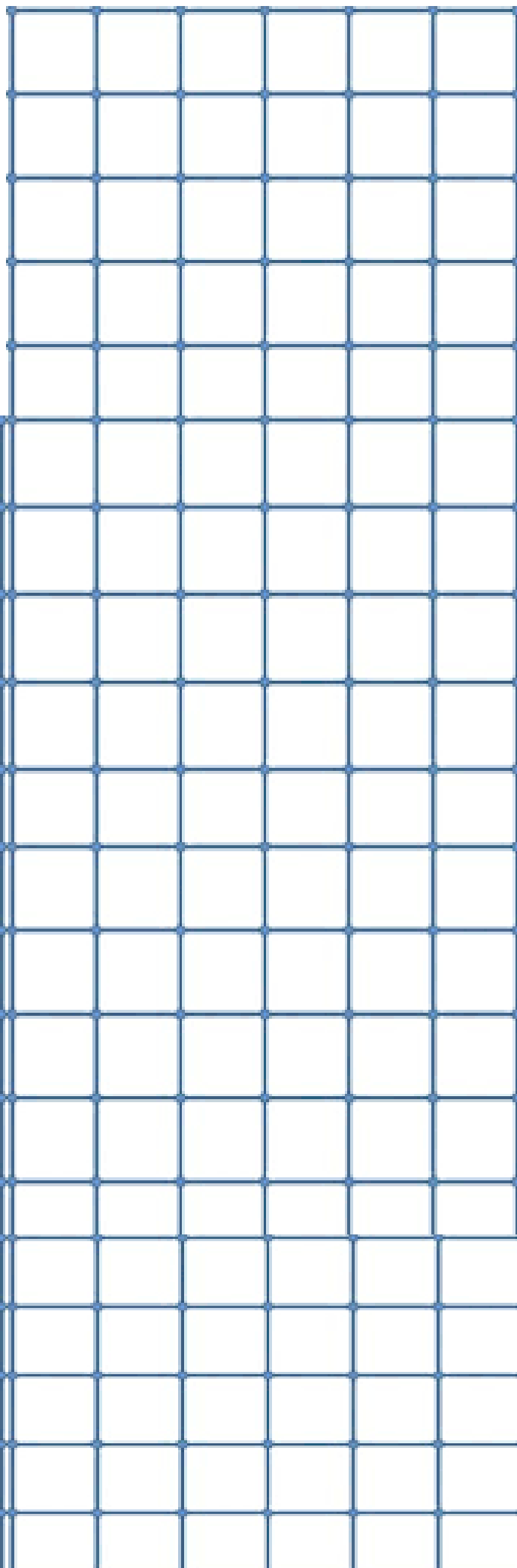
A blank grid of 10 columns and 15 rows, with blue lines and dots at the intersections.

Dexter says,



When I divide a 2-digit number by 10, my answer will always have digits in the ones and tenths columns.

Show that Dexter is incorrect.



Children recognise that hundredths arise from dividing one whole into one hundred equal parts.

Linked to this, they see that one tenth is ten hundredths.


Children count in hundredths and represent tenths and hundredths on a place value grid and a number line.

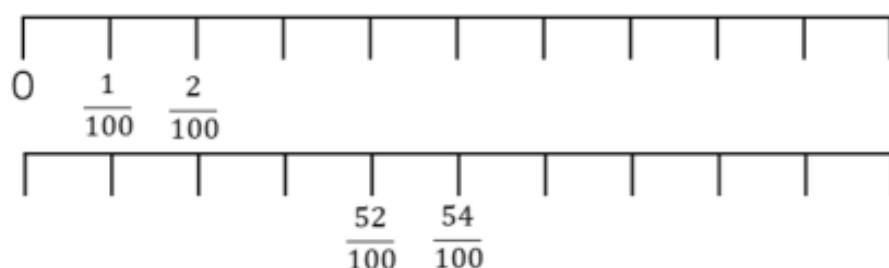
One hundredth is one whole split into how many equal parts?


How many hundredths can I exchange one tenth for?

How many hundredths are equivalent to 5 tenths? How does this help me complete the sequence?

How does Base 10 help you represent the difference between tenths and hundredths?

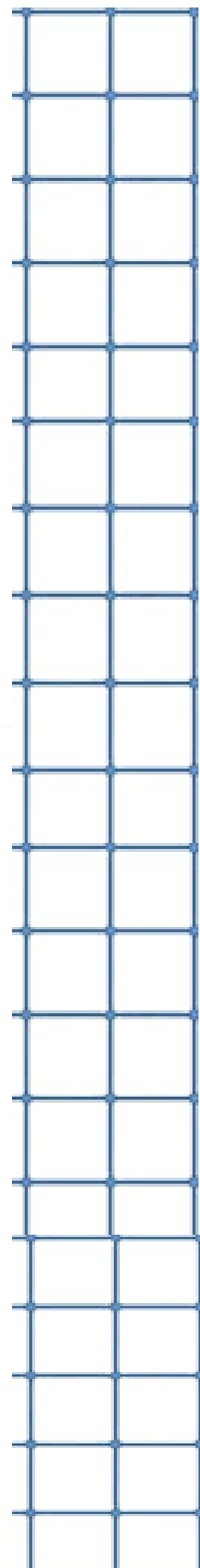
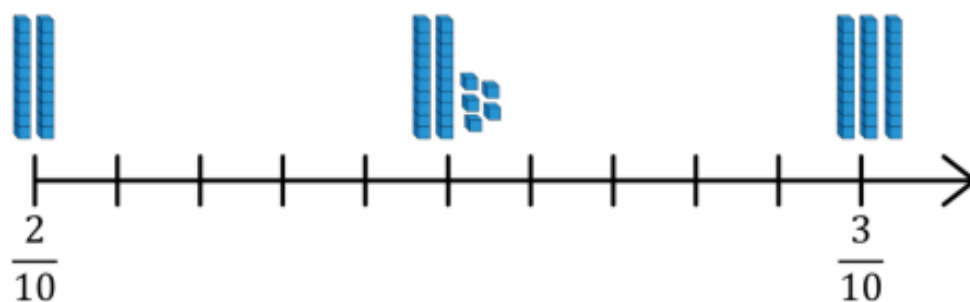
 Complete the number lines.



 Complete the sequences.

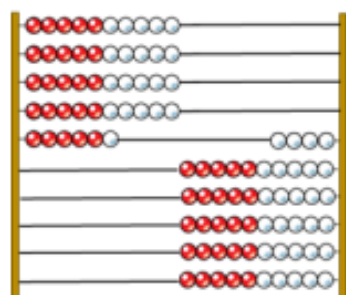
- $\frac{27}{100}, \frac{28}{100}, \square, \square, \frac{31}{100}, \square$
- $\frac{52}{100}, \frac{51}{100}, \frac{5}{10}, \square, \square, \square$

 Use fractions to complete the number lines

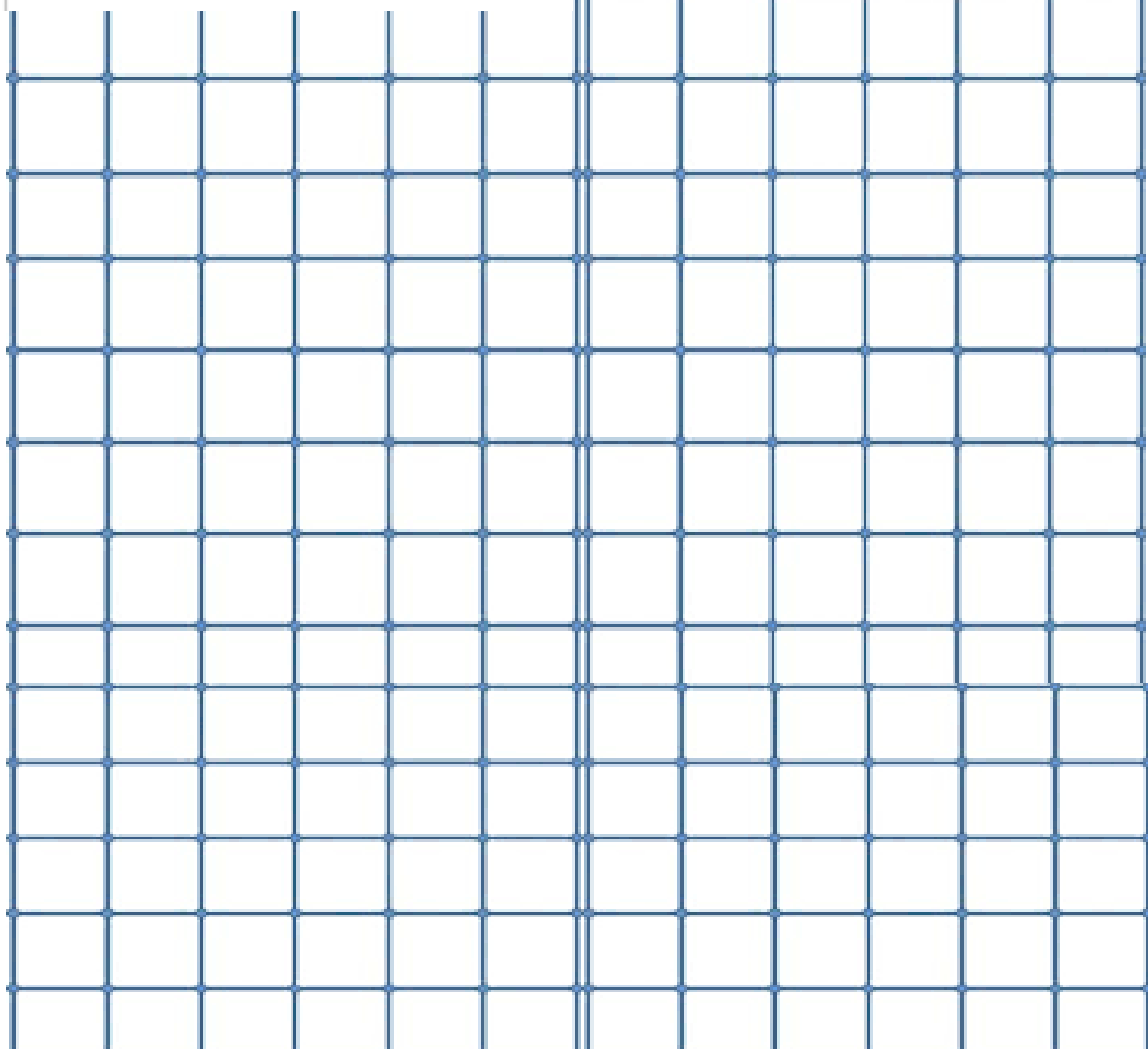


Here is a Rekenrek made from 100 beads.

If the Rekenrek represents one whole, what fractions have been made on the left and on the right?



Can you partition both of the fractions into tenths and hundredths?



Complete the statements.

3 tenths and 2 hundredths = 2 tenths
and hundredths

14 hundredths and 3 tenths = 4 tenths
and hundredths

5 tenths and 1 hundredth < 5 tenths and
 hundredths

5 tenths and 1 hundredth > tenths
and 5 hundredths

Can you list all the possibilities?

A large grid of 10 columns and 15 rows, intended for writing answers.

Using the hundred square and Base 10, children can recognise the relationship between $\frac{1}{100}$ and 0.01

Children write hundredths as decimals and as fractions. They write any number of hundredths as a decimal and represent the decimals using concrete and pictorial representations.

Children understand that a hundredth is a part of a whole split into 100 equal parts.

In this small step children stay within one whole.

One hundredth is one whole split into ____ equal parts.

What is the same and what is different about a number written as a fraction and a number written as a decimal?

What is the same and different between 0.3 and 4 hundredths?


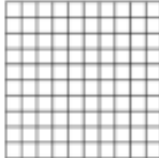
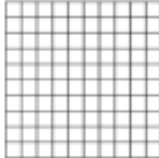
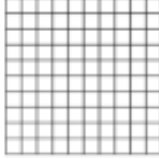
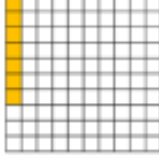

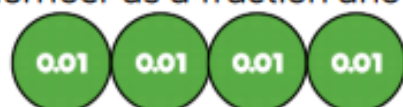
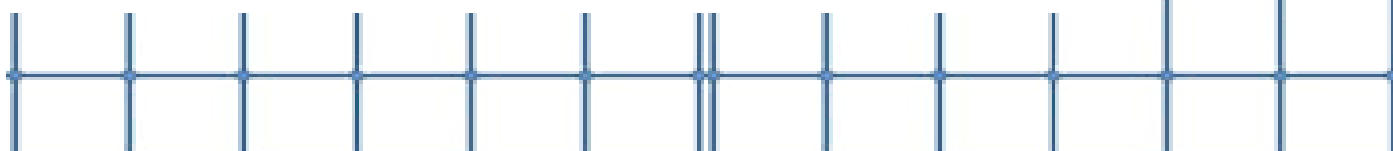
 Complete the table.

Image	Words	Fraction	Decimals
	56 hundredths		
		$\frac{17}{100}$	
			0.2
			

 Write the number as a fraction and as a decimal.



How else could you represent this number?

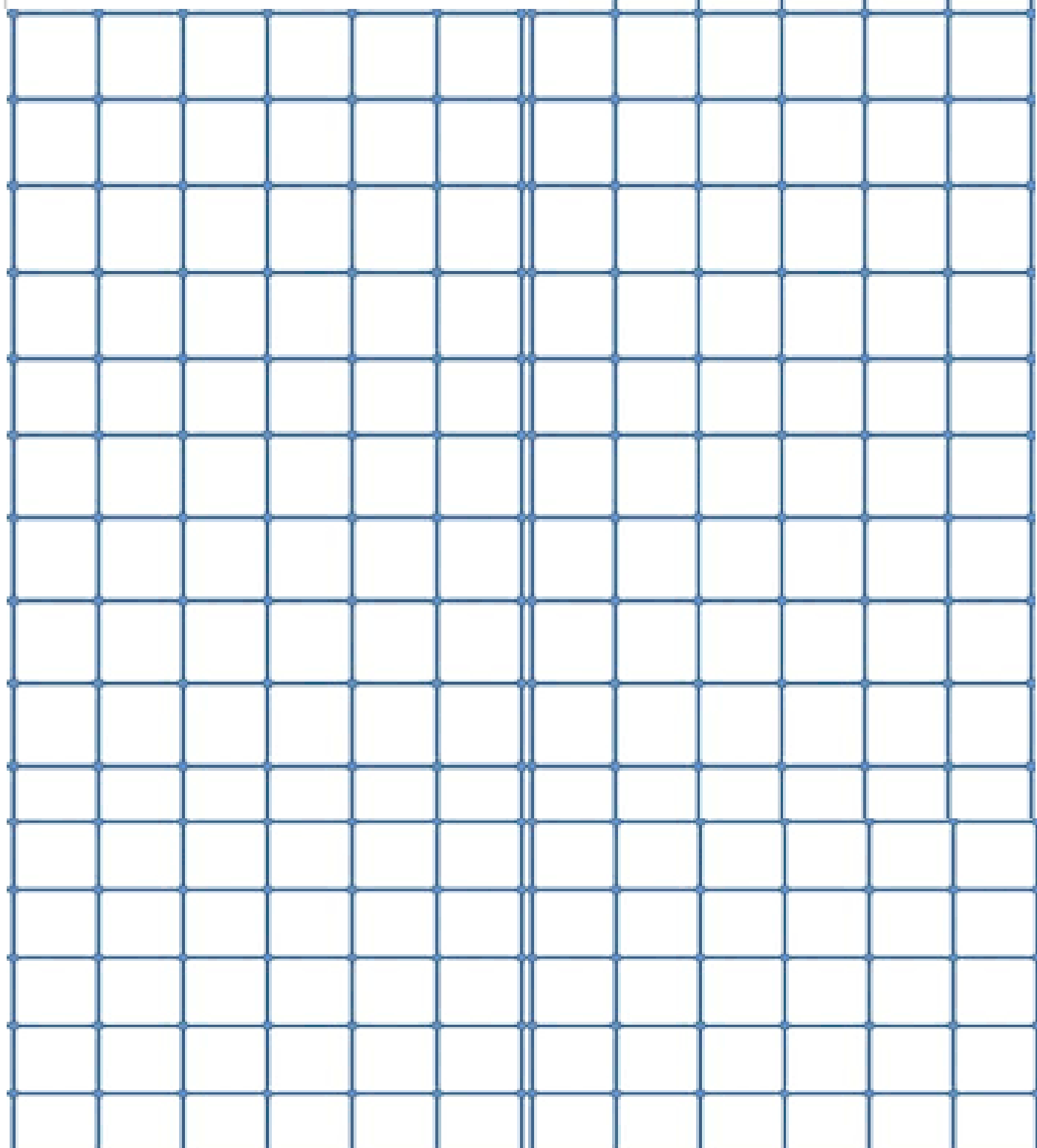
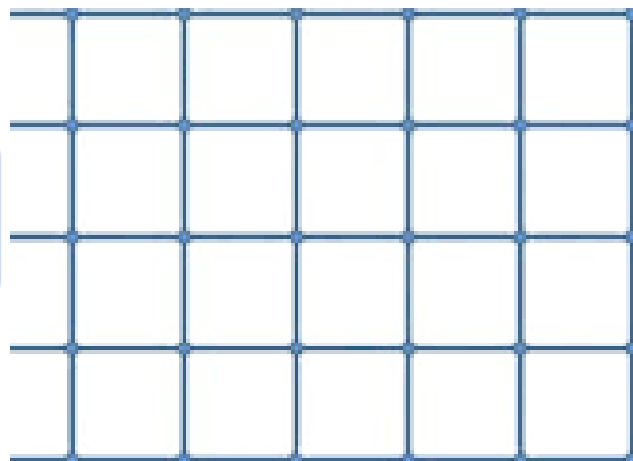


Dora says,

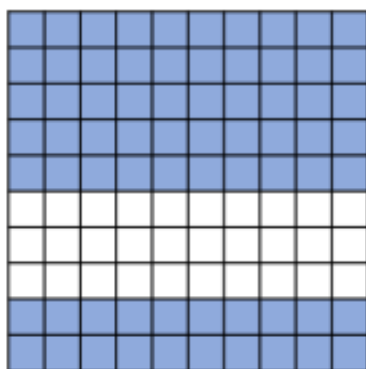


17 hundredths is the
same as 1,700

Is she correct?
Explain your answer.



Alex and Eva have been asked to write the decimal shaded on the 100 grid.

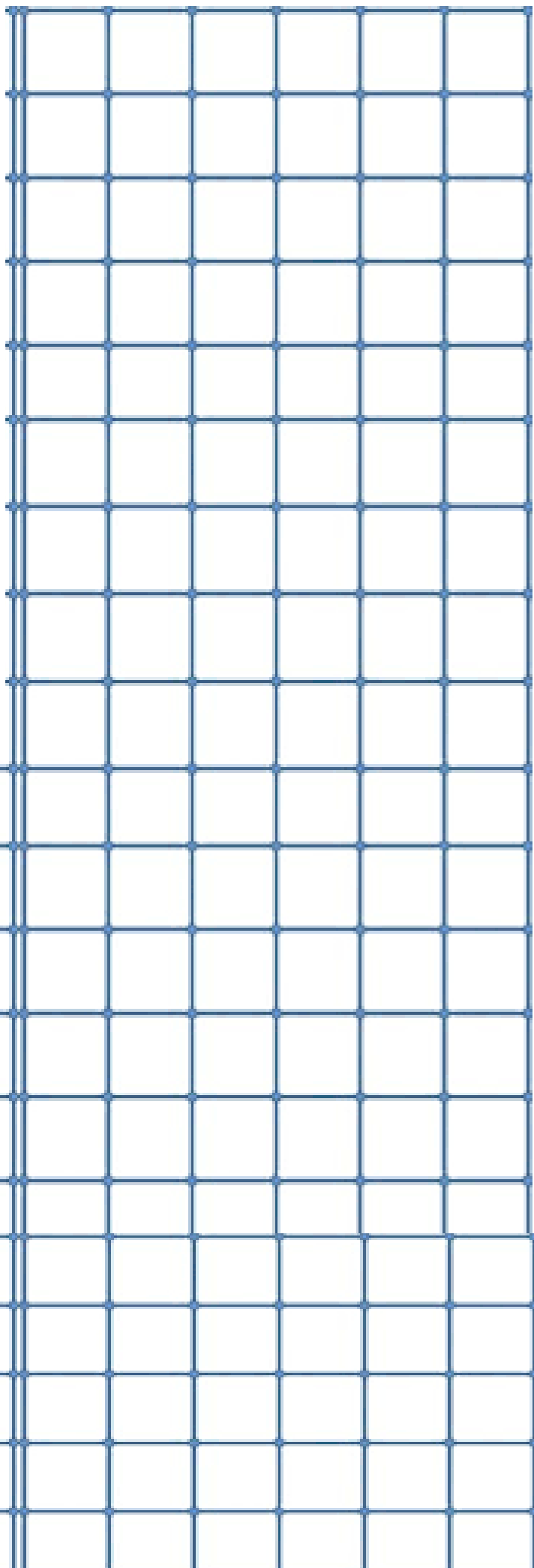


Alex says the grid shows 0.70

Eva says the grid shows 0.7

Who do you agree with?

Explain your answer.



Hidden Numbers!



Find the answers to these sums in the grid!

Numbers to find...

1. $2 \times 10 =$

2. $121 \div 11 =$

3. $8 \div 8 =$

4. $24 \div 12 =$

5. $9 \times 6 =$

6. $2 \times 4 =$

7. $100 \div 10 =$

8. $9 \times 10 =$

9. $7 \times 0 =$

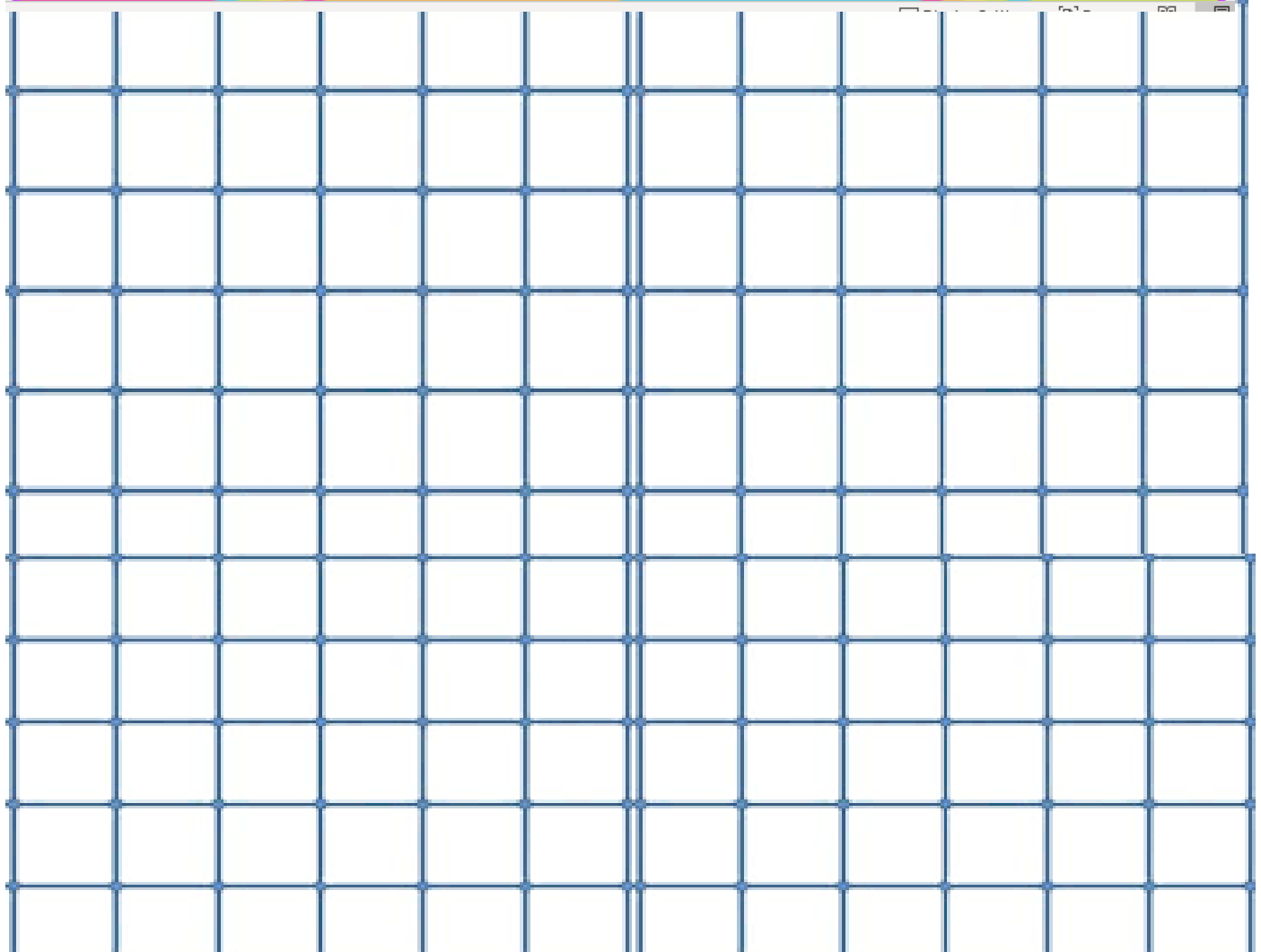
10. $5 \times 3 =$

O	N	E	T	W	O	F	I
W	Y	T	N	E	W	T	E
T	N	Y	I	E	T	I	G
Y	C	T	B	A	G	E	E
T	A	E	A	H	A	D	N
F	Y	N	T	Z	E	R	O
I	F	I	F	T	E	E	N
F	S	N	E	V	E	L	E

Rainbow Multiplication

Can you write out the times tables you are learning using
multi-colours?

Multiplication	Multi-coloured x tables
1 x	
2 x	
3 x	
4 x	
5 x	
6 x	
7 x	
8 x	
9 x	
10 x	



Year 3/4 Presentation Project

"My Lockdown Journey"



I am fascinated to hear how you have spent your time at home during this strange time. In years to come, what we are going through at the moment will be taught in schools, and it would be amazing to be able to look back at your views and feelings on it!

You need to complete this over the remaining time you have at home.

Spend an hour each afternoon (treat it like a "Topic" lesson) on your project. You can present this project using "Powerpoint," "Prezi," or good old fashioned A3 paper!

You could spread this project out over 4-6 afternoons.

1. Your presentation needs to include at least a page on the following headings. You can include more headings and information if you wish, but the ones below are compulsory:

"How I felt when I first heard I'd be learning at home."

"What a normal day in Lockdown looks like."

"Things I really liked about being in Lockdown and why."

"Things I really didn't like about being in Lockdown and why."

"Ten Top tips for surviving Lockdown."

2. Each slide should include labelled pictures of either yourself working, or evidence of things that you have achieved during Lockdown. Your labelling should be concise and specific to what is featured in the picture.

3. You can present your work in PowerPoint or as a hand-made poster. A PowerPoint should be at least 5 slides and a poster should also have a title page (or if you don't have A3 you can use up to 6 pages of A4 paper and stick them together.)

5. As always, think carefully about your presentation. How should you set out your facts? Where would your pictures look best? Would a border make it look neat? Remember to include **subheadings**, a **title** and **colour** to make your fact sheet eye-catching.

6. You can present to whoever is in your house, or ask someone to film your presentation and send it to me.

I'm really excited to see these guys! Take pride in this, as it is your side of this strange story!

Year 3/4 Literacy Project

#3

To write a Biographical text.

By the end of this project, you should be able:

- **To give factual information about people.**
- **To give factual information about events.**

This project is broken down into 5 different sessions. Complete one per day.

Think about a person that you admire. If you're not sure about this, think about authors, sports stars, musicians, parents or friends. It just needs to be someone that you have (or could research) a good depth of knowledge about.

A Biography is a non-fiction text, so must be factually accurate, but must include well chosen language in order to keep the reader interested. It must be written in the third person and is usually in chronological order.

There is a WAGOLL for a book review on the next page, but if you would like to see some more examples, you can find some here:

<http://www.spaghattibookclub.org/>



David Beckham

David Beckham is one of Britain's most famous footballer players. He was captain of the English national team from 2000 to 2006, scored in three different FIFA World Cups, and played midfield for clubs in Manchester, England and Madrid, Spain, before agreeing to move to Los Angeles, to play for Los Angeles Galaxy team on a five year contract beginning on July 1, 2007.

He was born David Robert Joseph Beckham on May 2, 1975
In 1986 he was a Manchester United's mascot for a match against West Ham United.

In the 1998 FIFA World Cup he played all of England's qualifying matches and scored in several important victories. He received a red card for violent conduct in England's match against Argentina. After losing the game England was eliminated, Beckham was made a scapegoat and became the target of criticism and abuse in media.

He had a good season in 1999 - 2000 and helped Manchester United to win the Premier League. At that time, he married singer Victoria Beckham (nee' Adams) from the popular musical group The Spice Girls, and the couple had their first son, Brooklyn, born in 1999.

In February 2003, following the defeat to Arsenal, the Manchester United's manager Alex Ferguson entered the changing room and kicked a football boot that struck Beckham over the eye, causing a cut that required stitches.

He signed a four-year contract with Real Madrid, beginning on July 1, 2003, and worth a potential 40 million dollars. |

In 2005 Beckham became a UNICEF Goodwill Ambassador. He was also involved in promoting London's successful bid for the 2012

Olympic Games. In 2005, he established football academies in Los Angeles and East London.

During the FIFA World Cup 2006, he played for England, and became the first ever English player to score in three World Cups. In the quarter final game against Portugal, Beckham was replaced because of his injury in the middle of the game. Without him the English team lost and was knocked out of the World Cup.

In June 2007 Beckham played his final game for Real Madrid, winning a medal and celebrating with his friends Tom and Katie Cruse, who attended the game.



In 2009, David played on loan at AC Milan to maintain his fitness after ending the season with the Galaxy. He ended up staying with Milan for five months, from January to May 2009. In 2010, he also arranged to embark on a second loan spell at AC Milan from the Galaxy, to play for Milan for another five months.

The Beckhams, who have become known as "Posh and Becks", have three sons: Brooklyn Joseph Beckham (born 1999), Romeo James Beckham (born 2002), and Cruz David Beckham (born 2005) who was named "Cruz" in honor of their friend Tom Cruise. Their daughter Harper Seven Beckham was born on 10th July 2011.



Year 3/4 Literacy Project #3

Day 1

To write a Biography.

In order to write a Biography, you must have an in depth knowledge about the person you are writing about, and the events in their life.

Today, you are to spend your session researching your person at length. I would like you to record your research as a mind map.

Your mind map should include all of the following information:

- 1) When and where they were born.
- 2) What they are famous for
- 3) Five of their main achievements (in chronological order)
- 4) The most recent and up to date information regarding that person.



Year 3/4 Literacy Project #3

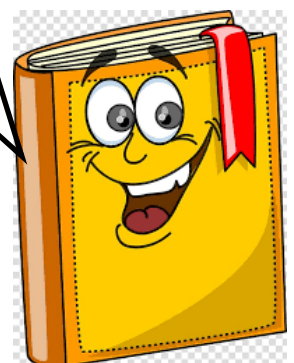
Day 2

To write a Biography.

Your opening paragraph needs to entice your reader into reading the rest of the biography by giving an overview of the person you are writing about. (Refer to the David Beckham WAGOLL)

The paragraph needs to contain the person's full name, their occupation and a brief overview of their career's greatest achievements. All of the content should be concise facts, but could contain powerful adjectives and adverbs to entice your reader.

Plan and draft your opening paragraph.



Year 3/4 Literacy Project #3

Day 3

To write a Biography.

Consider the facts and achievements that you have researched of your person. Spend some time ordering these chronologically.

You should be looking to have 5-10 paragraphs to write about, depending how much you wish to challenge yourself.

Draft these paragraphs on your person's achievements, ensuring that they are written in the **third person**, and ensure to tell the reader **why these achievements were considered so great.**



Year 3/4 Literacy Project #3

Day 4

To write a Biography.

First, proof read, purple polish and up level your paragraphs from yesterday. Ensure you are paying close attention to spelling and grammar (i.e. Commas after fronted adverbials, a range of sentence starters etc.)

Once you have done this, you are going to add your final paragraph. This paragraph should contain the most recent and up to date information about your chosen person. It may well be that the person you are writing about died some time ago. If this is the case, you should give information about how and when this happened.

Proof read and purple polish this paragraph as you did your others.



Year 3/4 Literacy Project #3

Day 5

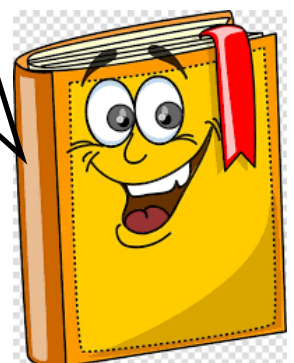
To write a Biography.

BIG WRITE:

Focussing on your presentation, publish your Biography in your best handwriting, ensuring you paragraph and punctuate correctly throughout.

Give yourself an hour. Re-write the ending to your book. Be careful to consider the plot and theme of the book as you do this. If you want to make this session feel really authentic, here is the link to the "Big Write Timer and Music."

http://www.springfield.sheffield.sch.uk/staff/timers/timer_writing.html



Year 4 Grammar

Task 1

1 Add the correct **verb** to the sentence.
was/were

We _____ playing nicely.

There _____ a lot of people
in the building.

2 Add the correct **verb** to the sentence.
was/were

I _____ only joking!

There _____ a small stain on
the carpet.

3 Add the correct **verb** to the sentence.
was/were

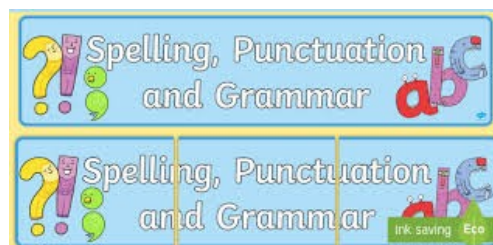
_____ you late?

There _____ a letter on the
floor.

4 Add the correct **verb** to the sentence.
was/were

She _____ annoying me.

There _____ consequences
for her behaviour.



Year 4 Grammar

Task 2

1

Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

The cat screeched all of a sudden!

2

Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

She did a huge stretch in the morning.

3

Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

She tiptoed towards him as quiet as a mouse.

4

Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

Brush your teeth before you go to bed.

5

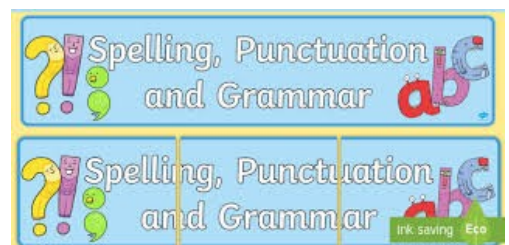
Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

I felt sick immediately.

6

Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

The bird watch vigilantly at the top of the tree.



Year 4 Grammar

Task 3

1

Rewrite the conversation using inverted commas.



2

Rewrite the conversation using inverted commas.



3

Rewrite the conversation using inverted commas.



4

Rewrite the conversation using inverted commas.



5

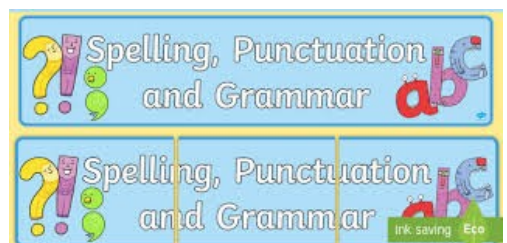
Rewrite the conversation using inverted commas.



6

Rewrite the conversation using inverted commas.





Year 4 Spelling

Below are some Year 4 spellings which are aligned to our current National Curriculum. Choose one word ending from the five available below per week as a focus.

Choose 4-6 words from each section.

Show your child the words, modelling how they are written and read.

If they are unsure of the meaning of any words, provide them with a definition.

Child copy writes these 4-6 words three times.

Remove all visual aid of the spellings and test children on 4-6 words.

Year Four Spellings: aligned to 2014 curriculum

learn length library
material medicine mention minute
natural naughty notice
occasion(ally) often opposite ordinary
particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose
quarter question
recent regular reign remember
sentence separate special straight strange strength suppose surprise
therefore though/although thought through
various
weight woman/women

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidelines for adding prefixes and suffixes are also known.

Examples:

business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as busy + ness, with the y of busy changed to i according to the rule.

disappear: the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix dis- is then simply added to appear.

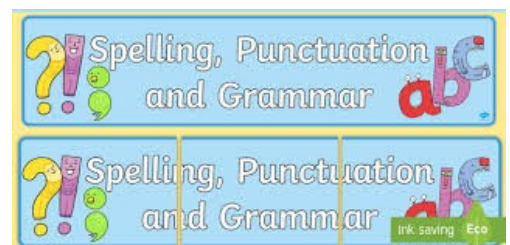
Understanding the relationships between words can also help with spelling.

Examples:

bicycle is cycle (from the Greek for wheel) with bi- (meaning two) before it.

medicine is related to medical so the /s/ sound is spelt as c.

opposite is related to oppose, so the schwa sound in opposite is spelt as o.



Year 3/4 S.T.E.M Project #2



JOURNEYS ON EARTH AND BEYOND

Sneeze zone



About this activity

Achoo! How far can a sneeze travel and how can we prevent others from getting ill? Through this fun activity you can learn more about the spread of microbes and their potential to infect people. You will get to measure the distance and impact of a sneeze by using water in a spray bottle.

Time

30 minutes

Kit list

- 10 sheets of flip chart (A1) paper stuck together to make the sneeze zone
- An empty and clean spray bottle
- Sticky tape
- Gloves
- Sugar paper cut into squares (7cm x 7cm)
- Tape measure (approx. 4 metres long)
- Three different coloured pens (red, blue and black)
- Tissues
- Water

Instructions:

- 1 Stick the pieces of flip chart paper together so that you have a large sheet 4 metres long and 1 metre wide and stick this to the floor with tape. Place a tape measure along one side of the sheet and secure with tape. This is the sneeze zone.
- 2 Everyone should draw a round face or a stick person on a sugar paper square. This represents a person. You will need between 10 and 30 of these. Place the "people" anywhere in the sneeze zone.
- 3 Stand at one end of the sneeze zone and use the "nose" (water sprayer) to sneeze twice (spray the water). Measure how far the water droplets travelled using the ruler on the sneeze zone start mat. Count how many people on the mat were affected by the sneeze. Check each piece of sugar paper for any water marks. If there are any marks, draw a red circle around them.
- 4 Repeat step 3 but this time put a gloved hand in front of the "nose". Count how many people were affected. Draw a blue circle around the water marks (if any) and wipe away the water droplets.
- 5 Repeat a final time but put a tissue in front of the "nose" when you "sneeze". Draw a black circle around the water marks (if any). Wipe away the water droplets.
- 6 Compare the results. What might the problems be with just using your hand to protect others from sneezes? What are the best ways to stop sneezes spreading?

Next steps:

- Discover more about the spread of disease, as well as DNA, genes and genomes and all aspects of their impact on society here: yourgenome.org.
- This activity can be put towards a CREST SuperStar Award and there are plenty more online activities you could try for free. For more information, follow this link: crestawards.org/crest-superstar



Year 3/4 French

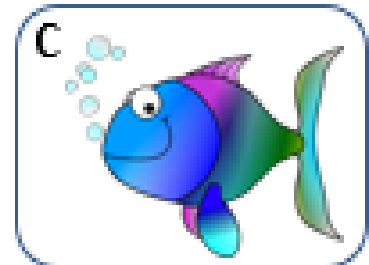
Try pronouncing these words!



chien



souris



poisson



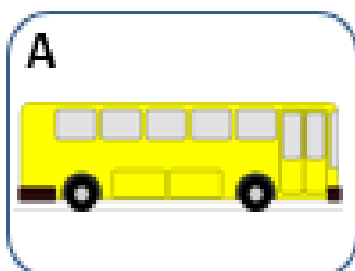
thé



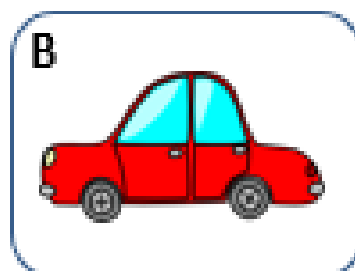
chocolat



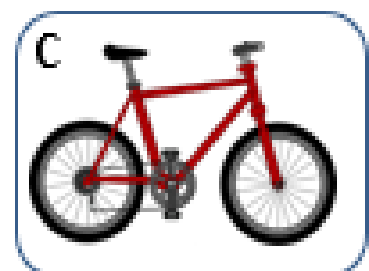
café



autobus



voiture



vélo



gris



blanc



rose

Year 3/4 R.E.

Can you read and order "The Story of Ganesha?"



Year 3/4 R.E.



Ganesh's mother was the goddess Parvati and his father was the god Shiva. One day, not long before Ganesh was born, his father Shiva went on a journey, leaving Parvati at home. Shiva was away for many years, and during that time Ganesh grew from a baby to a young man.

One spring morning Ganesh was outside when he saw a stranger with long, matted hair, wearing animal skin and with snakes wriggling about him.

The stranger wanted to come into the house!
He looked frightening and dangerous.



Year 3/4 R.E.

Ganesh stood in front of him and tried to stop him because he wanted to protect his mother. What Ganesh didn't know was that this stranger was his father Shiva, and Shiva didn't know that the boy was his son Ganesh. Shiva is known as a quick-tempered god, and he didn't like anyone standing in his way. So he took his sword and cut off the head of Ganesh!



At that moment Parvati came out, to see her husband with his sword in his hand and her son lying on the ground. 'What have you done, what have you done?' she cried. 'You have killed our son.' Shiva was truly sorry and promised to make things right again, by replacing Ganesh's head with the head of the first living creature he saw.



Year 3/4 R.E.

He searched for many miles. What animal do you think he saw? The first creature he saw was a baby elephant. And that's why Ganesh has the head of an elephant and the body of a man. He has a rather chubby body too, because he is said to like eating sweet things.



Hindus celebrate the birth of Ganesh. In many places they make special images of Ganesh and pray to them. They offer him sweet puddings because they know he likes sweet things. They let off fireworks. They make huge images of him and take them on processions.



Year 3/4 R.E.

Ganesh is known for his beautiful handwriting and good spelling. If you see a picture of him, you will see that he is holding one of his own tusks, dipped in ink, in one hand and a scroll of paper in the other. It is said that one of the longest poems in the world, telling one of the most important stories for Hindus (the Mahabharata), was dictated to Ganesh, and that he used the pointed end of his tusk dipped in ink to write down the words.



Most importantly, Hindus pray to Ganesh before they start anything new, like getting married, moving house, starting a journey, or taking an exam.



His image is sometimes placed where new houses are to be built. Hindus believe Ganesh is 'the remover of obstacles': he helps with problems or difficulties that get in the way.

Year 3/4 R.E.

- Hindus pray to Ganesh because they believe he is wise and he helps at the beginning of new projects or when they start new things.
- There are new things that might be happening in our lives soon, you will be going into new classes at school.
- What words could you use to describe what it feels like to start something new? e.g. scared, excited, not sure what will happen.
- What helps you when you have to do something new? e.g. talking to a friend or someone in your family, thinking carefully about what you will do, asking for God to help.

Year 3/4 R.E.

<p>The first thing that Shiva saw was an elephant. He put the elephant's head on the boy, and Ganesha was created.</p>	<p>The first thing that Shiva saw was an elephant. He put the elephant's head on the boy, and Ganesha was created.</p>
<p>When Shiva returned, Parvati was in her bath, and Parvati had given Ganesha strict instructions not to let anyone in.</p>	<p>When Shiva returned, Parvati was in her bath, and Parvati had given Ganesha strict instructions not to let anyone in.</p>
<p>Shiva gave Ganesha special powers. Since then, no activity is begun without worshipping Ganesha first.</p>	<p>Shiva gave Ganesha special powers. Since then, no activity is begun without worshipping Ganesha first.</p>
<p>Parvati was very upset. She explained to Shiva that the boy was her son.</p>	<p>Parvati was very upset. She explained to Shiva that the boy was her son.</p>
<p>Many years ago, the God Shiva was away from his wife for a long, long time. While he was away, Parvati used her special powers to create a son, Ganesha, who would protect her and her house.</p>	<p>Many years ago, the God Shiva was away from his wife for a long, long time. While he was away, Parvati used her special powers to create a son, Ganesha, who would protect her and her house.</p>
<p>Shiva was sorry. He said he would bring the boy back to life by finding a new head for him.</p>	<p>Shiva was sorry. He said he would bring the boy back to life by finding a new head for him.</p>
<p>Shiva became angry, and chopped off Ganesha's head.</p>	<p>Shiva became angry, and chopped off Ganesha's head.</p>

Year 3/4 R.E.