


# Year 3 Home Learning Spring 1 Week 6

Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.


Home learning is planned to:



- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



## English

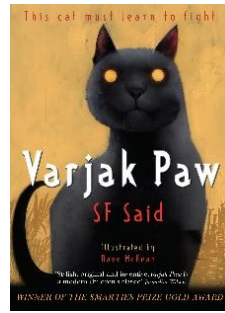
Live explanations at 9am each day

<p><b>Monday</b> <a href="#">Explanation video</a></p>	<p><b>READ/EXPLORE: Identify common features of poems</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> – Which contemporary poet did we study last week in English?</li> <li>• <b>Read</b> the <a href="#">information</a> about the poet, Allan Ahlberg, or <b>watch</b> a teacher reading it <a href="#">here</a>.</li> <li>• <b>Watch</b> a teacher reading a selection of poems by Allan Ahlberg <a href="#">here</a>.</li> <li>• <b>Think</b> – How did the poems make you feel? How were they similar/different to Rachel Rooney's poems?</li> <li>• <b>Read</b> the poem <a href="#">Please Mrs Butler</a> by Allan Ahlberg or <b>watch</b> a teacher reading it <a href="#">here</a>.</li> <li>• <i>Please Mrs Butler</i> is a classic poem. It was written in 1983 and is widely known and still read, studied and enjoyed today.</li> <li>• <b>Think</b> – What is happening in the verses? Who is narrating each verse?</li> <li>• <b>Use</b> this <a href="#">resource</a> for help if you need it.</li> <li>• <b>Watch</b> the <a href="#">lesson video</a> to revise common features of poems: rhyme, repetition and alliteration.</li> <li>• <b>Read</b> the <a href="#">poem</a> again. <b>Identify</b> and <b>highlight/label</b> these features in the poem: rhyme, repetition and alliteration.</li> <li>• <b>Count</b> the syllables in each line of the poem and record this.</li> <li>• <b>Check</b> your work <a href="#">here</a>.</li> <li>• <b>Think</b> – Is there a common theme to the poems by Allan Ahlberg that you have read today?</li> </ul>
<p><b>Tuesday</b> <a href="#">Explanation video</a></p> <p></p>	<p><b>PLAN/WRITE: A poem</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> the poem <a href="#">Please Mrs Butler</a> by Allan Ahlberg again or <b>watch</b> a teacher reading it <a href="#">here</a>.</li> <li>• <b>Think</b> – How is the child feeling in the poem? How do you know? What repetition do you spot in the child verses? Which lines rhyme?</li> <li>• This week, you are going to write your own version of the poem <i>Please Mrs Butler</i> by Allan Ahlberg. Today, you are writing the verses from the child's viewpoint.</li> <li>• <b>Watch</b> the <a href="#">lesson video</a> on creating a character's name for your poem.</li> <li>• <b>Create</b> a name for the character in your poem. <b>Remember</b> it should alliterate and end with the /oo/ sound.</li> <li>• <b>Think</b> – What things might children tell each other off for at school?</li> <li>• <b>Write</b> <u>three</u> things that the child will tell your character off for in your poem.</li> <li>• <b>Look</b> at the <a href="#">example</a> to help you.</li> <li>• <b>Read</b> the <a href="#">example child verses</a> and <b>watch</b> the <a href="#">lesson video</a> on how to write verses from the child's viewpoint following the structure of <i>Please Mrs Butler</i>.</li> <li>• <b>Write</b> <u>three</u> verses as the child following the structure of <i>Please Mrs Butler</i>.</li> </ul>

<p><b>Wednesday</b>  <a href="#">Explanation video</a>  </p>	<p><b>PLAN/WRITE: A poem</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> the poem <a href="#">Please Mrs Butler</a> by Allan Ahlberg again.</li> <li>• <b>Think</b> – <i>How is the teacher feeling in the poem? How do you know? What repetition do you spot in the teacher verses? Which lines rhyme? How is the final verse different from the other teacher verses?</i></li> <li>• <b>Think</b> – <i>What suggestions might the teacher give the child?</i></li> <li>• <b>Write</b> a list of <u>at least 8</u> suggestions the teacher will give the child.</li> <li>• <b>Look</b> at the <a href="#">example</a> to help you.</li> <li>• <b>Read</b> the <a href="#">example teacher verses</a> and <b>watch</b> the <a href="#">lesson video</a> on how to write verses from the teacher's viewpoint following the structure of <i>Please Mrs Butler</i>.</li> <li>• <b>Write</b> <u>three</u> verses as the teacher following the structure of <i>Please Mrs Butler</i>.</li> </ul>
<p><b>Thursday</b>  <a href="#">Explanation video</a>  </p>	<p><b>IMPROVE/PRESENT: Improve and publish a poem</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to your teacher's feedback on Seesaw.</li> <li>• <b>Think</b> – <i>In the poem Please Mrs Butler, what order are the verses in? Why are they in this order?</i></li> <li>• <b>Read</b> your verses from the teacher's viewpoint that you wrote yesterday.</li> <li>• <b>Think</b> – <i>Which verse has the most extreme or exaggerated suggestions from the teacher?</i></li> <li>• <b>Watch</b> the <a href="#">lesson video</a> on ordering the verses from the teacher's viewpoint.</li> <li>• <b>Order</b> your verses from the teacher's viewpoint.</li> <li>• <b>Remember</b> to have the most extreme or exaggerated suggestions from the teacher at the end.</li> <li>• <b>Read</b> the <a href="#">model poem</a> with the verses ordered correctly or <b>watch</b> a teacher reading it <a href="#">here</a>.</li> <li>• <b>Watch</b> the <a href="#">lesson video</a> on ordering all of your verses.</li> <li>• <b>Order</b> all of your verses. Either <b>cut</b> each verse out and <b>stick</b> them in the correct order, or <b>write</b> the verses in the correct order.</li> <li>• <b>Remember</b> to start with a verse from the child's viewpoint and alternate between child and teacher. The most extreme or exaggerated suggestions from the teacher should be at the end of your poem.</li> <li>• <b>Check</b> and <b>improve</b> your poem using the <a href="#">CUPS and ARMS poster</a>.</li> <li>• <b>Remember</b> that you will have certain lines/phrases that repeat in a poem.</li> <li>• <b>Publish</b> your poem onto lined paper.</li> <li>• <b>Remember</b> to publish your verses in the correct order.</li> </ul>
<p><b>Friday</b>  <a href="#">Explanation video</a></p>	<p><b>PRESENT: Perform a poem</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> – <i>What makes an effective poetry performance?</i></li> <li>• <b>Practise</b> performing your poem.</li> <li>• <b>Remember</b> to speak clearly when performing and use tone and volume to make the meaning clear.</li> <li>• <b>Deepening:</b> Learn your poem off by heart.</li> <li>• <b>Present</b> your poem. You can either perform it to someone at home, or you can record your poem as a video and upload it to Seesaw.</li> </ul>
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• Watch the <a href="#">spelling video</a>.</li> <li>• Complete the activities as you watch.</li> </ul> <p><u>Words to learn</u>  careless      carelessly  hopeless      hopefully  happiness  thoughtless      thoughtful      thoughtfully  beautifully  wonderfully</p>

Story Time  
with Ms  
Atherton

Visit the school website by [CLICKING HERE](#) to continue to listen to a story of adventure, bravery and mystery called 'Varjak Paw' by S.F. Said.



## Reading Group Links – please attend on your child’s usual reading day

3N	2.30pm
3D	2.30pm
3CB	12.00pm
3C	12.00pm
3SB	12.00pm



### Maths




Live explanations at 10.30am each day

#### For Wednesday Lesson B:

Live explanation at 12pm for 3D and 3N


Live explanation at 2.30pm for 3C, 3CB and 3SB


<p><b>Monday</b> <a href="#">Explanation video</a> </p>	<p><b>Textbook 3B, Chapter 8: Money, Lesson 5: Adding Money</b> Add amounts of money together using different methods Consolidation the addition of pounds and pence separately</p>
	<p><b>Video links</b> <a href="#">Column addition reminder</a> <a href="#">Number bond method</a> (up to 4 minutes and 43 seconds)</p>
	<p><b>Deepening activity</b> <math>£2 \text{ and } 60\text{p} + ? = £5</math> Show and explain as many different methods as you can to find the missing part.</p>
<p><b>Tuesday</b> <a href="#">Explanation video</a> </p>	<p><b>Textbook 3B, Chapter 8: Money, Lesson 6: Adding Money</b> Consolidate 'making a pound' as a strategy for adding amounts of money where the coins equal more than 99p</p>
	<p><b>Video link</b> <a href="#">Coins and notes reminder</a> (up to 10 minutes and 14 seconds) <a href="#">Column addition reminder</a></p>
	<p><b>Deepening activity</b> Write instructions for how to solve <math>£12 \text{ and } 70\text{p} + £3 \text{ and } 50\text{p}</math>. Use diagrams, explanations and examples to help you explain.</p>


<p><b>Wednesday</b></p> <p><b>A</b></p> <p><a href="#">Explanation video</a></p> 	<p><b>Textbook 3B, Chapter 8: Money, Lesson 7: Adding Money</b></p> <p>Learn the 'make a pound' strategy with number bond diagrams Consolidation the strategies associated with the addition of money</p>											
	<p><b>Video link</b></p> <p><a href="#">Coins and notes reminder</a> (up to 10 minutes and 14 seconds) <a href="#">Column addition reminder</a></p> <p><b>Deepening activity</b></p> <p>1. Take five coins: 1p, 2p, 5p, 10p and 20p. Put them in a row using these clues. The total of the first three coins is 27p. The total of the last three coins is 31p. The last coin is double the value of the first coin.</p> <p>2. Take six coins: two 1p, two 2p and two 5p. Put them in a row using these clues. Between the two 1p coins, there is one coin. Between the two 2p coins, there are two coins. Between the two 5p coins, there are three coins.</p> <p>What if you take two 10p coins as well, and between them there are four coins?</p>											
<p><b>Wednesday</b></p> <p><b>B</b></p> <p><a href="#">Explanation video</a></p> 	<p><b>Textbook 3B, Chapter 8: Money, Lesson 8: Subtracting Money</b></p> <p>Use multiple methods for subtracting amounts of money, including concrete materials and the column method</p>											
	<p><b>Video link</b></p> <p><a href="#">Learn the strategy</a></p> <p><b>Deepening activity</b></p> <p>In a shop, a sandwich costs £3 and 85p. Takeaway fish and chips costs £6 and 45p. A bowl costs £7 and 15p. A plate costs £8 and 85p. A child's calculator costs £9 and 90p. A scientific calculator costs £25 and 60p. Amira went to the shops with £35 and 30p and left with £11 and 80p. What did she buy?</p>											
<p><b>Thursday</b></p> <p><a href="#">Explanation video</a></p> 	<p><b>Textbook 3B, Chapter 8: Money, Lesson 9: Subtracting Money</b></p> <p>Use visual comparison to subtract amounts of money Consolidate column subtraction where there is no regrouping of pence required</p>											
	<p><b>Video link</b></p> <p><a href="#">Column subtraction reminder</a> <a href="#">Number bond method</a> (from 4 minutes and 44 seconds)</p> <p><b>Deepening activity</b></p> <p>Max is buying ingredients to bake a cake.</p> <p>He uses these quantities to make his cake: 400g butter, 2 eggs, 400g sugar, 400g flour, 50g cocoa and one pack of sprinkles.</p> <p>He just buys the amount of each ingredient he needs.</p> <p>How much change from £10 would Max get?</p> <table border="1" data-bbox="1114 1473 1554 1794"> <tbody> <tr> <td>400 g butter</td> <td>£1 and 75</td> </tr> <tr> <td>1 egg</td> <td>20p</td> </tr> <tr> <td>100 g sugar</td> <td>35p</td> </tr> <tr> <td>100 g flour</td> <td>26p</td> </tr> <tr> <td>100 g cocoa</td> <td>£1 and 80</td> </tr> <tr> <td>1 pack of sprinkles</td> <td>87p</td> </tr> </tbody> </table>	400 g butter	£1 and 75	1 egg	20p	100 g sugar	35p	100 g flour	26p	100 g cocoa	£1 and 80	1 pack of sprinkles
400 g butter	£1 and 75											
1 egg	20p											
100 g sugar	35p											
100 g flour	26p											
100 g cocoa	£1 and 80											
1 pack of sprinkles	87p											

<p><b>Friday</b>  <a href="#">Explanation video</a></p>	<p><b>Catch up lesson</b>          Today is the last day of half term. Well done for all your hard work in maths this half term. You should be very proud of yourselves!</p> <p>Please use today's maths lesson to finish off any worksheets or deepening activities that you didn't get to finish this half term.</p> <p>Today's live explanation will be consolidation of using the formal written method for division.</p>
---	---

<p><b>Curriculum</b></p> <p>Live explanations at 12pm for 3D and 3N          Live explanations at 2.30pm for 3C, 3CB and 3SB</p>
--

<p><b>Science</b>          Monday  <a href="#">Explanation video</a>  </p>	<p><b>What are soils made from?</b></p> <ul style="list-style-type: none"> <li>In this lesson we will learn about what soil is made from and its different types.</li> <li>Watch these two videos about soil: <a href="#">video 1</a> and <a href="#">video 2</a>.</li> <li>Look at the picture and answer the questions about soil <a href="#">here</a>.</li> <li>If you are able to, find some soil in a garden or park near you. Is it sandy, loamy or clayey? How do you know?</li> </ul>
---	---


<p><b>Science</b>          Tuesday  <a href="#">Explanation video</a>  </p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>Look back at your work about rocks and soils and what you first knew at the start of the term.</li> <li>Create a guide to rocks, soils and fossils, which would help a Year 3 child next year to understand this topic.</li> <li>Your guide could be a video, a poster, a booklet or presentation of your choice.</li> <li>This is your chance to show off everything you have learnt about geology.</li> </ul>
--	---

<p><b>History</b>          Thursday  <a href="#">Explanation video</a>  </p>	<p><b>What were the achievements of the Ancient Egyptian civilisation?</b></p> <ul style="list-style-type: none"> <li>What have you learnt about the Ancient Egyptian civilisation this term? Remind yourself about the pyramids and buildings, the discovery of Tutankhamun's tomb and hieroglyphics and the writing system. Re-watch these video clips on the <a href="#">buildings</a>, <a href="#">Tutankhamun's tomb</a> and the <a href="#">Rosetta Stone</a>. You also learnt about mummification in English.</li> <li>Complete the quiz <a href="#">here</a>.</li> <li>Answer the question: What were the achievements of the Ancient Egyptian civilisation?</li> </ul>
---	---

<p><b>Curriculum</b></p> <p>You can complete these independently over the week e.g. when you are not reading with your teacher</p>
--

<p><b>RE</b>  <a href="#">Explanation video</a></p>	<p><b>How do scientists believe the universe started?</b></p> <ul style="list-style-type: none"> <li>Read these <a href="#">facts</a> about the 'Big Bang'. Do some research of your own about what scientists believe about how the universe started. Use 'children' or 'kids' or 'primary' in your search as this is a really hard question even for adults! Always stay safe online.</li> <li>Create a poster about what you think the 'Big Bang' looked like.</li> <li>Write a summary reflection of your main learning. Use these sentence starters:  <i>Learning about this has made me think... Questions I have are...</i></li> </ul>
---	---

<p><b>PSCHE</b>  <a href="#">Explanation video</a></p>	<p><b>Why do we need to be careful about what we share online?</b></p> <ul style="list-style-type: none"> <li><b>Think</b> – Why do we need to be careful about what we share online?</li> <li><b>Watch</b> <a href="#">Episode 2</a> of Jessie and Friends about sharing pictures. <b>Think</b> – How might Mo be feeling throughout the story?</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• <b>Complete</b> the <a href="#">activity</a> and <b>think</b> about how Mo was feeling in different parts of the story.</li> </ul>
<b>Art</b>	<p><b>Art of Japan: What is Notan?</b></p>  <ul style="list-style-type: none"> <li>• <b>Watch</b> Ms Green's video <a href="#">CLICK HERE</a> to discover the ideas behind Notan, an important part of Japanese art history and learn more about positive and negative space.</li> <li>• <b>Make</b> an artwork (Ms Green's example is above) inspired by Notan using positive and negative space.</li> <li>• <b>Deepening:</b> Watch this video and have a go at making the Rubens Vase optical illusion using positive and negative space <a href="#">Face or vase?</a></li> </ul>
<b>Music</b>	<p><b><u>End of half term - Recap</u></b> Check out how much you can remember by joining in with Ms Hughes <a href="#">Click Here</a></p>
<b>French</b>	<p><b>Watch</b> <a href="#">the video</a> about School from Madame Lambert.</p> <p><b>Complete</b> the activities 1 and 2 <a href="#">below</a>.</p>
<b>PE</b>	<p><b>Warm up:</b> Let's stretch the back</p> <ul style="list-style-type: none"> <li>• Have you been sitting too long?</li> <li>• Here are some exercises to stretch your back out. Watch the video <a href="#">here</a>.</li> </ul> <p><b>Physical Activity:</b> HIIT session</p> <ul style="list-style-type: none"> <li>• Do you remember the 10 strength exercises we did this half term? Watch the video <a href="#">here</a> to begin the workout. Make sure you do the stretching before.</li> <li>• Are you in a safe space? Grab your water bottle and let's go.</li> </ul> <p><b>Warm down:</b></p> <ul style="list-style-type: none"> <li>• After that workout, it's time to stretch and cool down.</li> <li>• Watch the video <a href="#">here</a>.</li> </ul>

### Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week. Click on your class link in blue below.

3N	12.00pm
----	---------

3D	12.00pm
3CB	2.30pm
3C	2.30pm
3SB	2.30pm



## English: Allan Ahlberg



Allan Ahlberg was born on 5<sup>th</sup> June 1938 in Croydon. He says that he grew up with “no books and not much conversation”. He was a former teacher, postman, plumber's mate and grave digger.

Allan Ahlberg has published over 100 children's books. With his late wife, Janet Ahlberg, he created award-winning books such as *Each Peach Pear Plum* and *The Jolly Postman*. Both of these books were winners of the Kate Greenaway Medal.

He has also written prize-winning poetry and fiction. He is best known for his school poems. He captures the noisy playground moments as well as the quiet thinking-in-the-corner moments. His first book of school poems was published over 30 years ago. He now lives in Sussex.

[Click here](#) to return to the English lesson.



## English: *Please Mrs Butler* by Allan Ahlberg

Please Mrs Butler  
This boy Derek Drew  
Keeps copying my work, Miss.  
What shall I do?

Go and sit in the hall, dear.  
Go and sit in the sink.  
Take your books on the roof, my lamb.  
Do whatever you think.

Please Mrs Butler  
This boy Derek Drew  
Keeps taking my rubber, Miss.  
What shall I do?

Keep it in your hand, dear.  
Hide it up your vest.  
Swallow it if you like, my love.  
Do what you think is best.

Please Mrs Butler  
This boy Derek Drew  
Keeps calling me rude names, Miss.  
What shall I do?

Lock yourself in the cupboard, dear.  
Run away to sea.  
Do whatever you can, my flower.  
But *don't ask me!*

[Click here](#) to return to the English lesson.

## English: *Please Mrs Butler* by Allan Ahlberg (Highlighted)

Who is 'speaking' in each verse? What do the verses highlighted in the same colour have in common?

How do the feelings of each 'speaker' change in the poem?

Please Mrs Butler  
This boy Derek Drew  
Keeps copying my work, Miss.  
What shall I do?

Go and sit in the hall, dear.  
Go and sit in the sink.  
Take your books on the roof, my lamb.  
Do whatever you think.

Please Mrs Butler  
This boy Derek Drew  
Keeps taking my rubber, Miss.  
What shall I do?

Keep it in your hand, dear.  
Hide it up your vest.  
Swallow it if you like, my love.  
Do what you think is best.

Please Mrs Butler  
This boy Derek Drew  
Keeps calling me rude names, Miss.  
What shall I do?

Lock yourself in the cupboard, dear.  
Run away to sea.  
Do whatever you can, my flower.  
But *don't ask me!*

[Click here](#) to return to the English lesson.

## English: Lesson 1 Answers

### Key:

Repetition

Rhyme

Alliteration

Number of syllables

Please Mrs Butler (5)

This boy Derek Drew (5)

Keeps copying my work, Miss. (7)

What shall I do? (4)

Go and sit in the hall, dear. (7)

Go and sit in the sink. (6)

Take your books on the roof, my lamb. (8)

Do whatever you think. (6)

Please Mrs Butler (5)

This boy Derek Drew (5)

Keeps taking my rubber, Miss. (7)

What shall I do? (4)

Keep it in your hand, dear. (6)

Hide it up your vest. (5)

Swallow it if you like, my love. (8)

Do what you think is best. (6)

Please Mrs Butler (5)

This boy Derek Drew (5)

Keeps calling me rude names, Miss. (7)

What shall I do? (4)

Lock yourself in the cupboard, dear. (8)

Run away to sea. (5)

Do whatever you can, my flower. (9)

But *don't* ask me! (4)

[Click here](#) to return to the English lesson.

## English: Ideas for Child Verses

Things the child might tell the character off for:

- keeps looking at my book
- keeps using my pencil
- keeps running in the hall

[Click here](#) to return to the English lesson.

## English: Example Child Verses

Please Mr Gardener  
This girl Sally Shoe  
Keeps looking at my book, sir.  
What shall I do?

Please Mr Gardener  
This girl Sally Shoe  
Keeps using my pencil, sir.  
What shall I do?

Please Mr Gardener  
This girl Sally Shoe  
Keeps running in the hall, sir.  
What shall I do?

[Click here](#) to return to the English lesson.

## English: Ideas for Teacher Verses

Things the teacher might tell the children to do:

- go and sit in the corner
- finish the book somewhere else
- take it to another class
- keep the pencil to yourself
- tie it to something
- lock it in a safe
- try to ignore her
- go somewhere else instead

[Click here](#) to return to the English lesson.

## English: Example Teacher Verses

Go and sit in the corner,  
Finish it in the wood,  
Take it to another class,  
Do what you think you should.

Keep it to yourself my dear,  
Tie it to your kite,  
Lock it in a safe my flower,  
Do what you think is right.

Take an aeroplane my friend,  
Climb a very tall tree,  
Do whatever you like young one,  
Just don't ask me!

[Click here](#) to return to the English lesson.

## English: Model Poem

Please Mr Gardener  
This girl Sally Shoe  
Keeps looking at my book, sir.  
What shall I do?

Go and sit in the corner,  
Finish it in the wood,  
Take it to another class,  
Do what you think you should.

Please Mr Gardener  
This girl Sally Shoe  
Keeps using my pencil, sir.  
What shall I do?

Keep it to yourself my dear,  
Tie it to your kite,  
Lock it in a safe my flower,  
Do what you think is right.

Please Mr Gardener  
This girl Sally Shoe  
Keeps running in the hall, sir.  
What shall I do?

Take an aeroplane my friend,  
Climb a very tall tree,  
Do whatever you like young one,  
Just don't ask me!

[Click here](#) to return to the English lesson.



## English: CUPS and ARMS poster

# REVISING

The 'content' checking

**A.R.M.S.**

## Add

Add interesting or precise sentences and words

## Remove

Remove sentences you don't need

## Move

Move words or sentences to a more suitable place

## Substitute

Change words and sentences for new ones to avoid repetition or use of boring words

# EDITING

The SPAG checking

**C.U.P.S**

## Capitalise

First word in a sentence and proper nouns: names, places, titles, days, months

## Usage

Inflection of nouns and verbs.

E.g. we was were / One dogs

## Punctuation

. ! ? , - ; ' "

## Spelling

Check words you are not sure how to spell, including homophones

[Click here](#) to return to the English lesson.



## Science: Lesson Activity

Look at the pictures and answer the questions.



1. What is soil made of?
2. What is the difference between clay soil and sandy soil?
3. Look at the different types of soil. Write a description of each type of soil. (colour, texture)
4. What kind of soil do you think gardeners/farmers/footballers/runners would like and why?
5. What kind of soil is in an outdoor space near you? This could be in a garden or in a park. How do you know?

[Click here](#) to return to the science lesson.

# PSCHE: Lesson Activity



Mo is playing a game with his friends.



Circle an emoji to show how Mo is feeling

Mo is feeling .....  
.....  
.....

because .....  
.....  
.....



Mo is taking silly pictures with Jessie and Tia.



Circle an emoji to show how Mo is feeling

Mo is feeling .....  
.....  
.....

because .....  
.....  
.....



Mo's picture is shared with people at school.



Circle an emoji to show how Mo is feeling

Mo is feeling .....  
.....  
.....

because .....  
.....  
.....



Miss Humphrey says she will help.



Circle an emoji to show how Mo is feeling

Mo is feeling .....  
.....  
.....

because .....  
.....  
.....

[Click here](#) to return to the PSCHE lesson.

## French

Mots clés

Quelle heure est-il? = What time is it?

Il est ... heure(s).

une = 1

deux = 2

trois = 3

quatre = 4

cinq = 5

six = 6

sept = 7

huit = 8

neuf = 9

dix = 10

onze = 11

midi = midday

minuit = midnight

heure = hour / o'clock

**Il est trois heures.**

et quart = quarter past

et demie = half past

moins le quart = quarter to

du matin = in the morning

du soir = in the evening

de l'après-midi = in the afternoon

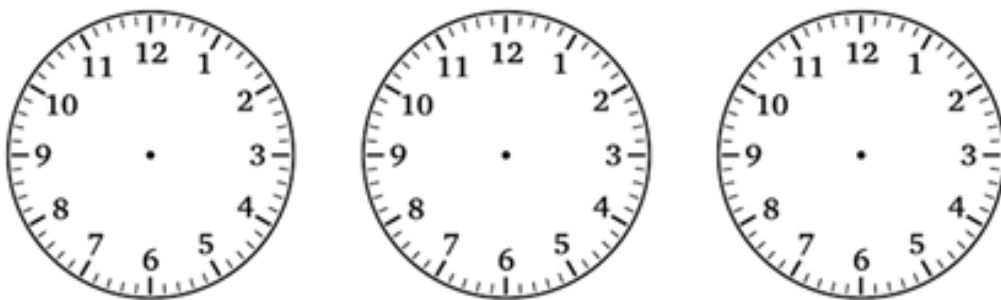
Activity 1: Answer the questions

Quelle heure est-il ?

Q1 : Put these words in the right order to make a French sentence.

<div style="border: 1px dashed black; border-radius: 15px; padding: 5px; display: inline-block;">Il heures deux est</div> →	..... .....
<div style="border: 1px dashed black; border-radius: 15px; padding: 5px; display: inline-block;">Il heures est quatre</div> →	..... .....
<div style="border: 1px dashed black; border-radius: 15px; padding: 5px; display: inline-block;">demie heures est Il heures et six</div> →	..... .....

Q2: Set the clocks to the times that you've written Q1.



Q3: Set the clocks to the times listed below.



Il est neuf heures.

Il est trois heures et demie.

Il est midi et demi.

## Activity 2: Draw the hands

Dessiner les aiguilles des heures.

Dessine les aiguilles.



Il est six heures et demie



Il est deux heures et demie



Il est neuf heures et quart



Il est neuf heures.



Il est dix heures.



Il est neuf heures et demie



Il est onze heures et quart



Il est onze heures et quart



Il est midi et demie



Il est une heure moins et quart



Il est trois heures



Il est quatre heures et demie



Il est sept heures



Il est quatre heures et quart



Il est sept heures et quart



Il est huit heures et quart



[Back to Plan](#)