



Year 3 Home Learning Pack.

Monday: 11.1.21

Length

There are 100 centimetres (cm) in a metre (m), Use this information to convert/change the centimetres

as stated into metres and vice versa.

For example:

4m 20cm is the same as/equivalent to 420cm. 4m is 400cm. Add the additional 20cm. $400 + 20 = 420\text{cm}$.

510cm is the same as/equivalent to 5m 10cm. There are 5 hundreds in 510. 500cm is the same as 5m. There are 10cm remaining. Look in the hundreds column to help you identify the number of metres.

1. $100\text{cm} = \underline{\hspace{2cm}} \text{m}$

2. $500\text{cm} = \underline{\hspace{2cm}} \text{m}$

3. $120\text{cm} = \underline{\hspace{1cm}} \text{m} \underline{\hspace{2cm}} \text{cm}$

4. $290\text{cm} = \underline{\hspace{1cm}} \text{m} \underline{\hspace{2cm}} \text{cm}$

5. $365\text{cm} = \underline{\hspace{1cm}} \text{m} \underline{\hspace{2cm}} \text{cm}$

6. $490\text{cm} = \underline{\hspace{1cm}} \text{m} \underline{\hspace{2cm}} \text{cm}$

7. $674\text{cm} = \underline{\hspace{2cm}}\text{m} \underline{\hspace{2cm}}\text{cm}$

8. $354\text{cm} = \underline{\hspace{2cm}}\text{m} \underline{\hspace{2cm}}\text{cm}$

9. $2\text{m} = \underline{\hspace{2cm}}\text{cm}$

10. $4\text{m} = \underline{\hspace{2cm}}\text{cm}$

11. $3\text{m } 50\text{cm} = \underline{\hspace{2cm}}\text{cm}$

12. $2\text{m } 30\text{cm} = \underline{\hspace{2cm}}\text{cm}$

13. $4\text{m } 10\text{cm} = \underline{\hspace{2cm}}\text{cm}$

14. $5\text{m } 23\text{cm} = \underline{\hspace{2cm}}\text{cm}$

Solving Word Problems

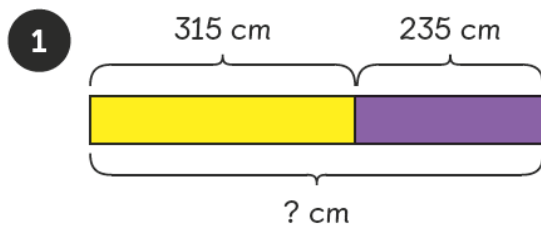
Lesson 6

In Focus



Ravi used a wooden board with the length of 315 cm to make a bookshelf.
He used another wooden board with the length of 235 cm to make a shoe rack.
What was the total length of the wooden boards used?

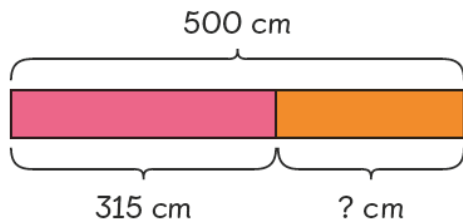
Let's Learn



$$315 + 235 = 550$$

The total length of wooden boards used was 550 cm.

- 2 Charles used 315 cm from a piece of wooden board that was 500 cm long. How long was the piece left over?

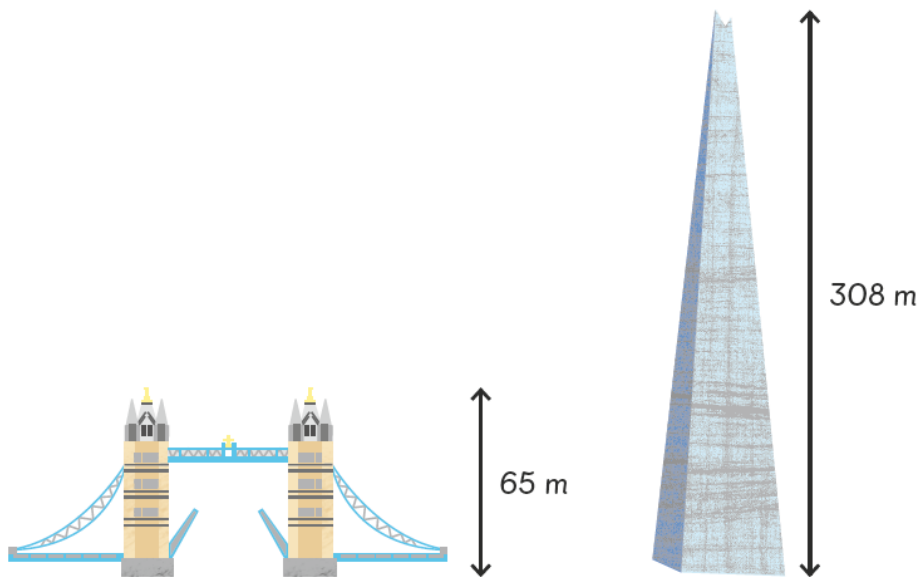


$$500 - 315 = 185$$

The piece left over was 185 cm long.

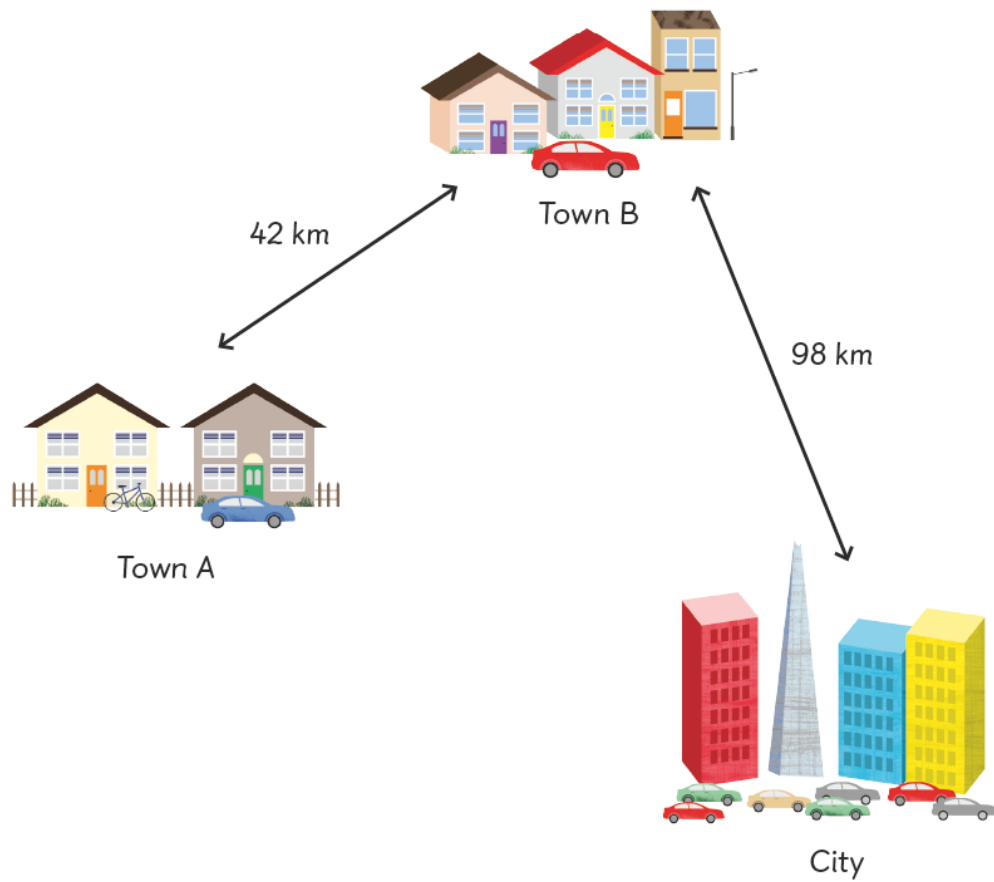
Guided Practice

1



How much taller is the Shard than Tower Bridge?

2



Emma travels from Town A to the City, passing through Town B.
Find the total distance she travels.

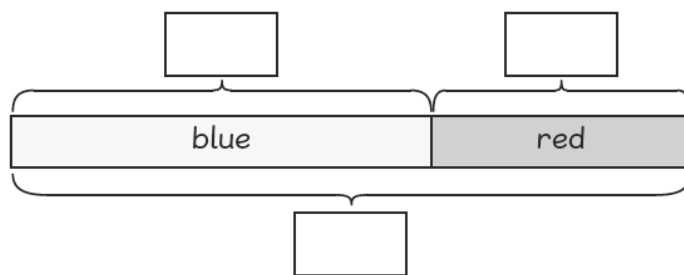
Name: _____ Class: _____ Date: _____

Worksheet 6

Solving Word Problems

Solve.

- 1 Emma bought a blue cloth with a length of 400 cm to make a dress. She bought another red cloth with a length of 250 cm. What was the total length of the cloth she bought?



$$\boxed{} + \boxed{} = \boxed{}$$

The total length of the cloth she bought was cm.

- 2 Rope A is 15 m long. Rope B is 6 m longer than Rope A. How long is Rope B?

- 3 Lulu walked 2 km 500 m to school.
Sam walked 1 km 200 m to school.
What was the total distance they walked to school?

- 4 Road A measured 3090 m.
Road A measured 400 m longer than Road B.
What was the length of Road B?

The Curse of Cogston House

1. Read The Curse of Cogston House (pg1-5);
<https://www.twinkl.co.uk/resource/t2-or-319-the-curse-of-cogston-house-short-story-ebook> (pages also provided in the work pack.
2. Answer the comprehension questions.

The Curse of Cogston House

Jack strode up an overgrown path away from the park as though relishing a mission through the jungle, dodging the occasional stinging nettle with an effortless skip or jump.

"Come on, Luca. This is going to be epic!" Dipping his head and swiping away leaves like some intrepid explorer, he manoeuvred under a tree branch which hung over the narrow track.

Luca dawdled behind. Only a few minutes earlier, he had been perfectly happy practising his limited gymnastics moves upside down on the monkey bars.

Now, he was torn between making the effort to keep up with his friend and deliberately getting left behind.

"Speed up – we're nearly there!" Jack called eagerly over his shoulder.

Luca wasn't at all sure that they should be leaving the park swings, where they had been allowed to hang out without their parents since both recently celebrating their eleventh birthdays in the same week. He was even less sure that he wanted to be venturing towards the Top End, as everyone called that part of the park grounds. He spun around to look behind him. The monkey bars were now way out of sight and the watery evening sun above was being muscled out of position by ever-darkening shades of grey, layering over each other in the sky like a collage.

"Maybe it's getting too late for today," Luca suggested hopefully. He looked down towards his watch. Scowling at the time – 10:31 – he shook his wrist vigorously. Clearly, the watch had stopped working, as it was only just beginning to go dark. He was going to need a new excuse. "We could come back tomorrow, when it's lighter. I think it's going to rain, from the look of those clouds, and Dad's making bolognese for tea. We don't want to miss that!"

Being two days older than his friend clearly gave him no superiority at all.

"Forget about your stomach for a minute! I can see the scaffolding through this gap!" enthused Jack, trampling undeterred over the thorny undergrowth.

Luca followed him unhappily along the gradually dwindling path. Hands up in front of himself and elbows tucked in, he was now having to place his trainers precisely onto prickly stems to pin them down with his soles and avoid any contact with his bare arms or legs.

On the other side of a tangled row of bushes, the broken-looking building loomed. Fifty-foot-high scaffolding encased the crumbling walls of Cogston House like a rusty exoskeleton. The long, metal poles, bolted together at regular right angles, seemed as though they were keeping the whole house from falling apart.

About a hundred years ago, the house had apparently been quite a grand sight, belonging to a rich family who owned the entire park. Until about thirty years ago, it had still been inhabited but for decades now, it had wasted away, shedding scraps of brickwork and hiding itself under a cloak of creeping ivy. Even

from the outside, it had a look of being infested with sadness.



Everyone had a story about Cogston House. No one quite knew what was true and what was rumour, and Luca didn't want to stick around to find out.

"Ow!" he squealed, as Jack reached back and hauled him through the gap he had just made in the twisted greenery. Luca rubbed at a fresh, pale scratch on his arm.

Unconcerned, Jack stood triumphantly, his hands on his hips, admiring the enormous house. His eyes swept the building as if they belonged to an ancient explorer

who had just discovered a long-forgotten corner of the world.

"Told you it would be epic," Jack grinned.

"'Epic'? Looks like it's barely still standing up."

At home, Luca had heard his stepmum say that it was about time Cogston House was renovated, and that it would be good for the area if it was properly restored with access opened up again. In reply, his dad had said that it would be better to take a wrecking ball to it, after everything that had gone on. Luca didn't know exactly what 'gone on' meant, but he was now regretting mentioning the place at all to Jack.

The house had always been there, as long as both boys could remember, but was just somewhere that they had never visited. Of course, it had been Jack's idea to go and investigate, after Luca had brought it up that day at the swings. No doubt, Jack would know some story about the place, and if he didn't, he'd be making one up anyway.

"Have you heard the story of what happened to those two girls here?"

Comprehension questions - The Curse of Cogston House

1. How was the path described?

2. Why did he have to skip and jump through the path?

3. What were they doing before heading towards the house?

4. Why was Luca 'dawdling'? What does this word mean?

5. Why were the boys allowed to play on the park swings without their parents?

6. What time was it when his watched stopped?

7. What excuses did Luca give so they could go home?

8. How much older is Luca than Jack?

9. Who did the house belong to?

10. How is the house described now?

11. How did Jack feel about their adventure? How do you know?

12. How did Luca feel about their adventure? How do you know?

Comprehension - Clarify.

Read the extract below from, 'Harry the Hero.' and explain what the words below mean.

Harry the Hero (page 14-17)

Harry was a hero! Even better, he was a superhero! Having superpowers was so much fun.

'I can fly like a rocket...I can't get hurt...and I'm just so strong! This is brilliant!'
He said.

A plane was flying towards a tall mountain. Harry did not notice because he was too excited about his powers.

'Hey! That plane's in big trouble. If only there was a superhero around!' shouted a boy.

'Wait! I'm a superhero! Stand back kid. Harry the Hero is on the way!' Harry said zooming into the air.

In the nick of time Harry saved the day.

'Look! That volcano's about to blow! It'll destroy the whole town!' a boy cried.

'Stand back kid!... Wow lucky there was a big rock close by!' Harry said as he picked up a rock and dropped it onto the volcano.

Across town a man was trying to cut down the world's tallest tree, but Harry swooped him up and dropped him in jail.

Harry helped everyone! He felt great. Everyone cheered and thanked him.

'Don't worry about it. It's all part of the superhero's job...' he said.

1. What does 'in the nick of time' mean?

2. Why is an exclamation mark (!) used when the boy tells Harry about the volcano?

3. Describe Harry using 3 adjectives? Why have you used these words?

4. Find all the words that are written in the contracted form (eg don't, you're, he's) and explain what they mean. For example 'don't means do not'.

read the book here: <https://www.oxfordowl.co.uk/api/interactives/33413.html>

RE - Liturgical Year.

Liturgical Year

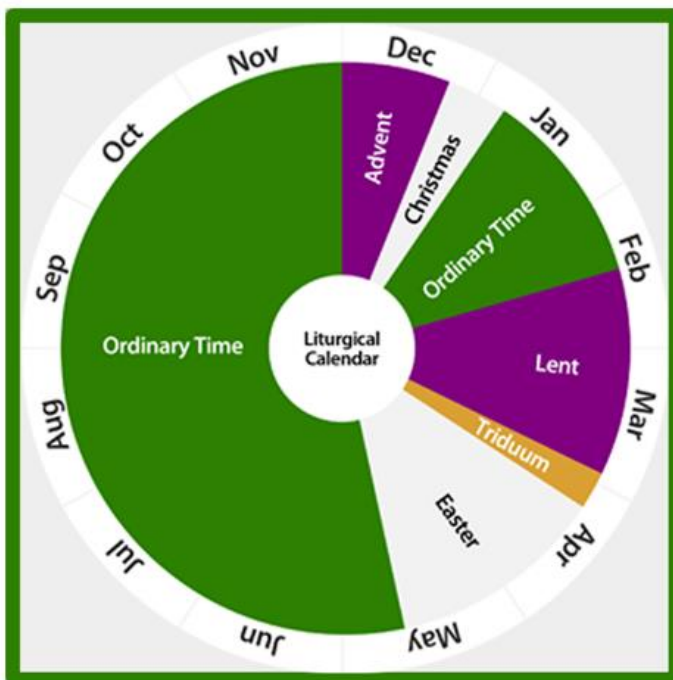
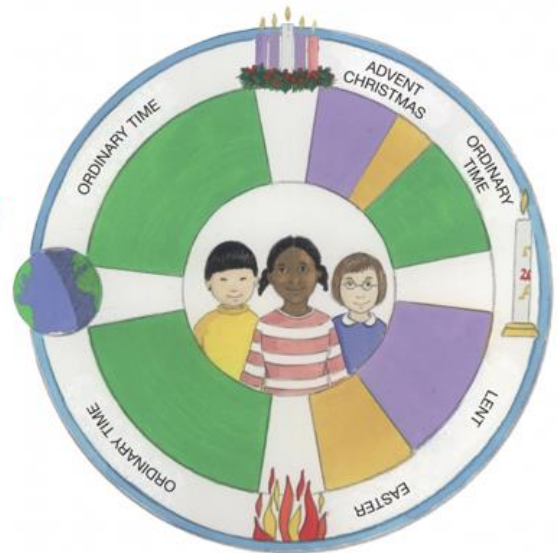
The year of the Church family is marked by special events and seasons.

It is called **the Liturgical Year.**

It **begins with the first Sunday of Advent and ends with the feast of Christ the King.**

The word **liturgical** means **the Church family's celebration and remembrance of the journey of Jesus** when he lived on earth, his death and Resurrection.

It is a calendar of Sundays, feast days and special seasons which are celebrated during one year.



Liturgical Year

A feast day is a day set aside by the Church family to celebrate an event in the life of Jesus, Mary his mother or a saint.

Liturgy is the actions and words of the prayer and worship the Church family offers to God.

The Liturgical Year helps Christians to be close to the work of the Trinity, God the Father, Son and Holy Spirit, throughout the seasons of the year.

It brings the Church family together as everyone shares in the celebrations. Following the celebrations Christians are sent out to love and serve God in the world.

Questions:

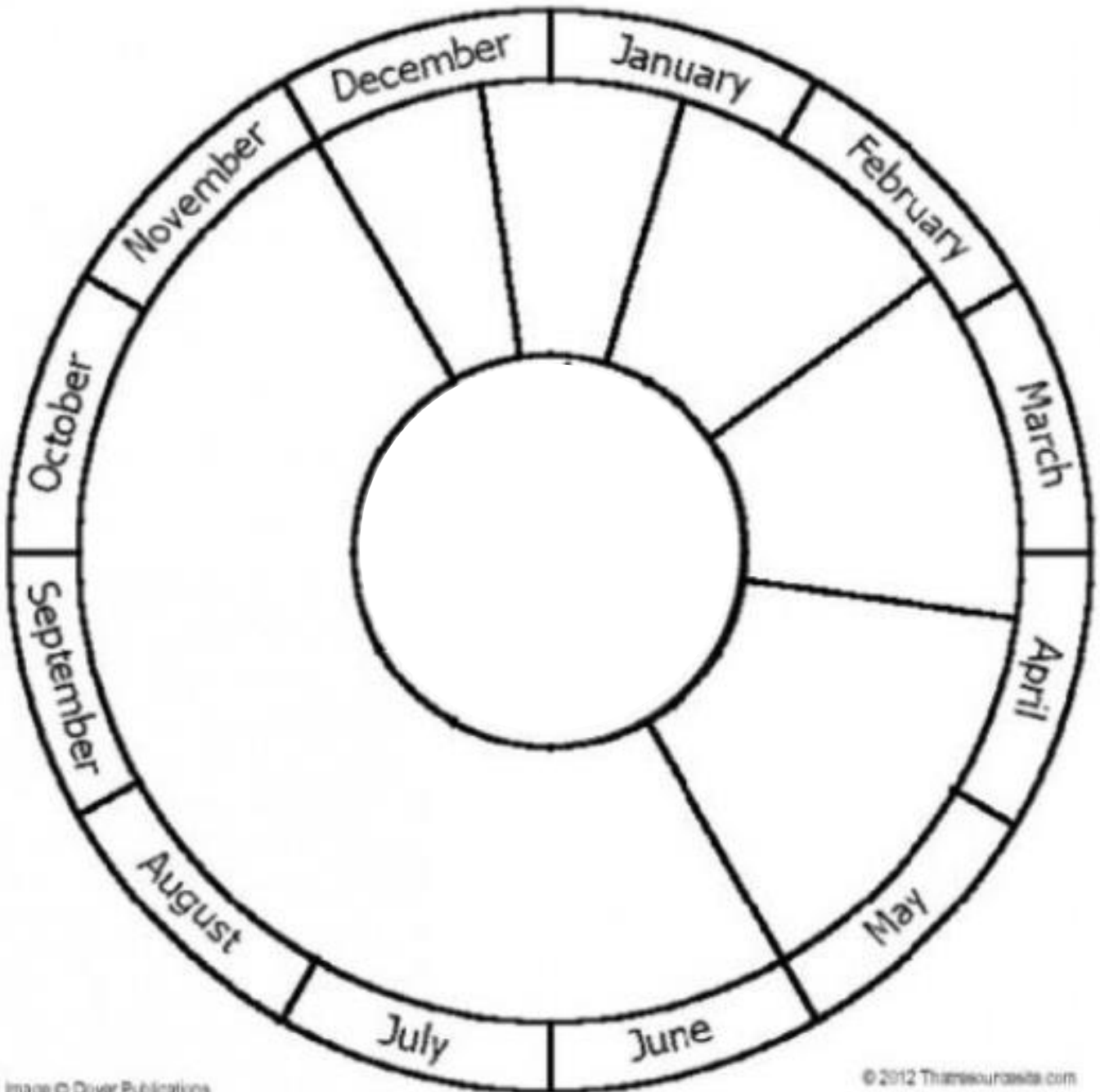
1. How is the Church's year marked?

2. When does it begin and end?

3. What do you notice about the colour used at different times?

Task: Complete the liturgical cycle and label the different seasons.

Using the examples of and information about the liturgical calendar, colour the template below using the correct colours and label it to identify the key and important moments such as Advent, Lent, Christmas, Ordinary Time and Easter.





Year 3 Home Learning Pack.

Tuesday: 12.1.21

Solving Word Problems

Lesson 7

In Focus

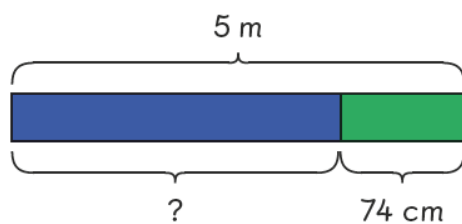
Hannah had 5 m of yarn.
She used 74 cm of it.



How much yarn did Hannah have left?

Let's Learn

Method 1



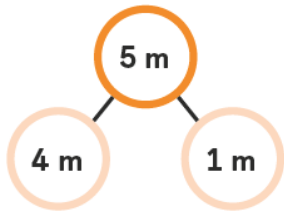
$$500 - 74 = 426$$

She had 426 cm of yarn left.

$1 \text{ m} = 100 \text{ cm}$

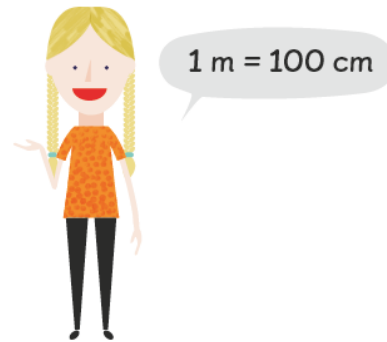
$5 \text{ m} = \square \text{ cm}$

Method 2



$$100 - 74 = 26$$

She had 4 m 26 cm of yarn left.



Guided Practice

- 1 A piece of red ribbon is 1 m long.
A piece of blue ribbon is 89 cm long.
Find their total length in centimeters.
- 2 Elliott had a 3 m rope.
He used some and had 64 cm of it left.
How much rope did he use?

- 3

Lulu

I am 1 m 38 cm tall.

Holly

I am 109 cm tall.

How much taller is  than  ?

Name: _____ Class: _____ Date: _____

Worksheet 7

Solving Word Problems

Solve.

- 1 Amira swam 5 m.
She swam 1 m 30 cm more than her sister.
What distance did Amira's sister swim?
Give your answer in metres and centimetres.

- 2 Sam took part in a ski race.
Sam skied 3500 m and was 1 km 50 m away from the finishing line.
What was the total distance of the race?
Give your answer in kilometres and metres.

Punctuation

Full stops and capital letters

Full stops come at **the end of a completed sentence**.

Capital letters are used at the **start of a sentence**, for **names of people, places and pets**, for **days of the week and months of the year**, for the **pronoun 'I'** and when talking about **holidays such as Christmas, Easter and Halloween**.

Question marks

Watch: <https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv>

A question mark is used at the **end of a question sentence**.

Question sentences ask a question and need an answer!

Question sentences **usually start with: what, who, where, when, why, how - but not always!**

Sometimes they start with: Did, do, could, can and many others!

A question mark looks like this:



Exclamation marks

Watch: <https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmsg>

An exclamation mark is used to **show how you feel** - they express emotions like excitement, fear, anger and upset.

They show when someone is shouting or shocked.

An exclamation mark **comes at the end** of an exclamation sentence or command. **A command is a sentence that tells**

someone what to do. An exclamation sentence starts with how or what.



Task: Correct these sentences using the correct punctuation.

1. where are you going

2. what a wonderful idea

3. christmas is on the 25th december

4. merry christmas

5. what time is it

6. i asked santa for an ipad

7. how lovely you are

8. do you want to build a snowman

9. jesus was born in bethlehem

10. louise and emma went to london to visit harry potter world

Inverted Commas

Watch: <https://www.bbc.com/bitesize/articles/ztcp97h>

- Inverted commas are a type of punctuation.
- They tell us when someone in your writing is *speaking*.
- They show where *speech starts and ends*.

Where are they used?

- They **surround** the speech.
- They go at **the beginning** when they start to speak and **at the end** when they stop.

“ Turn this straw into gold! ” the king said.
The girl asked. “ What time is it? ”

Where are they used?

“ ” usually **appear when a verb (doing word) like said or asked** or other verbs similar to this are used in the sentence.

” usually appears **before these verbs, but not always!**

“ Turn this straw into gold! ” said the king.
The girl asked. “ What time is it? ”

Where are they used?

” usually appears *before a verb like said or asked*, but not always!

” also appear *before the name of the person speaking or their pronoun (he, she, it, they)*.

“ Turn this straw into gold! ” She said.

“ What time is it? ” Amelie asked.

Remember!

- Start each bit of speech or talking with a capital letter.

The little man said. “**G**ive me your necklace.”

“ **W**hat is your name? ” Jamie asked.

“ **S**it down! ” Mrs Evans shouted, loudly.

Can you find the verbs that often show someone is speaking?

Remember!

- End each bit of speech or talking with punctuation.

“Give me your necklace.” demanded the little man.

Jayden asked. “What time is it?”

“He's ran away!” cried the princess.

Can you find and name the punctuation?

Inverted Commas

Correct the sentences below by adding inverted commas.

1. Where are you going? The teacher asked.

2. I like art and French. Ellie said.

3. Give me that pencil! demanded the boy.

4. Sit down! commanded the bus driver.

5. I can't find my pencil. Neve complained.

6. Oh no! She screamed loudly.

7. We can't go outside because it is raining. He explained.

8. I have lost my broom! The mean witch grumbled.

9. Lacey said, It is Tuesday.

10. Carter asked, Can I play with you?

11. Summer said, I like to dance and sing.

Comprehension - Inference.

Read the extract below from, 'Harry the Hero.' and answer the inference questions.

Harry the Hero (page 18-19)

Back at home Harry's mum watched the news reports about a superhero.

'We have reports of a new superhero who is strong, brave...and er...strong! We'll be back at six with more pictures of the boy everyone loves!' said the news reporter.

'He looks just like you, Harry!' his mum said.

'Err...' Harry said.

'Don't be silly. That boy is wearing his underpants outside his clothes! Harry doesn't wear his underpants outside his clothes.' his dad explained.

His mum didn't say anything. She just looked puzzled. Harry went to bed early. He couldn't wait to go to school the next day.

'Everyone is in for a surprise!' he thought. But Harry was in for the biggest surprise of all...

1. Why does everyone love the superhero?

2. How did Harry feel when his Mum said it looked like him?

3. Why did the dad not realise or think it was Harry?

4. Why did Harry go to bed early?

5. Why couldn't Harry wait to go to school?

6. Why did Harry think everyone at school was in for a big surprise?

7. What do you think Harry's big surprise will be?

read the book here: <https://www.oxfordowl.co.uk/api/interactives/33413.html>

Prehistoric Art

Prehistoric art uses a lot of earthy tones like browns, blacks, reds, oranges and yellows. They didn't use a variety of colour because they did not have access to the things we do today.

People from the Stone Age didn't have access to paints, so they had to use natural objects to create marks and shapes, e.g. crushed berries, burnt wood, plants, animal fats mixed with natural pigments.



Task 1: Experiment with the tools Stone Age people used to make art.

Go on a walk in the park or in your garden and collect natural resources such as plants, flowers, leaves, twigs, mud and wood. (If you have berries or fruits at home, these could also be used). Experiment with these materials to make different marks and shapes on paper. Rub these materials on a piece of paper and observe the marks and colours they make. Add a little water to the materials to help bring out the colours. Label what materials you used and send a picture to us on Dojos.

Task 2: Make your own paint with flour and water and natural materials and create a paint collage. (If this is too difficult due to a lack of materials, simply make your own collage of earthy tone colours with the materials you have available eg pens, pencils, paints, crayons, felts etc)

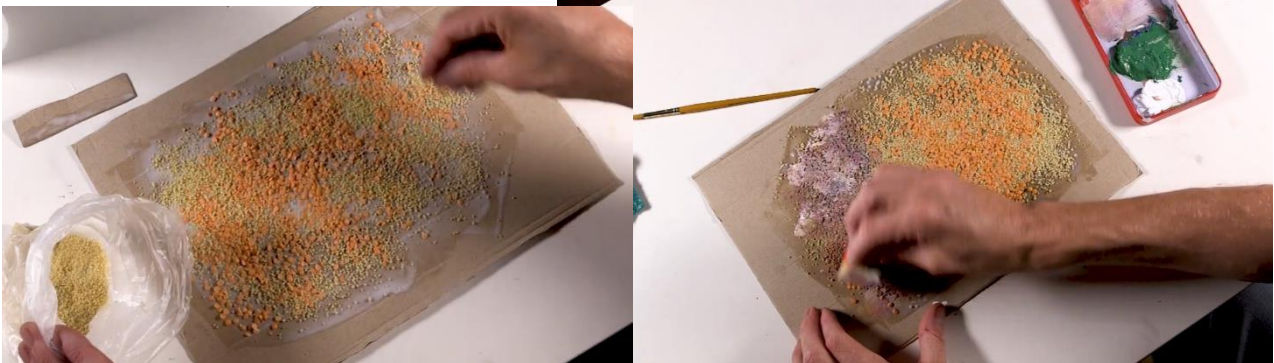
How to make your own paint: Using flour and water, make a smooth paste for your colour/pigment to be added to. Add things to your flour and water mixture - add the materials from your walk or spices (cinnamon, cumin, paprika, chilli) you have at home. Mix them together thoroughly and do not add too much water. Take your time and experiment with the colours your make. Make a collage of the colours on a piece of paper or card. What colours can you see?



Task 3: Make your own textured background. This will represent the cave walls that Stone Age people would often paint and draw on.

How to make a cave wall: Put glue (pva glue is preferred) on a piece of card/cardboard. Sprinkles lentils, grains, pasta or rice over the cardboard. Leave it to dry. Use the paints you made to add colours to the grains and pasta. Use a sponge (cut up a dishwashing sponge if needed) and press it into your paint before dabbing it over your work. (If preferred you could use your own paints focusing on earthy tones)

MAKE SURE TO KEEP HOLD OF THIS FOR A FUTURE LESSON!!!



Tools/materials needed:

Paint brush

Paper

Natural materials - plants, berries, twigs, leaves, mud, wood

Flour

Water

Spices (cinnamon, cumin, paprika, chilli)

Glue/PVA glue

Card/Cardboard

Sponge

Lentils, rice, pasta, grains



Year 3 Home Learning Pack.

Wednesday: 13.1.21

Length

There are 1000 metres (m) in a kilometre (km), Use this information to convert/change the metres stated into kilometres and vice versa.

For example:

6km 200m is the same as/equivalent to 6200m. 6km is 6000m. Add the additional 200m. $6000 + 200 = 6200\text{m}$.

5700m is the same as/equivalent to 5km 700m. There are 5 thousandths in 5700. 5000m is the same as 5km. There are 700m remaining. Look in the thousandths column to help you identify the number of kilometres.

1. $1000\text{m} = \underline{\hspace{2cm}} \text{km}$

2. $5000\text{m} = \underline{\hspace{2cm}} \text{km}$

3. $8000\text{m} = \underline{\hspace{2cm}} \text{km}$

4. $4\text{km } 800\text{m} = \underline{\hspace{2cm}} \text{m}$

5. $6\text{km } 900\text{m} = \underline{\hspace{2cm}} \text{m}$

6. $9\text{km } 600\text{m} = \underline{\hspace{2cm}} \text{m}$

7. 3km 400m = _____m

8. 8700m = _____km _____m

9. 7600m = _____km _____m

10. 5200m = _____km _____m

11. 3550m = _____km _____m

12. 8560m = _____km _____m

13. 7340m = _____km _____m

14. 3km 550m = _____m

15. 2km 675m = _____m

Lesson 8

Solving Word Problems

In Focus

A tailor needs 3 m of cloth to make a shirt.
He made 47 shirts and had 7 m of cloth left over.

How much cloth did the tailor have at first?



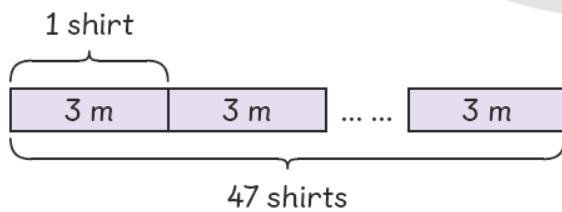
Let's Learn

How much cloth did he use to make the shirts?

$$50 \times 3 = 150$$

$$47 \times 3 = 150 - \square$$

	4	7
\times		3
<hr/>		
	2	1
$+$	1	2
	1	4
<hr/>		
	1	4
		1



$$47 \times 3 = 141$$

He used 141 m of the cloth.

$$141 + 7 = 148$$

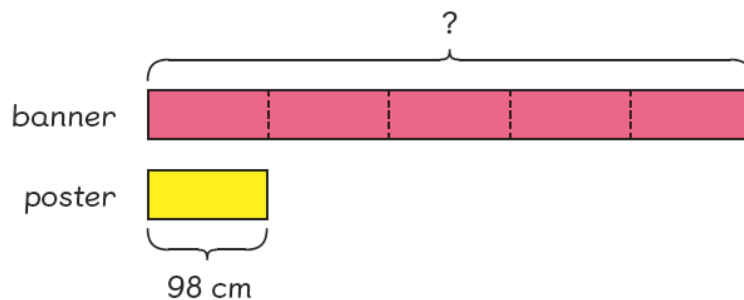
He had 148 m of cloth at first.

How much cloth did the tailor have at first?

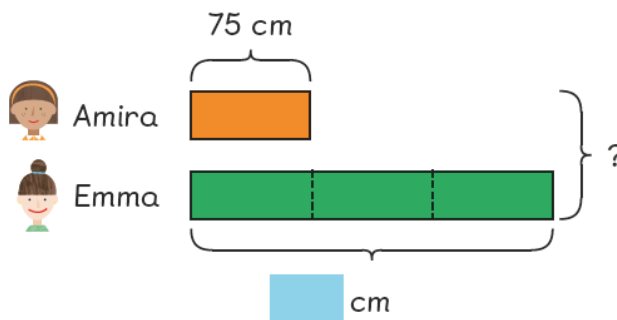


Guided Practice

- 1 Ruby needs 2 m of cloth to make a shirt.
How much cloth does she need to make 23 shirts?
- 2 A school banner is 5 times as long as a classroom poster.
The classroom poster is 98 cm long.
What is the length of the school banner?
Give your answer in metres and centimetres.



- 3 Amira's ribbon is 75 cm long.
Emma's ribbon is 3 times as long as Amira's ribbon.
What is the total length of their ribbons?



Name: _____ Class: _____ Date: _____

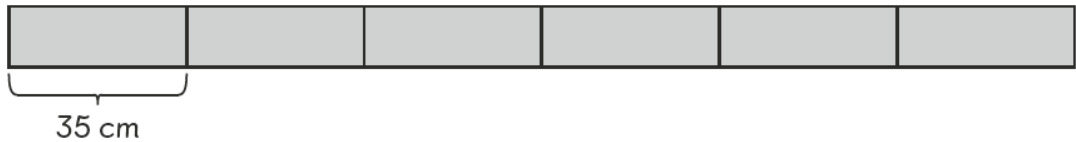
Worksheet 8

Solving Word Problems

Solve.

- 1 Emma made 3 dresses.
She used 2 m of cloth for each dress and had 3 m of cloth left.
What was the length of the cloth to begin with?

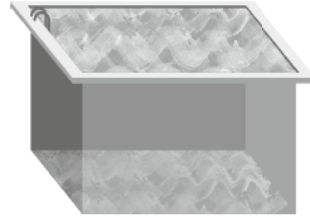
- 2 Elliott pasted 6 rectangular papers in a straight row.
The length of each paper was 35 cm.
What was the length of the 6 rectangular papers altogether?
Give your answer in metres and centimetres.



- 3 Pool A is 2 m deep.
Pool B is three times deeper than Pool A.
What is the depth of Pool B?

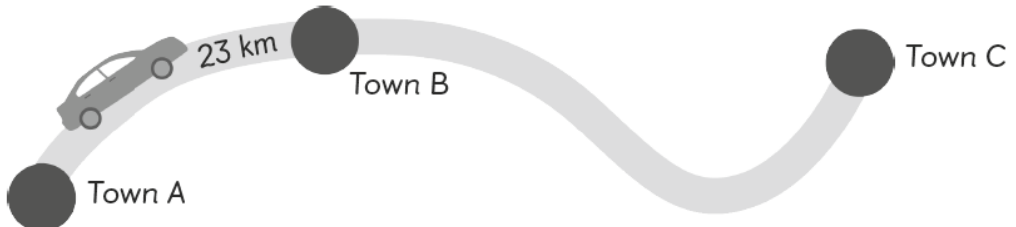


Pool A



Pool B

- 4 Lulu travelled 23 km from Town A to Town B.
The distance from Town B to Town C was twice the distance of that
between Town A and Town B.
What was the total distance Lulu travelled?



Inverted Commas

There are two places where inverted commas are needed when writing direct speech:

"What's the matter, Dina?" said Sid.



Inverted Commas

You need to **open** your inverted commas with a " (66) before the first word which is being spoken.

Inverted Commas

You need to **close** your inverted commas with a " (99) after the last word **which is being spoken**.

Imagine that inverted commas are like hands; They hold within them **only** the words which are being spoken.

 "What's the matter, Dina?"  said Sid.

Punctuation

There are two places where other forms of punctuation are needed when writing direct speech:

"What's the matter, Dina?" said Sid.

You need to end the speaking with:

- a comma
- a question mark, if it is a question.
- an exclamation mark, if it is an exclamation.

You will need to finish your sentence with a full stop after the reporting clause.

Examples of other punctuation in direct speech are:

"How exciting it is!" exclaimed Sarah.

"I don't know what to do," said Sayeed.

Reporting Clauses

After the speech itself, a reporting clause gives a little bit of information about **who is speaking** and **how it was said**.

"What's the matter, Dina?" **said Sid**.

If Sid said it in a different way, you could change 'said' to...

Reporting Clauses

In this case, Sid is speaking.

"What's the matter, Dina?" **asked Sid**.

"What's the matter, Dina?" **uttered Sid**.

"What's the matter, Dina?" **whispered Sid**.

"What's the matter, Dina?" **shouted Sid**.

The Curse of Cogston House

Task: Re-read some of the pages of the story, The Curse of Cogston House to help remind you of what Luca and Jack were doing. Retell the events through dialogue/speech - make sure to use inverted commas.

The Curse of Cogston House

Jack strode up an overgrown path away from the park as though relishing a mission through the jungle, dodging the occasional stinging nettle with an effortless skip or jump.

"Come on, Luca. This is going to be epic!" Dipping his head and swiping away leaves like some intrepid explorer, he manoeuvred under a tree branch which hung over the narrow track.

Luca dawdled behind. Only a few minutes earlier, he had been perfectly happy practising his limited gymnastics moves upside down on the monkey bars.

Now, he was torn between making the effort to keep up with his friend and deliberately getting left behind.

"Speed up – we're nearly there!" Jack called eagerly over his shoulder.

Luca wasn't at all sure that they should be leaving the park swings, where they had been allowed to hang out without their parents since both recently celebrating their eleventh birthdays in the same week. He was even less sure that he wanted to be venturing towards the Top End, as everyone called that part of the park grounds. He spun around to look behind him. The monkey bars were now way out of sight and the watery evening sun above was being muscled out of position by ever-darkening shades of grey, layering over each other in the sky like a collage.

"Maybe it's getting too late for today," Luca suggested hopefully. He looked down towards his watch. Scowling at the time – 10:31 – he shook his wrist vigorously. Clearly, the watch had stopped working, as it was only just beginning to go dark. He was going to need a new excuse. "We could come back tomorrow, when it's lighter. I think it's going to rain, from the look of those clouds, and Dad's making bolognese for tea. We don't want to miss that!"

Being two days older than his friend clearly gave him no superiority at all.

"Forget about your stomach for a minute! I can see the scaffolding through this gap!" enthused Jack, trampling undeterred over the thorny undergrowth.

Luca followed him unhappily along the gradually dwindling path. Hands up in front of himself and elbows tucked in, he was now having to place his trainers precisely onto prickly stems to pin them down with his soles and avoid any contact with his bare arms or legs.

On the other side of a tangled row of bushes, the broken-looking building loomed. Fifty-foot-high scaffolding encased the crumbling walls of Cogston House like a rusty exoskeleton. The long, metal poles, bolted together at regular right angles, seemed as though they were keeping the whole house from falling apart.

About a hundred years ago, the house had apparently been quite a grand sight, belonging to a rich family who owned the entire park. Until about thirty years ago, it had still been inhabited but for decades now, it had wasted away, shedding scraps of brickwork and hiding itself under a cloak of creeping ivy. Even

from the outside, it had a look of being infested with sadness.



Everyone had a story about Cogston House. No one quite knew what was true and what was rumour, and Luca didn't want to stick around to find out.

"Ow!" he squealed, as Jack reached back and hauled him through the gap he had just made in the twisted greenery. Luca rubbed at a fresh, pale scratch on his arm.

Unconcerned, Jack stood triumphantly, his hands on his hips, admiring the enormous house. His eyes swept the building as if they belonged to an ancient explorer

who had just discovered a long-forgotten corner of the world.

"Told you it would be epic," Jack grinned.

"'Epic'? Looks like it's barely still standing up."

At home, Luca had heard his stepmum say that it was about time Cogston House was renovated, and that it would be good for the area if it was properly restored with access opened up again. In reply, his dad had said that it would be better to take a wrecking ball to it, after everything that had gone on. Luca didn't know exactly what 'gone on' meant, but he was now regretting mentioning the place at all to Jack.

The house had always been there, as long as both boys could remember, but was just somewhere that they had never visited. Of course, it had been Jack's idea to go and investigate, after Luca had brought it up that day at the swings. No doubt, Jack would know some story about the place, and if he didn't, he'd be making one up anyway.

"Have you heard the story of what happened to those two girls here?"

Inverted Commas

Task: Re-read some of the pages of the story, *The Curse of Cogston House* to help remind you of what Luca and Jack were doing. Retell the events through dialogue/speech - make sure to use inverted commas!



The Curse of Cogston House

Think about:

where they are, where they are going, what they are doing, what they can see and hear and how they feel.

What might they say to each other or ask each other whilst walking through this dark, cold, spooky forest in search for a haunted house?

Inverted Commas



The Curse of Cogston House

Inverted Commas

If you cannot think of your own, correct the sentences below by adding inverted commas.

1) Where are you going? Luca asked.

Into the spooky house. Jack said.

2) It is so dark. Luca muttered nervously.

We have torches, don't worry. Jack said.

3) Hurry up! Jack called, eagerly.

I'm scared! Luca whined.

4) This is going to be amazing! Jack shouted.

It is not! Luca grumbled.

5) I don't think we should be doing this. Luca explained.

Why not? Jack asked.

It's too late. Luca said. It's not safe.

6) I'm hungry and cold. Luca whined.

We haven't got much further to go. Jack called.

Come on!

But I want to go home! Luca complained.

7) This house is so old and spooky. Luca cried, happily. Have you heard the stories about it?

Comprehension - Retrieval.

Read the extract below from, 'Harry the Hero.' and answer the retrieval questions.

Harry the Hero (page 20-21)

Harry wanted to try out his new powers as soon as he got to school.

'I'm going to wallop this thing to Mars!' he said as he kicked the football. But his powers did not work! The ball only went in the net!

'Nice goal, Harry! Have you been practicing?' said one of the boys.

'That wasn't what I meant to do at all!' thought Harry. 'I know! I'll do a backflip onto the top of the bike sheds and then walk on my hands. That'll show them!'

He attempted the back flip but fell and landed in the bin. Harry's new powers had vanished. He was just plain old Harry, the same as before.

'That's so funny, Harry!!' the children laughed. 'My superpowers are not working...but everyone seems to like me.' Harry thought.

Harry kept thinking about it all day, even in class when he was supposed to be doing Maths! 'Well, Harry, what's the answer...we're waiting?' said his teacher.

Harry hadn't been listening - he was too busy wondering where his superpowers had gone. He glanced quickly at the board and guessed. '42, Miss?' 'You're right...brilliant, Harry!'

Perhaps Harry was a superhero after all.

1. When did Harry want to try his powers?

2. Where did he want to kick the ball to?

3. Where did the ball end up?

4. Where did Harry want to do a backflip off?

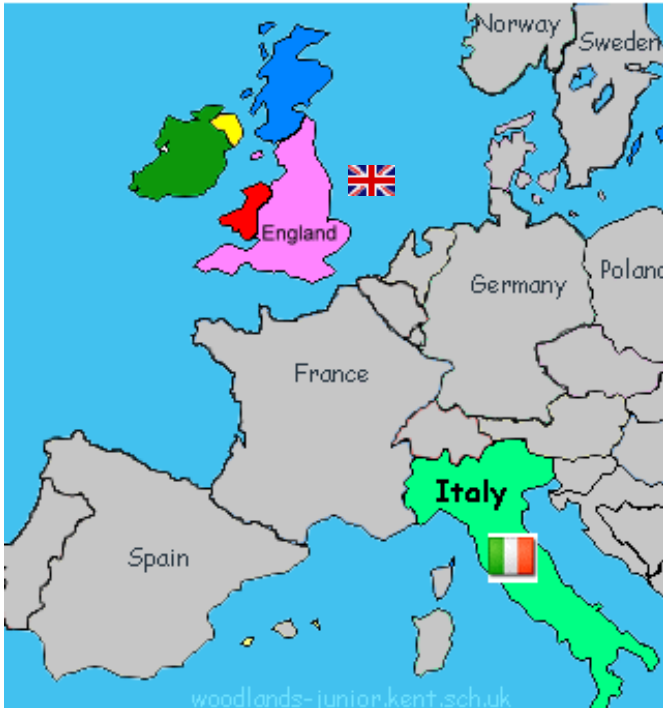
5. Where did Harry land the backflip?

6. What had happened to his powers?

7. How did people react to Harry?

read the book here: <https://www.oxfordowl.co.uk/api/interactives/33413.html>

History - Romans - sequencing events



The Romans lived in Rome, a city in the centre of the country of Italy.

The Romans came to Britain nearly 2000 years ago and changed our country. Even today, evidence of the Romans being here, can be seen in the ruins of Roman buildings, forts, roads, and baths can be found all over Britain.

The Romans invaded other countries too. The Roman Empire covered much of Europe, north Africa, and the Middle East.

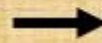
BC or AD?

What do these letters mean?

BC



Is an abbreviation of the words 'Before Christ' and is used for the time before the birth of Jesus.



AD

- Is an abbreviation of 'Anno Domini', this is a Latin term meaning the year of the Lord. AD is for the time after the birth of Christ.

Christ's birth is used as the centre point from which the years are counted. Starting with AD 1, we count forward until we reach the present year. Years BC, starting with 1 BC, are counted backward in time.

What we might know:

- The Romans invasion ended the Iron age.
- The Romans invaded Britain in 43 AD.
- The Roman armies left Britain around 410AD
- The Romans originally came from Rome and wanted to conquer the world.

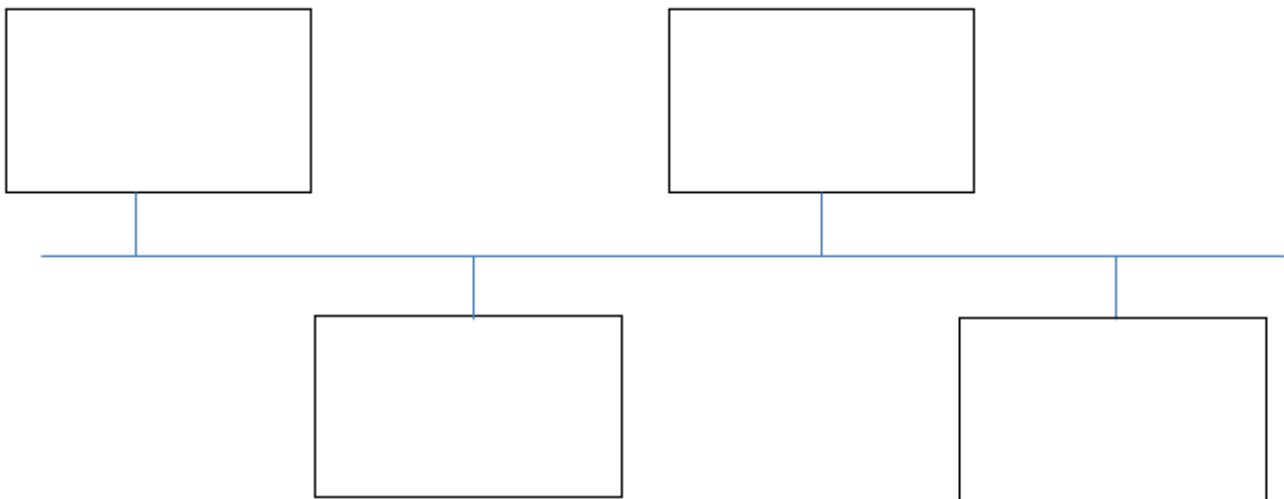


- The Roman Empire was the largest Empire in the world at the time. - America had not been discovered.

Task 1: arranging key events on a timeline to recognise where the Romans fit.

Cut these dates out and arrange them on the timeline below. Don't forget what BC and AD mean!

Create a timeline of key events.



43 AD -
Roman
period
begins













750 BC -
Iron Age
begins

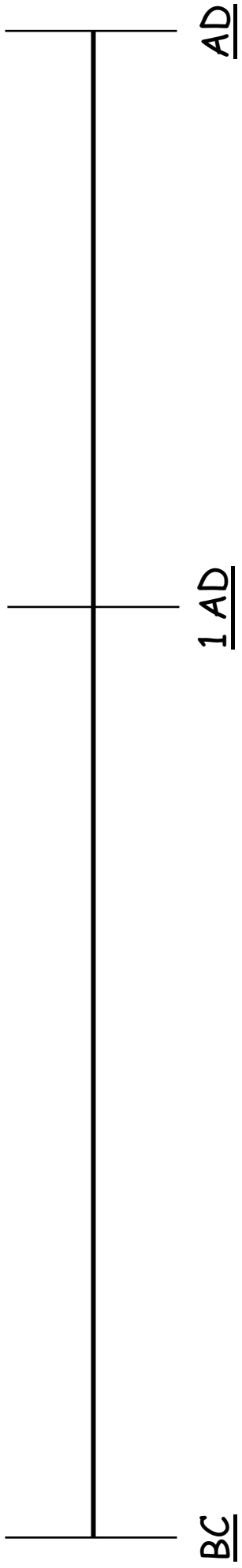
2300 BC -
Bronze Age
begins

4000 BC -
Stone Age
begins

Task 2: arranging key events in Roman history on a timeline.

Cut these key events out and arrange them on the timeline below. Don't forget what BC and AD mean!

<p>AD1</p>  <p>The birth of Jesus.</p>	<p>AD43</p>  <p>The Romans conquered Britain.</p>	<p>202 BC</p>  <p>Rome conquers territories outside Italy and its power spreads.</p>
<p>AD61</p>  <p>Boudicca rebels against the Romans.</p>	<p>AD122</p>  <p>The building of Hadrian's wall begins.</p>	<p>130 BC</p>  <p>Rome conquers Greece and Spain.</p>
<p>AD200</p>  <p>Rome is attacked by the Barbarians.</p>	<p>AD 250</p>  <p>20 Roman emperors are assassinated.</p>	<p>753 BC</p>  <p>The building of Rome begins.</p>
<p>AD410</p>  <p>Roman rule in Britain comes to an end.</p>	<p>AD 455</p>  <p>Vandals destroy Rome and the Empire collapses.</p>	<p>55 BC</p>  <p>Julius Caesar first invades Britain but is forced to return home.</p>





Year 3 Home Learning Pack.

Thursday: 14.1.21

Solving Word Problems

Lesson 9

In Focus

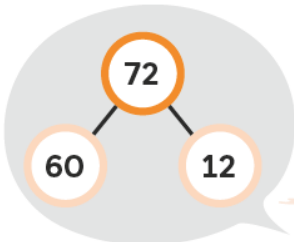
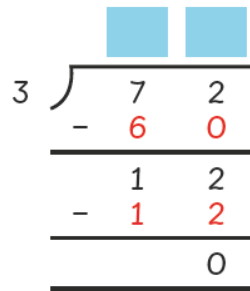
Garden City is 3 times as far from Happy Town as it is from Red Town.
Garden City is 72 km from Happy Town.



How far is Garden City from Red Town?

Let's Learn

Let's draw a diagram.



$$72 \div 3 = 24$$

Garden City is 24 km from Red Town.

Guided Practice



The blue ribbon is twice as long as the red one.
The blue ribbon is 3 times as long as the green one.
The green ribbon is 28 cm long.

- (a) Find the length of the blue ribbon.
- (b) Find the length of the red ribbon.

Name: _____ Class: _____ Date: _____

Worksheet 9

Solving Word Problems

Solve.

- 1 Hannah used 195 m of cloth to make pillowcases.
She used 3 times as much cloth to make bedsheets as she used to make pillowcases.
What was the total length of cloth Hannah used to make the bedsheets and pillowcases?

- 2 A necklace is 5 times as long as a bracelet.
The bracelet is 85 cm long.
How long is the necklace?
Give your answer in metres and centimetres.

- 3 Wire A is 108 cm long.
Wire B is 4 times as long as Wire A.
What is the total length of the two wires?
Give your answer in metres and centimetres.

- 4 Banner B is twice as long as Banner A.
Banner C is three times as long as Banner A.
The length of Banner A is 154 cm.
(a) What is the length of Banner B?
(b) What is the length of Banner C?

Adverbs

Watch: <https://www.youtube.com/watch?v=CpreIvo-0cU>

What is an adverb?

- Describe a verb!
- They explain how you do something - go by the verb.
- They usually end in ly.

ADVERB VERB

Carefully put the mixture in the bowl.

ADVERB VERB

Gently stroke the cat.

ADVERB VERB

Slowly walk down the corridor.

Examples

- Nervously
- Slowly
- Anxiously
- Cautiously
- Quietly
- Quickly
- Hurriedly
- Bravely
- Loudly
- Gently
- Courageously
- Softly
- Carefully
- Hastily
- Sharply
- Roughly
- Noisily
- Rapidly
- Reluctantly
- Eagerly
- Frantically
- Suddenly
- Calmly
- Dimly

Task: Write sentences using adverbs (a word bank has been provided)

1. _____ he walked through the creepy forest.
2. The boy whispered _____, "We need to get out of here."
3. The children tiptoed _____ down the dark, cold corridor.
4. The girl ran _____ through the spooky castle.
5. She looked around _____.
6. He pushed the heavy door open _____.

7. _____ the door flew open with a loud
crash!

8. She _____ picked up the broken
photo frame.

9. The children _____ left
the haunted house before the ghost could catch them.

Word bank:

carefully	cautiously	quietly	softly	slowly
hurriedly	suddenly	nervously	anxiously	quickly

Challenge: Write some of your own.

Conjunctions.

A conjunction is a word that *joins two sentences/clauses together*. A conjunction *extends and makes the sentence longer*. A conjunction adds detail to a sentence.

Examples:

and, but, that, so, because, when, if, although.

Subordinating conjunctions:

Subordinating conjunctions are words or phrases that link a subordinate clause/sentence to a main clause/sentence.

A *main clause* is a clause that can *exist on its own because it is independent*. It is a full sentence that makes sense on its own. *For example, the baby cried.*

A *subordinate clause* is a clause that *cannot exist or stand on its own because it is dependent on the other sentence*. It is not a full sentence - it is a sentence you would add to explain the main clause. *For example, because it was tired.*

Watch the video here for more information: <https://www.twinkl.co.uk/teaching-wiki/subordinating-conjunction>

Subordinating conjunctions include: when, if, because, although.

Because means for the reason that. Because is used to show and give reasons/explanations. For example, He is happy because he got a puppy.

When means at the time. When is used to show time. For example, we will go to the beach when it is sunny.

Although means in spite of the fact. For example, they went outside, although they weren't allowed.

If means in the event that. You can have cake if you eat your vegetables.

Task 1: Use one of the conjunctions: if, when, because, although to join these clauses together. Write one of the conjunctions in the middle box to help join the sentences.

<u>Main clause</u>	<u>Conjunction</u>	<u>Subordinate clause</u>
I want to be a dancer		I'm older.
The baby was crying		she was hungry.
We are going to the cinema		my mum finishes work.
Sam went outside to play		his mum told him to tidy his room.
I will go for a walk		it is sunny.
You will be a brilliant footballer		you practise regularly.
I'm going to bed early		I'm tired.
We went to the park		it was raining.

Task 2: Finish the sentences to add your own subordinating clause.

1. He was crying because _____

2. You can watch TV if _____

3. We are going to the park when _____

4. She went outside although _____

Comprehension - Inference.

Read the extract below from, 'Harry the Hero.' and answer the inference questions.

Harry the Hero (page 22-23)

The boys seemed to like the way Harry played football - even without his superpowers.

'Goal! Fantastic, Harry! We want you on the team!'

And the girls seemed to think Harry was the funniest boy they'd ever met.

'That's hilarious! What a laugh! Do it again, Harry!' They would say when he tripped, stumbled, slipped or fell.

Although it had been great having superpowers, Harry felt a lot better about his new school now. 'You never know what might happen...and at least I don't have to wear my underpants on the outside anymore!' he said with a smile.

A cloud appeared outside and a lightning bolt crashed in the sky behind him as Harry played, oblivious to the storm.

1. How did the boys feel about Harry's football skills? How do you know?

2. How did the girls feel about Harry?

3. How did Harry feel about his new school in the end?

4. How did he feel about not having superpowers? Why?

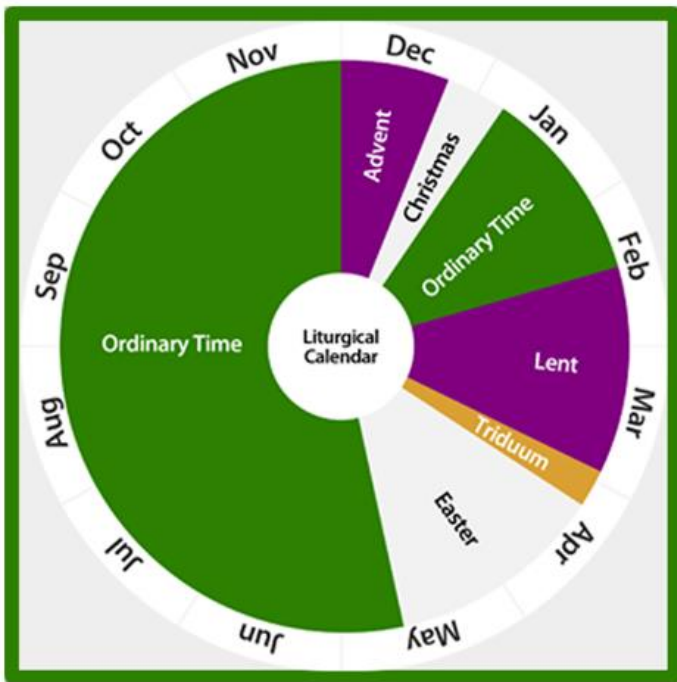
5. Why did another cloud appear?

—

read the book here: <https://www.oxfordowl.co.uk/api/interactives/33413.html>

RE - Liturgical Year.

Read about the Liturgical Calendar and the meaning and significance of the important events that are represented on the calendar.



The Liturgical Calendar:

The Liturgical calendar is a calendar of Sundays, feast days and special seasons which are celebrated during one year. The special events are all represented by different colours and are all important to Christian life.

Advent:

Advent is the colour purple. Advent means 'coming'. It is the period before Christmas (the four weeks leading up to Christmas), which celebrates the birth of Jesus. During Advent we prepare for the coming of Jesus. We go to mass and light the candles on the Advent wreath each Sunday until Christmas.

Christmas:

Christmas is the colour white, but sometimes it can be the colour gold. At Christmas we celebrate the birth and coming of Jesus Christ, our Lord and Saviour. Many people visited Jesus such as the kings and shepherds. They brought him gifts and gave him thanks. Christians prepare by praying, going to Church, decorating, buying food and gifts and doing things for their community.

Lent:

Lent is the colour purple. During Lent we prepare for Easter. Lent begins on Ash Wednesday (the day after Shrove Tuesday/Pancake Tuesday). Lent lasts 40 days and ends on Easter Sunday. During Lent we fast or go without something important to us. This is because we want to remember how Jesus Christ resisted temptation in the desert and fasted for 40 days.

Easter:

Easter is the colour white but sometimes it can also be represented by the colour gold. Easter marks the end of Lent. It is a time when we think about the sacrifice Jesus made for us. Easter is a time when we celebrate the resurrection of Jesus. Jesus died on the cross on Good Friday to save our sins. Jesus rose again on Easter Sunday. The week before Easter is known as Holy week which begins on Palm Sunday and also includes Maundy Thursday (when Jesus had the Last Supper) and Good Friday (when Jesus died on the Cross).

Ordinary Time:

Ordinary Time is the colour green. It is when we think about other important events. We reflect and learn about the teachings of Jesus Christ and other Saints.

This time refers to all of those parts of the Catholic Church's liturgical year that aren't included in the major seasons of Advent, Christmas, Lent, and Easter.

We celebrate events such as Saints feast days, the assumption and Pentecost during ordinary time.

Questions:

1. What times of Jesus' life are being celebrated in these seasons?

2. Which of the seasons or feasts is your favourite and why?

3. What do think the colours tell us about these seasons?

Task: Complete the sentence starters below to help describe the new words on the liturgical cycle and their meanings.

The liturgical calendar is _____

Advent:

Advent is the colour _____

Advent is when we _____

Christmas:

Christmas is the colour _____ or _____

Christmas is when we _____

Lent:

Lent is the colour _____

Lent is when we _____

Easter:

Easter is the colour _____ or _____

Easter is when _____

Ordinary time:

Ordinary time is the colour _____

Ordinary time is when we _____



Year 3 Home
Learning Pack.

Friday: 15.1.21

Comparing Length

REMEMBER

There are 100 centimetres (cm) in a metre (m). We use this information to help us convert centimetres into metres and metres into centimetres.

For example:

4m 20cm is the same as/equivalent to 420cm. 4m is 400cm. Add the additional 20cm. $400 + 20 = 420\text{cm}$.

510cm is the same as/equivalent to 5m 10cm. There are 5 hundreds in 510. 500cm is the same as 5m. There are 10cm remaining. Look in the hundreds column to help you identify the number of metres.

There are 1000 metres (m) in a kilometre (km), We use this information to convert/change the metres into kilometres and kilometres into metres.

For example:

6km 200m is the same as/equivalent to 6200m. 6km is 6000m. Add the additional 200m. $6000 + 200 = 6200\text{m}$.

5700m is the same as/equivalent to 5km 700m. There are 5 thousandths in 5700. 5000m is the same as 5km. There are 700m remaining. Look in the thousandths column to help you identify the number of kilometres.

Use this information to help compare the lengths listed below. You will have to convert one of the measurements so that they are in the same unit of measurement.

1. Which is bigger?

a) 190cm or 300cm.

b) 9m 20 cm or 780cm.

c) 5m 10cm or 560cm.

d) 6000m or 5km 900m.

e) 4500m or 4km 100m.

f) 9km 600m or 9100m.

2. Which is smaller?

a) 7m or 800cm.

b) 340cm or 4m.

c) 5000m or 7km.

d) 3000m or 2km.

e) 6km 300m or 7100m.

f) 450cm or 4m 10cm.

Solving Word Problems

Lesson 10

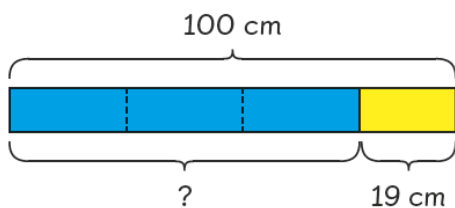
In Focus

Sam had 100 cm of cloth to make some mini flags. Each flag uses the same length of cloth. After making 3 flags, he had 19 cm of cloth left.

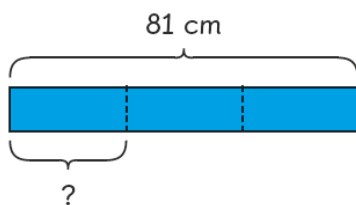
What is the length of cloth used to make each flag?



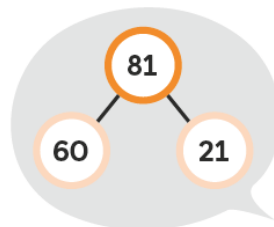
Let's Learn



$$100 - 19 = 81$$



$$81 \div 3 = 27$$



3	8	1	
	-	6	0
		2	1
	-	2	1
			0

The length of cloth used to make each flag is 27 cm.

Name: _____ Class: _____ Date: _____

Worksheet 10

Solving Word Problems

Solve

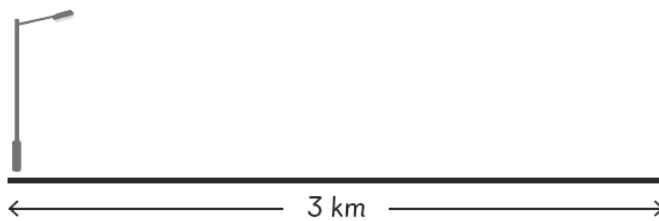
1 Ravi used a 270 cm long wooden plank to make a box. If he cut 6 planks of similar length and had 30 cm left, how long was each of the planks cut?

2 An electrician cut a 3 m wire into parts. Each part was 5 cm. If he had 25 cm of wire left, how many parts did he cut?

- 3 Lulu's mother bought a 5 m long ribbon.
She used it to tie 8 presents of similar size.
- (a) What was the maximum length of ribbon used on each present?

(b) How long was the ribbon that was left?

- 4 There were 11 lamp posts along a 3 km long road.
If the lamp posts were set equally apart, how far apart
was each lamp post from the other?



Comprehension - Summary.

Read the extract below from, 'Harry the Hero.' and summarise the text.

Harry the Hero (page 22-23)

The boys seemed to like the way Harry played football - even without his superpowers.

'Goal! Fantastic, Harry! We want you on the team!'

And the girls seemed to think Harry was the funniest boy they'd ever met.

'That's hilarious! What a laugh! Do it again, Harry!' They would say when he tripped, stumbled, slipped or fell.

Although it had been great having superpowers, Harry felt a lot better about his new school now.

'You never know what might happen...and at least I don't have to wear my underpants on the outside anymore!' he said with a smile.

A cloud appeared outside and a lightning bolt crashed in the sky behind him as Harry played, oblivious to the storm.

read the book here: <https://www.oxfordowl.co.uk/api/interactives/33413.html>

1. Who were the main characters in the story?

2. Where was the story set?

3. What happened in the story?

4. What was the problem? How was it resolved/fix?

5. Can you summarise the whole story in a few sentences?

Prehistoric Art

Prehistoric Art was drawn and painted on caves and walls as they did not have access to other materials. In a previous lesson you made a cave wall/textured background using cardboard and grains. This was to represent a cave wall. Today you are going to try to draw a British animal on your textured background.

Task 1: Locate your grains painting from the previous day. If you cannot find it or have not made it previously, follow the steps below.

Put glue (pva glue is preferred) on a piece of card/cardboard. Sprinkles lentils, grains, pasta or rice over the cardboard. Leave it to dry. Use the paints you made to add colours to the grains and pasta. Use a sponge (cut up a dishwashing sponge if needed) and press it into your paint before dabbing it over your work. (If preferred you could use your own paints focusing on earthy tones)



Task 2: Draw and paint a British animal on top of your textured background/cave wall.

Pick a British animal. Using a black crayon, carefully draw the outline on top of your textured background - focus on the main shape of your animal first. Then use black paint to go around the crayon lines to make the outline more obvious and clear. Use the prehistoric colours (earthy tones) to decorate and add detail to your animal drawing.



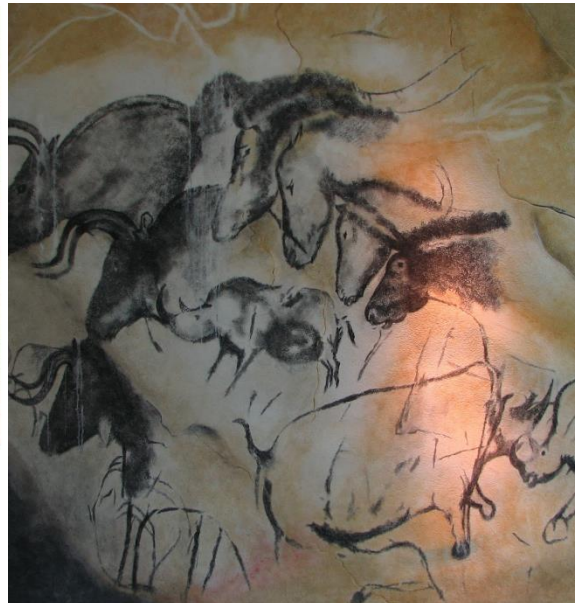
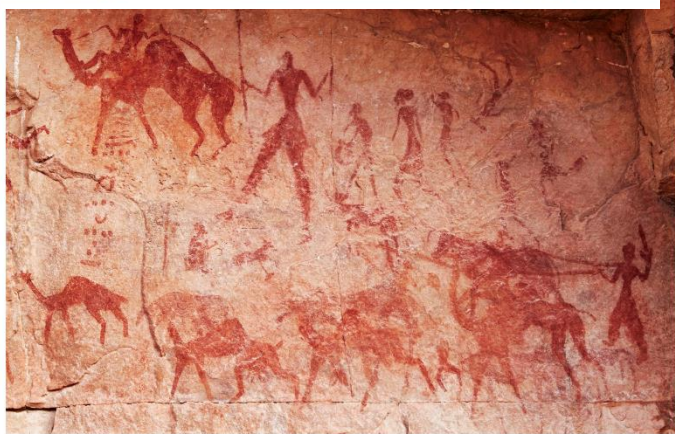
(IF THIS TASK IS NOT POSSIBLE DUE TO A LACK OF MATERIALS DRAW AND COLOUR A BRITISH ANIMAL USING THE MATERIALS YOU HAVE AVAILABLE TO YOU EG PAINTS, CRAYONS, PENCILS ON PAPER, CARD OR CARDBOARD)

Tools/materials needed:

- Glue/PVA glue
- Card/Cardboard
- Sponge
- Lentils, rice, pasta, grains
- Black pen/paint/crayon
- Brown, red, black paints

Prehistoric Art

Look through the images of prehistoric art below and answer the questions.



Questions:

1. What are the paintings of?
2. Where are the images drawn?
3. What do you notice about the colour choices? What colours are used?
4. Why do you think they only used a few colours in the Stone Age?
5. Which painting is your favourite? Why?

English

1. Read The Curse of Cogston House (pg11-17);
<https://www.twinkl.co.uk/resource/t2-or-319-the-curse-of-cogston-house-short-story-ebook>
Screenshots of the text are available on the next few pages.
2. Reflect on what you read. Think about who the main characters are, where they are, what they are doing, what happened to them etc. Briefly answer some questions to help you check your understanding of the text and help you recognise the key elements. ***This can be done verbally if you prefer as this is how we would do it in school!***
3. Identify and sequence the main points and events through pictures. Cut and stick the images provided that represent the key events and order them to help with your write up.
4. Read up about what a recount is and use this, along with the sentence starters to write your own recount of the main events in 1st person (Imagine you are Alice and write what happened in the story from your perspective!)

Task 1: Read the following extract from *The Curse of Cogston House* (pg 11 - 17)



The house hasn't always been in this state. At the time when two girls, Alice and Eliza, came in here to shelter from the rain, the Cogston family had not lived in the place for years but a caretaker was still supposed to be looking after it. According to the story, he was one of the old servants who just stayed on after everyone else had left or died.

Alice was the taller of the pair, and the more cautious; Eliza was always the adventurous one. They were both well-behaved in general, never looking for trouble or even mischievous. They were perhaps just a little too nosy.

No walls were crumbling then or windows smashed. Everything was just still and silent. It was as though whoever had lived there had just upped and left, one day. The same gloomy-looking portraits lined the walls, watching everything that occurred beneath them.

The girls explored a little inside, Alice following Eliza closely. They peered cautiously into the downstairs rooms leading off the wide hallway, but neither dared to venture up the spiral staircase. A fancy pair of chairs here, a mute grand piano there. Somehow, the eerie silence of the house demanded silence from them, too. Alice let Eliza lead the way, trailing only a few soft steps behind.

After only a few minutes of exploring, swallowing gulps of thick, dusty air, Alice noticed that they had gradually travelled a surprising distance from the big, heavy entrance door behind them. Somehow, the house had enticed them deeper and deeper inside. As she traipsed along behind Eliza, she realised that her feet were moving to a rhythm that had so far escaped her notice. Steady and comforting, the girls were treading to a beat, like soldiers marching in time with a drum. Alice snatched a piece of Eliza's coat to stop her in her tracks and stood silently, listening.

Tick.

Though their feet were no longer moving, a beat continued. Straining to listen, the girls cocked their heads and frowned at one another as the soft sound of a ticking clock reached their ears.

Tick.

The sound followed them through the house, breaking the silence wherever they investigated. As the sound of a swinging pendulum from one tall grandfather clock faded away behind them, it was replaced by a wall clock in the next room.

Tick, tock.

The eerie sounds combined to make a strangely sinister clock chorus. Aging grandfather clocks stood proudly, evenly spaced on opposite sides along the hallway, like soldiers stiffly standing guard. Each room had its own sentry, too, watching from a wall or mantel.

Tick, tock.

The volume of one mantelpiece clock rose slightly as Alice walked by, and slowly died again as she

left it behind. An approaching door, slightly ajar, allowed the resonance from another to pick up the rhythm.

Alice's footfalls had just begun to slip back into the soothing rhythm of the ticking house when her attention was drawn to the nearest exquisitely polished timepiece.

She stopped. The realisation that invaded her mind made her stomach lurch unpleasantly.

All over the vast house, thick blankets of dust clung to every item of furniture – except for the clocks.

Tick, tock.

Alice ran a finger along the smooth edge of a beautifully ornate carriage clock, and found not a scrap of dirt on its surface. She looked up at the filthy, mottled glass of the ground floor windows, then back at the gleaming, spotless face of the clock.

A few moments later, when both girls were back out on the main corridor, Eliza stopped walking suddenly. She turned her head slightly to the left, listening hard. "Listen," she whispered.

Alice stood still and silent for a moment, too. She looked back towards the staircase, tracing the line of the banister with her narrowed eyes, squinting up towards the dark vacuum above. It was impossible to focus her vision into the darkness but just for a second, she had been sure that something had moved. Her mind swam with visions of a hunched, silhouetted figure hovering just beyond the last, barely visible step. Then, she remembered that she was supposed to be listening.

"I don't think I can hear anything," Alice muttered.

"Exactly," her friend agreed. "No ticking."

With a sudden shiver, Alice realised what Eliza was listening for – she hadn't heard the presence of something, further away. She was listening for the absence of it right beside them.

Alice stood motionless, staring up at the nearest grandfather clock, the latest in a long line of stoic watchmen standing against the dark, panelled walls. Despite no other signs of life, every other clock so far had been working. They were even, as far as Alice had noticed, showing the correct time.



The one in front of them right now had stopped.

"10:31," said Eliza, looking back at Alice over her shoulder. The clock was either three hours ahead or nine hours behind the correct time. Eliza seemed to contemplate this for a moment and then, just as suddenly as the clock had attracted her attention, she lost interest and moved on down the hallway.

Alice, meanwhile, stared up at the clock a little longer. Something about its silent presence was strange, but she couldn't quite put her finger on what it was.

She placed one hand on the frame and leaned closer. Turning her head, she pressed her ear against the polished wooden panel, as though listening for a pulse. The silence of the house was deafening.

Seconds passed.

BANG!

Without warning, an ear-splitting sound splintered the silence, and Alice's vision went black.

Eliza had been creeping further along the passageway when a horrendous sound had startled her. She spun around to find herself perfectly alone in an empty hallway. The house looked exactly the same as it had a moment earlier – but Alice was nowhere to be seen.

Eliza's face contorted from confusion into panic. Her arms appeared frozen by her sides but her hands began to visibly shake. All adventurous spirit whisked out of her, she whispered meekly.

"Alice?"

Task 2: Reflect on what you read by answering the following question.

Identify the main elements and events of the story through doing so. This can be done verbally or you can make brief notes as this is how we would have done it in school!

Questions:

1. Who are the main people in this story?
2. What are they doing?
3. Where did it take place?
4. What was the weather like?
5. Why did they do it?
6. How did they feel?
7. What are the main events in this part of the story?
8. What order did the events happen in?

Task 3: Cut out the pictures that represent the key events in this text. Sequence and order the events on the table provided.

Think about what happens during each section. What are the girls doing? How do they feel?



1.

2.

3.

4.

5.

6.

Answers:

1. The girls go into the Cogston house to get out of the rain.



2. They explore the house and look around.



3. They hear ticking. All of the clocks start ticking and matching the rhythm of their footsteps. The girls are worried.



4. The clocks suddenly stop. They all say 10:31.



5. Alice leans closer to see if she can hear the ticking. There is a sudden bang and Alice's vision goes black.



6. Eliza cannot find her friend anywhere and is worried. Alice is scared and trapped inside the clock.



Events sequenced in word form to support you with your write up! Read this if you require some help or ideas.

First, Alice and Eliza went into the spooky, old house that belonged to the Cogston family because they wanted to get out of the rain and because they were nosy.

Next, the girls carefully explored the abandoned, gloomy looking house. They went downstairs but did not go upstairs because they were too scared. The house was eerily quiet and filled with lots of beautiful furniture.

After that, Alice noticed they had gone very far into the house and realised that there was a spooky ticking sound echoing through the halls and mimicking their footsteps. Alice and Eliza hurriedly walked through the house, feeling nervous and frightened because more clocks began ticking in a strangely sinister chorus of sound.

Next, Eliza noticed that the clocks had all stopped at the same time; 10.31. They had not been working this whole time. Alice leaned closer and pressed her ear to the glass, straining to hear the ticking sound.

Then, there was a sudden, loud bang and Alice's vision went black. Eliza, who had been walking ahead, heard the awful bang and quickly spun around. Worryingly she realised that she was alone in the cold, dark corridor. Alice was nowhere to be found or seen. Eliza felt panicked and was visibly shaken. Where had her friend gone?

What is a recount?

A recount is an account of something that has already happened.

A recount is when you tell or write about an event or experience.

A recount is written in the past tense because it has already happened!

A recount is written in the first person. We use the pronoun 'I' and describe the main events from our point of view and perspective. We describe things as we would have seen them.

Recounts are written in chronological order. This means in order of when and how they happened.

Recounts often use time conjunctions such as first, next, then, after that to help order the events in the right order.

Recounts include lots of descriptions so you will need to include lots of adjectives (describing words such as beautiful, noisy, crooked etc) and adverbs (words that describe a verb for example quickly, loudly, cautiously etc).

Watch:

<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zgfhcj6>

Recount

Task 4: Use the sentence starters below to recount what happened to Alice. Imagine you are Alice and explain what happened. Use the pictures to help you order the events.

First, I

went _____ with

my friend _____ because _____

Next, we carefully explored _____.

The house was _____

After that, I noticed _____

I felt _____

because _____

Next, Eliza noticed that the clocks had _____

I felt _____ so I leaned closer and

Then, _____.

Eliza _____

I felt so _____

because _____