

### Third Class Worksheets-Week 5

Dear parents,

This document includes all necessary pages from the books listed in this week's work. See large timetable for weekly overview, it includes checklists for daily work. Daily checklists may or may not be useful, you decide. I included a small star incentive system so that children can earn stars during the week for a simple reward system if you wish to use it. Please do what you can, there is no obligation to complete work. Once everyone is healthy and well, we can catch up on everything else when we return to school. I do hope you and your families are healthy and well this week.

I do appreciate feedback if certain aspects of the work are too challenging or if you would like assistance with any part of it. Due to the nature of my optional work this week, I have created a new email address for work to be sent to: [sttsecondandthirdclass@gmail.com](mailto:sttsecondandthirdclass@gmail.com)

This week, I ask that children to send me a short video as part of their work to be completed. I hope to post any videos that I receive on the school website. I think it could be enjoyable for the children to physically see and hear from some of their classmates in an alternative way. Due to GDPR and child protection, I request that these videos and work be sent to the new email address listed above instead of my personal email. If you permit your child to send the video, could you please include a short sentence in the email permitting your child's video being posted on [www.ballyporeenns.com](http://www.ballyporeenns.com).

Thanks in advance,

Ms. O' Donnell

### Weekly Time table: Week 5-3<sup>rd</sup> Class

Subject	Monday	Tick	Tuesday	Tick	Wednesday	Tick	Thursday	Tick	Friday	Tick
Maths :	Busy at Maths 3 p. 92		Busy at Maths 3 p. 93		Busy at Maths 3 p. 94		Busy at Maths 3 p. 95		Busy at Maths 3 p. 96	
English Written work	A Way with Words 3 P. 7		A Way with Words 3 P. 11		A Way with Words 3 P. 13		A Way with Words 3 P. 12		A Way with Words 3 P. 14	
English Reading	Read P. 14 & 15		Read p. 16 & 17		Read P. 18 & 19		Read P. 20 & 21		Read p. 22 & 23	
Spellings J. G. p. 8	this, that, while		wheat, whip, whistle		whiskers, whatever		aunt, uncle		Weekly test (complete in English copy)	
Gaeilge	Ceartlitriú P. 19 B: What is on the clothes line? Write the correct clothing word.		Ceartlitriú P. 19 C-Match the word chunks together. e.g. seaic+éad=seicéad		Ceartlitriú P. 20 D Write each word and draw a picture of it from the box. Don't forget to colour your picture.		Ceartlitriú P. 20 E. (A, B, C, D) Rewrite the sentence putting in the correct air/uirthi into the correct blank space.		Ceartlitriú P. 20 E (E, F, G) Rewrite the sentence putting in the correct air/uirthi into the correct blank space.	
Gaeilge Ceartlitriú p. 18	geansaí=jumper		bríste=trousers		air=on him		uirthi=on her		Scrudú=test	
Collins Big Cat book <a href="https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/BuildingHigh/index.html">https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/BuildingHigh/index.html</a>										

How many stars did you earn?



## Chapter 17: Time 1

1. What time does each clock show?

(a)



(b)



(c)



(d)



2. Draw the hands on these clocks to show the times.

(a)



$\frac{1}{2}$  past 11

(b)



$\frac{1}{4}$  past 6

(c)



$\frac{1}{4}$  to 5

(d)



12 o'clock

3. Order these times from earliest to latest and they will spell a boy's name.

R:  $\frac{1}{4}$  past 3    B:  $\frac{1}{4}$  to 3    A:  $\frac{1}{4}$  to 4    N: 4 o'clock    I:  $\frac{1}{2}$  past 3

The boy's name is: \_\_\_\_\_

4. How many minutes are there in each of these?

(a) 1 hour = \_\_\_\_\_ minutes

(b)  $\frac{1}{2}$  hour = \_\_\_\_\_ minutes

(c)  $\frac{1}{4}$  hour = \_\_\_\_\_ minutes

(d)  $\frac{3}{4}$  hour = \_\_\_\_\_ minutes

(e)  $1\frac{1}{2}$  hours = \_\_\_\_\_ minutes

(f)  $1\frac{1}{4}$  hours = \_\_\_\_\_ minutes

5. Write the times that are (a) 2 hours earlier and (b) 2 hours later than the middle clock. Draw the hands on the clock faces.

(a)



2 hours earlier



2 hours later



(b)

$\frac{1}{4}$  to 6

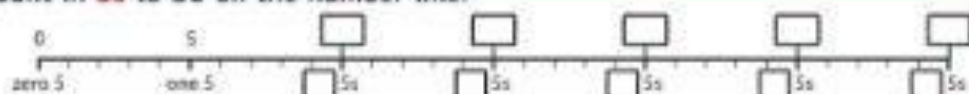
### Challenge

A film was due to start at  $\frac{1}{4}$  past 8. Paul arrived at  $\frac{1}{4}$  to 8. How many minutes early was he? \_\_\_\_\_ minutes

## 5-minute intervals 1

1. The first half of a football match lasts 35 minutes. The referee did not blow the half-time whistle until 40 minutes had passed. How many minutes extra time did she allow? \_\_\_\_\_ minutes

2. Count in 5s to 30 on the number line.



3.



- (a) As the long hand of the clock moves from 12 to 1, it has completed \_\_\_\_\_ minutes.
- (b) Each time it moves to the next number it completes \_\_\_\_\_ minutes.
- (c) When the long hand points to: (i) 4, it is \_\_\_\_\_ past; (ii) 5, it is \_\_\_\_\_ past; (iii) 6, it is \_\_\_\_\_ past.
- (d) Count in 5s on the clock face: 5, 10, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

4.



- (a) Count backwards in 5s starting at 30.  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 30
- (b) When the long hand points to 6, it is 30 minutes past one hour or 30 minutes to the next \_\_\_\_\_.
- (c) When it points to 7, it is \_\_\_\_\_ minutes to an hour.
- (d) When the long hand points to: (i) 8, it is \_\_\_\_\_ to; (ii) 9, it is \_\_\_\_\_ to; (iii) 10, it is \_\_\_\_\_ to; (iv) 11, it is \_\_\_\_\_ to; (v) 12, it is the next \_\_\_\_\_.

5. Write the time shown on each clock face.

(a)



\_\_\_\_\_ past \_\_\_\_\_

(b)



\_\_\_\_\_ to \_\_\_\_\_

(c)



\_\_\_\_\_ to \_\_\_\_\_

(d)



\_\_\_\_\_ to \_\_\_\_\_

### Challenge



This clock shows 25 minutes to 7.  
How long should it take until it shows 5 past 7?  
\_\_\_\_\_ minutes



### 5-minute intervals 2

1. Draw hands on these clock faces to show the times.



10 mins past 7



25 mins past 11



15 mins past 12



30 mins past 10

2. Draw hands on these clock faces to show the times.



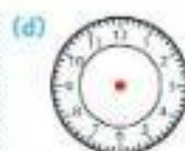
20 mins to 3



25 mins to 11



5 mins to 12



15 mins to 5

3. Complete this table.

Time now	5 past 7	10 past 9	12 o'clock	$\frac{1}{4}$ past 8	20 past 4
Minutes later	20 mins	10 mins	30 mins	15 mins	10 mins
It will be:					

4. Complete this table.

Time now	25 to 3	$\frac{1}{2}$ past 4	20 to 8	$\frac{1}{4}$ to 7	5 to 12
Minutes later	15 mins	10 mins	15 mins	15 mins	5 mins
It will be:					

5. Count in 5s up to 60.

15

6. Complete this table. How many minutes are there...?

From	20 past 4	25 past 11	20 to 6	10 to 9	25 to 7
To	25 to 5	5 to 12	6 o'clock	5 past 9	10 past 7
Minutes:					

### Challenge




A television programme started at 10 minutes to 7. It lasted for 30 minutes. At what time did it finish?

## Digital – 5-minute intervals

This clock shows **digital** time.

8 : 15



$\frac{1}{4}$  past 8

8 : 15

20 past 9

$\frac{1}{4}$  to 10

25 to 7

10 to 9


9 : 20

9 : 45

6 : 35

8 : 50


1. Write each of these times in (i) analogue form and (ii) digital form.

(a) 

(i) \_\_\_\_\_ past \_\_\_\_\_

(ii) 


:

(b) 

(i) \_\_\_\_\_

(ii) 


:

(c) 

(i) \_\_\_\_\_

(ii) 


:

(d) 

(i) \_\_\_\_\_

(ii) 


:

(a) 

(i) \_\_\_\_\_ to \_\_\_\_\_

(ii) 


:

(b) 

(i) \_\_\_\_\_

(ii) 


:

(c) 

(i) \_\_\_\_\_

(ii) 

:

(d) 

(i) \_\_\_\_\_

(ii) 

:

3. Complete this table. Give answers in both analogue and digital form.

Time now	10 past 12	20 past 6	25 to 8	5 to 11
Minutes later	15 mins	15 mins	25 mins	40 mins
It will be:	past			
It will be: (digital)	<div style="border: 1px solid black; padding: 2px 10px;">: </div>	<div style="border: 1px solid black; padding: 2px 10px;">: </div>	<div style="border: 1px solid black; padding: 2px 10px;">: </div>	<div style="border: 1px solid black; padding: 2px 10px;">: </div>

4. Complete this table. Give answers in both analogue and digital form.

Time now	25 to 6	20 past 8	$\frac{1}{4}$ past 4	25 past 9
Minutes later	10 mins	20 mins	20 mins	35 mins
It will be:	to			
It will be: (digital)	<div style="border: 1px solid black; padding: 2px 10px;">: </div>	<div style="border: 1px solid black; padding: 2px 10px;">: </div>	<div style="border: 1px solid black; padding: 2px 10px;">: </div>	<div style="border: 1px solid black; padding: 2px 10px;">: </div>

## Time problems

1. Write the times that are 25 minutes **later** than these digital times.

(a) 4:05	(b) 7:25	(c) 9:35	(d) 2:50	(e) 12:55
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Write the times that are 20 minutes **later** than these analogue times.

(a) 10 past 5	(b) 20 past 8	(c) 5 to 1	(d) 10 to 12
— past —	— past —	— to —	— to —

3. Write the times that are 20 minutes **earlier** than these digital times.

(a) 3:55	(b) 7:35	(c) 9:15	(d) 10:05	(e) 11:40
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Write the times that are 25 minutes **earlier** than these analogue times.

(a) $\frac{1}{2}$ past 7	(b) 20 to 2	(c) 10 past 4	(d) $\frac{1}{4}$ past 11
— past —	— to —	— past —	— past —

5. Order these times from earliest to latest and they will spell a girl's name.

R. 2:35	E. $\frac{1}{4}$ to 3	D. 3:05	B. 25 past 2	N. 2:55	A. 3:40
---------	-----------------------	---------	--------------	---------	---------

The girl's name is: \_\_\_\_\_

6. 5 families were in a competition to see which of them was the fastest in a 10 kilometre race. There was a gap of 5 minutes between the starting times. Write the time each family started in (i) analogue form and (ii) digital form.

(i) (a) 10 to 2	(b) _____	(c) _____	(d) _____	(e) _____
(ii) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Challenge



Joe started a race at 2:40 and finished at 25 past 3.  
Jim started at 10 to 3 and finished at 3:45.

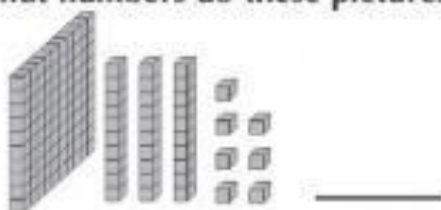
- (a) Who was the fastest? \_\_\_\_\_  
(b) By how many minutes? \_\_\_\_\_ minutes



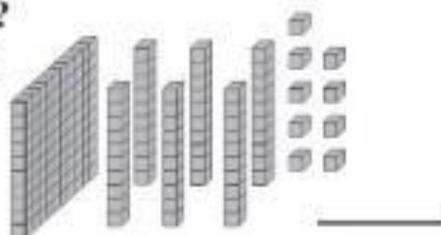
# 5. Hundreds

A. What numbers do these pictures show?

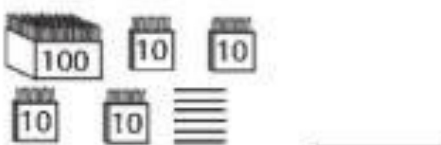
1.



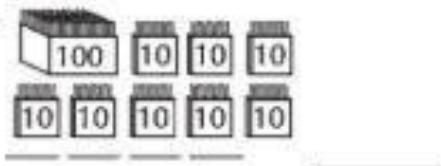
2.



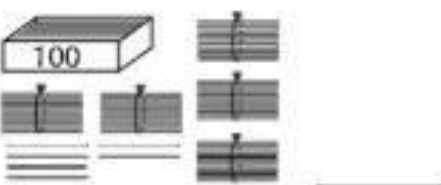
3.



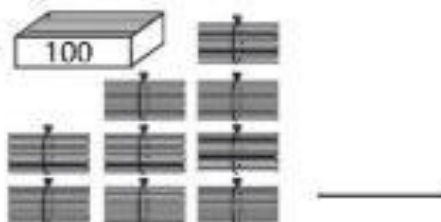
4.



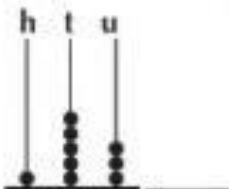
5.



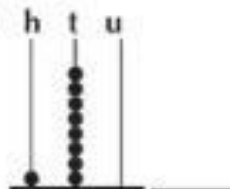
6.



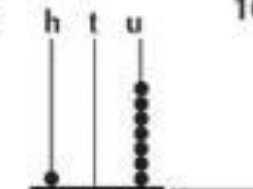
7.



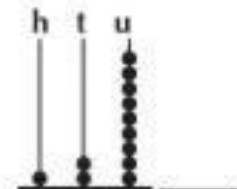
8.



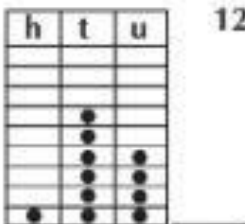
9.



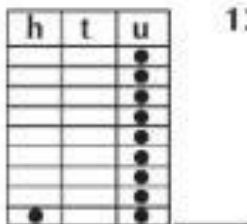
10.



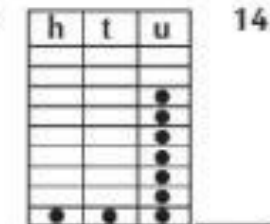
11.



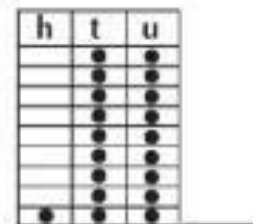
12.



13.

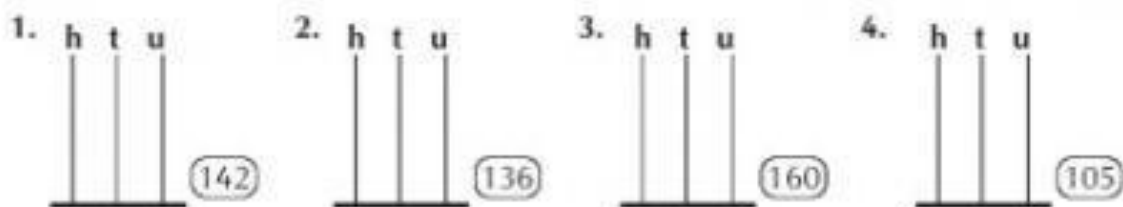


14.

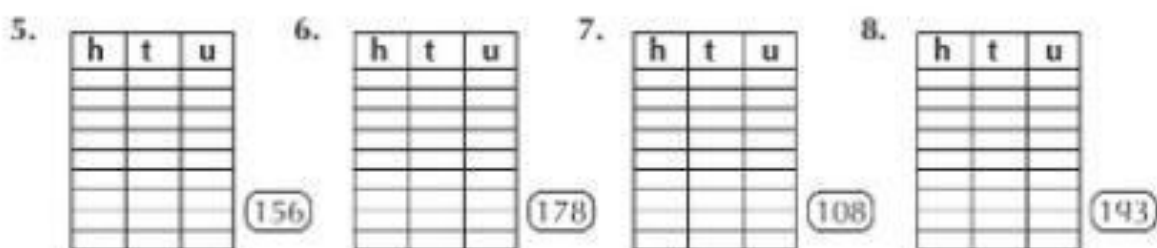




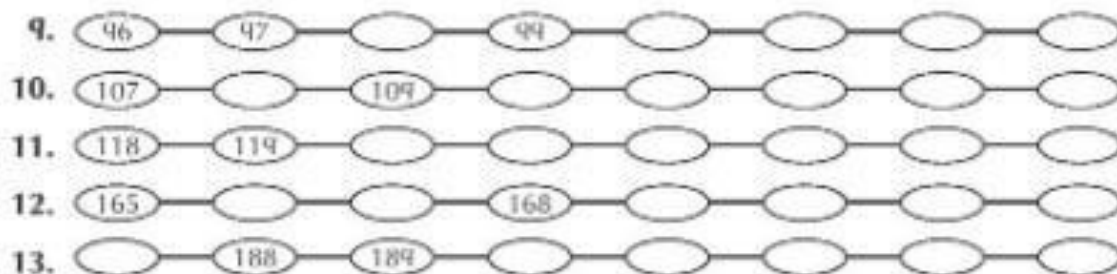
B. Show these numbers on the abacus.



Show these numbers on the notation board.



Fill in the missing numbers.



Write the answers.

14. 1 hundred + 6 tens + 4 units = \_\_\_\_ 15.  $100 + 60 + 8 =$  \_\_\_\_  
 16. 1 hundred + 8 tens + 0 units = \_\_\_\_ 17.  $100 + 7 + 90 =$  \_\_\_\_  
 18. 1 hundred + 0 tens + 7 units = \_\_\_\_ 19.  $50 + 8 + 100 =$  \_\_\_\_  
 20. Arrange these in order of size, starting with the smallest.

199      118      109      180      171      130  
 \_\_\_\_

## Playing with Words (1)

- A. Read the clues and cross out the two correct answers to each clue.  
There should be one word left in the box.

kettle	Nile	water	cat	Dublin
book	breakfast	chocolates	blackboard	dog
chair	milk	Madrid	Shannon	goldfish
red	salmon	blue	newspaper	cooker
lunch				

### Clues

- 2 colours
- 2 animals
- 2 rivers
- 2 meals
- 2 drinks
- 2 things you can read
- 2 things found in a classroom
- 2 types of fish
- 2 cities
- 2 things found in a kitchen



The word left over is \_\_\_\_\_.

- B. Write **two words** of your own for each clue.

- farm animals \_\_\_\_\_
- wild animals \_\_\_\_\_
- things found in a kitchen \_\_\_\_\_
- things found in a bathroom \_\_\_\_\_
- garden flowers \_\_\_\_\_
- colours \_\_\_\_\_
- shapes \_\_\_\_\_
- cities \_\_\_\_\_
- means of transport \_\_\_\_\_

Figure 1: A Way with Words 3 P. 7

## Fun Page

A. Write the name of each common bird.



B. You would not expect to find the following birds in your school yard.  
Read the description below and write the correct name under each picture.



- The ostrich is the largest bird in the world.  
An ostrich cannot fly, but it can run faster than its enemies.
- The penguin does not use its wings to fly.  
Instead, it uses its wings as flippers to help it to swim.
- The peacock uses his long feathers in a dance to attract a female, or peahen.
- The snowy owl has very sharp claws. It uses these to catch small animals.  
Its feet are covered in feathers, which keep them warm.

C. Which bird

- is the largest in the world?
- uses its wings as flippers?
- has feathers on its feet to keep them warm?
- has very sharp claws?
- uses its feathers in a dance?

---



---



---



---



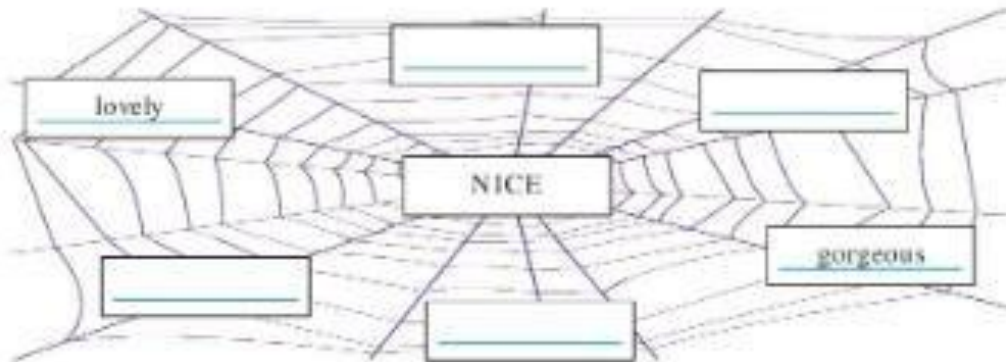
---

Figure 2: A Way with words 3 p. 11

## Write Away!

### Word Webs (I)

- A. Some words are very tired. We use them over and over again. Write other words to use instead of these tired words. Use your dictionary or thesaurus to help you.



- B. Find another tired word and make a web of other words that can be used instead.



## Birds

D. Complete the story. Use the words in the wordbox to help you.

warm	light	quickly	feathers	wings	animals
fly	year	air	body	eagles	

Most birds can \_\_\_\_\_. When a bird is flying, it has a very smooth shape. This allows the bird to move quickly through the \_\_\_\_\_. A bird needs to have a light \_\_\_\_\_ to be able to fly. Bird bones are hollow. This makes them very \_\_\_\_\_. Birds are the only \_\_\_\_\_ that have feathers. Baby birds have fluffy down \_\_\_\_\_. These help to keep them \_\_\_\_\_. Birds grow a new set of feathers every \_\_\_\_\_. Some birds can flap their \_\_\_\_\_ thousands of times every minute. Large birds, such as \_\_\_\_\_, flap their wings slowly. Small birds flap their wings very \_\_\_\_\_.

Figure 4: A Way with Words P. 13

- C. Use different words for 'nice', 'sad' and 'small' in the following sentences. The same word could be used in a number of sentences, but use the most suitable word from the wordbox. Read all the sentences before you make your final choice.

pleasant	petite	friendly	tiny	unhappy	slight
downcast	gloomy	wretched	beautiful	little	magnificent

1. The \_\_\_\_\_ woman gave me an apple.
2. We had a \_\_\_\_\_ day at the seaside.
3. Dad brought us for a drive in his \_\_\_\_\_ new car.
4. The classroom was full of \_\_\_\_\_ children when it began to rain.
5. The lady looked \_\_\_\_\_ in her sickbed.
6. The boy felt very \_\_\_\_\_ when his dog ran away.
7. He added just a \_\_\_\_\_ amount of salt to the mixture.
8. The \_\_\_\_\_ boy looked up at the huge giant.
9. The mouse squeezed through the \_\_\_\_\_ hole in the wall.
10. My dad bought a \_\_\_\_\_ ring for my mam.
11. The \_\_\_\_\_ girl wanted to be a model.
12. The members of the team were \_\_\_\_\_ when they lost the game.



Figure 5: A Way with Words P. 14



# Éadaí

Éadaí



Tá t-léine uirthi.



Tá cóta air.



bríste



geansaí



caipín



léine



t-léine



sciorta



páicín



masc



sealcéad



cóta

Féach agus abair	Sríobh anois	Sríobh arís	(✓) nó (X)
bríste			<input type="checkbox"/>
léine			<input type="checkbox"/>
t-léine			<input type="checkbox"/>
caipín			<input type="checkbox"/>
sealcéad			<input type="checkbox"/>
cóta			<input type="checkbox"/>
geansaí			<input type="checkbox"/>
sciorta			<input type="checkbox"/>
masc			<input type="checkbox"/>
páicín			<input type="checkbox"/>
air			<input type="checkbox"/>
uirthi			<input type="checkbox"/>

Figure 6: Ceartlitriú p. 18



Cód atá ar an líne?



1 \_\_\_\_\_  
3 \_\_\_\_\_  
5 \_\_\_\_\_  
7 \_\_\_\_\_  
9 \_\_\_\_\_

2 \_\_\_\_\_  
4 \_\_\_\_\_  
6 \_\_\_\_\_  
8 \_\_\_\_\_  
10 \_\_\_\_\_



Cuir le chéile agus scríobh.

seaic	thi
gean	sc
caip	cín
léi	ta
t-lé	saí
ma	orta
uir	éad
púi	ne
có	ín
sci	ine

(a) seaicéad  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_  
(d) \_\_\_\_\_  
(e) \_\_\_\_\_  
(f) \_\_\_\_\_  
(g) \_\_\_\_\_  
(h) \_\_\_\_\_  
(i) \_\_\_\_\_  
(j) \_\_\_\_\_

Figure 7: Ceartlitriú p. 19





Tarraing pictiúir. Scríobh an focal leis an bpictiúr ceart.

cóta geansaí bríste caipín

(a)	(b)	(c)	(d)



Cad atá air?



Cad atá uirthi?










- (a)  Tá \_\_\_\_\_ agus \_\_\_\_\_ air.
- (b) Tá \_\_\_\_\_ agus \_\_\_\_\_ air. 
- (c)  Tá \_\_\_\_\_ agus \_\_\_\_\_ uirthi.
- (d) Tá \_\_\_\_\_ agus \_\_\_\_\_ air. 
- (e)  Tá \_\_\_\_\_ agus \_\_\_\_\_ uirthi.
- (f) Níl sciorta \_\_\_\_\_, Tá cóta \_\_\_\_\_ 
- (g) Níl sciorta \_\_\_\_\_, Tá \_\_\_\_\_, t-léine \_\_\_\_\_ agus \_\_\_\_\_ 

Figure 8: Ceartlitriú p. 20

## Building metal scaffolding

### Making the frame

1. Put up the vertical tubes.



2. Clip on the horizontal tubes.

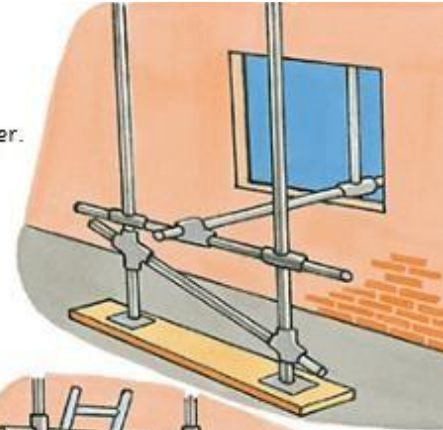


3. Add **diagonal** tubes to keep the scaffolding the right shape.

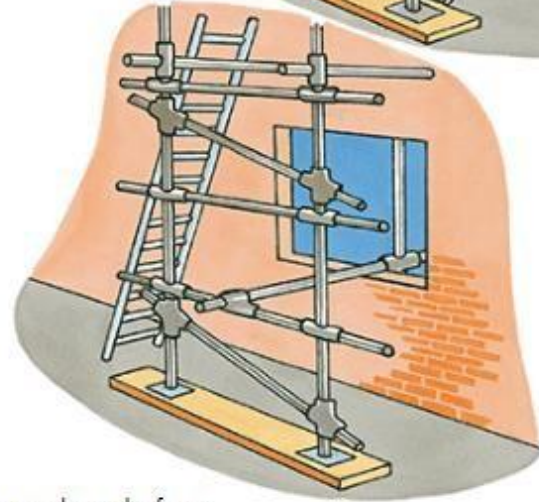


14

4. Fix the scaffolding to the building so that the scaffolding can't fall over.



5. Add a ladder and more tubes.



Now the scaffolding needs a platform for builders to stand and work on.

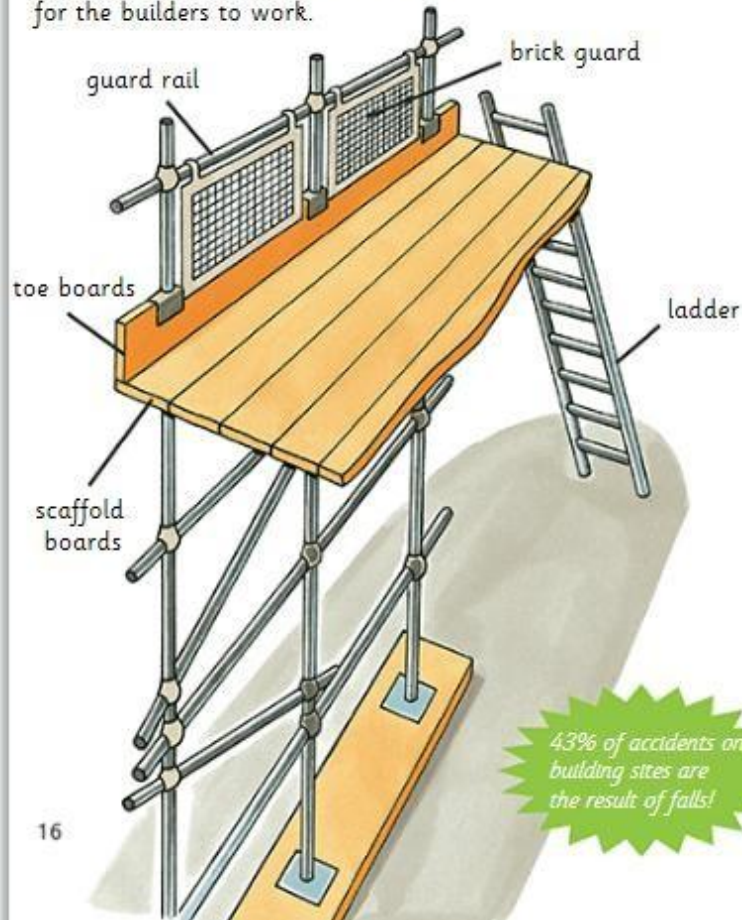
15

Figure 9: Building High P. 14 & 15



## Making the platform

The platform needs to be a safe place for the builders to work.



43% of accidents on building sites are the result of falls!

16

## Ready at last!

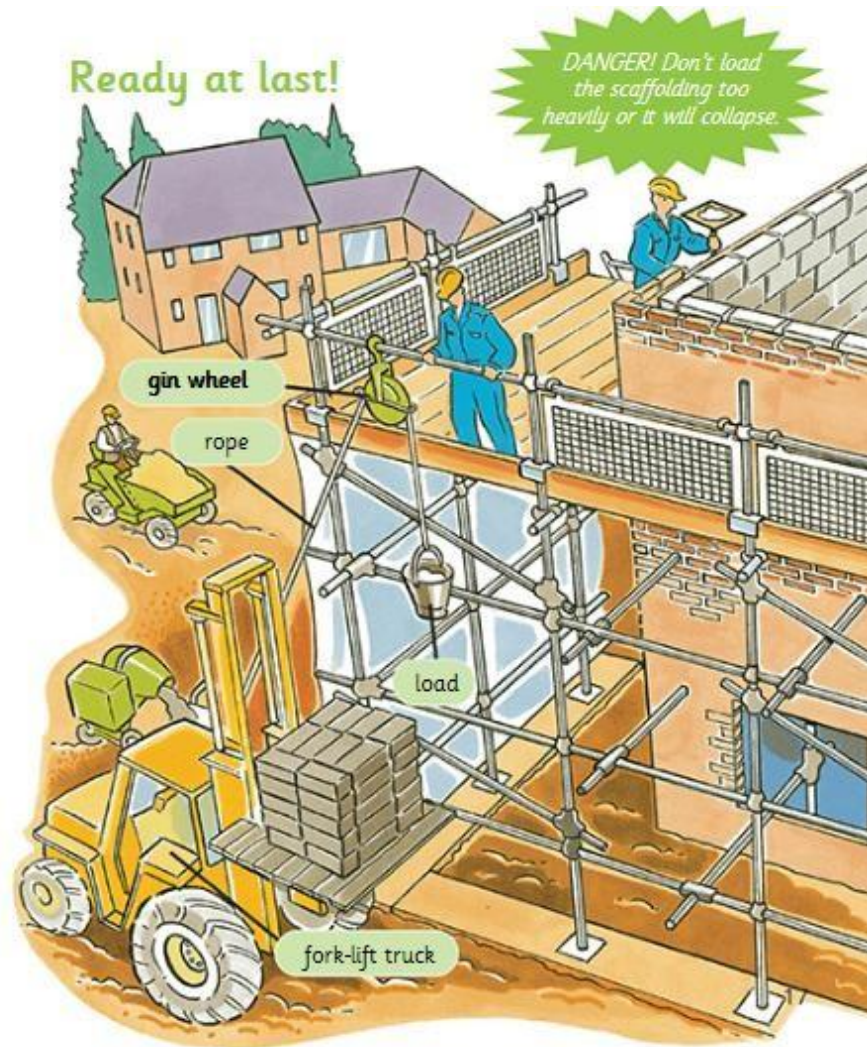


Figure 10: Building High P. 16 & 17

## Safety on tall buildings

It's not too difficult to put up scaffolding on a small house. But scaffolding on a tall building is much more difficult to put up. Why?

- Scaffolding tubes are heavy.
- A tall building needs lots of tubes.
- Builders, and the **materials** they use, are heavy too.

Now think about the strength of the wind. The wind will blow against the scaffolding platforms and toe boards; it will flap the screens. It will try to blow the scaffolding over.

Scaffold design engineers have to work out the weight of the scaffolding and the strength of the wind, to make sure that their scaffolding won't fall down.



18



*scaffolding around the Louvre Museum, Paris*

Figure 11: Building High p. 18 & 19



Builders must always think about safety.

**Fans** protect people on the ground from falling objects. When the "Gherkin" building in London was being built, cranes knocked down lots of frozen snow one winter day. The snow melted safely in the fans and nobody was hurt.



20

## Different sorts of scaffolding

Scaffolding isn't just used on the outside of buildings.

### Scaffolding on bridges

Scaffolding is used when bridges have to be repaired or repainted. The scaffolders, instead of working from the ground up, may have to work from the top down.



*the Forth rail bridge near Edinburgh*



21

Figure 12: Building High P. 20 & 21



## Scaffolding indoors

Scaffolding is used indoors when builders need to reach high ceilings. This type of scaffolding is called birdcage scaffolding.



## Scaffolding for films and shows

Scaffolding is quick to put up and take down, and can be built in almost any shape. This makes it very useful for structures that are wanted for only a short time, such as film sets and stages for outdoor concerts.

22



*This film set is built on **mesh** that is supported by scaffolding.*



*The stage for this outdoor concert is made of scaffolding.*

23

Figure 13: Building High P. 22 & 23

## Theatres

Scaffolding is also used in theatres to support scenery and lighting. Sometimes it is even part of the set for actors to climb and perform on.



## Being a scaffolder

Robin Davis is a scaffolder.  
What does he do? What is his job like?

“I love my work. First thing every morning we talk over what we have to do. There may be plans to follow, if it's a difficult job. People's lives depend on us getting things right.

We're part of a team. It's like playing football, but, instead of passing the ball, we're passing the scaffolding tubes to each other. Often we work in groups of three.

You're active when you're building scaffolding. It's like being a runner or a dancer. You're using your body all the time and it feels good. You learn all the right moves, like how to keep your back straight when you lift things. It keeps you really fit.



Figure 14: Building High 24 & 25



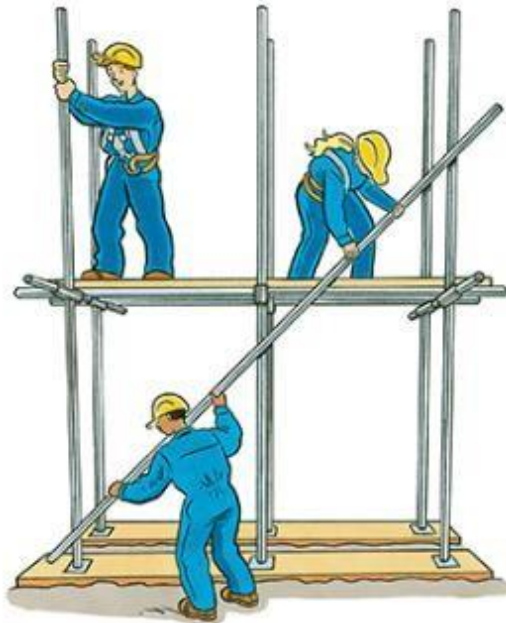
When you're working high up, there's a great view over the houses and fields. Sometimes it's cold and windy up there, but if you dress right you're OK.

Someone comes round to check you're doing things right. Then at the end of the day you can look up and see what you've done. You can say, "I built that." That feels good.

Some jobs you finish quickly. Others take a long time. It depends how complicated the job is.

What I like is that I have to keep thinking about what I'm doing. My work's never boring.

”



26

## Moving on

Once scaffolding has been put up around a building, it's left in place until the builders have finished their work. This can take a long time.

Sometimes a screen is put up to cover the scaffolding from view. Often an image is printed on the screen, so that it looks more attractive.

To make the screen, a **digital** photograph is taken. This is printed out in sections on a giant printer and then joined together. Finally, the screen is hung over the scaffolding.



27

Figure 15: Building High P. 26 & 27



But the scaffolding, including the printed screen, has to come down some time.

The scaffolders come back to take it down. They undo the clips and pass the tubes down to their mates.

They stack the tubes and boards neatly. They are ready to go.



Figure 16: Building High P. 28 & 29



The completed building can be seen for the first time.

It may be a new house or a cinema that nobody has ever seen before, because it has always been wrapped in scaffolding.

It may be an old building where the dirty stonework has been cleaned, so that it looks as shiny and clean as it did years ago.

When the scaffolding comes off, it's as exciting as unwrapping a birthday present!

## Glossary

<b>bamboo</b>	a giant grass with hollow stems
<b>colossus</b>	a statue, person or thing, much larger than life size
<b>diagonal</b>	in a slanting direction
<b>digital</b>	in a form that can be used by a computer
<b>engineer</b>	someone who knows how to plan, design, build or look after things that are made, such as scaffolding or machines
<b>fans</b>	structures that stick out from the side of scaffolding to catch falling objects
<b>gin wheel</b>	a hand-operated machine for lifting heavy weights
<b>horizontal</b>	level, like the horizon where the earth and sky meet



<b>materials</b>	tools and other things needed to do a job
<b>mesh</b>	material woven like a net
<b>mortar</b>	a mix of sand, cement and water that holds stones or bricks together
<b>putlog</b>	a short piece of scaffolding that fits into a wall, on which scaffolding floorboards rest
<b>sculptor</b>	someone who makes a statue or carving
<b>structures</b>	buildings or other things that are built or put up
<b>vertical</b>	pointing straight up and down



Figure 17: Building High p. 30 & 31

**SESE/ARTS-Optional Extra**

This is active work that incorporates a range of topics. There is absolutely no pressure on anyone to complete this work but if you would like to incorporate the little bit of baking/organising/art into your week, feel free. Pick and choose from the content. Again, there is no obligation to complete this work, it is merely a suggestion in case you'd like it. Let's make the most of this!

**Maths Figure it Out P. 13 & 14**

	Monday	Tuesday	Wednesday	Thursday	Friday
Resources	PE	Art-Sock puppet	News Video	News Video	News Video
Activity	<ul style="list-style-type: none"> <li>Make an obstacle course inside or outside weather permitting.</li> <li>Plan your course and draw a simple map picture of it like the example below.</li> <li>Use household items such as sweeping brush handle for a jump, egg and spoon sprints, keepy uppy etc.</li> <li>Time how quickly you can complete the course.</li> </ul>	<ol style="list-style-type: none"> <li><b>Find a clean sock that's long enough to cover your arm.</b> The sock can be any colour you like. It can be fuzzy or plain. It can even have stripes or polka dots! Just make sure there aren't any holes.</li> <li><b>Slip the sock over your hand.</b> Once you the sock on, make a C-shape with your hand. Put your fingers into the toe part. Try to get your thumb into the heel part. If you can't reach it, tuck the sock into the groove between your thumb and fingers. Open and close your hand. Your sock should already start looking like a puppet.</li> <li><b>Use a marker to make two dots above the seam for the eyes.</b> If you want your puppet to have a nose, make a dot for that as well.</li> <li><b>Add bobbles, cotton wool, stickers or any other items you may have at home.</b></li> <li>Don't forget to name your new puppet.</li> </ol>	<ul style="list-style-type: none"> <li>Write down a few sentences of news that you would like to share with the class.</li> </ul> <p>E.g.</p> <ol style="list-style-type: none"> <li>What has been your favourite part of being off?</li> <li>Have you baked/made or grown anything?</li> <li>Have you helped out more around your house?</li> <li>Have you reached a new level in one of your games?</li> <li>Share a joke or funny story.</li> <li>Have you learned a new skill you would like to show the class.</li> </ol>	<ul style="list-style-type: none"> <li>Reread your sentences from the day precious.</li> <li>Correct any errors. Make sure they are clear and make sense.</li> <li>Practice reading and saying them aloud. Be sure to speak slowly and clearly so that when the video is recorded the other boys and girls will hear all of your news.</li> </ul>	<ul style="list-style-type: none"> <li>Record a short video that with your parent's permission you can send to the following email address: <a href="mailto:sttsecondandthirdclass@gmail.com">sttsecondandthirdclass@gmail.com</a></li> <li>Videos should be no longer than 30 seconds.</li> <li>Your parents can take their video on their phone/tablet.</li> <li>Keep an eye on the school website to see some videos of your class mates.</li> </ul>



# ACTIVITY CARD – SAMPLE OBSTACLE COURSE

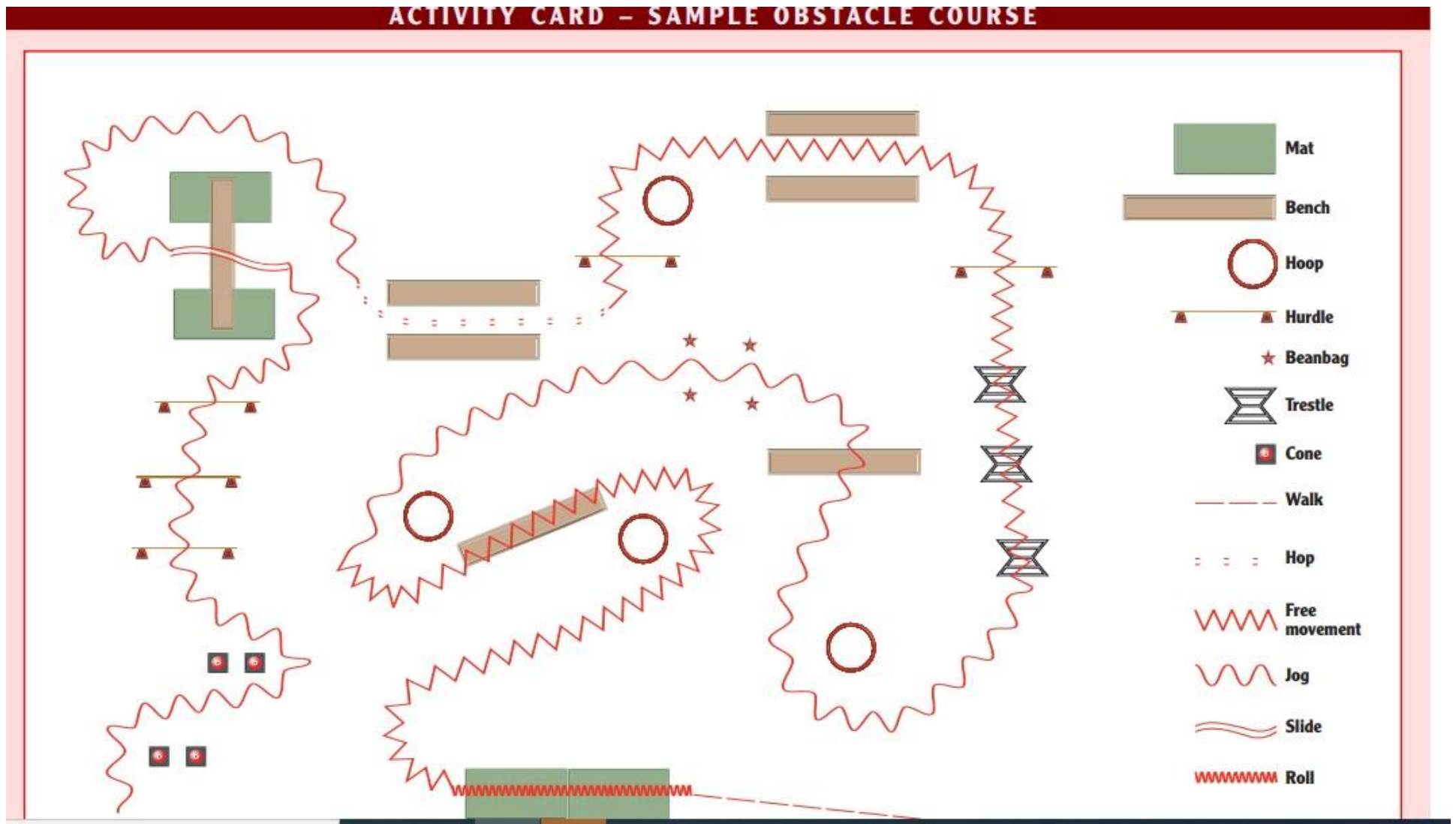


Figure 18: PE Example