The Way Through The Woods

Rudyard Kipling

They shut the road through the woods
Seventy years ago.
Weather and rain have undone it again,
And now you would never know
There was once a road through the woods
Before they planted the trees.
It is underneath the coppice and heath,
And the thin anemones.
Only the keeper sees
That, where the ring-dove broods,
And the badgers roll at ease,
There was once a road through the woods.

Yet, if you enter the woods
Of a summer evening late,
When the night-air cools on the trout-ringed pools
Where the otter whistles his mate,
(They fear not men in the woods,
Because they see so few.)
You will hear the beat of a horse's feet,
And the swish of a skirt in the dew,
Steadily cantering through
The misty solitudes,
As though they perfectly knew
The old lost road through the woods.
But there is no road through the woods.

1. 'Of a summer evening late,
When the night-air cools on the trout-ringed pools'
Explain what the weather has been like in the day.

_____

_____

_____

_____

2. Explain what the Poet means by 'cantering'.

_____

_____

_____

_____

3. Explain what the poet is trying get across when he says 'That, where the ring-dove broods'

_____

_____

_____

_____

4. Explain what is meant by 'They fear not men in the woods, Because they see so few.'

_____

_____

_____

_____

5. 'Before they planted the trees.
It is underneath the coppice and heath,
And the thin anemones.'
Give two impressions that these lines give you.

_____

_____

_____

_____

Reading resource 3: A list of questions to answer for Inference Explain. Pg 3

1. Explain how you know the horse is happy? Use evidence from the poem.

_____

_____

_____

_____

2. Is there a road through the woods? Use evidence from the text to support your answer.

_____

_____

_____

_____

3. What evidence in the text there is to show it is a Summer evening.

_____

_____

_____

_____

4. Explain what evidence in the text shows there are people in the woods.

_____

_____

_____

_____

5. Do you think the animals enjoy being in the woods?
Explain fully, referring to the text in your answer.

_____

_____

_____

_____

Time Conjunctions
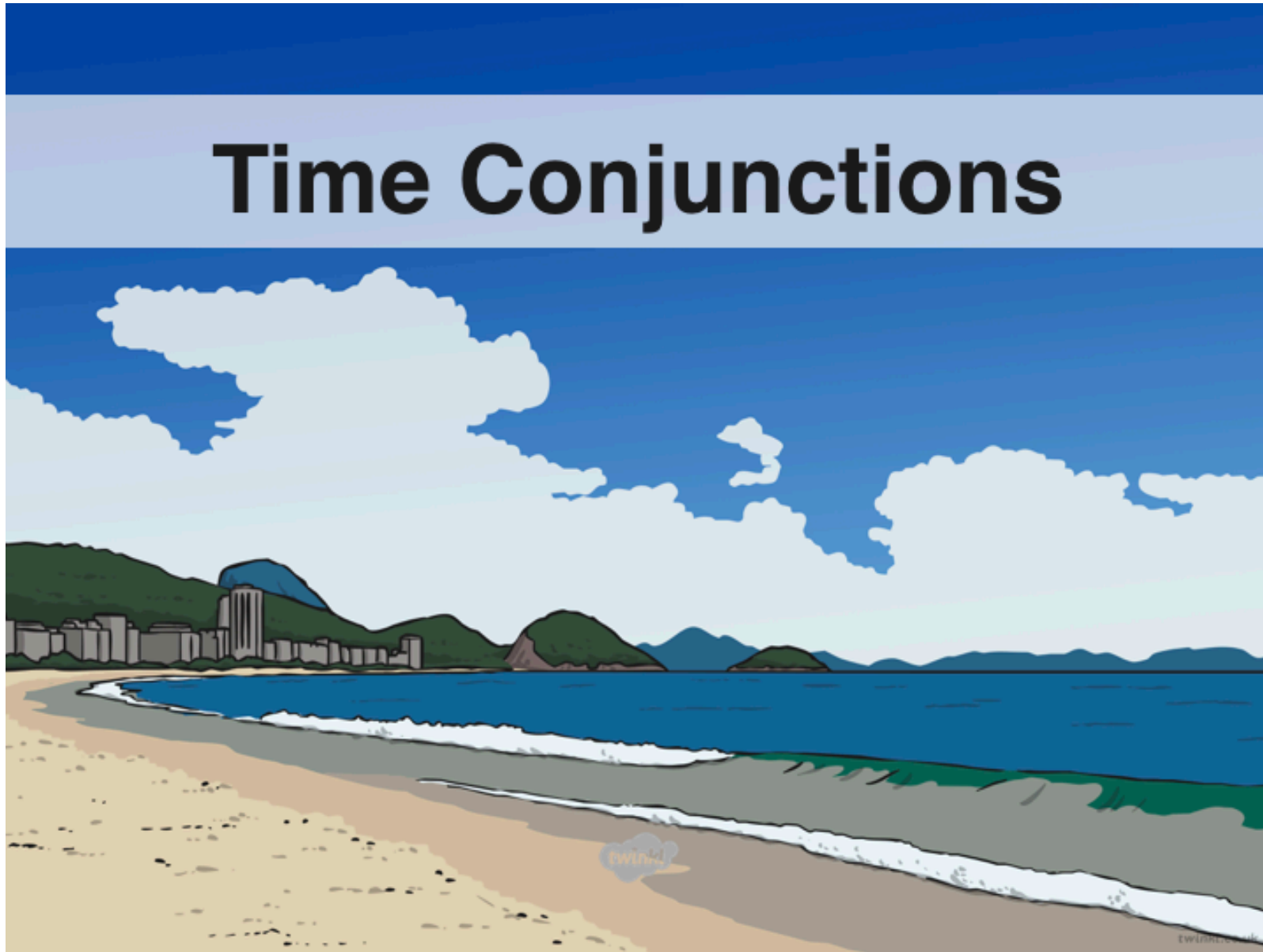
Wiggle It!

What are conjunctions?

Conjunctions are used to join ideas in a sentence. They are used to give more information, give reasons or other ideas – they join the ideas together.

They can be used at the **beginning** of a sentence.

When the dog had settled in his basket, he began to snore gently.

Or they can be used in the **middle** of a sentence.

The dog began to snore gently **when** he had settled in his basket.

Wiggle It!

More examples can be seen below:

Before she left for school, she brushed her teeth.

She brushed her teeth **before** she left for school.

After the rain had stopped, the children went out to play.

The children went out to play **after** the rain has stopped.

Wiggle It!

With your partner, decide which time conjunction would go best in each of these sentences.

after	since	before	whenever	until

1. I enjoy playing at the park _____ school.

2. _____ I have a treat I eat my meal .

3. I don't go to bed _____ I have brushed my teeth.

4. _____ I started Year 3 I have been feeling really grown up.

5. I wear a waterproof coat _____ it rains heavily.

Discuss whether the conjunction appears at the **beginning** or **middle** of each of these sentences.

Remember that conjunctions usually link ideas in a sentence.

Time Conjunctions and Other Linking Devices

as long as

as soon as

before	**after**	**when**
by the time	since	whenever
now that	till	while
once	until	

Missing Conjunctions

I can use time conjunctions.

1. Choose the best time conjunction to go in each of the spaces. Use the word bank to help you.

after	as long as	as soon as	before
by the time	now that	once	since
while	until	when	whenever

a) _____ she had finished her sandwich, she opened her bag of crisps.

b) The new baby was born _____ the nursery was decorated.

c) She couldn't leave _____ the film had finished.

d) _____ she arrived home with her new football, she had run out of energy.

e) He had just sat down _____ the doorbell chimed.

2. Put the words in the correct order to make a sentence.

a) the rain stopped came sun out after the had

_____

b) his smelled tummy rumbled food he the when

_____

c) she before the bread she used buttered the cheese

_____

Place and Cause Conjunctions

Wiggle It!

What are conjunctions?

Conjunctions are used to join ideas in a sentence. They are used to give more information, give reasons or other ideas – they join the ideas together.

They can be used at the **beginning** of a sentence.

Wherever the dog fell asleep he snored loudly.

Or they can be used in the **middle** of a sentence.

The dog snored loudly **wherever** he fell asleep.

Wiggle It!

More examples can be seen below:

Where her keys lay, she did not know.

She did not know **where** her keys lay.

Since A storm was coming, he needed to turn back immediately.

He needed to turn back immediately **since** a storm was coming.

Wiggle It!

With your partner, decide which place or cause conjunction would go best in each of these sentences.

where	because	so	so that	wherever

1. I enjoy playing at the park _____ I love the swings.

2. _____ I can play, I get my homework done first.

3. The astronaut guided _____ his spaceship landed.

4. _____ I go, my little sister follows me.

5. I like wearing my waterproof coat _____ I wear it everyday.

Discuss whether the conjunction appears at the **beginning** or **middle** of each of these sentences.

Remember that conjunctions usually link ideas in a sentence.

Place Conjunctions

where

wherever

Cause Conjunctions

because

so

so that

since

Dad and John

I can use conjunctions for place or cause.

1. Place or cause conjunctions link ideas in a sentence. Match the two parts of the sentences.

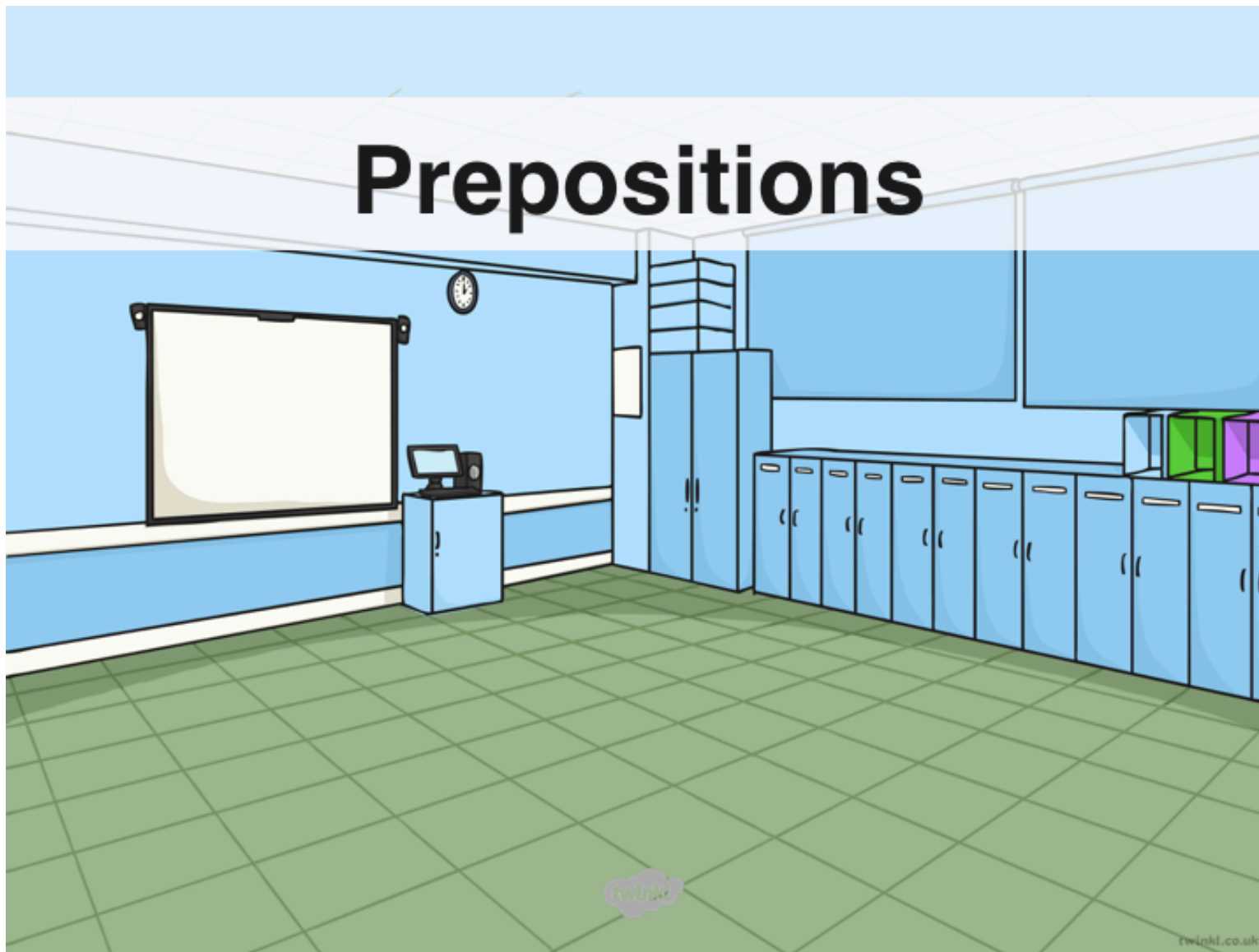|	
Dad always made the sandwiches...	...because he was good at it.
Wherever they went for a sandwich...	...since he was very little.
John had learnt to make cups of tea at home...	...John decided that he might be more adventurous in future.
Where his school dinners were served...	...John always chose cheese.
Since he had enjoyed the peanut butter...	...cheese sandwiches were not available to John.
John had preferred cheese sandwiches...	...so that he could do something nice for his dad.

Challenge:

2. Create two sentences of your own using place or cause conjunctions.

a) _____

_____

b) _____

_____

1. Place or cause conjunctions link ideas in a sentence. Match the two parts of the sentences.

Dad always made the sandwiches...	...because he was good at it.
Wherever they went for a sandwich...	...since he was very little.
John had learnt to make cups of tea at home...	...John decided that he might be more adventurous in future.
Where his school dinners were served...	...John always chose cheese.
Since he had enjoyed the peanut butter...	...cheese sandwiches were not available to John.
John had preferred cheese sandwiches...	...so that he could do something nice for his dad.

Identifying Conjunctions

Circle all the conjunctions in the sentences in each box.

It was raining yet Claire had forgotten her umbrella. Harriet went walking whilst the weather was good. Henry hadn't eaten chocolate since his 8th birthday.	Will brushed his teeth before he went to bed. I like to have a snack when I get home from school. Jake sprinted for the door as the bell rang.	I would buy a mansion if I won the lottery. Stir the mixture until there are no lumps. Amy came to school even though she was feeling ill.
Dave was wearing gloves yet his hands were cold. We'll go for a picnic tomorrow unless it rains. I love going to music festivals because I like rock music.	He cried when he fell over. The girls went shopping while the boys watched the football. We'll eat the barbeque inside if it rains.	Grandma decided to get a cat as she was lonely. The students were nervous before their exam. We can begin once everyone has arrived.

Writing resource 6: A set of slides to explain what prepositions for time, place and cause are and how to use use. Pg 19 - 25

The Pets Have Escaped!

The pets have escaped from the local pet shop! Look at the following picture and describe where each of the animals are hiding.

The Pets Have Escaped!

Share your animal sentences with the rest of the class.

You have been using **prepositions** to describe where the animals are.

Prepositions are words / phrases used to describe a place, time or cause.

With your talk partner, repeat the activity you have just done using some of the following place **prepositions.**

The Pets Have Escaped!

Repeat the activity you have just done using some of the following place **prepositions.**

beside

beneath

under

in

on

through

behind

The Pets Have Escaped!

Prepositions can also tell us about **time.**

At 6 o'clock the dog was on the floor.

During the lesson, the cat was under the table.

Other prepositions tell us about how something is **caused** by something else.

Due to the barking, she put her hands over her ears.

Writing resource 7: a sheet to show understanding of prepositions - a mixture of finding the preposition and writing sentences. Pg 25

Preposition Types

Together, sort these **prepositions** into **place, time** and **cause.**
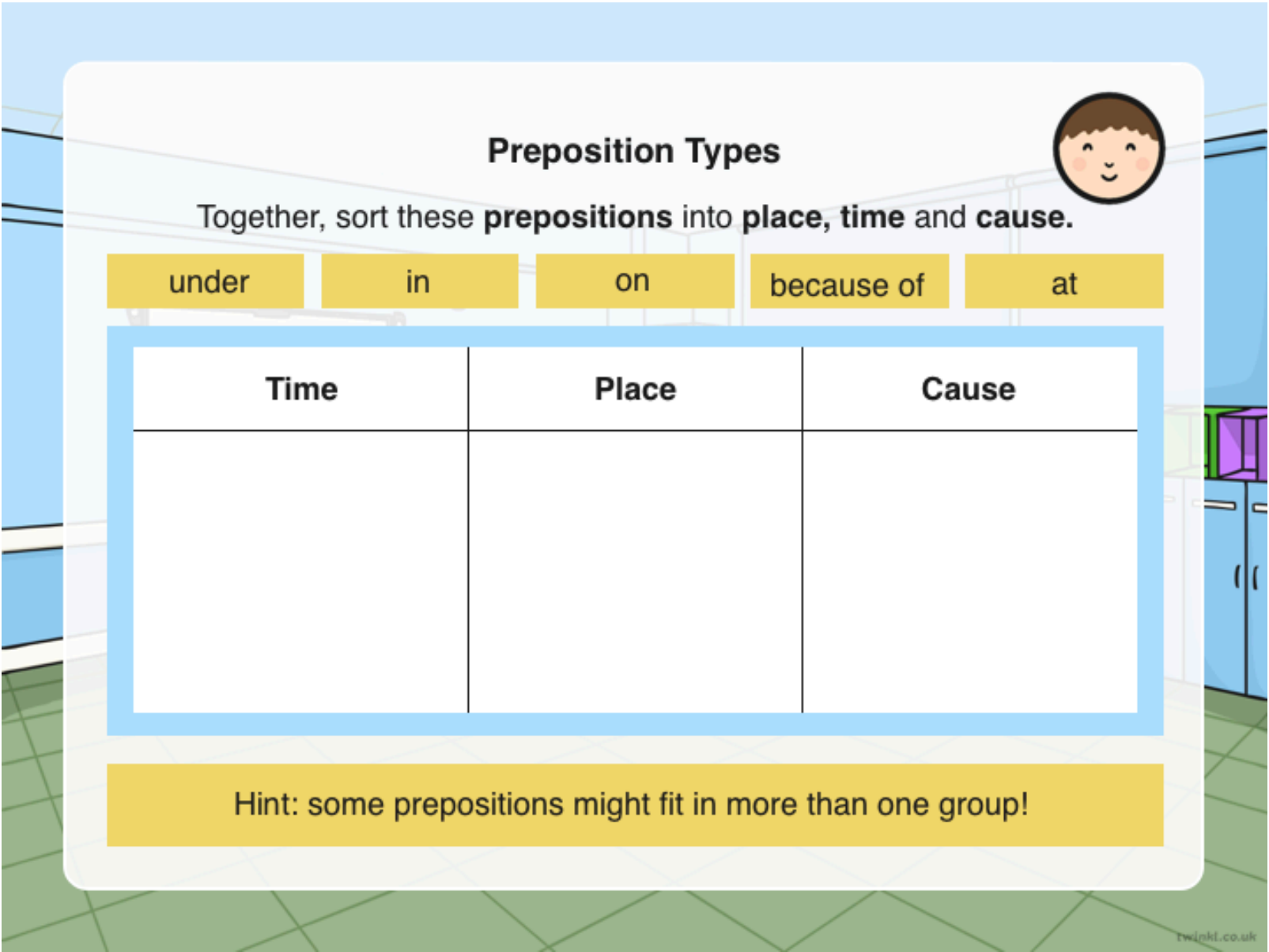
under	in	on	because of	at

Time	Place	Cause

Hint: some prepositions might fit in more than one group!

Canine Prepositions

I can identify a preposition in a sentence.

1. Underline the prepositions in each sentence.

a) The dog waited beside the road until his owner tugged the lead.

b) The dog went through the tunnel.

c) The dog dropped the bone from his mouth.

d) The ball fell in front of the dog.

e) The dog ran towards his owner.

f) Dogs like to snuggle under blankets, far beneath a cosy cover.

Challenge

2. Use four of the prepositions above to make sentences of your own.

a) _____
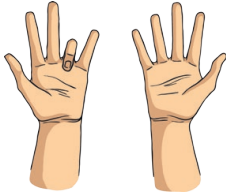
_____

b) _____

_____

c) _____

_____

d) _____

_____

Year 3 Fraction Problems

Answer the following questions.

Helpful hint: Drawing diagrams may help you.

1. Billy ate $\frac{3}{5}$ of a pizza and Bob ate $\frac{4}{5}$ of a pizza. Who ate the most?	2. Philomena had $\frac{1}{3}$ of her chocolate bar remaining and Daphne had $\frac{1}{4}$. Who had most left?	3. What comes next? One tenth, two tenths, …

4. A running track is $\frac{1}{4}$ of a km long. How far would a runner go if he ran round the track 4 times?	5. Hamza chopped up a pineapple and gave $\frac{1}{2}$ to his mum. He also ate half himself. How much was left to give to his dad?	6. Miriam's dad offered a choice for her pocket money – have $\frac{1}{4}$ of £5 or $\frac{1}{2}$ of £5. Which should she choose?

7. Terry wanted to buy a football shirt in the sale. One shop was offering $\frac{1}{3}$ off the price, another shop was offering $\frac{1}{2}$ price. Which is the better deal?	8. Danyal used $\frac{4}{7}$ of the milk for his cereal. What fraction was left for his brother?	9. Peter ate $\frac{1}{2}$ of his bar of chocolate, Damian ate $\frac{2}{4}$ of his bar of chocolate and Polly ate $\frac{3}{6}$ of her bar of chocolate. Who had the most remaining?

Year 3 Fraction Problems - Answers

1. Billy ate $\frac{3}{5}$ of a pizza and Bob ate $\frac{4}{5}$ of a pizza. Who ate the most?	2. Philomena had $\frac{1}{3}$ of her chocolate bar remaining and Daphne had $\frac{1}{4}$. Who had most left?	3. What comes next? One tenth, two tenths, ...
Bob	Philomena	$\frac{3}{10}$ - Three Tenths

4. A running track is $\frac{1}{4}$ of a km long. How far would a runner go if he ran round the track 4 times?	5. Hamza chopped up a pineapple and gave $\frac{1}{2}$ to his mum. He also ate half himself. How much was left to give to his dad?	6. Miriam's dad offered a choice for her pocket money – have $\frac{1}{4}$ of £5 or $\frac{1}{2}$ of £5. Which should she choose?
1km	Nothing is left for dad.	$\frac{1}{2}$ would be more - £2.50

7. Terry wanted to buy a football shirt in the sale. One shop was offering $\frac{1}{3}$ off the price, another shop was offering $\frac{1}{2}$ price. Which is the better deal?	8. Danyal used $\frac{4}{7}$ of the milk for his cereal. What fraction was left for his brother?	9. Peter ate $\frac{1}{2}$ of his bar of chocolate, Damian ate $\frac{2}{4}$ of his bar of chocolate and Polly ate $\frac{3}{6}$ of her bar of chocolate. Who had the most remaining?
Half price is a better deal	$\frac{3}{7}$ of the milk was left for his brother.	They all had the same amount remaining.

8 cars are in a car park. How many wheels are there altogether?

A mum makes a cupcake for each child in her son's school. There are 5 classes with 28 children in each class. How many cupcakes did she make in total?

If 3 cars arrive at a party at the same time, each carrying 4 passengers, how many people arrive at once?

Grandad George shared £44 equally between his 4 grandchildren. How much money did they each receive?

Sam did his paper round for 5 days in a row. If he was paid £8 per day, how much money did he earn?

There are 8 stems of daffodils in a bunch. How many stems are there in 6 bunches?

As part of a charity event, 6 children each complete 14 laps of the field. How many laps were run in total?

A supermarket sells muffins in packs of 4. How many muffins are needed to make 12 packs?

A class of 30 children are put into 5 football teams. How many children are there in each team?

Caroline has 27 stickers. She decides to put 3 stickers on each page of her scrapbook. How many pages will have stickers on?

Holly is sharing 24 sweets between her and her 3 friends. How many sweets will they each get?

In a pet shop, each guinea pig is given 4 carrots each per week. There are 9 guinea pigs in the shop. How many carrots are given out each week?

18 people go to the cinema and pay £8 each. How much money did the cinema make altogether?
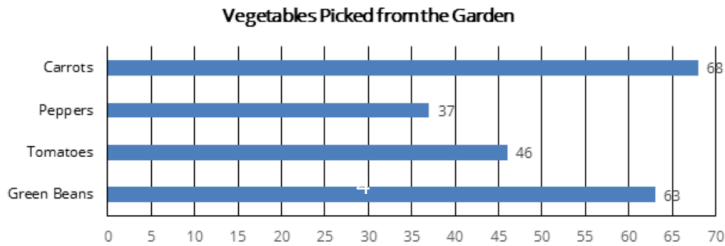
6 pizzas are cut into 8 slices. How many slices of pizza are there altogether?

MATHS RESOURCE 3

Logan was helping his grandparents with their garden. He graphed the quantity or amount of each variety of vegetable they harvested in the garden.

Vegetables Picked from the Garden

a) How many tomatoes and peppers were harvested from the garden?

b) Which two vegetables types when added together had more than 100 vegetables harvested?

c) How many vegetables would need to be harvested to reach their harvest goal of 250?

ANSWERS

a) How many tomatoes and peppers were harvested from the garden?
There were 46 tomatoes and 37 peppers harvested for a total of 83.

b) Which two vegetables types when added together had more than 100 vegetables harvested?

| Carrots 68	Peppers 37	Total 105
Carrots 68	Tomatoes 46	Total 114
Carrots 68	Green Beans 63	Total 131
Peppers 37	Tomatoes 46	Total 83
Peppers 37	Green Beans 63	Total 100
Tomatoes 46	Green Beans 63	Total 109

c) How many vegetables would need to be harvested to reach their harvest goal of 250?

68 + 37 + 46 + 63 = 214 is the total vegetables harvested

To reach their goal of 250, I subtracted 214 from 250 and found a difference of 36. They would need to harvest 36 more vegetables to meet their goal of 250.

250 – 214 =36

The scaled bar graph below shows the number of goals score by a hockey team over four years. View the graph and answer the three questions about the information shown on it.
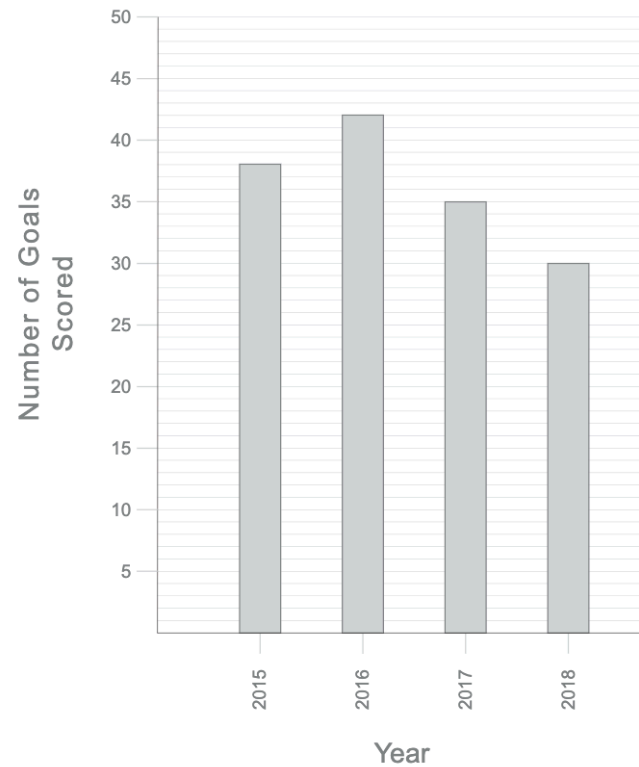
1. How many goals did the team score in 2018 and 2017 combined? _____

2. What is the difference in goals scored between the year the team scored the most and the

   year the team scored the fewest goals? _____

3. Between which two years did the team's goals increase the most? _____

LI: To create a piece of art that represents me.

Modelled outcome

For Art this week, your task is to create a picture which represents you. This could be used as an introduction to your new teacher in September, to tell them everything that is important to you. Your artwork should include drawings of things that are important to you, for example: your hobbies, interests, favourite colours and things that you like or enjoy doing.

Step 1:
Make a list of all of the things that are important to you, which you would like to include in your drawing e.g. favourite colour, favourite sport, favourite subject, favourite book, age, self portrait, hobbies, things you love, where you like to go etc. You should think about how you will represent these in picture form.

Step 2:
Use the template provided and begin to sketch the outlines of each of the different elements you want to include in your design.

Step 3:
Use coloured pencils or pens to add colour to your designs.

Step 4 (Optional):
Use a black pen to outline the shapes and patterns you have used in your design.

Resources you will need to create your picture:
- Paper
- A pencil to draw the outline of your shapes & designs.
- Coloured pencils/pens.
- A black pen to outline shapes (optional)

⭐ Challenge ⭐

Can you have a go at drawing your own outline of your head shape for your artwork?
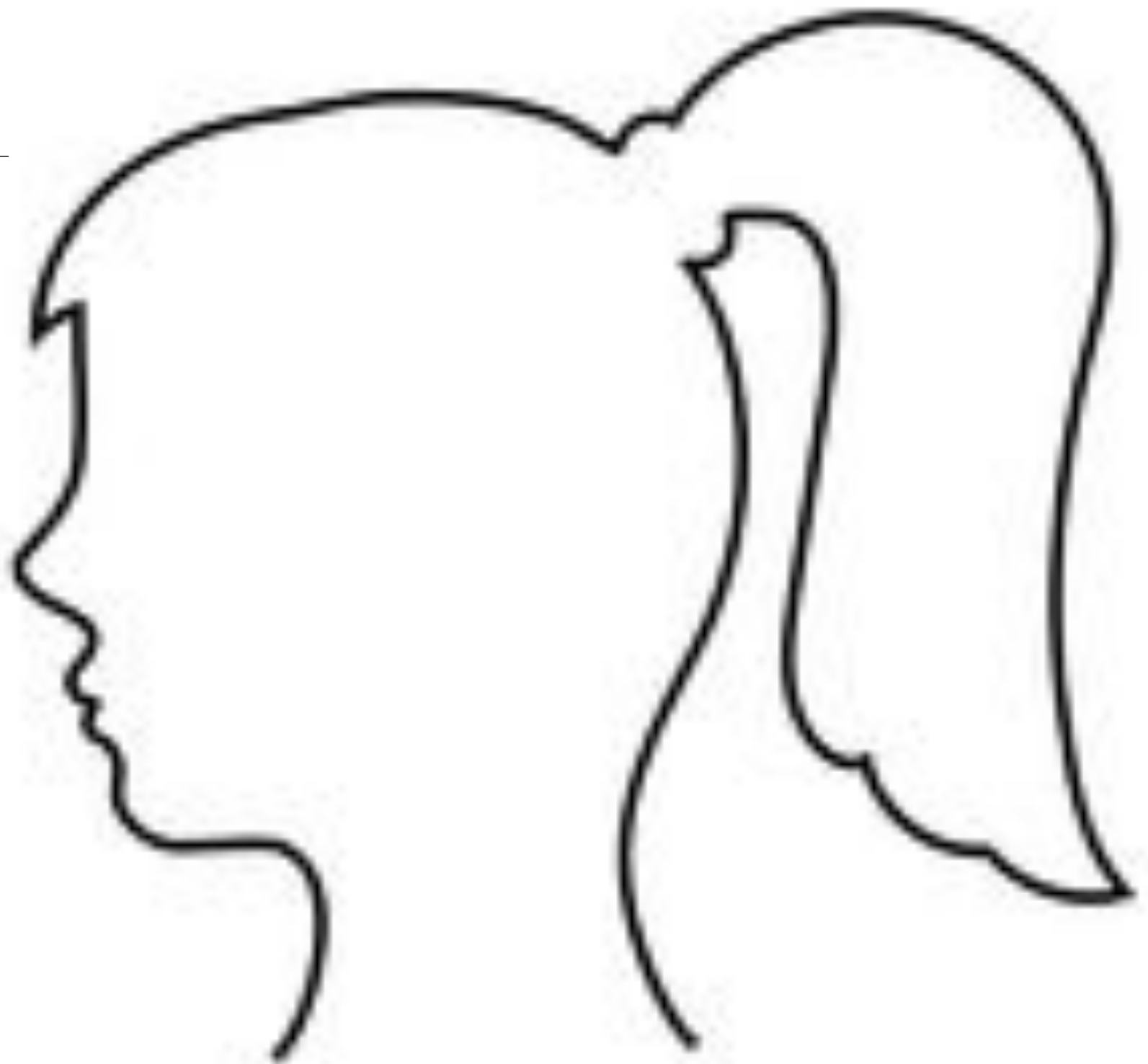
Lily Stickers

To earn a Lily sticker for your artwork you should:
- Take a picture of your completed artwork and send it to HLTeam@oldfletton.peterborough.sch.uk by the end of the week.
- Include **at least 8** different things that represent you in your designs.

Art - Year 3

Name: _____

Name: _____