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 build on their understanding of pictograms from Year 2. They continue to read and interpret information in order to answer questions about the data. It is important that children understand the value of each symbol used and what it means when half a symbol is used.

Children construct pictograms and choose an appropriate key. Encourage children to carry out their own data collection.

What is each symbol worth?

What does half of the symbol represent? Is it always possible to use half of a symbol? Why?

What other questions could you ask about the pictogram?

What would each symbol represent in your pictogram? Have you used the same key as a friend? Could it be represented in different ways?

---

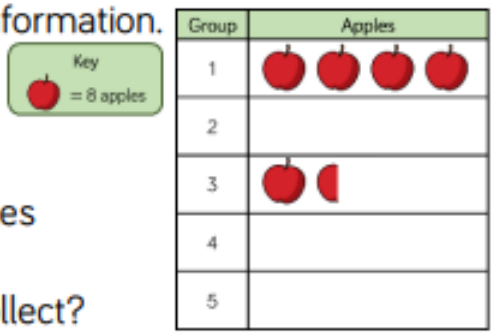
4 classes are recording how many books they read in a week.
Here are the results of how many books they read last week.

- Which class read the most books?
- Which class read the least books?
- How many more books did Class 4 read than Class 2?

Complete the pictogram using the information.

- Group 2 collected 40 apples.
- Group 4 collected half as many apples as Group 1
- Group 5 collected 20 more apples than Group 3

How many apples did each group collect?



Class 3 are counting the colour of cars that pass the school.

Red	Blue	Black	Silver	White	Other
12	6	14	10	14	2

Draw a pictogram to represent their findings.

Ron, Amir and Alex record the scores of six football matches. Unfortunately, Ron spilt paint on them.

Record the results based on what the children remember.

Match	Number of goals ⚽ = 2 goals
1	
2	⚽⚽⚽
3	⚽
4	
5	⚽⚽⚽⚽
6	⚽

Match 1 had 3 more goals than match 3

Match 6 had 1 less goal than match 2

Match 4 had twice as many goals as match 3

Whitney and Teddy are making pictograms to show how many chocolate eggs each class won at the school fair.

Class	Number of eggs
1	🥚🥚🥚🥚🥚
2	🥚🥚🥚🥚🥚
3	🥚🥚🥚🥚🥚🥚🥚
4	🥚🥚🥚🥚🥚
5	🥚🥚🥚
6	🥚🥚🥚🥚🥚🥚

Key
🥚 = 5 eggs

Class	Number of eggs
1	🥚🥚🥚
2	🥚🥚🥚
3	🥚🥚🥚🥚
4	🥚🥚🥚
5	🥚🥚
6	🥚🥚🥚◖

Key
🥚 = 10 eggs

What's the same and what's different about their pictograms?
Whose pictogram do you prefer and why?

Children interpret information in pictograms and tally charts in order to construct bar charts. They interpret information from bar charts and answer questions relating to the data.

Children read and interpret bar charts with scales of 1, 2, 5 and 10. They decide which scale will be the most appropriate when drawing their own bar charts.

What's the same and what's different about the pictogram and the bar chart?

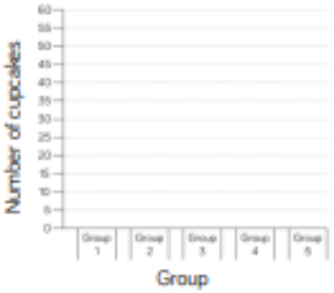
How does the bar chart help you understand the information?

Which scale should we use? How can we decide whether to have a scale going up in intervals of 1, 2, 5 or 10?

What other questions could you ask about the bar chart?

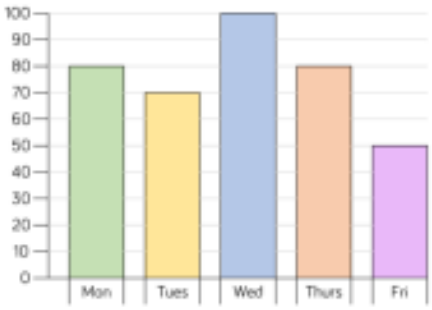
Use the information from the pictogram to complete the bar chart.

Key
= 5 cupcakes



A bar chart to show the number of cupcakes eaten

The bar chart shows how many children attend after school clubs.



Which day is the most popular?
Which day is the least popular?
What is the difference between the number of children attending on Tuesday and on Thursday?
What information is missing from the bar chart?

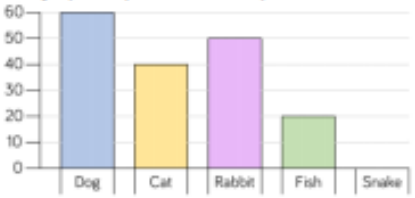
Here is a tally chart showing the number of children in each sports club.
Draw a bar chart to represent the data.

Sport	Tally	Total
Football	𝍸 𝍸 𝍸	15
Tennis	𝍸 𝍸 IIII	
Rugby	𝍸 𝍸 𝍸 III	
Cricket	𝍸 𝍸 II	
Basketball	𝍸 III	

Which would be more suitable to represent this information, a bar chart or a pictogram?
Explain why.

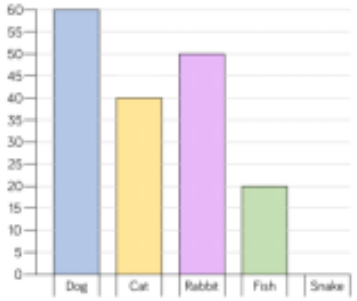
Child	Number of Skips in 30 Seconds
Teddy	12
Annie	15
Whitney	17
Ron	8

Rosie and Jack have drawn bar charts to show how many people have pets



Rosie says,

I asked more people because my scale goes up in larger jumps.



Jack says,

I asked more people because my bars are taller.

Who is correct? Explain why.

Children interpret information from tables to answer one and two-step problems.

They use their addition and subtraction skills to answer questions accurately and ask their own questions about the data in tables.

What information can we gather from the table?

Can you explain to a friend how to read the table?

Where do we need to use tables in real life?

What other questions could I ask and answer using the information in the table?

The table shows which sports children play.

	Whitney	Jack	Eva	Mo	Teddy	Annie
Football	✓		✓	✓		✓
Rugby			✓		✓	
Tennis	✓	✓		✓		✓
Cricket			✓		✓	
Basketball		✓	✓	✓		✓

How many children play tennis?
Which sports does Mo play?
Which children play football and tennis?
Which child plays the most sport?

The table shows the increase in bus ticket prices.

- The cost of Ron's new ticket is 60p. How much was his ticket last year? How much has the price increased by?
- Which ticket price has increased the most from 2016 to 2017? Which ticket price has increased the least?

1st January	
2016	2017
44p	49p
56p	60p
64p	69p
76p	85p
85p	93p
98p	£1.03
£1.05	£1.11

How many questions can you create for your partner about this table?

Day	Number of hours shop is open
Monday	8
Tuesday	8
Wednesday	4
Thursday	10
Friday	7
Saturday	12

Eva has created a table to show how many boys and girls took part in after school clubs last week.

Day	Boys	Girls
Monday	11	9
Tuesday	18	12
Wednesday	13	11
Thursday	8	8
Friday	9	7

Eva says,

Is Eva correct?

Explain why.

Children add lengths given in different units of measurement. They convert measurements to the same unit of length to add more efficiently. Children should be encouraged to look for the most efficient way to calculate and develop their mental addition strategies.

This step helps prepare children for adding lengths when they calculate the perimeter.

How did you calculate the height of the tower?

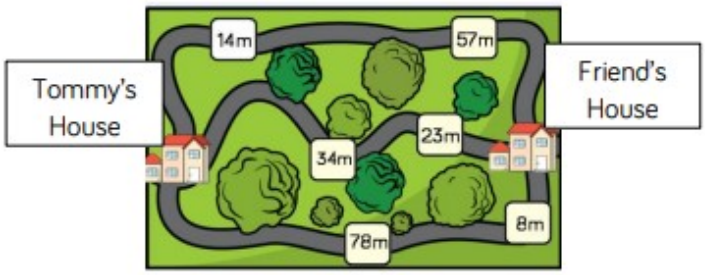
Estimate which route is the shortest from Tommy's house to his friend's house.

Which route is the longest?

Why does converting the measurements to the same unit of length make it easier to add them?

- Ron builds a tower that is 14 cm tall.
  Jack builds a tower than is 27 cm tall.
  Ron puts his tower on top of Jack's tower.
  How tall is the tower altogether?

- Tommy needs to travel to his friend's house.
  He wants to take the shortest possible route.
  Which way should Tommy go?



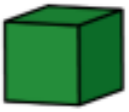
- Miss Nicholson measured the height of four children in her class.
  What is their total height?

95 cm	1 m and 11 cm	1 m and 50 mm	89 cm

Eva is building a tower using these blocks.

100 mm

80 mm



50 mm

How many different ways can she build a tower measuring 56 cm?
Can you write your calculations in mm and cm?

Eva and her brother Jack measured the height of their family.

134 cm	1 m and 60 cm	1 m and 85 cm	1 m and 10 cm

Eva thinks their total height is 4 m and 55 cm

Jack thinks their total height is 5 m and 89 cm

Who is correct? Prove it.

Children use take-away and finding the difference to subtract lengths. Children should be encouraged to look for the most efficient way to calculate and develop their mental subtraction strategies.

This step will prepare children for finding missing lengths within perimeter.

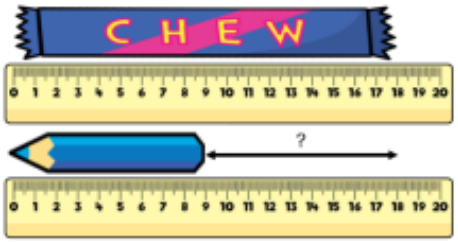
What is the difference between the length of the two objects? How would you work it out?

How are Alex's models different? How are they the same?

Which model do you prefer? Why?

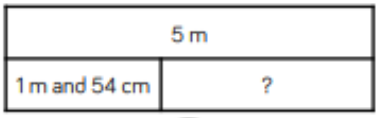
What is the most efficient way to subtract mixed units?

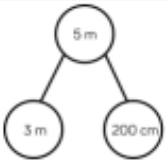
Find the difference in length between the chew bar and the pencil.



The chew bar is ___ cm long.
The pencil is ___ cm long.
The chew bar is ___ cm longer than the pencil.

Alex has 5 m of rope. She uses 1 m and 54 cm to make a skipping rope. She works out how much rope she has left using two different models.





$5\text{ m} - 1\text{ m} = 4\text{ m}$
$4\text{ m} - 54\text{ cm} = 3\text{ m } 46\text{ cm}$

$200\text{ cm} - 154\text{ cm} = 46\text{ cm}$
$3\text{ m} + 46\text{ cm} = 3\text{ m } 46\text{ cm}$

Use the models to solve:

- Mrs Brook's ball of wool is 10 m long. She uses 4 m and 28 cm to knit a scarf. How much does she have left?
- A roll of tape is 3 m long. If I use 68 cm of it wrapping presents, how much will I have left?

A bike race is 950 m long.
Teddy cycles 243 m and stops for a break.
He cycles another 459 m and stops for another break.
How much further does he need to cycle to complete the race?

A train is 20 metres long.
A car is 15 metres shorter than the train.
A bike is 350 cm shorter than the car.

Calculate the length of the car.
Calculate the length of the bike.
How much longer is the train than the bike?



Annie has a 3 m roll of ribbon.

She is cutting it up into 10 cm lengths.
How many lengths can she cut?

Annie gives 240 cm of ribbon to Rosie.
How much ribbon does she have left?
How many 10 cm lengths does she have left?

Children are introduced to perimeter for the first time. They explore what perimeter is and what it isn't.

Children measure the perimeter of simple 2-D shapes. They may compare different 2-D shapes which have the same perimeter.

Children make connections between the properties of 2-D shapes and measuring the perimeter.

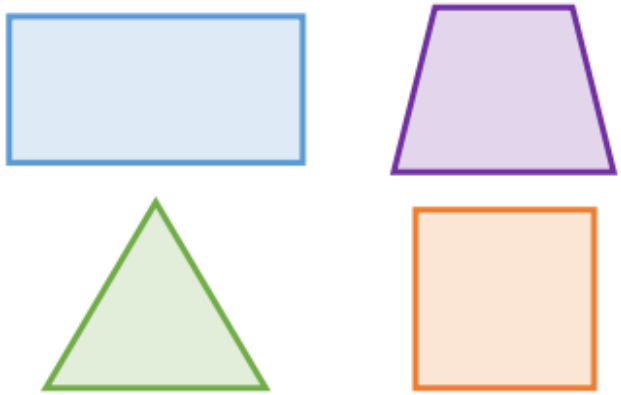
What is perimeter?
Which shape do you predict will have the longest perimeter?
Does it matter where you start when you measure the length of the perimeter? Can you mark the place where you start and finish measuring?
Do you need to measure all the sides of a rectangle to find the perimeter? Explain why.

- Using your finger, show me the perimeter of your table, your book, your whiteboard etc.

- Tick the images where you can find the perimeter.

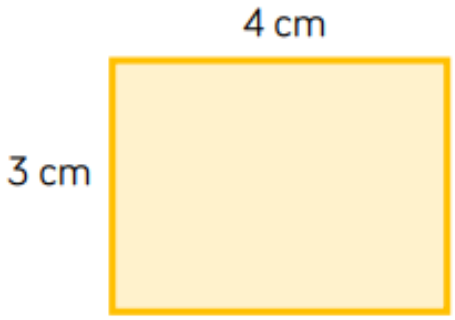
Explain why you can't find the perimeter of some of the images.

- Use a ruler to measure the perimeter of the shapes.



Amir is measuring the shape below.
He thinks the perimeter is 7 cm.

Can you spot his mistake?

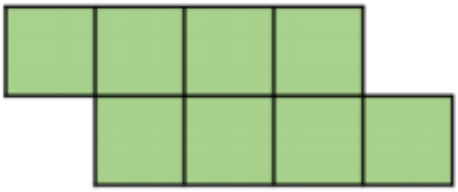


Whitney is measuring the perimeter of a square.
She says she only needs to measure one side of the square.

Do you agree?
Explain your answer.

Here is a shape made from centimetre squares.

Find the perimeter of the shape.



Can you use 8 centimetre squares to make different shapes?

Find the perimeter of each one.

Children use their understanding of the properties of shape to calculate the perimeter of simple 2-D shapes.

It is important to note they will not explore the formula to find the perimeter of a rectangle at this point.

They explore different methods for calculating the perimeter of a shape. For example, they may use repeated addition or they may make connections to multiplication.

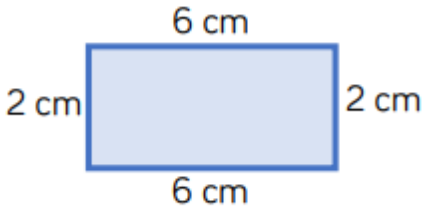
How can we calculate the perimeter of each shape?

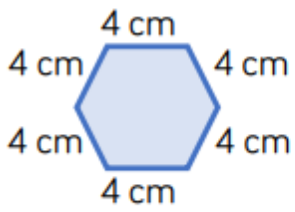
Can we calculate the perimeter using a different method?

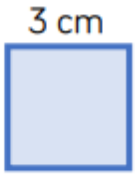
What is the same about the two methods? What is different?

How can we work out the length of the missing side? What other information do we know about the rectangle? Can we write on the lengths of all the sides?

Calculate the perimeter of the shapes.

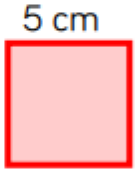




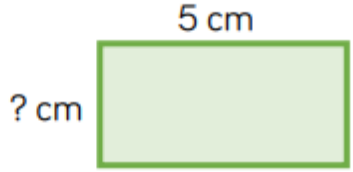


Can you find more than one way to calculate the perimeter?

Use two different methods to calculate the perimeter of the squares.



What is the length of the missing side?



Perimeter = 16 cm

Teddy says,

You only need to know the length of one side of these 2-D shapes to work out the perimeter.

Do you agree with Teddy?
Explain your answer.

Each side of this shape is of equal length.
The perimeter is 60 cm.
How long is each side?

How many different rectangles can you draw with a perimeter of 20 cm?

Hidden Numbers!

Find the answers to these sums in the grid!

Numbers to find...
1. 2 x 10 =
2 121 ÷ 11 =
3. 8 ÷ 8 =
4. 24 ÷ 12 =
5. 9 x 6 =
6. 2 x 4 =
7. 100 ÷ 10 =
8. 9 x 10 =
9. 7 x 0 =
10. 5 x 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.spaghettibookclub.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. I

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 3 Grammar

Task 1

1 Add **a** or **an** to complete the sentences.

I would like _____ unicorn, please.

2 Add **a** or **an** to complete the sentences.

I have got a bike and _____ helmet.

3 Add **a** or **an** to complete the sentences.

It is such _____ shame!

4 Add **a** or **an** to complete the sentences.

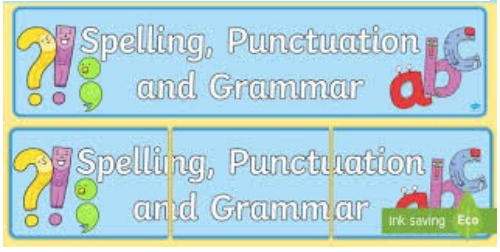
It was _____ exciting moment.

5 Add **a** or **an** to complete the sentences.

Can I have _____ extra go?

6 Add **a** or **an** to complete the sentences.

There's _____ huge elephant!



Year 3 Grammar

Task 2

1 Tick the boxes where **inverted commas** should go.

Tia moaned, Can't I have a shower later?

2 Tick the boxes where **inverted commas** should go.

Come here, now! Mum shouted.

3 Tick the boxes where **inverted commas** should go.

I'm losing! Malachi cried.

4 Tick the boxes where **inverted commas** should go.

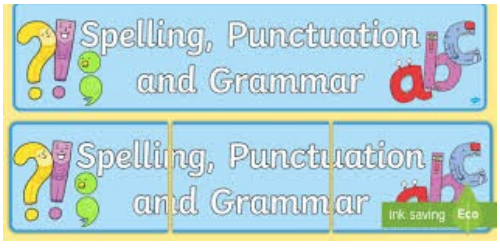
Can I have two slices, please? she asked.

5 Tick the boxes where **inverted commas** should go.

All aboard the plane! the man called.

6 Tick the boxes where **inverted commas** should go.

Give me one! Gina whined.



Year 3 Grammar

Task 3

1 Draw a line to match the **prefix** to the correct word.

Prefix	Word
super	correction
sub	social
auto	star
anti	merge

2 Draw a line to match the **prefix** to the correct word.

Prefix	Word
ir	septic
sub	appoint
re	conscious
anti	rational

3 Draw a line to match the **prefix** to the correct word.

Prefix	Word
super	relevant
ir	organise
dis	clockwise
anti	man

4 Draw a line to match the **prefix** to the correct word.

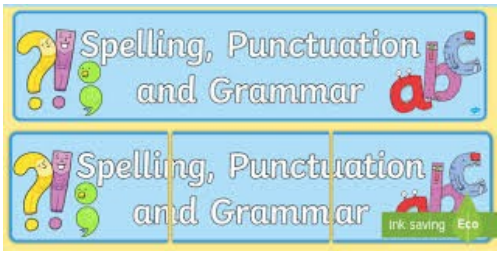
Prefix	Word
ir	biotic
sub	arrange
re	responsible
anti	total

5 Draw a line to match the **prefix** to the correct word.

Prefix	Word
dis	legal
il	mortal
im	liked
in	secure

6 Draw a line to match the **prefix** to the correct word.

Prefix	Word
il	active
in	legible
im	honest
dis	balanced



Year 3 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.

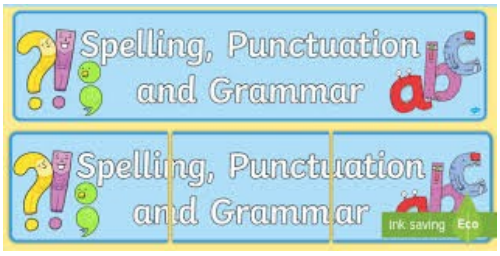
Show your child the words, modelling how they are written and read.

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.

-sure	Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure.	measure treasure pleasure enclosure composure closure disclosure enclosure leisure pressure exposure reassure
-ture	The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word	The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with	picture feature adventure miniature signature temperature manufacture adventure capture creature figure furniture future manufacture
	ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	an er ending – e.g. teacher, catcher, richer, stretcher.	mixture nature picture premature puncture signature temperature vulture
-sion	Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion	collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion repulsion revision supervision television transfusion



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

BRITISH SCIENCE WEEK

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

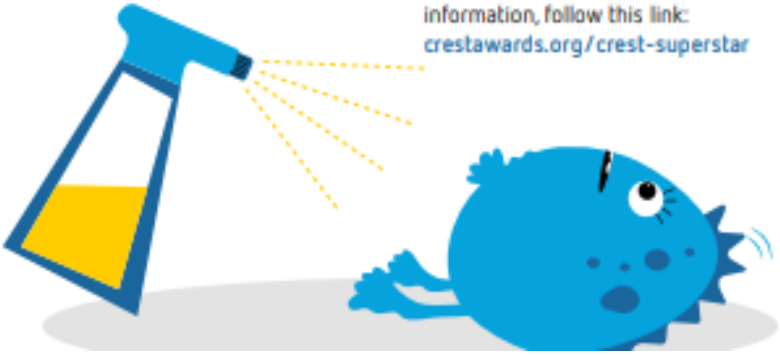
- 10 sheets of flip chart (A1) paper stuck together to make the *sneeze zone*
- An empty and clean spray bottle
- Sticky tape
- Gloves
- Sugar paper cut into squares (7cm x 7cm)
- Tape measure (approx. 4 metres long)
- Three different coloured pens (red, blue and black)
- Tissues
- Water

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



SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS

S T E M

Year 3/4 French

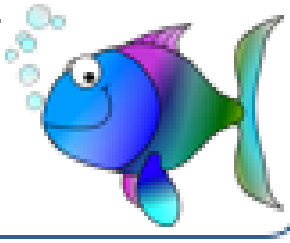
Try pronouncing these words!

A 

chien

B 

souris

C 

poisson

A 

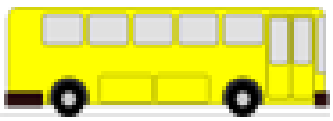
thé

B 

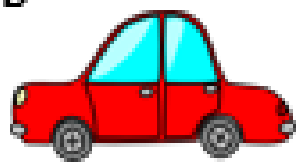
chocolat

C 

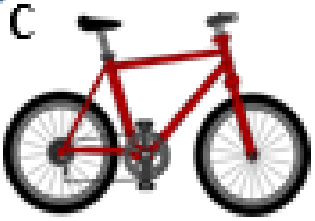
café

A 

autobus

B 

voiture

C 

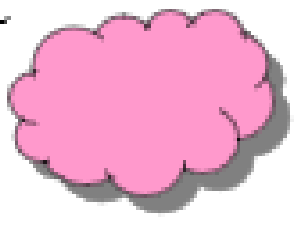
vélo

A 

gris

B 

blanc

C 

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.

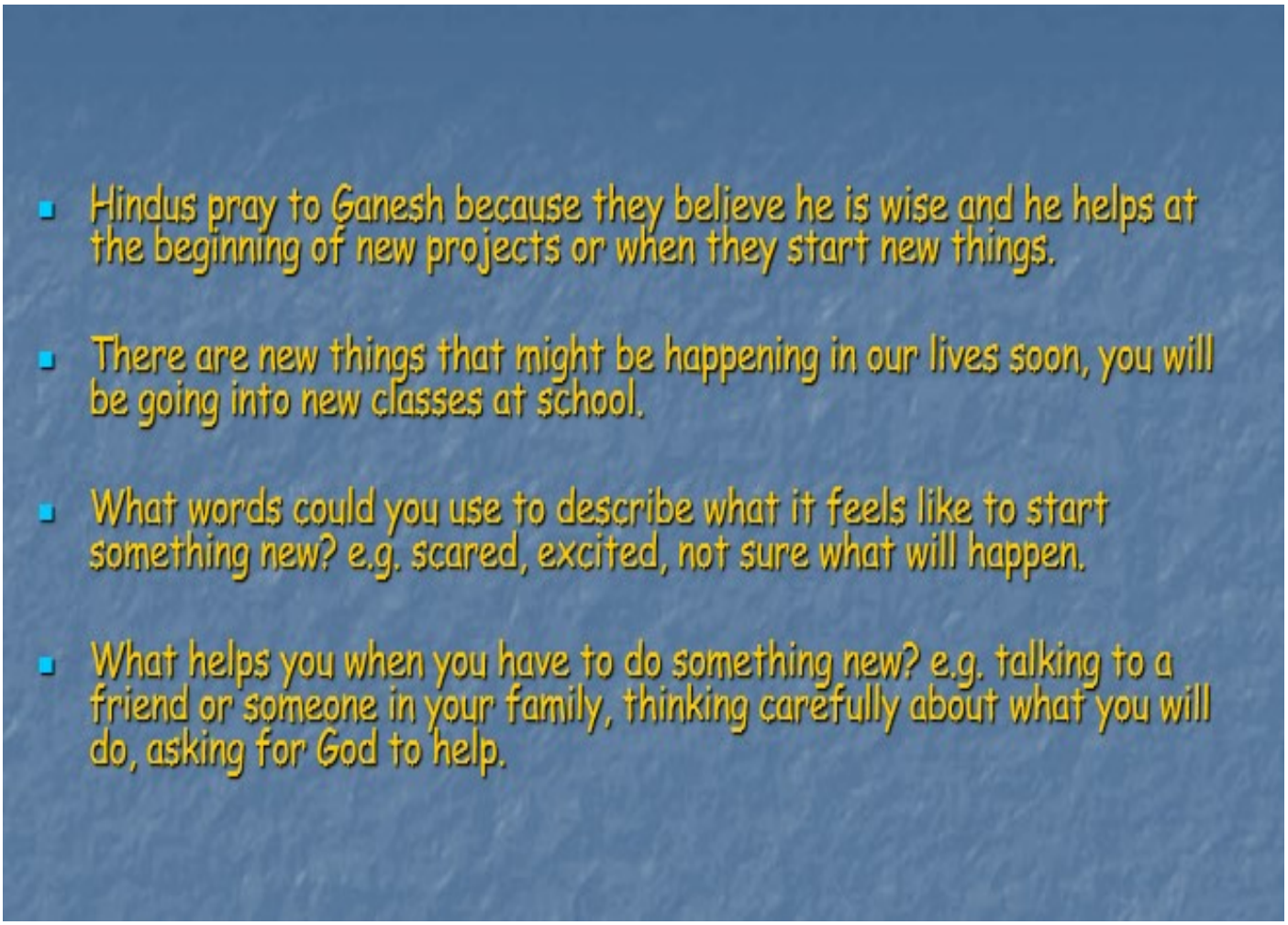
Year 3/4 R.E.

Ganesh is known for is 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.

The first thing that Shiva saw was an elephant. He put the elephant's head on the boy, and Ganesha was created.	The first thing that Shiva saw was an elephant. He put the elephant's head on the boy, and Ganesha was created.
When Shiva returned, Parvati was in her bath, and Parvati had given Ganesha strict instructions not to let anyone in.	When Shiva returned, Parvati was in her bath, and Parvati had given Ganesha strict instructions not to let anyone in.
Shiva gave Ganesha special powers. Since then, no activity is begun without worshipping Ganesha first.	Shiva gave Ganesha special powers. Since then, no activity is begun without worshipping Ganesha first.
Parvati was very upset. She explained to Shiva that the boy was her son.	Parvati was very upset. She explained to Shiva that the boy was her son.
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.	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.
Shiva was sorry. He said he would bring the boy back to life by finding a new head for him.	Shiva was sorry. He said he would bring the boy back to life by finding a new head for him.
Shiva became angry, and chopped off Ganesha's head.	Shiva became angry, and chopped off Ganesha's head.