



Fairfields
PRIMARY SCHOOL

Year 3

Home learning

w/c 01.02.21

Monday

English - Non-chronological report

Maths - Measuring length

Spelling / go through pack- Homophones and near homophones

PSHE - Feelings t-shirt

Tuesday

English - Non-chronological report

Maths - Converting between cm/ m

Handwriting - practise joins

ILP - Animal skeletons

Wednesday

English - Non-chronological report

Maths - Converting between cm/ mm

SPaG - Adverbs

ILP - Bones of the body

Thursday

English - Non-chronological report

Maths - Comparing

PE

Reading - Rainforest

ILP - Functions of the skeleton

Friday

English - Non-chronological report

Maths - Adding length

Circle Time/ Proud Cloud

ILP - Skeleton art

At the end of the pack, you will see resources for our music lessons and Spanish lessons. These are provided by the external agencies or member of staff who come in to provide those lessons and are optional extras to add into your learning.

Other useful websites

<https://ttrockstars.com/> - Practise your times tables and even challenge your friends. By the end of Year 3 you should know your 2, 3, 4, 5, 8 and 10 times tables. You could also practise your rolling numbers!

<https://home.oxfordowl.co.uk/reading/free-ebooks/> - Access to lots of reading books online, make sure you are reading every day!

<https://www.purplemash.com/sch/fairfieldsprimar> - There are lots of maths games on Purple Mash or you could find some activities to do with our Predator topic.

<https://www.topmarks.co.uk/maths-games/hit-the-button> - Top Marks has lots of maths games to try but hit the button is a favourite!

<https://www.edinburghzoo.org.uk/webcams/panda-cam/#pandacam> - Have a look at the live webcams in Edinburgh Zoo! You can see a panda, penguins, a koala, a tiger and even lions.

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn> - BBC Bitesize has lots of online lessons or videos to watch if you want to do some extra learning or you are interested in a particular subject.

The National Aquarium are running weekly live lessons about marine life. Don't worry if you miss the 'live' lesson you can catch up on lessons through their YouTube channel. See what amazing facts you can learn about marine life!

<https://www.national-aquarium.co.uk/learning-at-the-aquarium/home-learning-sessions/>



DEEP SCIENCE

**FRIDAYS AT 1:00PM –
1:20PM [KS2]**

The first, 'Deep Science' (1:00pm – 1:20pm) will see our Aquarium teachers meet some of our amazing animals as well as stopping in at our AquaLab to explore the science behind the animated ocean exploration tv series 'The Deep' (CBBC @12pm on weekdays during lockdown). Expect fascinating facts and real time experiments, as well as ideas to follow up with at home (curriculum linked of course!)

Key themes for each week are as follows:

- 15th Jan – Underwater Volcanoes
- 22nd Jan – Creature Classification
- 29th Jan – Nautical Navigation
- 5th Feb – Ocean Mysteries
- 12th Feb – Megafauna
- 19th Feb – Life Cycles
- 26th Feb – Looking after the Ocean

English - Non-chronological report

This week we will continue with our non-chronological report about cheetahs. You will need to bring with you a pencil, paper and your fascinating facts to help you with your writing.

For **Thursday's** zoom lesson, we will be labelling a photograph of a cheetah. We will use the photo below which you can choose to label in your home learning pack or cut out and stick with your writing.



Maths This week, we will learning about measuring, reading and converting length

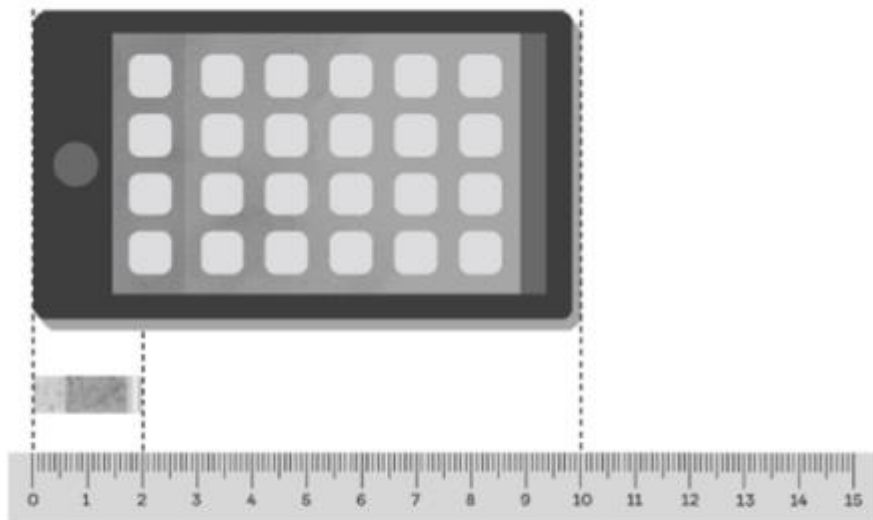
Monday

WALT: measure accurately



1 Fill in the blanks.

(a) What is the length of the rubber and the mobile phone in centimetres?

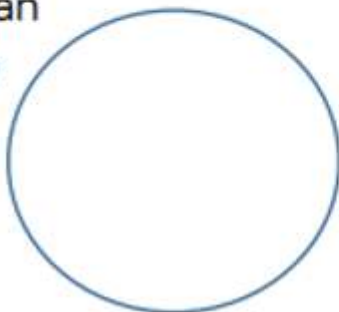


(i) The length of the rubber is cm.

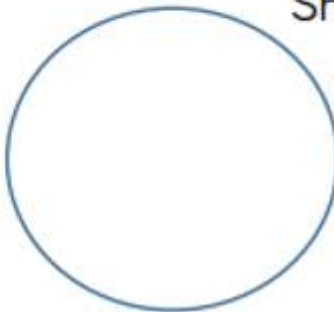
(ii) The length of the mobile phone is cm.

Think about which items around your house you would use a metre stick to measure with. Write objects in each circle with what you think would be longer or shorter than a metre. For example, a door would be longer than a metre but a pencil would be shorter than a metre. Put at least 5 objects in each circle.

Longer than
a metre



Shorter than
a metre

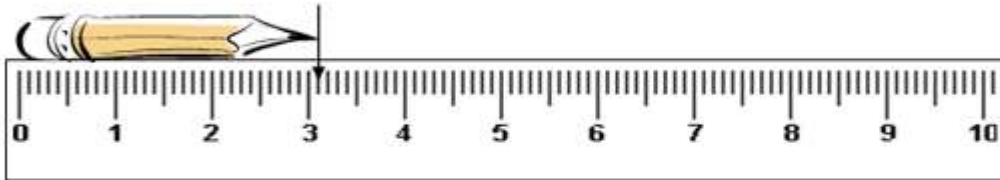




___ cm & ___ mm

___ mm

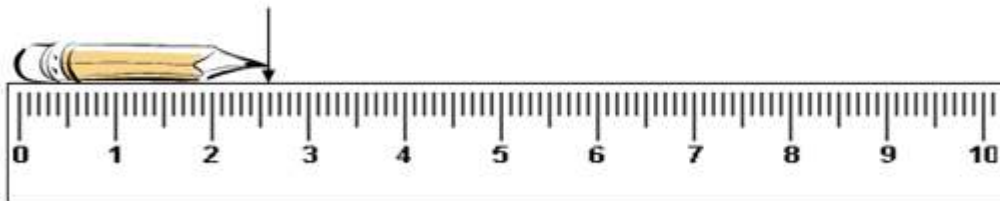
___ cm



___ cm & ___ mm

___ mm

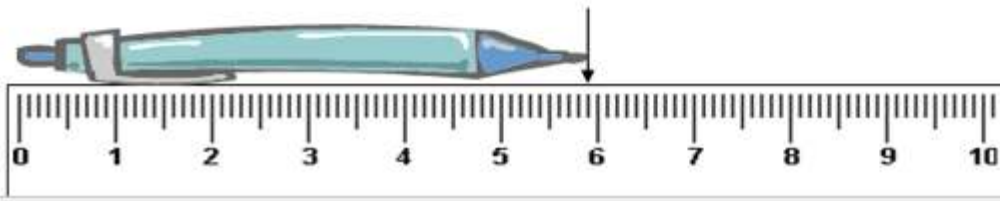
___ cm



___ cm & ___ mm

___ mm

___ cm



___ cm & ___ mm

___ mm

5a. Lily and Azra are discussing the measurement of a table in the classroom.



Lily

I think a table would measure 20cm.



Azra

I think a table would measure 2m.

Who do you agree with? Explain why.



5b. Joe and Brian are discussing the measurement of a candle.



Joe

I think a candle would measure 12cm.



Brian

I think a candle would be 7mm.

Who do you agree with? Explain why.

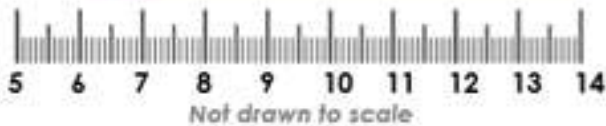




6a. Karl has measured the matchstick.



I think the matchstick is 7cm and 6mm long.



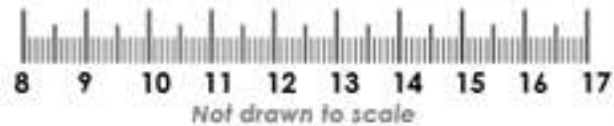
Is he correct? Convince me.



6b. Sara has measured the paintbrush.



I think the paintbrush is 16cm and 8mm long.



Is she correct? Convince me.



9a. Mia has measured the chocolate bar.



I think the chocolate bar is 5cm and 8mm long.



Is she correct? Convince me.



9b. Khalid has measured the key.



I think the key is 3cm and 9mm long.



Is he correct? Convince me.

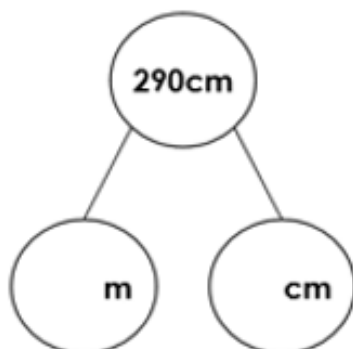


Tuesday

WALT: reading and writing length in m and cm

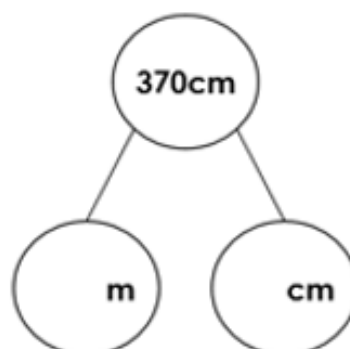


1a. Complete the part whole model.



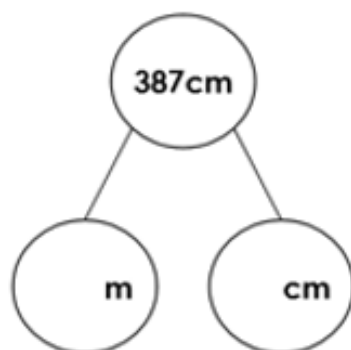
VF

1b. Complete the part whole model.



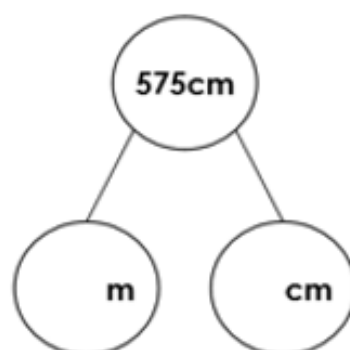
VF

5a. Complete the part whole model.



VF

5b. Complete the part whole model.



VF



2 Match.

(a) 1 m 34 cm ●

● 997 cm

(b) 3 m 7 cm ●

● 134 cm

(c) 2 m 56 cm ●

● 804 cm

(d) 9 m 97 cm ●

● 256 cm

(e) 8 m 4 cm ●

● 307 cm



7a. Freddy's caravan is 4m and 4cm long. Will it fit on his drive?



Freddy

My drive is $4\frac{3}{4}$ m long.

Convince me.



7b. Grace runs 9m 14cm to the nearest bus stop. Is her statement correct?



Grace

The bus stop is $9\frac{1}{4}$ m away from my house.

Convince me.



8a. True or false? The lorry is $2\frac{1}{4}$ m longer than the car.

Not drawn to scale



6m and 5cm

$8\frac{1}{2}$ m

905cm

Explain your answer.



8b. True or false? The motorbike is 15cm longer than the bicycle.

Not drawn to scale



$1\frac{3}{4}$ m

190cm

7m and 1cm

Explain your answer.



Wednesday

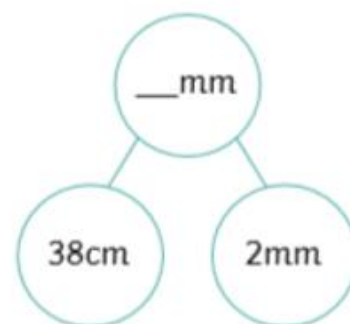
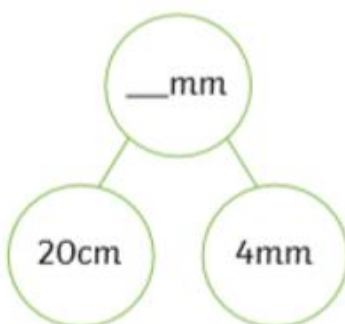
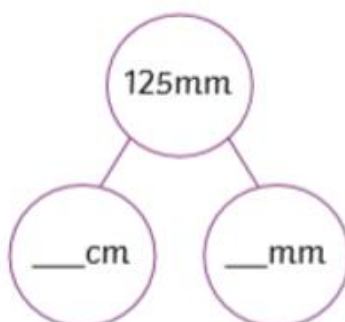
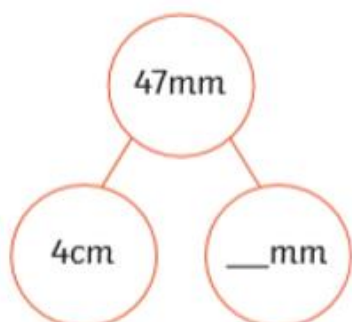
WALT: read and write length in cm and mm



Complete the missing measurements.

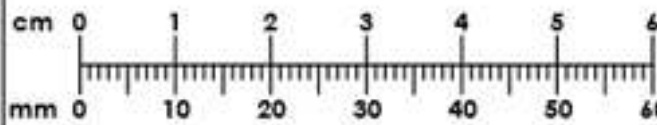
mm	=	cm
10	=	
	=	6
650	=	
	=	90

Complete the part-whole models.





6a. Join the equivalent lengths.



33mm

4cm 5mm

45mm

82mm

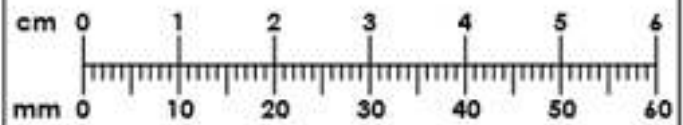
8cm 2mm

3cm 3mm



VF

6b. Join the equivalent lengths.



76mm

9cm 5mm

95cm

69mm

6cm 9mm

7cm 6mm



VF

5a. Spot two mistakes. Explain your answer.

cm and mm	mm
24cm and 4mm	244mm
4cm and 1mm	41mm
8cm and 7mm	78mm
19cm and 2mm	92mm
63cm and 4mm	634mm



2

5b. Spot two mistakes. Explain your answer.

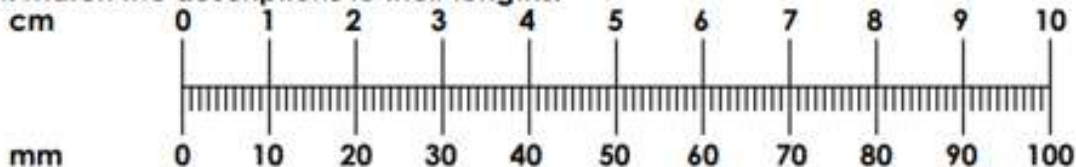
cm and mm	mm
35cm and 3mm	353mm
6cm and 8mm	680mm
9cm and 2mm	92mm
75cm and 1mm	751mm
8cm and 1mm	18mm



2



4. Match the descriptions to their lengths.



5cm 6mm

100mm

7cm 2mm

25mm

A.

This length can be cut into four equal lengths of 18mm.

B.

Half of 5cm

C.

The same as 10cm

D.

3mm longer than 53mm



VF
HW/Ex3

Thursday

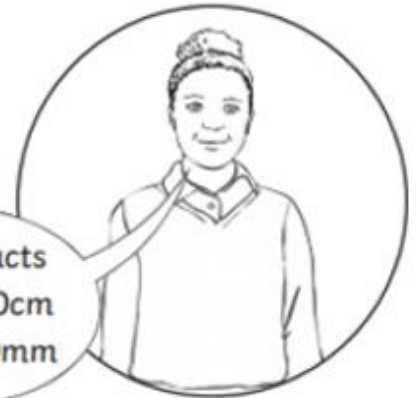
WALT: comparing length



Compare these measurements using $<$, $>$ or $=$.

50mm		5cm
29mm		3cm
2cm 4mm		5cm
3cm 5mm		34mm
178cm		2m
436cm		3m
1m 24cm		2m
2m 65cm		265cm

Useful Facts
 $1\text{m} = 100\text{cm}$
 $1\text{cm} = 10\text{mm}$



6a. Three children measure their height.



Cheng
1m 41cm



Grace
138cm



Oliver
120cm

- A. Who is the tallest?
- B. Who is the shortest?
- C. Who is taller than Oliver?



VF

6b. Three children measure their height.



Zara
125cm



Farhan
1m 31cm



Lucy
118cm

- A. Who is the shortest?
- B. Who is the tallest?
- C. Who is taller than Zara?



VF



10a. Three children measure their arms.



Wendy
12cm 4mm



Craig
118mm



Freya
10cm 19mm

- A. Who has the longest arm?
- B. Who has the shortest arm?
- C. Whose arm is longer than Freya's?



VF

10b. Three children measure their arms.



Jane
180mm



Jamie
17cm 9mm



Talha
16cm 11mm

- A. Who has the shortest arm?
- B. Who has the longest arm?
- C. Whose arm is longer than Jamie's?



VF

7a. Order the lengths from longest to shortest.

A. 2m 55cm

B. 326cm

C. 2m 94cm



VF

7b. Order the lengths from shortest to longest.

A. 215cm

B. 1m 49cm

C. 2m 21cm



VF



Compare the measurements using $<$, $>$ or $=$

55 cm + 10 cm



55 cm - 10 cm

42 m + 6 m



42 m + 7 m

6 cm - 5 cm



6 m - 5 m

80 m - 5 m



70 m + 5 m

Friday

WALT: adding lengths



1a. Some children threw bean bags and measured how far they had travelled.

Carla	1m 45cm	120cm
Maurice	210cm	85cm
Terri	120cm	1m 35cm

Which child had the largest total distance?



VF

1b. Some children threw bean bags and measured how far they had travelled.

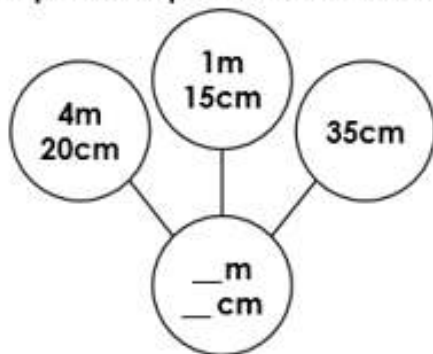
Ula	330cm	2m 55cm
Ishmael	250cm	1m 35cm
Lark	1m 65cm	4m 10cm

Which child had the largest total distance?



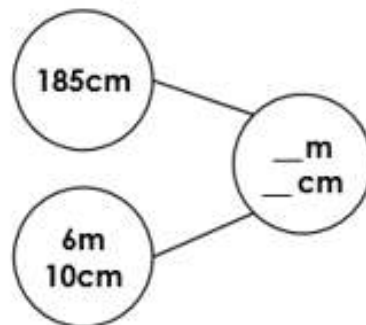
VF

3a. Complete the part-whole model.



VF

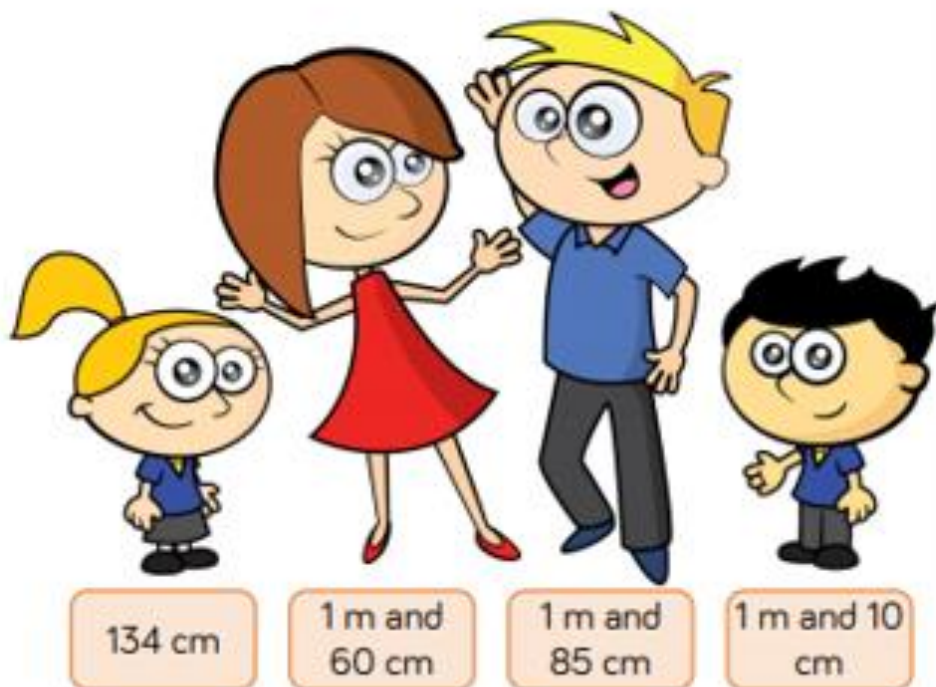
3b. Complete the part-whole model.



VF



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



Eva thinks their total height is 4 m and 55 cm

Jack thinks their total height is 5 m and 89 cm

Who is correct? Prove it.



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

95 cm

1 m and
11 cm

1 m and
50 mm

89 cm

5a. A tunnel is 1m 80cm long.



Which three toy trains will fit in the tunnel at once?



Train A 1m 12cm



Train B 95cm



Train C 70cm 3mm



Train D 38cm



Train E 46cm



Not drawn to scale

PS

5b. A shelf is 130cm long.



Which three boxes will fit on the shelf at once?



Box A 900mm



Box C 48cm



Box B 78cm



Box D 15cm



Box E 230mm



Not drawn to scale

PS

Spelling

This week's spelling rule is homophones and near homophones (words that sound the same but are spelt differently)

1) Practice the words on this list using look, say, cover, write and check or using ideas from the spelling menu.

2) Put the spelling word in a sentence with the correct punctuation.



Word	1 st try	2 nd try	3 rd try
here			
hear			
mane			
main			
heel			
heal			
mail			
male			
not			
knot			

At the end of the week, ask someone at home to test you!

Can you get 10/10?

Reading

Please read out loud to an adult every day. Below are possible questions to discuss about your book.

<https://home.oxfordowl.co.uk/reading/free-ebooks/>

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Inference Questions with Iggy

- What do you think.... means?
Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story?
How is it resolved?
- Can you retell the story to me in 20 words or less?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
What makes you say that?
- Who do you think has done it?
- What might.... say about that?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

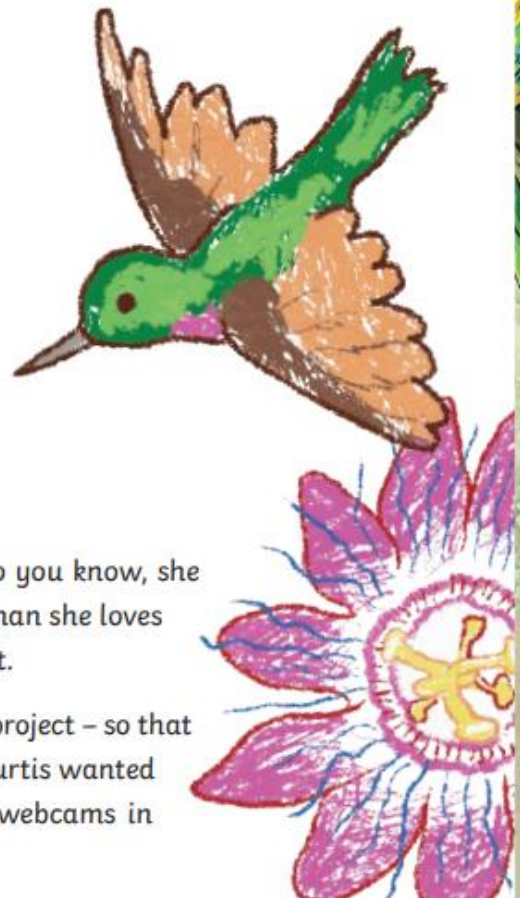
Rainforest Calling

9:50 a.m.

I wonder if the person who gave the rainforest its name had ever actually been there. Surely, if they had, they'd have called it the 'plant forest' instead. Mrs Curtis, my teacher, told us that more than two thirds of the world's plant species live in rainforest environments. That's more than 80,000 different plants!

There's no way that I'm telling my Grandma Wilkins that! She'd be on the first plane to Brazil with her lucky gardening gloves because she really loves plants. Do you know, she once told me that she might love plants even more than she loves my mum! Don't worry, I haven't told my mum that.

That's one of the reasons why I volunteered for this project – so that I could tell my grandma about all the plants. Mrs Curtis wanted one of us to spend a whole week looking at some webcams in the Amazonian rainforest.



I put my hand straight up. My best friend, Millie, said that the last time she'd seen anything move as fast as my arm was when someone told her daft brother that the bank was giving away free money. Who wouldn't volunteer to spend the whole week looking at the Amazon? I think that I'd be really good at spotting all the different plants and animals.

As soon as Mrs Curtis looked at me, I knew that I hadn't been picked. She had the same expression on her face that she uses to tell us that we've got a maths question wrong as she said, "Maybe next time, Daisy." Jack Walters got picked instead, but he changed his mind when he found out that we're only allowed to look at the webcams during our breaks and at lunchtime. He said that there was no way that he was going to miss playing football in the playground. So Mrs Curtis ended up choosing me anyway! I don't mind having to do normal lessons – I got nine out of ten on my spellings last week. Still can't spell rhinosaurus, though.

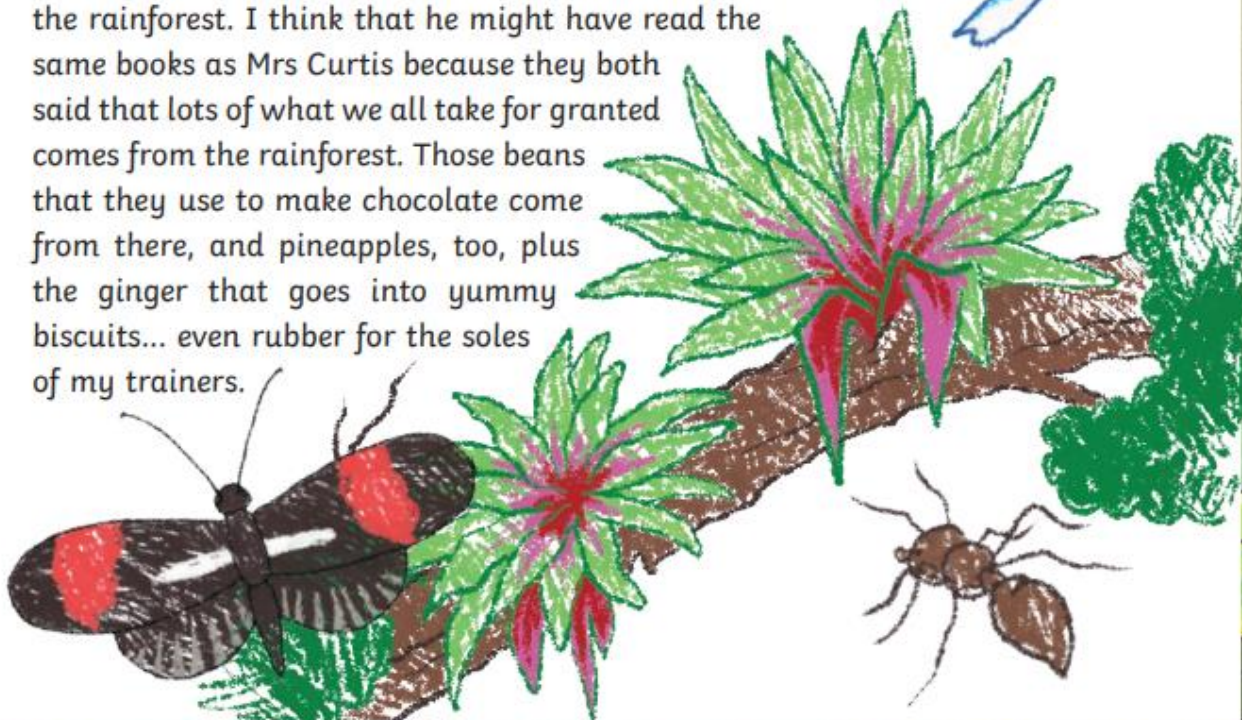


Mrs Curtis said that I have to write a journal entry to tell the rest of the class what I've seen on the webcams. I haven't written a journal before. The only things I write at home are lists of my favourite songs and the things I want for Christmas, but Mrs Curtis said not to worry and to just write as I like to speak. I think that should make it easier!

A 'green conversation' charity set the webcams up a few years ago (I'm not actually sure what a green conversation is, or a red or yellow or pink conversation either) and when Mrs Curtis logged on with her laptop, she showed me that we can move the webcams with the arrows on the keyboard. If I want to move left or right, up or down, I just press the arrows. I can even move from camera to camera so that I can explore each layer of the rainforest! Mrs Curtis also said that the Amazon rainforest is over 5,000 miles away from our school, yet I can still move the lens in any direction I want. Sometimes, technology is amazing!

I'd love to spend all my time looking for the monkeys, or even a Bigfoot! My dad says that scientists claim there are still over five million animal species waiting to be discovered in the world, and most of those probably live in the rainforest. He wants me to keep my eyes peeled for a Bigfoot because he says, "Daisy, that'll be like winning the lottery!"

Anyway, my dad thinks that he knows lots about the rainforest. I think that he might have read the same books as Mrs Curtis because they both said that lots of what we all take for granted comes from the rainforest. Those beans that they use to make chocolate come from there, and pineapples, too, plus the ginger that goes into yummy biscuits... even rubber for the soles of my trainers.



Questions

1. Which of these characters are children in Daisy's class?

☐

Millie

☐

Curtis

☐

Jack

☐

Walter

2. Match the characters with the description or information given about them in the text.

Grandma Wilkins

scored 9 out of 10 in the spelling test.

Jack

is a teacher who knows about rainforests.

Daisy

loves to play football.

Mrs Curtis

loves plants.

3. Find and copy a word that means Daisy freely offered to give up her time to participate in the project.

4. How do Jack and Daisy react differently to giving up their breaktimes to do the rainforest project?

5. Which two things does Daisy say that she normally writes at home?

1. _____
2. _____

6. Find and copy two types of food or ingredients that come from the rainforest and are mentioned in the text.

1. _____
2. _____

7. What is the purpose of Daisy's journal?

8. Summarise the text in 30 words or fewer.

SPaG – WALT: identify and use fronted adverbials in a sentence.

This week we will be learning about fronted adverbials. Use the word mat to help you.

- 1) Add in a fronted adverbial to describe **when** the action took place.

_____, I get ready to go to school.
_____, the dog went to sleep.
_____, Claire cleaned her teeth.

- 2) Add in fronted adverbial to describe **where** the action took place.

_____, Emma ate delicious ice cream.
_____, the lion loudly roared.
_____, the car beeped its horn.

- 3) Add in a fronted adverbial to describe **how** the action took place.

_____, Jack and Sarah entered the haunted house.
_____, the fish swam away from the terrifying shark.
_____, the frog jumped from lily pad to lily pad.

- 2) Look at the picture below. Can you write 5 sentences using a fronted adverbial to describe what is happening? Remember to use the word mat to help you.



Challenge:

Write 5 of your own sentences, including a fronted adverbial.

Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



Handwriting

Continue each line of diagonal joins.
Don't dot the 'i' until you have completed both letters.

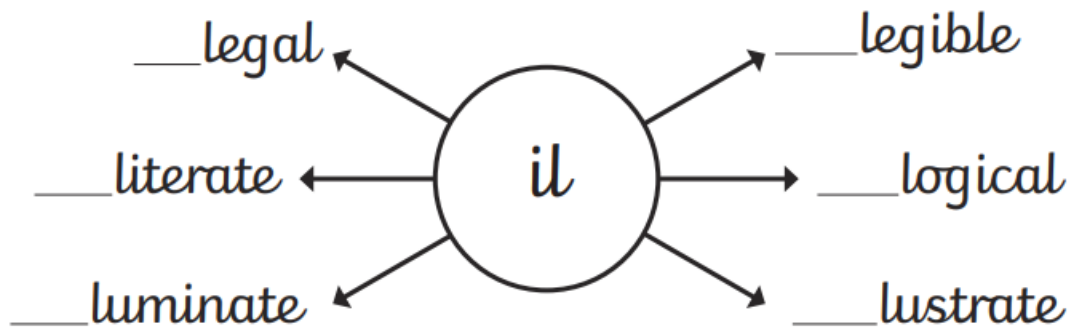
iu

iy

il

it

Add 'il' to the start of these words.
Make sure that you use your diagonal letter joins.



uj

nj

aj

bj

Add 'aj' or 'bj' to these words. Join carefully to your 'j' but don't join on from it. What words have you created?

σ___ect

m___esty

m___or

___ar

su___ect

Now and Beyond

on Inside Out Day

On Wednesday 3rd February, we are taking part in 'Inside Out Day' where we will be reflecting on how we truly feel on the inside. How do you think you show different feelings? What does it look like? What does it feel like?

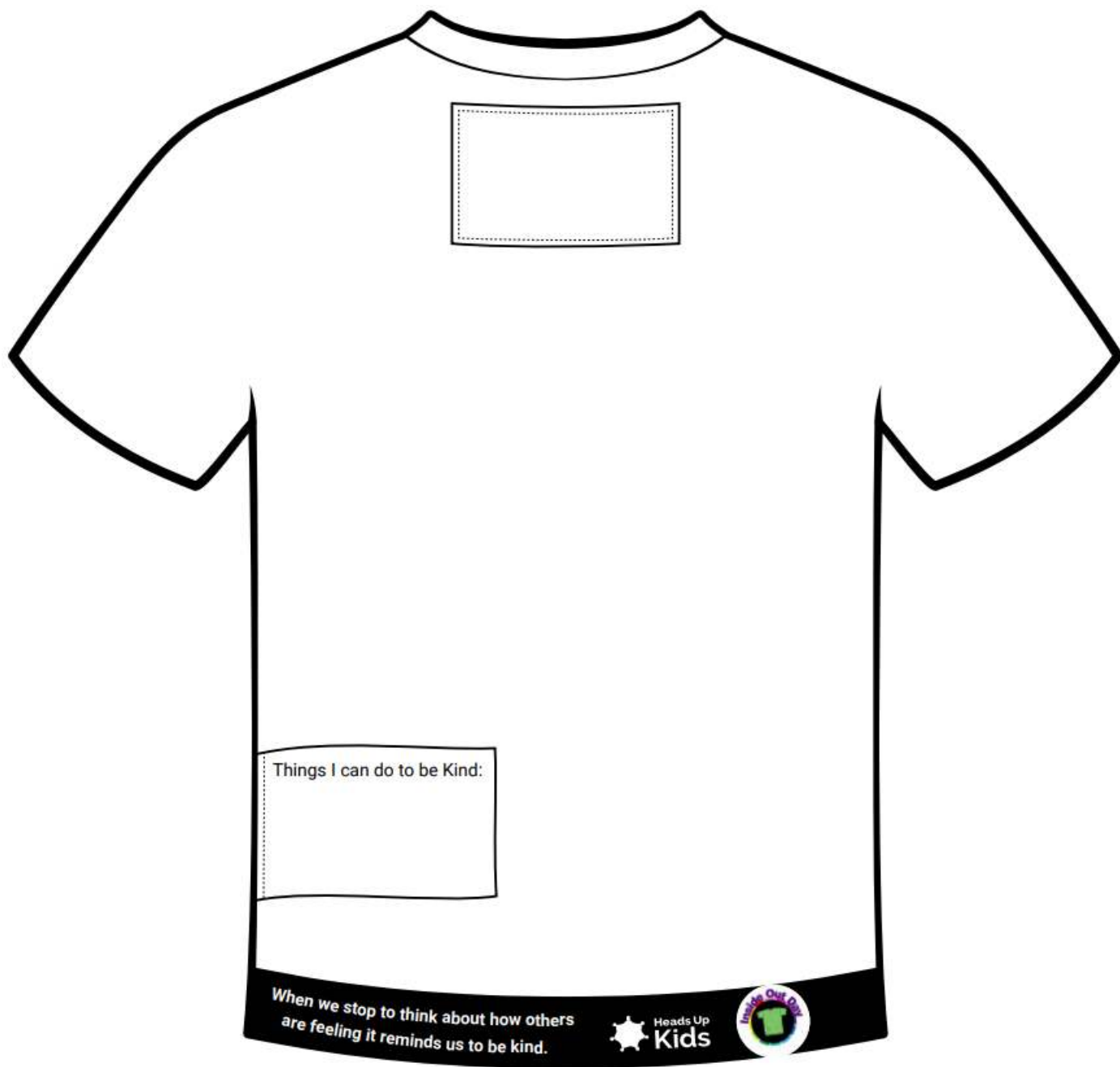
Watch the link and think about how the different emotions are shown. Do you think you would show them differently?

<https://www.youtube.com/watch?v=dOkyKyVFnsS>

Activity:

Choose two feelings one for each side of the t-shirt. Write the feeling inside the top label on each side. Draw what YOU think that feeling might look like. You can use shapes, colours, patterns or any design. Remember it is your feeling so you decide how it looks from the inside.





Things I can do to be Kind:

When we stop to think about how others
are feeling it reminds us to be kind.



Predators - ILP/Science

Tuesday - Science: identify which animal has an endoskeleton, exoskeleton or no skeleton (hydrostatic skeleton).

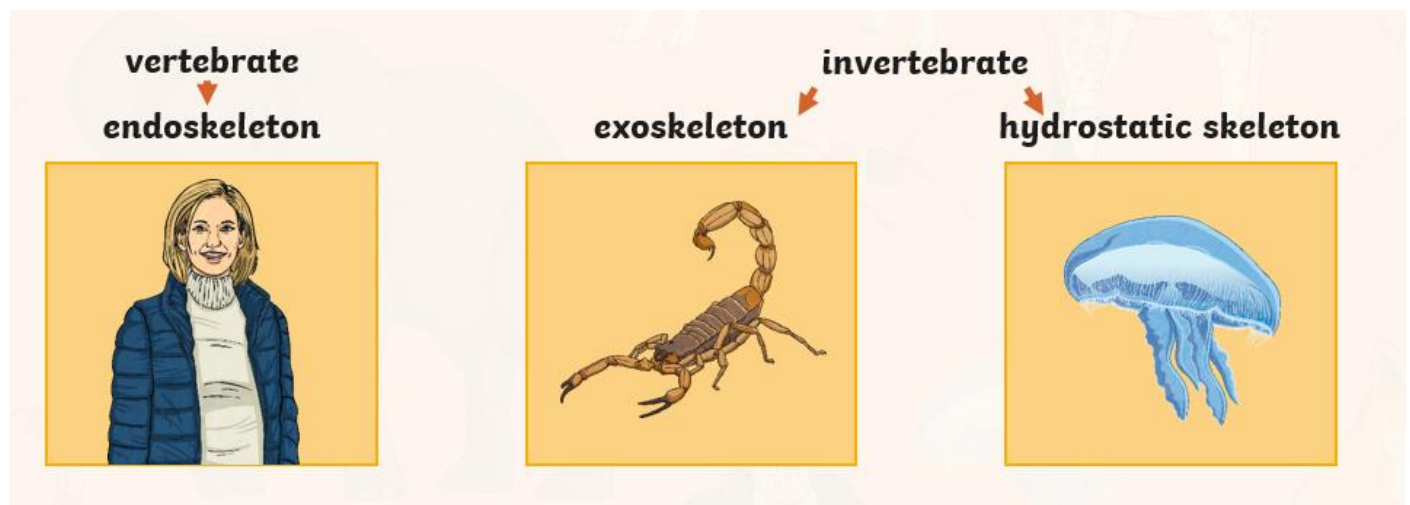
This week we are learning about skeletons and how the body moves. Different animals have different types of skeletons.

Find out about the 3 different types of skeletons animals have:

<https://www.youtube.com/watch?v=ythNvIFJ4Aw>
















Find out what types of animals have an exoskeleton:

<https://www.youtube.com/watch?v=D1hkGbROUbc>



Task:

Sort the animals into groups by which skeleton they have.

 elephant	 tortoise	 slug	 butterfly	 human
 jellyfish	 mouse	 worm	 goldfish	 lobster
 ant	 prawn	 beetle	 killer whale	 fox

<u>Endoskeleton</u>	<u>Exoskeleton</u>	<u>Hydrostatic skeleton</u>

Challenge:

Can you think of pros and cons for each type of skeleton?

Wednesday – Science: Identify the major bones in the human body.

The human skeleton is amazing. Find out what it helps us do by watching the clip below:

<https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/zr942sg>

Watch this video to learn about the names of the major bones in the body:

<https://www.youtube.com/watch?v=ywDOiNEdJVc>

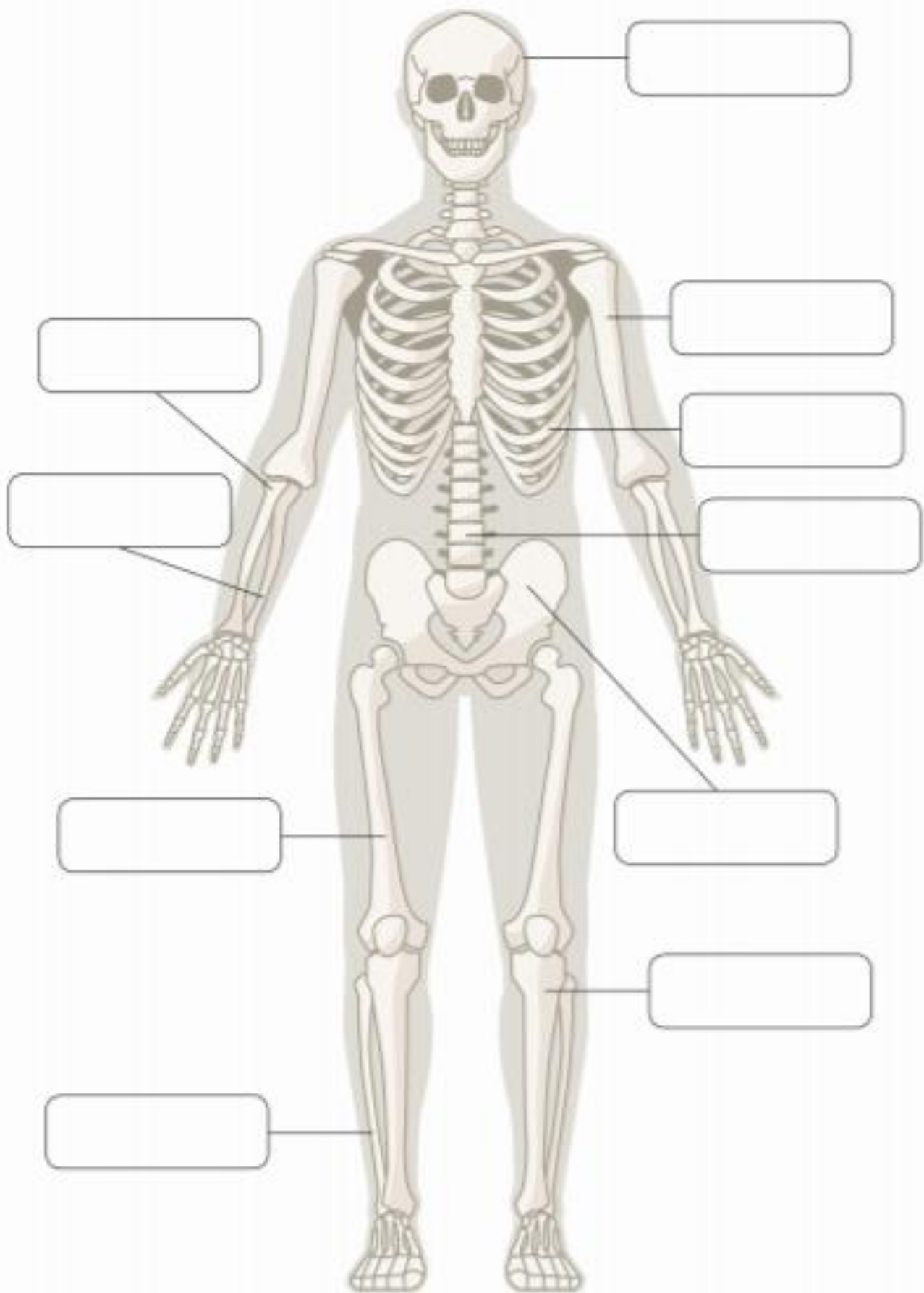
Task:

Label the major bones of the body using the skeleton on the following page.

Challenge:

What amazing facts can you find out about the major bones? What do they help you do?





Skull	Ribs	Spine	Humerus	Ulna
Radius	Pelvis	Femur	Tibia	Fibula

Thursday - Science: what are the main functions of the skeleton.

Watch this video to learn about the 3 main functions of the skeleton and how it supports the body.

<https://www.youtube.com/watch?v=vRuh9aBwUdM>

The 3 main functions the skeleton has are.

1. **Support**
2. **Protection**
3. **Movement**

Watch this video to find out some more amazing facts.

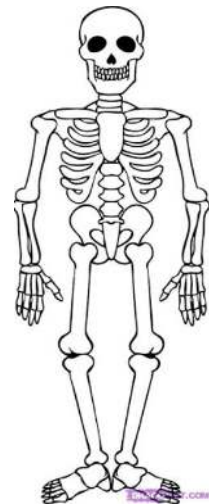
<https://www.youtube.com/watch?v=gPbF-Edpx64>

Task:

Create your own moveable skeleton.

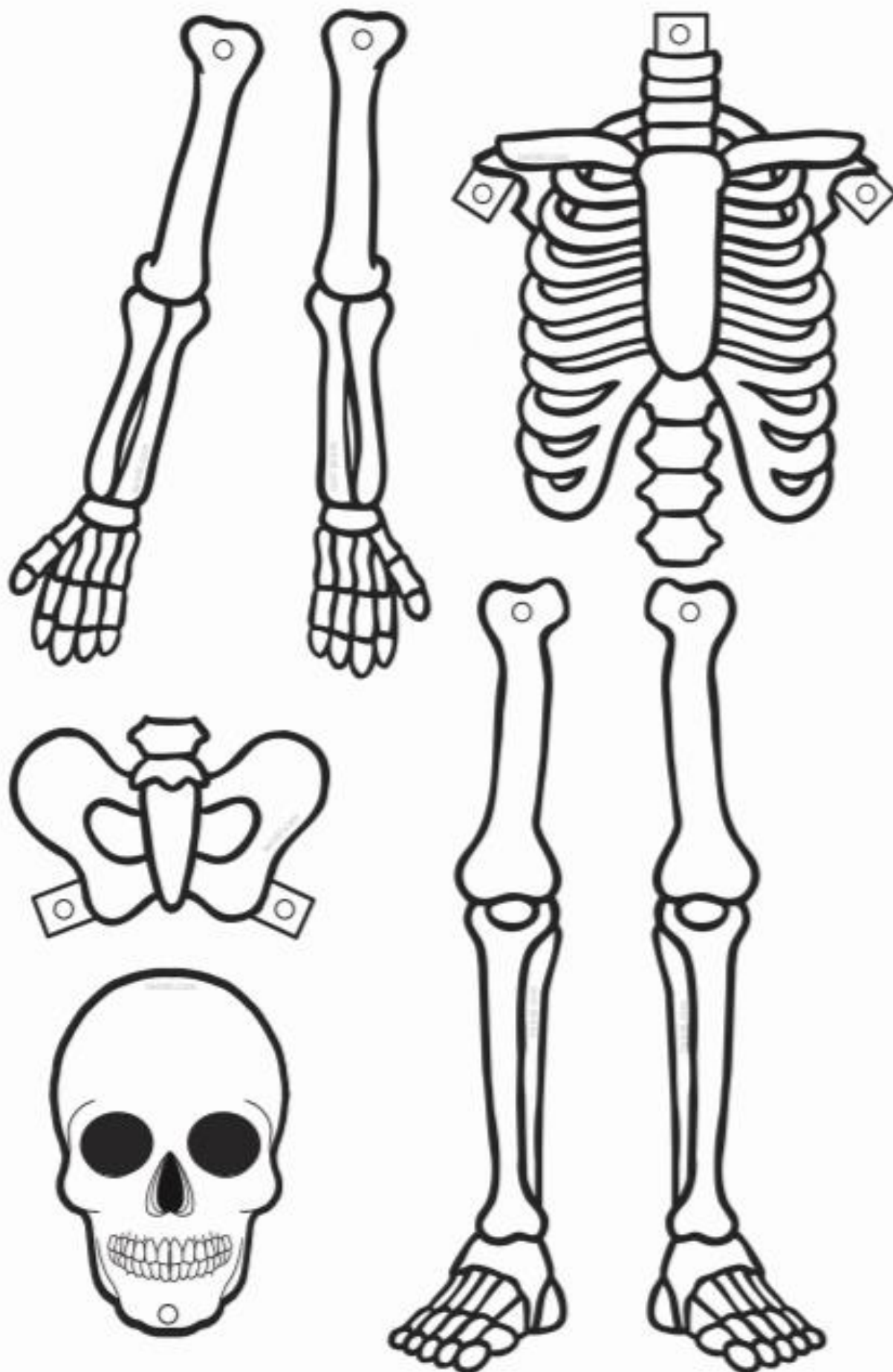
You can use the template below to cut out the human skeleton bones and find where they are joined together to help your body move.

You can use split pins, paper clips or string to help join the bones together. You could also create a puppet by joining the top to a clothes hanger to help move some of the limbs!



Moveable skeleton template.

Use the holes to insert a pin to help your skeleton move.



Art - human and animal skeletons collage.

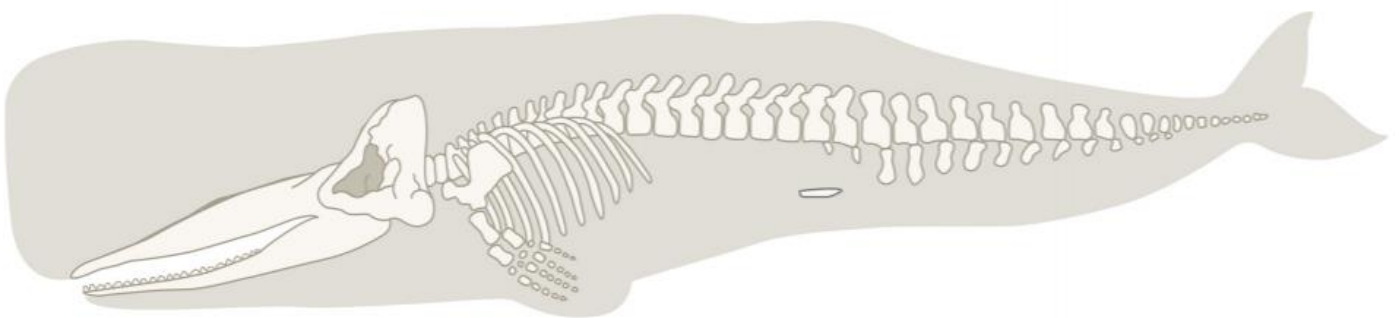
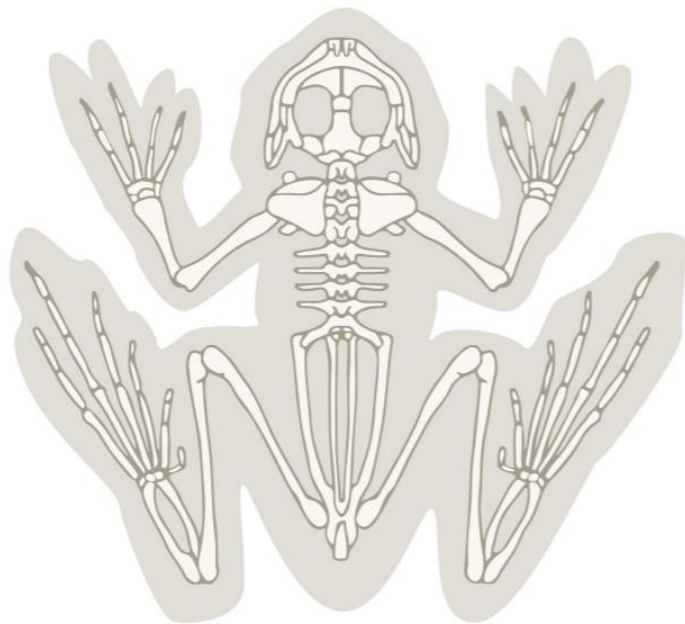
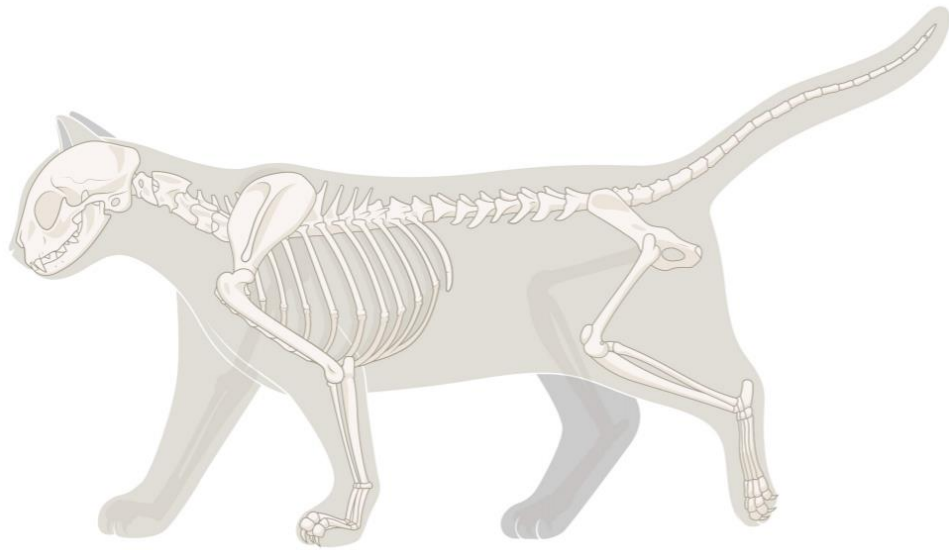
Use your knowledge you've learnt this week about skeletons to create a collage of an animal or human skeleton. You can use any material, but there are some suggestions below to help you.

You could use pasta shapes to help create the different sized bones or cotton buds.

Challenge yourself - how many different bones can you include in your skeleton. Can you show different poses?

There are some animal skeletons on the next page to help you create your fabulous artwork. Send us pictures of your finished masterpiece.





PE

It is really important during this time to stay active for our mind and body.

You can choose to do a Go Noodle, Just Dance, or even join Joe Wicks for a PE session on his YouTube channel.

Music

The music service have provided lessons, which will be available for you to enjoy from home, no instruments needed. A new lesson will be uploaded each week.

<https://drive.google.com/drive/folders/1MjspLnpmDrFLChSWw3X5EJH-4Fg5faVn?usp=sharing>

Spanish

Lessons 3 and 4	
Lesson Objective:	To be able to describe your personality
Learning tasks to be completed:	Please complete the activities below. Please read the instructions for each task carefully and look at the examples to help. Just do your best. If you are stuck on an activity, please just move on to the next task or spend some time learning the key vocabulary.
Location of resources:	To help you do this, please use the vocabulary below.
Additional information if required	As a challenge, try to also spend some time each day learning the section of vocabulary. This is one of the best things you can do when learning a language. Tip: <ul style="list-style-type: none">- Read the Spanish word several times- Cover it up and try to say it from memory- Then try to write it from memory- You could ask someone you live with to test you. They can read the English, you need to say the Spanish word back to them.

Vocabulary

¿Qué tipo de persona eres?

Soy...

divertido/a
estupendo/a
fenomenal
generoso/a
genial
guay
listo/a
serio/a
simpático/a
sincero/a
tímido/a
tonto/a
tranquilo/a

What sort of person are you?

I am...

*amusing
brilliant
fantastic
generous
great
cool
clever
serious
nice, kind
sincere
shy
silly
quiet, calm*

Palabras muy frecuentes

bastante
no
mi, mis
muy
pero
también
tu/tus
un poco
y

High-frequency words

*quite
no/not
my
very
but
also, too
your
a bit
and*

Starter

Correct the following sentences

1. El gato es rojas
2. La serpiente es amarillo.
3. Los perros es verde.

Answers: 1. El gato es rojo. 2. La serpiente es amarilla. 3 Los perros son verdes

Exercise 1

Read the adjectives below that are used to describe your personality, try to work out what they mean in English. Use the vocabulary above to help.

Daniel  Soy sincero.	Antonio  Soy tímido.	Pablo  Soy tranquilo.
Miguel  Soy divertido.	Gabriel  Soy serio.	Claudia  Soy simpática.
Laura  Soy tonta.	Carmen  Soy lista.	Andrea  Soy generosa.

Now use these words to help you unscramble the 6 sentences.

1. Soy divertido y simpático.



Escribe estas frases correctamente. Traduce las frases al inglés.

Write out these sentences correctly. Translate the sentences into English.

1 Soy *dtivdeor* y *áptimcios*.

2 Soy *sltia* y *ltraainuq*.

3 Soy *cseirno* y *ernoesgo*.

4 Soy *isaer* y *iamsdpiát*.

5 No soy *ttan*.

6 No soy *itíodm*.

y and

Answers: 2 lista, tranquila. 3 sincero, generoso. 4 seria, simpática. 5 tonta. 6 tímido.

Exercise 2

Translate the following sentences into Spanish

1. I am shy
2. My step-dad is quite clever
3. My black cats are very silly

Vocabulario

Es = (He/she/it) is

Son = (They) are

Padraastro = Step-dad

Answers: 1. Soy tímido/a. 2. Mi padraastro es bastante listo. 3 Mis gatos negros son muy tontos.

REMOTE LEARNING – IT Guide

Students can either write their answers to the activities on paper or type them. If they are typing in Spanish using Microsoft Word, please do the following

1. Change the Language to Spanish

First Click 'Review' and click on the arrow underneath 'Language'



Then click 'Set Proofing Language' and the following box will appear



Scroll down until you reach 'Spanish (Spain)' and select 'Ok'. Tip: To speed up scrolling, press 'S'. This will take you to all of the languages beginning with 'S'.

Your language is now set to Spanish. So, instead of having your spell check in English, it is now in Spanish. This will help with spellings and accents

2. Typing accents (áéíóúñ) or Symbols (¿)

Setting the language to Spanish will help, as autocorrect may add accents for you. However, you can add accents yourself by doing the following

- For vowels with accents, simply press 'Alt Gr' plus the vowel. For example, 'Alt Gr' + 'a' = á. This is the same with capitals. You just need to press shift or Caps Lock.
- For the question marks and exclamation marks, press 'Alt Gr' plus the keys you would normally use for an exclamation/question mark. For example, on my keyboard 'Shift' + '1' = ¡, as the exclamation mark is on the same key as number 1. To make this an inverted (upside down) exclamation mark, 'Alt Gr' + 'shift' + '1' = ¡

- ñ – To get this letter, go to Insert/Symbol  Symbol ▾ and select 'More Symbols.'



A box like this should appear. Highlight the 'ñ' then click insert. It should then save the letter for future reference. For advanced users, there are also shortcut keys you can use.