



Weekly learning pack

Year 3

English

Newspaper report



UFO SIGHTING IN GREENVILLE VILLAGE!

A strange incident is reported to have happened on Friday evening in Greenville village. A local woman spotted unusual lights in the sky while she was out walking her dog. Greenville police officers also discovered a very mysterious circular shape burnt into the grass and unexplained metal remains on a nearby school field once the sun had risen the following morning. Local detectives are continuing with their investigations.

The whole incident started at around 6:35pm on Friday 27th January when Samantha Harris was walking her dog around the outside fences of Greenville Primary School field. The witness is certain that she saw blinding lights in the night sky and heard an ear-piercing noise coming



The mysterious metal objects and the circular shape burnt into the grass found on Greenville Primary School field.

from behind the clouds. The lights were on a fast-moving flying object that Mrs Harris says then hovered just above the grass. "The mysterious object flew so low that I had to jump into a ditch to avoid being hit. My poor dog was petrified," said the now terrified lady. Mrs Harris sped home, told her husband and then phoned the police straight away.

Task 1 WAGOLL

Another witness has also now come forward. Mr Jafari, a Year 3 teacher at Greenville Primary, also recounted some odd events to the police. The hard-working teacher had stayed behind marking books on Friday evening when he says the sky suddenly became much darker as if a storm was approaching. Then, he heard the loud, clunking sound of falling metal before being blinded by an intense light from outside the classroom window. Mr Jafari described the sight.

"The lights were like shiny disco glitterballs and it felt like they put me into a trance," he explained. The whole terrifying experience has left him feeling dazed and very confused.

The police found more worrying evidence on Saturday morning as they searched the school grounds. Some curious metal objects were found inside a vast, circular shape that had been scorched into the grass on the field. Samples were taken

from the objects as they were covered in an unfamiliar slimy, green liquid. Officers also spent many hours questioning people from the nearby houses. "We're now investigating numerous sightings of peculiar lights and sounds in the sky on Friday night," stated Detective Inspector Grayson.

Many local people are now feeling frightened about leaving their homes after dark but the police have been trying to comfort them. "There is no need for the people of Greenville to panic. Everyone should remain as calm as possible because there is probably a very simple explanation for the whole thing," said Detective Inspector Grayson confidently.

The whole village is now on high alert and any other bright lights or bizarre loud noises should be reported by phone to Greenville Police Station immediately on (01634) 001000.

Can you identify any of these genre specific features within the news paper report?

Newspaper checklist

- **Headline**
- **Introductory paragraph**
- **Facts about the events**
- **Third person**
- **Past tense**
- **Quotes (eyewitness accounts)**
- **Pictures with captions**
- **Concluding paragraph**

Task 2

Research/plan

Use the following link to research information about the coronavirus to help you write a plan for a newspaper report.

<https://www.livescience.com/coronavirus-kids-guide.html>

On the following page is an idea of how you can organise your plans in your work books or on paper.

Subheadings for your research/plan

- **Headline**
- **What is a virus and what is the coronavirus?**
- **Where did it come from?**
- **Eyewitness account (this is the bit you will have to make up all yourself using the research you have done to think what somebody might actually have said about where it came from)**
- **What can you do to help?**
- **What is being done to help keep us safe**

Task 3

Writing an eyewitness account

Can you remember what an eyewitness account is?

An eyewitness account is a person who actually sees some act, occurrence, or thing and can give a first hand account of it, these are reported in newspapers using inverted commas to mark speech.

Task 3

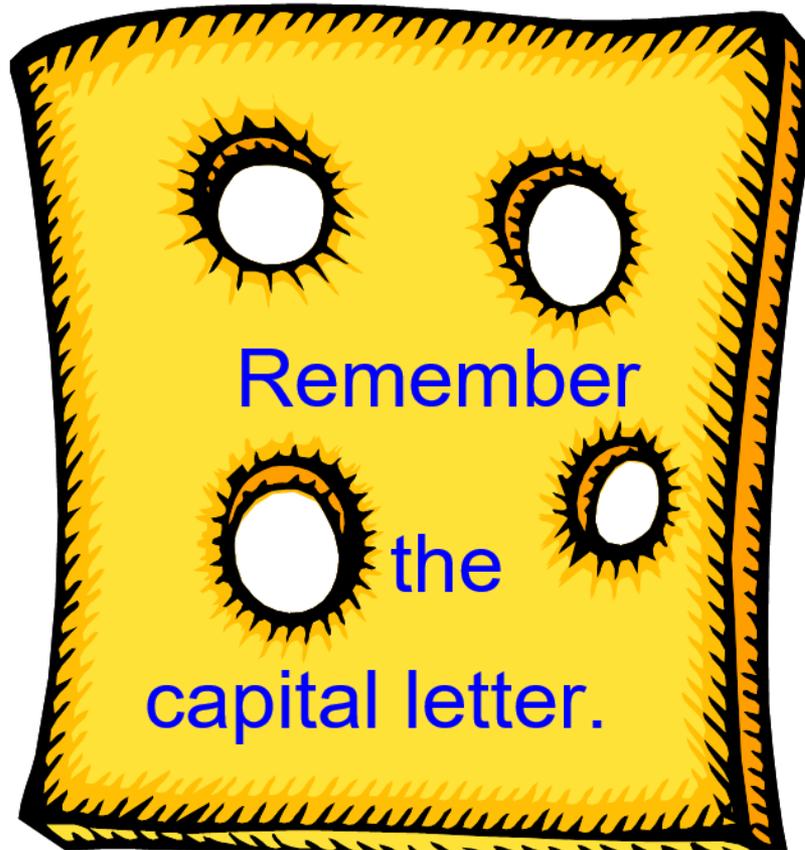
Can you remember what we made for speech?

Clue- we made actions up to help us remember

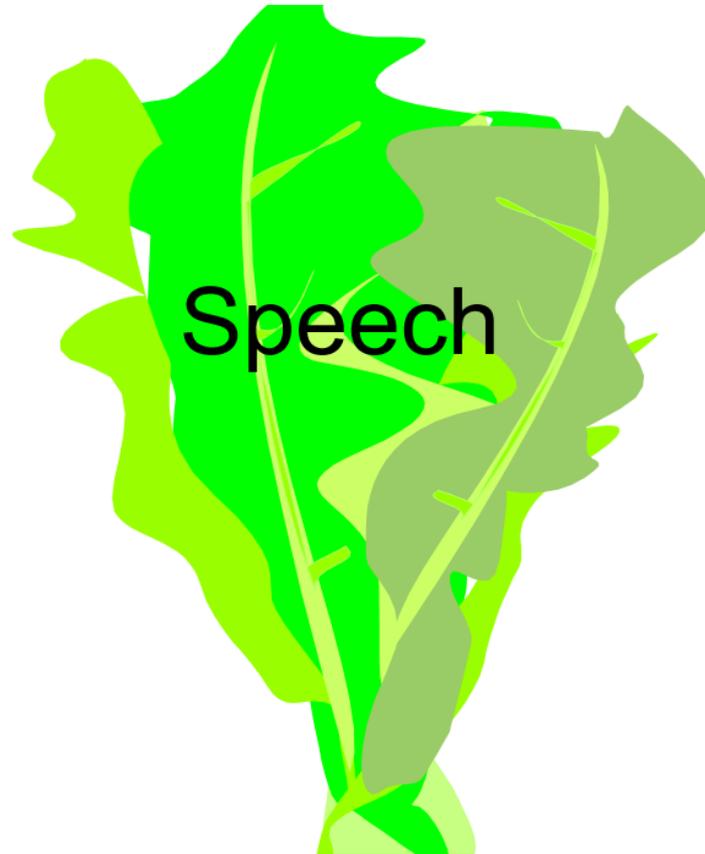
Inverted commas



Capital letter



Speech (what is being said)



Punctuation



Inverted commas



Remember, the word said is banned because it is boring!

Other words for
said

declared	screamed	screached	snivelled
expressed	warned	howled	whinged
pronounced	wailed	bawled	lamented
uttered	cried	exclaimed	grumbled
alleged	garbled	gaspd	uttered
argued	moaned	huffed	reiterated
recited	complained	called	asked
rehearsed	murmured	whimpered	enquired
repeated	shrieked	sobbed	requested
assumed	pleaded	implored	demanded
presumed			begged
stated			answered
replied			explained
mumbled			roared
whispered			bellowed
yelled			hollered

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Here are a few examples of eyewitness accounts:

One local resident explained, “ It was a very scary time. We were put into lockdown and had to stay inside but I knew this wasn’t going to last forever.”

“At first, I was very worried until I realised that there were better days to come. I started to think of having to stay inside as a positive because it meant that I had a new found appreciation for my family.” reported Shang Liu, a resident of Wuhan where it is thought that the virus originated.

An elderly gentlemen stated, “ Throughout my life I have never experienced anything like this. The way communities have come together to help and support one another is truly inspirational!”

Now its your turn. Can you write 5 examples of eyewitness accounts. Use your research to make sure they link to what you are writing.

Task 4/5

Today you are going to become journalists. Your task is to write a newspaper report to give people more information about the coronavirus.

Year 3 writing features

- Fronted adverbials
- Inverted commas
- Paragraphs
- Expanded noun phrase
- Alliteration
- Powerful adjectives
- A range of conjunctions
- Adverbs

Newspaper checklist

- **Headline**
- Introductory paragraph
- **Facts about the events**
- Third person
- **Past tense**
- Quotes (eyewitness accounts)
- **Pictures with captions**
- Concluding paragraph



How to be a superstar Year 3 writer!



Paragraphs	Paragraphs should have 4 or 5 sentences in them about the same thing. They help us to section our work and make it easy to follow and read. Leave a line in between each one.
Headings and sub-headings in non-fiction	Headings in non-fiction are used to tell the reader what the whole text is about. Sub-headings are used to tell the reader what each section of a text is about. The sentences under each sub-heading should be about the same thing.
Sentences with more than one clause	Agatha decides to take the yetis back to England, <u>because</u> she wants to look after them. Paddington loved to eat marmalade sandwiches, <u>while</u> Mr Brown loved beans on toast.
Conjunctions (when, if, because, although, before, since, after)	when, if, before, after, while, so, because
Adverbs	then, next, soon, therefore
Prepositions	before, after, during, in, because of
Expanded noun phrases	The <u>crystal blue sea</u> sparkled in the <u>bright sunshine</u> . At the station were lots of <u>noisy passengers</u> and <u>colourful trains</u> .
Fronted adverbials	<u>Later that day</u> , Ug returned to his cave for a well-deserved sleep. <u>Just then</u> , Grace spotted something unusual in the sea. <u>Quickly</u> , Paddington followed Mr Brown off the platform and met the family.
Inverted commas	"Where have you come from?" shouted Mr Brown. Paddington answered, "I have come all the way from deepest, darkest Peru."
Apostrophes for possession	Grace had to go and stay at her <u>Granny's house</u> on a quiet island in the Hebrides. An apostrophe for possession is used to show that something belongs to someone.
Commas in a list	<u>In the Brazilian rainforest live</u> parrots, monkeys, snakes, tree-frogs and jaguars
a and an correct	Grace wanted <u>an</u> ice cream after her delicious tea. In the Himalayas Agatha wore <u>a</u> thick coat to keep warm. If a word starts with a vowel (a, e, i, o, u) – use an; otherwise use a
Year 3/4 words spelt correctly and words with the prefix anti-, auto-, super-, in-, un-, dis-, mis-	Use the word cards in the classroom to spell the Year 3 words correctly and words with prefixes

Maths

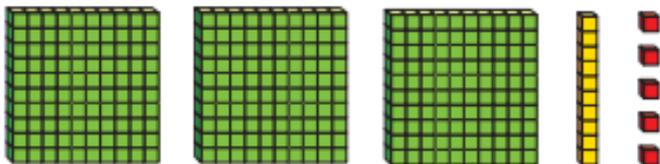
Place Value

Task 1 finding more than a given value

Find 1, 10, 100 more or less



1 Annie makes a number using base 10



a) What number has Annie made?

Annie has made the number

b) What is 100 more than Annie's number?

100 more than Annie's number is

c) What is 10 more than Annie's number?

10 more than Annie's number is

d) What is 1 more than Annie's number?

1 more than Annie's number is



2 What number is represented?

Hundreds	Tens	Ones
● ● ● ●	● ● ● ● ● ● ● ● ●	● ●

The number represented is

a) What is 100 more than the number?

What is 10 more than the number?

What is 1 more than the number?

b) What is 100 less than the number?

What is 10 less than the number?

What is 1 less than the number?

3 What is 100 more than each of these numbers?

a) 700

c) 590

b) 385

d) 47

Check your answers

Question	Answer
1	a) Annie has made the number 315 b) 100 more than Annie's number is 415 c) 10 more than Annie's number is 325 d) 1 more than Annie's number is 316
2	The number represented is 492 a) 100 more than the number is 592 10 more than the number is 502 1 more than the number is 493 b) 100 less than the number is 392 10 less than the number is 482 1 less than the number is 491
3	a) 800 b) 485 c) 690 d) 147

Task 2 finding more than a given value

4 What is 10 more than each of these numbers?

- a) 362 c) 703
- b) 180 d) 695

5 What is 10 less than each of these numbers?

- a) 789 c) 300
- b) 245 d) 404

6 Complete the sentences.

- a) 100 more than 763 is
- b) is 100 more than 765
- c) is 100 less than 503
- d) 1 less than 300 is
- e) 10 less than 109 is
- f) is 10 less than 972
- g) is 1 less than 699

7 Tom makes a number on a place value chart, but one of the counters slips off the chart.

Hundreds	Tens	Ones
		

What could Tom's number have been?

8 Complete the table.

100 more	10 more	1 more	number	1 less	10 less	100 less
			473			
398						
					890	

9 Kim thinks of a number.

100 less than Kim's number is 900

What is 10 less than Kim's number?

Check your answers

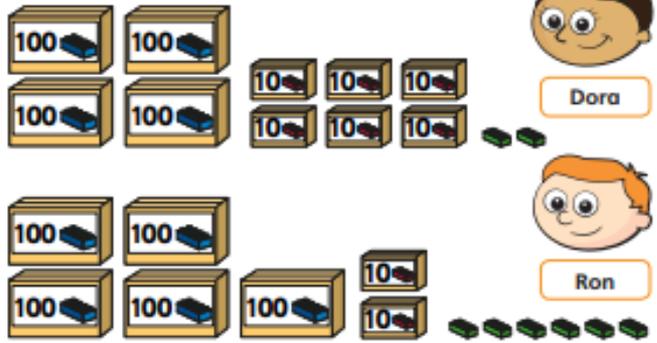
4	a) 372 b) 190 c) 713 d) 705																												
5	a) 779 b) 235 c) 290 d) 394																												
6	a) 100 more than 763 is 863 b) 865 is 100 more than 765 c) 403 is 100 less than 503 d) 1 less than 300 is 299 e) 10 less than 109 is 99 f) 962 is 10 less than 972 g) 698 is 1 less than 699																												
7	Tom's number could have been 502, 412 or 403																												
8	<table border="1"><thead><tr><th>100 more</th><th>10 more</th><th>1 more</th><th>number</th><th>1 less</th><th>10 less</th><th>100 less</th></tr></thead><tbody><tr><td>573</td><td>483</td><td>474</td><td>473</td><td>472</td><td>463</td><td>373</td></tr><tr><td>398</td><td>308</td><td>299</td><td>298</td><td>297</td><td>288</td><td>198</td></tr><tr><td>1,000</td><td>910</td><td>901</td><td>900</td><td>899</td><td>890</td><td>800</td></tr></tbody></table>	100 more	10 more	1 more	number	1 less	10 less	100 less	573	483	474	473	472	463	373	398	308	299	298	297	288	198	1,000	910	901	900	899	890	800
100 more	10 more	1 more	number	1 less	10 less	100 less																							
573	483	474	473	472	463	373																							
398	308	299	298	297	288	198																							
1,000	910	901	900	899	890	800																							
9	990 is 10 less than Kim's number.																												

Task 3 Compare objects



Compare objects

1 Dora and Ron each have some building bricks.



a) How many bricks does Dora have?

Dora has bricks

b) How many bricks does Ron have?

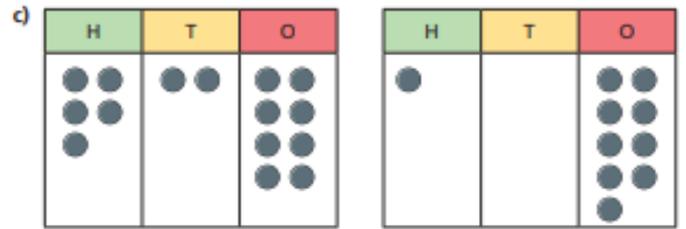
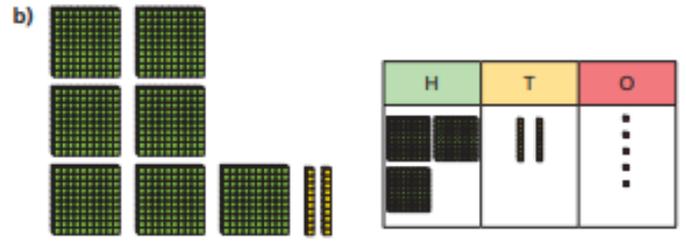
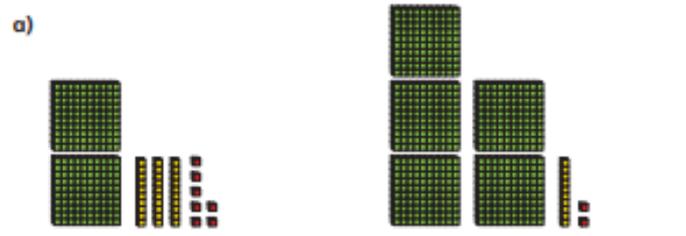
Ron has bricks.

c) Who has the greatest number of bricks?

_____ has the greatest number of bricks.

How do you know?

2 Tick the greatest number in each pair.

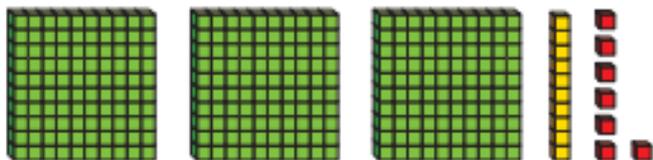


Check your answers

Question	Answer
1	<p>a) Dora has 462 bricks. b) Ron has 526 bricks. c) Ron has the greatest number of bricks.</p> <p>Children may explain that there are more hundreds boxes and 500 is greater than 400 so therefore 526 is greater than 462</p>
2	<p>a) Children tick 512 b) Children tick 720 c) Children tick 528 d) Children tick 300</p>

Task 4 compare objects

3 Esther makes a number using base 10



Amir also makes a number.



My number has 5 hundred blocks and some tens and ones.

Whose number is greater? Circle your answer.

Esther

Amir

can't tell

Explain how you know.

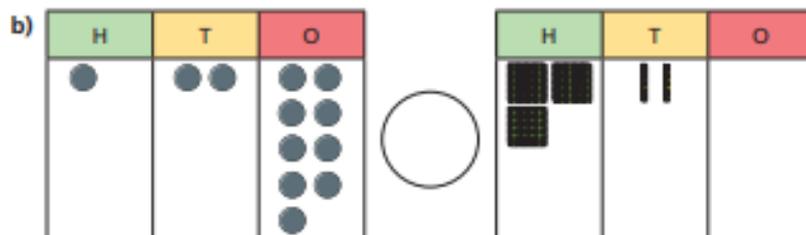
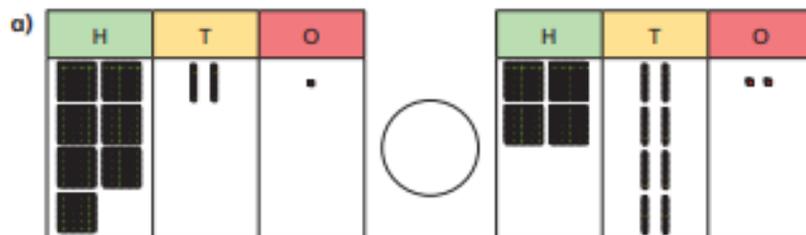
4 Use 8 pieces of base 10 to make a number.

Compare answers with a partner.

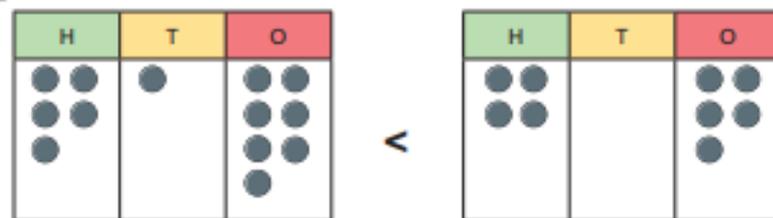
Who has made the greatest number?



5 Write $>$, $<$ or $=$ to compare the numbers.



6 Draw 3 more counters to make the statement correct.



7 Annie uses 10 counters to make a number greater than 600 but less than 700

What numbers could Annie have made?

Can you find all the possible answers?

Check your answers

3	Amir's number is greater. 500 is greater than 300 so Amir's number must be greater.
4	Children will make different numbers and compare them with their partners. They will make a range of numbers that all have a digit total of 8
5	a) $>$ b) $<$
6	Correctly adds 3 counters to the place value chart on the right to make the statement correct.
7	Annie could have made 604, 613, 622, 631 or 640

Task 5

Keep practicing your times tables and maybe you could become
a rock legend

TIMES TABLES
ROCKSTARS

Curriculum

(History)

Attention Year 3!!!!

This week we still need you to help us create amazing resources for future Year 3 children to use when leaning about Hull's fishing industry.



The task:

You are going to write an information poster about St Andrews Dock.



Task 1 - Read the information found on my learning.

St Andrew's Dock became the home of Hull's massive fishing fleet when it was opened in 1883. The dock was named after St Andrew, the patron saint of fishermen. In the Bible Andrew was a disciple of Jesus. He and his brother were both fisherman on the sea of Gallilee.

Hull's St Andrew's Dock was officially opened on 24 September 1883 with a great ceremony, which thousands of people turned up to watch. A procession of boats came through the new dock. The first was the Trinity House Yacht the Duke of Edinburgh. She was dressed with the Hull Docks Company's flag and onboard was the company chairman and teachers and students of Trinity House.

After the opening ceremony, 102 special guests went to the Hull Docks Company Office where a a magnificent feast was served. The Hull Docks Company Office is now Hull's Maritime Museum.

St Andrews Dock in 1935.



Working on the Dock:

Right from its opening in 1883, St Andrew's Dock was a busy, bustling place where lots of people worked. There were trawlermen, who were constantly going out on fishing trips to the Arctic, or coming in from a fishing trip with their catch. Yet, there were lots of other fishing jobs to do and most were done at St Andrew's Dock or in factories just off it.

Work at St Andrew's Dock and in the factories started early and finished late. It was tough and most of it required lots of physical effort, but it was also a fun and friendly place to work. Local historian Alec Gill, MBE, said that: 'The work was hard, the bosses were tough, the deadlines were daily, but people loved it. They called it one big family. They took a pride in the place and their fellow workers.'

Bobbers:

Lots of men called 'Bobbers' worked on the docks unloading fish from the trawlers. When the fish was unloaded from the trawlers they were put into baskets onboard the trawler and swung onto the dock-side. The Bobbers caught the baskets full of fish and tipped them into fish 'kits'.

Bobbers were given this name because lots of these baskets full of fish would be swinging to and fro from the trawlers. The men had to constantly 'bob' out of the way to avoid being knocked over!

As well as Bobbers, there were people who sorted the fish and inspected them. There were places where nets were mended and boats repaired. There was also people who de-scaled and gutted the fish, before packing them.

Fish being unloaded on to a trawler.



Closure:

St Andrew's Dock finally closed on 3 November 1975 when the trawlers transferred into the Albert and William Wright Docks – these became Hull's present-day fish docks.

Task 2.

Either in your workbooks or on a piece of paper you need to create an information poster all about St Andrews Dock.

Use the information on the other slide to help you.

Remember you will need:

- A title (St Andrews Dock)
- An introduction (what is a dock?)
- Subheadings - (When and how did it open? What was it like working there? What were Bobbers? When did it close?)
- Pictures (use either the picture provided or the internet to help you draw some pictures of St Andrews Dock)

Science

Task 1

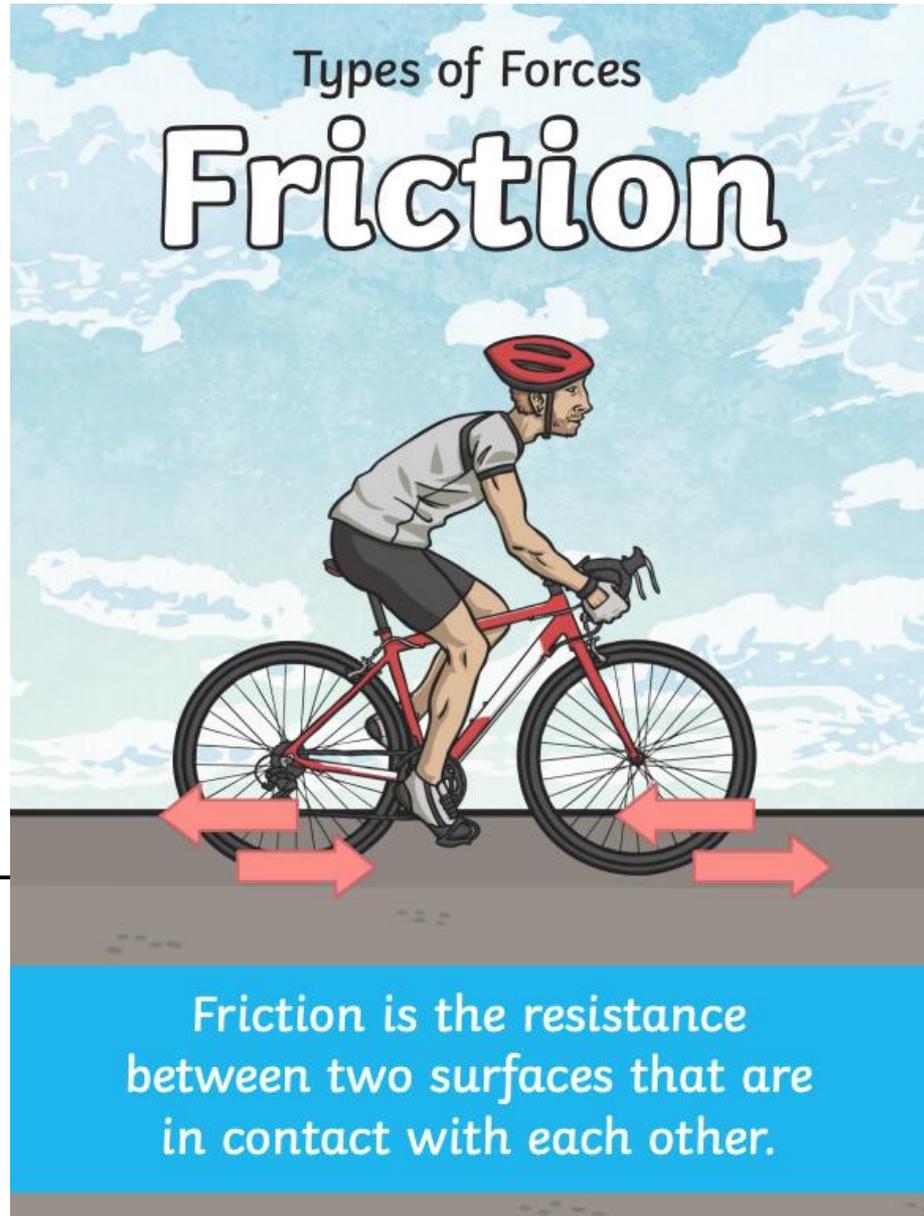
This week you are going to focus on another force.

Last week you looked at gravity.

Can you remember the name of this force in action?



It is friction!!!!



Task 2.

Friction is the force that slows objects down.

Friction can be a useful force because it stops our shoes slipping on the pavement when we walk and stops car tyres skidding on the road. When you walk, friction is caused between the bottom of your shoes and the ground. This friction acts to grip the ground and stops sliding.

Watch this short video:

<https://www.youtube.com/watch?v=C7NPD9W0kro>

Task 3.

Time to become a scientist!!!

You are going to take part in a variety of science experiments to show how friction works.

Can you tell your adult how and why our friction force is being used when you do them?

If you'd like you can make notes of your observations in your workbook. After all, being a top level scientist means you make careful observations!



Experiment 1 - Air Friction.

Materials:

Two pieces of paper

Timer (optional)



Method:

1. Take one of the pieces of paper and scrunch it into a ball. Leave the other piece of paper like normal. Have someone ready with a timer if you want to make measurements.
2. Hold the pieces of paper above your head.
3. Drop the pieces at the same time.
4. Which one falls quicker? Can you then drop them at different times and time then to measure how long each piece to drop to the ground.
5. Can you then drop the from different heights? Does the time difference become more noticeable?

Experiment 2 - static friction.

Materials:

Shoe

Rubber band

Ruler or measuring tape

Weight (something to put in the shoe to make it heavier, like rocks)

Aluminum foil (optional)

Cooking spray or oil (optional)

Method:

1. Cut a rubber band in half and tie one end to a shoe.
2. Tug on the other end of the rubber band until the shoe starts moving.
3. Measure how far the rubber band had to stretch in order for the shoe to move - you could put something heavy in the shoe like a rock.
4. Tape some aluminum foil to the ground. Drag the shoe over it and measure the rubber band. Try oiling the aluminum foil. How hard do you need to pull the rubber band now?



Experiment 3 - heated friction



Materials:

2 Sticks

Method:

1. Take two sticks and rub them together in a back and forth motion, kind of like sawing.
 2. Rub as quickly as you can for about 30 seconds to a minute.
 3. Use your hand to feel where the sticks rubbed against each other. How does it feel?

Don't worry - You are not going to be able to make fire this way, but you can understand friction from it. The friction will even rub part of the bark off the stick.

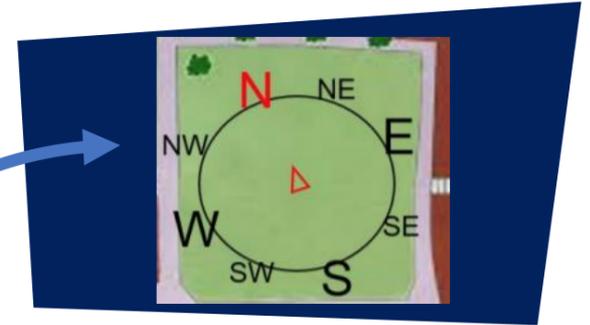
PE

MONDAY MOVERS

ORIENTEERING



30mins



! Physical Literacy/Skills

ACTIVITY

Dizzy Directions

- Best played outside, but it can be played inside your home if you create enough space.
 - Place a maker in the middle of your space (bucket or cushion) and imagine a circle surrounding this centre point.
 - Now place a '**NORTH**' marker (use a compass if you have one – most phones do!) This can be a '**red**' marker or simply write **NORTH** on some scrap paper.
 - Place the other markers – NE, E, SE, S, SW, W, NW – make sure they're roughly the same distance from the centre marker.
 - The player stands on the centre point facing **NORTH**
 - A game leader (adult, sibling or facetime friend) calls out a compass point.
 - Player races to the correct marker on the circle
 - Player returns to the centre point and orientates themselves back to face **NORTH**
- **The aim of the game is to complete a full set of Compass Points**

EQUIPMENT NEEDED

- 9 Markers to identify the cardinal compass points
- Some scrap paper and pen to label compass points



How can you demonstrate teamwork throughout this challenge?

MAKE IT EASIER...

Shorten the distance between your markers or remove the North East, North West, South East and South West markers – leaving just North, South, East and West.

MORE OF A CHALLENGE

Introduce a stopwatch – make it more competitive. Who can complete set of compass directions correctly in the quickest time?

MAKE IT INCLUSIVE

Ensure the space is suitable for ability – shorter distance for wheelchair users or powerchair users. Directions can be given verbally or using British Sign Language.

LEAD OTHERS

If you have younger siblings – why not act as the activity leader and create your own compass direction challenges for them to do!

TUESDAY CHALLENGE

ORIENTEERING

! Problem Solving

ACTIVITY

DESIGN YOUR OWN HOUSE MAP

- All you need is a blank piece of paper and a pencil!
- Using a pencil and ruler, sketch out your garden or house or a combination of both.
- Decide where you are going to start. This can be marked on the map with a triangle if you wish.
- Then spend some time with your child explaining the map, orientating it and asking some questions such as: • Can they identify the key objects in the garden/ house? • Where are the doors? • Can the child identify where they are stood with you at the moment?
- Plot a number of control/marker points around the map for your child to find.
- Keep it simple to begin with, no more than 5 markers!
- Once they have found each marker using the map introduce some more challenging tasks and activities....
- Make it into a treasure hunt by placing a series of clues at each marker point
- Add math or English questions at each marker – give a total score

EQUIPMENT NEEDED

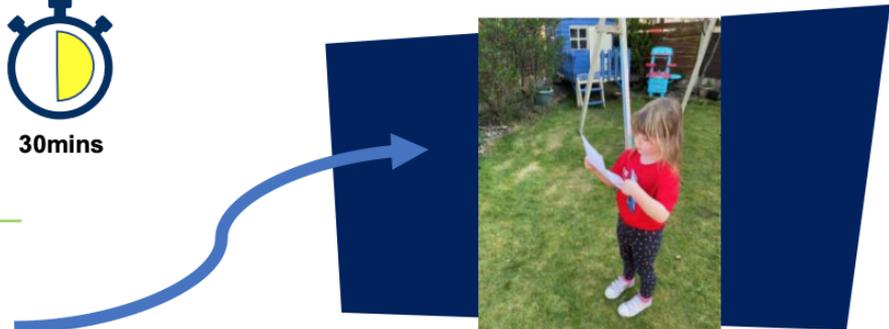
- Paper, pencils and an imagination!
- A prize for a treasure hunt – optional!



How can you **demonstrate self belief throughout this challenge?**



30mins



MAKE IT EASIER...

Simplify the map and markers - placing markers on easily accessible surfaces and household items will make them a lot easier to find! For example, placing a marker on the TV screen instead of behind a curtain.

MORE OF A CHALLENGE

Make the map and markers more complicated and don't be afraid to throw some tricky problems i.e. placing a marker inside a draw instead of on top!

MAKE IT INCLUSIVE

Ensure all markers and map points are fully accessible – don't place markers to high for younger children. Don't place markers in corners of rooms or behind large furniture if wheelchair or powerchair users play

LEAD OTHERS

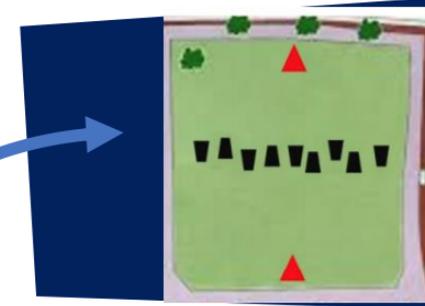
Let children create and design their own maps

WEDNESDAY WORKOUT

ORIENTEERING



30mins



! [Links to numeracy/literacy](#)

ACTIVITY

Knolls & Depressions

- Place a set of markers in the middle of your room or garden space in a horizontal line
- Half of these markers need to be upside down (**Knolls**) and the other half the correct way up (**Depressions**)
- Start players at opposite ends of the room or garden – make sure they're both the same distance away!
- Set a time limit for a game (1 minute is a good start)
- Decide which player will turn Knolls to Depressions and which player will do Depressions to Knolls.
- Players can only touch one marker at a time and must always return to their starting point before going back to the middle marker again.
- The winning player is the one who has the most markers in their Knolls or Depressions after the time is up!
- Introduce simple math questions beneath each marker – players must complete the questions on paper back at their starting station before returning to the middle
- Write a set of different words underneath each marker – players must record each word back at their station and then create the best sentence or story using all the words

EQUIPMENT NEEDED

- 7 - 14 Markers
- Some scrap paper and pen



How can you demonstrate determination throughout this challenge?

MAKE IT EASIER...

Shorten the distance between player starting points
Use simple math questions or words

MORE OF A CHALLENGE

Place markers in a random order around your space instead of in the middle
Introduce harder math questions and words

MAKE IT INCLUSIVE

Introduce a handicap for older or faster children by bringing the slower/younger players starting position closer to the middle
Make sure the markers are accessible – if wheelchair or powerchair users, place markers on a table.

LEAD OTHERS

If you have siblings or parents at home – why not act as the activity leader and create your own time limits, maths and English questions.

THURSDAY THINKING

! Physical Literacy Skills

ORIENTEERING



30mins

ACTIVITY

Scavenger Hunt

- Create a list of household items – start with a 5 item list.
- Think of different rooms or garden areas to ensure all your items are spread around your home and garden
- Give your child this list and start a stop watch.
- Players have to collect one item at a time and bring it back to their 'Base Camp'
- Stop the watch once the player has found all items and brought them back to base camp.
- Be creative with your list – for example, instead of 'Tennis Ball' you could say 'Something furry' to challenge the player imaginations!

- This can be played many times by simply changing the items on your list.
- A really great way of playing this game is to do so over FaceTime, House Party or Zoom apps – your children could create a list of items for friends, grandparents or older siblings to find in their own home!

- An example list; *Something Green, Something Big, Something Wet, A Ball, Something tiny, A Book, Something Smelly and Something from outside!*

EQUIPMENT NEEDED

- Some scrap paper and pen
- Household items



How can you demonstrate passion throughout this challenge?



MAKE IT EASIER...

Ensure all items on the list are within one room
Make a list of 5 items or less

MORE OF A CHALLENGE

Create a long list of items from areas all around the house
Introduce a time limit

MAKE IT INCLUSIVE

Make sure items are easily accessible for wheelchair or powerchair users

LEAD OTHERS

Create their own list of items – challenge siblings or parents, even play over Facetime and challenge their friends or other relatives!

FRIDAY FUN

ORIENTEERING

! Virtual competition

ACTIVITY

Virtual School Competition Option A

- Ask your students to send photographs of their own household orienteering map designs. Use some simple criteria to judge the best map.
- A normal orienteering map would include a clear key and have a defined starting position – usually identified by a triangle.
- Bonus points for good colouring and artistic design.

Virtual School Competition Option B

- Who can complete a full set of Mondays 'Dizzy Directions' compass points in the quickest time? Ask students to record video evidence of their fastest attempt.
- Rules
 - The set must be called out in a random order by an adult, older sibling or other family member
 - Markers should be 2 meters away from their center point (where/if possible)
- **PE Coordinators** - Collate your own school entries. Nominate one winner for each competition on Friday from your school and send to our virtual competition entry from your school to your School Games Organiser. Hull area winner announced each Monday! *These can be completed by your schools key worker/vulnerable students at schools as well as at home.*



Honesty with others and with yourself. Having the courage to do the right thing and what you know is right. Let the best person win not the best cheat.



Treating everyone equally, supporting each other and working together to achieve at your very best level. Celebrate each other's successes and be a positive team player.



Respect for the referee, for the opposition, for your team mates for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Respect every day, in every sport and for everyone.



You've got to believe to achieve. Have the self belief and confidence to succeed and reach your personal best.



Giving it 100 percent. Putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it.



Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be.