



# Weekly learning pack

Year 3

English

Spellings and persuasive  
letter

## Task 1

- Practice these spellings from the year 3-4 spelling list using look, cover, write
- Write them in your neatest joined handwriting
- Write them in the funky bubble writing

1. possible
2. potatoes
3. pressure
4. probably
5. promise
6. purpose
7. quarter
8. question
9. recent
10. regular

Extension: can you include these words in a sentence and use a conjunction?

Challenge- can you write a sentence using an adverb or preposition?

## Task 1

On the next slide is a persuasive letter. Read it and identify what features you think you can see.

## Task 1

Flat 8a Needy Row,  
Helperson,  
Victimstown,  
HE1 9ME

Crimson Lagoon,  
Far Away Island,  
Mysteryville,  
MY57 3RY

Sunday 1<sup>st</sup> January

Dear Ms Vengeance,

As the new year breaks and our beloved town is in peril, I appeal to you for your vital help in catching the Phantom Prankster. I know that this is an opportunity you will not be able to refuse.

First and foremost, the Phantom Prankster is a formidable enemy. It is going to require someone of immense strength and agility to match his prowess – attributes only you can bring. Your unrivalled abilities make you the ultimate candidate to provide your services and the glory you will achieve from the victory will be renowned across the land. It's an opportunity you cannot miss.

A useful piece of information to note is that the Phantom Prankster is currently suffering from the flu; his defences are weakened and his judgements are temporarily clouded. Due to his illness, he has not been moving around as regularly as he likes to – the perfect opportunity to pounce whilst he least expects it. Surely you don't want to miss the perfect opportunity to use his flu to your advantage?

A fact you must consider is that the residents of Victimstown are at their wit's end. They live in fear of the Phantom Prankster – many refusing to leave their home in the wake of his terror. The tricks he plays leave them embarrassed and confused: who would want to live this way? His reign over the town must come to a swift end.

Without a doubt, you are the only superhero with the skills, knowledge and strength to battle the Phantom Prankster. Your generosity and warm heart make me absolutely certain that you will want to protect Victimstown at any cost. Don't let us down.

Yours sincerely,

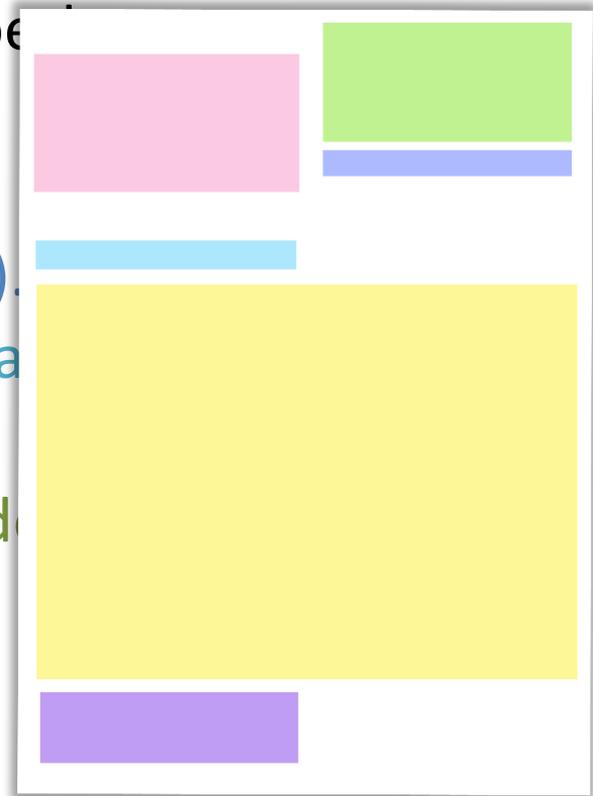
Mrs Victoria Timmins

## Task 1

The following slide are here for you to read and look through, they break down how to construct your own persuasive letter.

# Persuasive Letter Writing

- There are some important things to remember when writing a persuasive letter.
- You have to lay out your letter properly.
  - Write your address.
  - Write the address of who you are writing to (the recipient's address).
  - Write a greeting (the recipient's name).
  - Write the full date.
  - Write about the topic and persuade your reader.
  - Close your letter.
  - Write your full name.



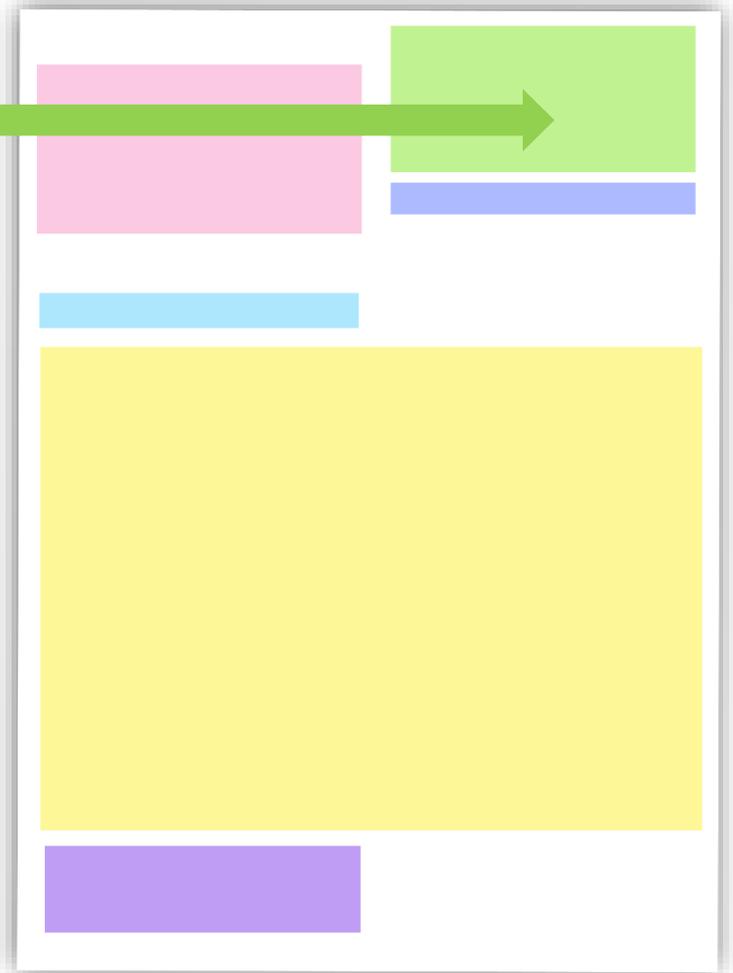
# Your Address

This goes on the top right-hand side of the letter:

Your house name/number,  
Street,  
Town/City,  
County

**Example:**

123 Apple House,  
Blueberry Road,  
Exeter,  
Devon



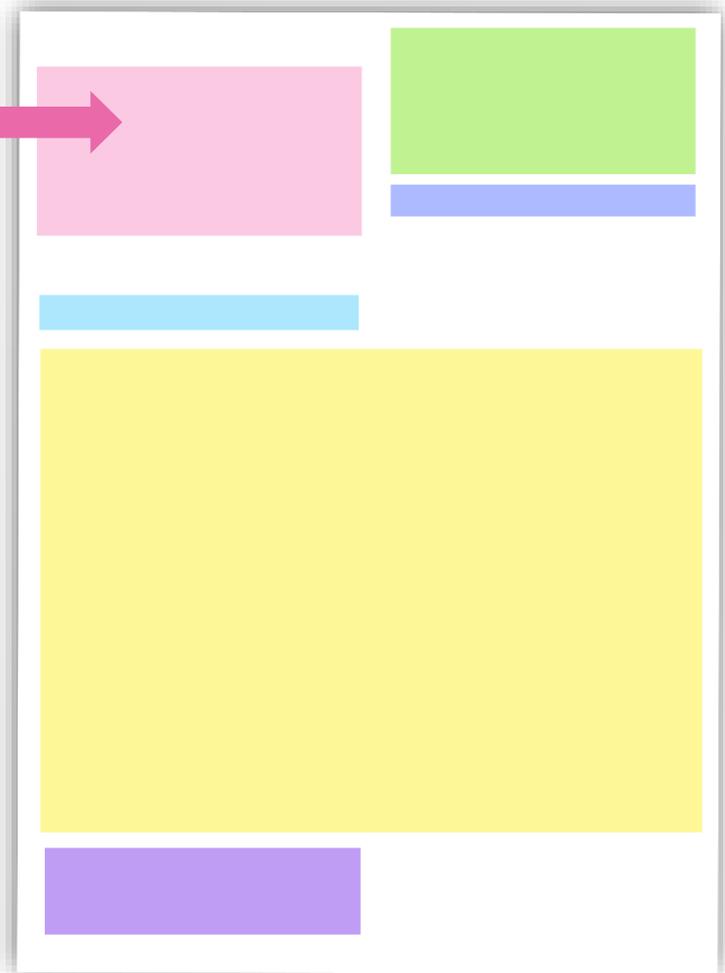
# The Recipient's Address

The address of who you are writing to goes on the top left-hand side of the letter:

Their house name/number,  
Street,  
Town/City,  
County,

**Example:**

567 Banana House,  
Raspberry Road,  
Exeter,  
Devon

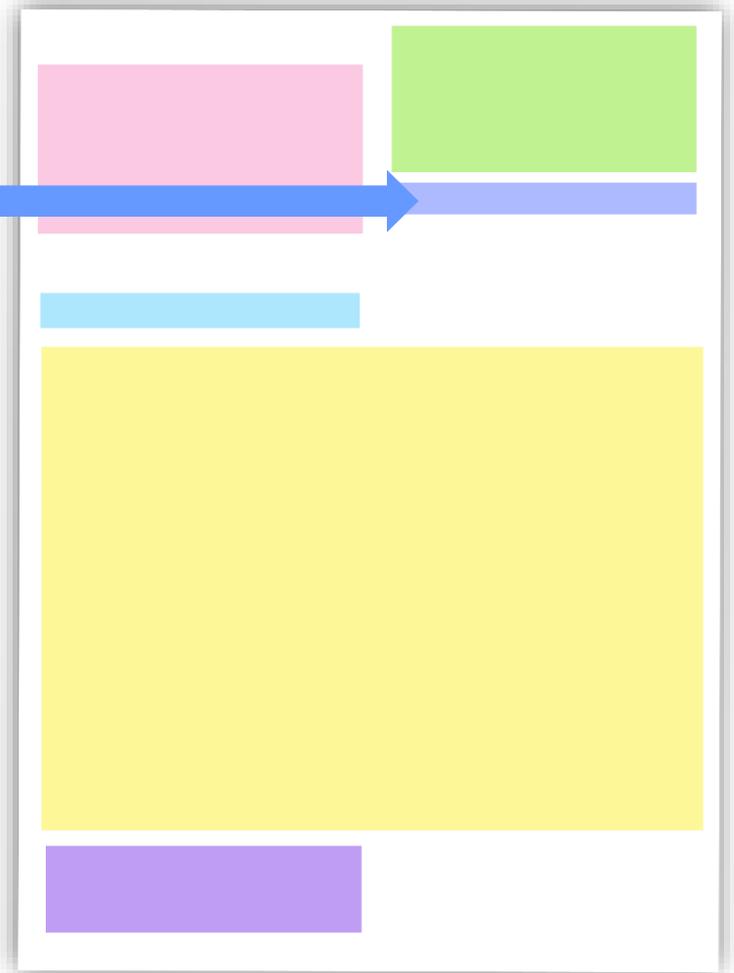


# The Full Date

This goes on the top right hand side of the letter, under your address.

**Example:**

Tuesday 1<sup>st</sup> March 2016



# Greeting

If you **do know** who the letter is to, begin it with either Mr, Miss, Mrs, Ms and their surname, then a comma:

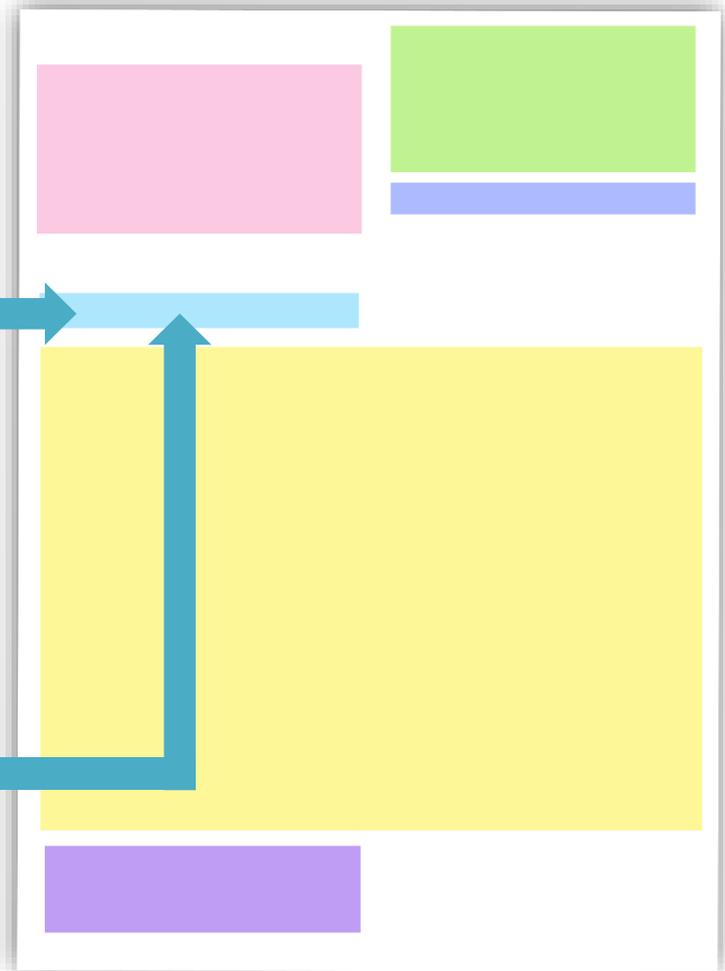
**Example:**

Dear Miss Smith,

If you **don't know** who to address the letter to, begin it with:

**Example:**

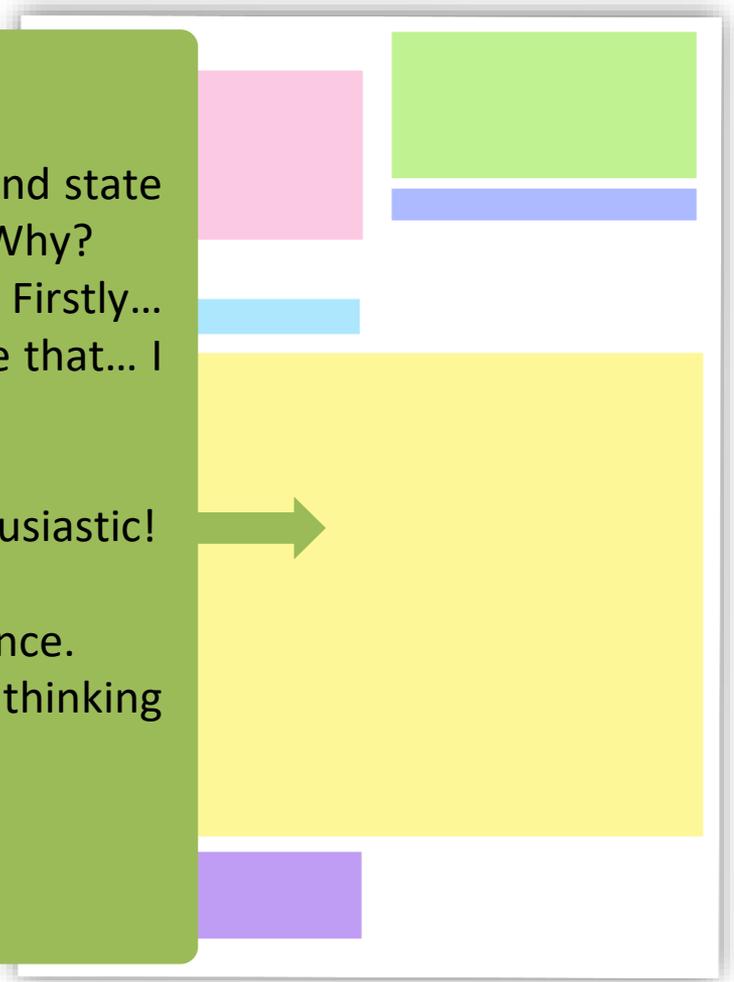
Dear Sir or Madam,



# Persuasive Argument

Introduce the topic you are writing about and state the argument– do you agree or disagree? Why?

- Explain in detail, using words such as: Firstly... Secondly... In my opinion... Some believe that... I feel that... I am sure that...
- Describe, using great adjectives.
- Argue why it is so good or bad – be enthusiastic!
- Use powerful verbs.
- Give reasons for and against – use evidence.
- Ask the recipient questions to get them thinking and make them realise they need this.
- End with a summary of what you need.



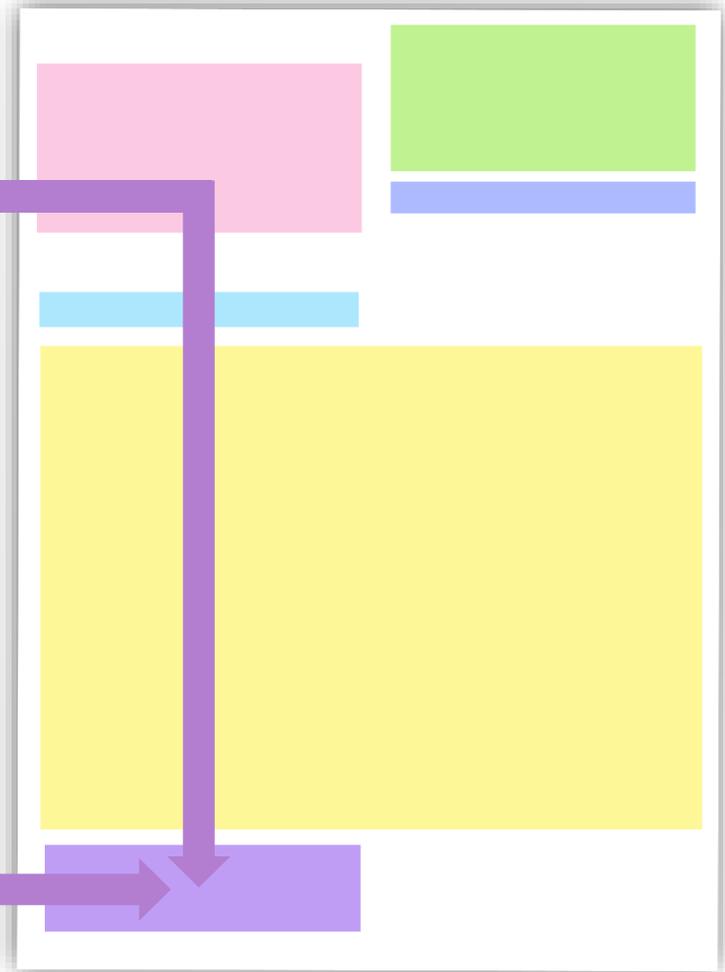
# Closing Farewell

If you **do know** who the letter is to, close your letter on the left-hand side with:

Yours sincerely,  
(Your Full Name)

If you **don't know** who the letter is to, close your letter on the left-hand side with:

Yours faithfully,  
(Your Full Name)



Task 2- now that we know how to construct a persuasive letter, build a vocabulary bank to support you with your writing. Think about the purpose of a persuasive letter, how it will make the reader feel, all the features you need to include and any important vocabulary you may use.

Vocabulary – What uplevelled vocabulary could you use?

Success Criteria – What features do we have?

Effects on the reader – What will they think when they read it?

Audience and Purpose – Who is going to read it and why?

### Task 3

Now, you are going to plan a persuasive letter as though you are the superhero replying to the WAGOLL letter.

You need to persuade her that the phantom prankster isn't actually that bad and that sometimes pranks are funny.

# Task

<p>Introduction</p> <p>Introduce yourself and explain why you are writing</p>	
<p>Argument 1</p> <p>Argue that the phantom prankster isn't too skilled, strong and fast and explain why he isn't.</p>	
<p>Argument 2</p> <p>Argue that you (the superhero) don't need to go because pranks are funny and should be taken in good spirits</p>	
<p>Concluding statement</p> <p>Conclude your argument and end with your farewell. (don't forget to print and sign your names)</p>	

## Task 4

Today you are going to start your persuasive letter.

You are going to write as though you are a super hero replying to the WAGOLL letter sent by Victoria Timmins.

Remember to include all of the features of a persuasive letter as well as the superstar year 3 writing features.

The following three slides are support sheets to help you.

Check the features off when you have included them.

# Persuasive Letter Writing

Self  
-Check

The sender's address is on the right.

The recipient's address is on the left.

The letter shows the date on which it was written.

There is a greeting to the recipient.

The opening sentence hooks the reader and explains why you are writing.

There is an introduction.

The text is organised into paragraphs, which each have their own point.

Each point has arguments to support it.

There is a conclusion which summarises the main point of the letter and reiterates the opinion.

The letter finishes with 'Yours faithfully' if you do not know the name of the recipient or 'Yours sincerely' if you do.

# Causal Conjunctions and Adverbials



accordingly

as

as a result

because

by

consequently

due to

for this reason

hence

in consequence

in order to

in this way

otherwise

since

so

so that

subsequently

therefore

though

thus

# Persuasive Letter Writing Word Bank

Greetings	Opening Sentences	Introductions	Details
Dear Mrs May, Dear Mr Brown, Dear Sir or Madam,	I agree that... It is my belief that... Some people believe that... Recent figures reveal...	For this reason... I am sure that... It is certain... In the same way...	For example... In fact... In support of this... Statistically...
Causal Conjunctions and Adverbials	Conclusions and Summaries	Closing Farewell	Vocabulary
accordingly consequently hence thus otherwise	As you can see... Without a doubt... In brief... On the whole... Undoubtedly...	Yours sincerely, Yours faithfully,	arguments unfair support persuade imperative pros/cons





# 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

## Final task

Edit and improve your work. Read it through and use the superstar sheet from the previous slide to see what writing features you have not included.

Can you include them when you edit and improve your work.

## Task 5

Spelling test: get somebody to read the spellings to you and test you on how many you can remember.

1. possible
2. potatoes
3. pressure
4. probably
5. promise
6. purpose
7. quarter
8. question
9. recent
10. regular

Maths

Addition and subtraction

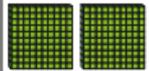
# Task 1A-

## Subtract 2-digit numbers from 3-digit numbers – crossing 10 or 100

Rose Maths

1 Use base 10 to make the number 253

Subtract 27 from 253

Hundreds	Tens	Ones
		

a) Show a partner the method you used.

b) Complete the column subtraction.

	H	T	O
	2	5	3
-		2	7
<hr/>			

2 Work out  $426 - 82$

H	T	O
		

	H	T	O
	4	2	6
-		8	2
<hr/>			

3 Work out the subtractions.

a)

	H	T	O
	2	6	5
-		3	8
<hr/>			

d)  $212 \text{ cm} - 42 \text{ cm}$


b)

	H	T	O
	1	7	2
-		3	9
<hr/>			

e)  $413 - 65$


c)  $538 - 75$


f)  $847 - 79$


# Task 1A- Check your answers

## Subtract 2-digit numbers from 3-digit numbers – crossing 10 or 100



1 Use base 10 to make the number 253

Subtract 27 from 253

Hundreds	Tens	Ones

a) Show a partner the method you used.

b) Complete the column subtraction.

H	T	O
2	<del>5</del>	3
-	2	7
<hr/>		
2	2	6

2 Work out  $426 - 82$

H	T	O

H	T	O
<del>4</del>	<del>2</del>	6
-	8	2
<hr/>		
3	4	4



3 Work out the subtractions.

a)

	H	T	O
	2	<del>5</del>	5
-		3	8
<hr/>			
	2	2	7

d)  $212 \text{ cm} - 42 \text{ cm}$

	<del>2</del>	<del>1</del>	2	cm
-		4	2	cm
<hr/>				
	1	7	0	cm

b)

	H	T	O
	1	<del>6</del>	2
-		3	9
<hr/>			
	1	3	3

e)  $413 - 65$

	<del>4</del>	<del>1</del>	3
-		6	5
<hr/>			
	3	4	8

c)  $538 - 75$

	<del>5</del>	<del>3</del>	8
-		7	5
<hr/>			
	4	6	3

f)  $847 - 79$

	<del>8</del>	<del>4</del>	7
-		7	9
<hr/>			
	7	6	8

# Task 1B

- 4 A film is shown 3 times in a day.

The table shows how many children watch each showing.

Showing time	11 am	3 pm	7 pm
Number of children	462	295	78

How many more children watch the 11 am showing than the 7 pm showing?

- 5 Find the missing values.

a)

728	
45	

b)

650		
38	53	

- 6 What mistakes have been made in these column subtractions?

a)

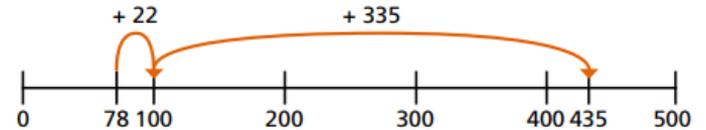
$$\begin{array}{r} 357 \\ - 29 \\ \hline 332 \end{array}$$

b)

$$\begin{array}{r} \overset{4}{\cancel{4}} \overset{3}{\cancel{3}} \overset{1}{\cancel{1}} \overset{1}{\cancel{1}} 02 \\ - 35 \\ \hline 477 \end{array}$$

_____	_____
_____	_____
_____	_____

- 7 Whitney uses a number line to show that  $435 - 78 = 357$



Explain what you think Whitney has done.

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- 8 Work out the missing digits.

a)

		H	T	O	
			4	5	
	-		2		
		7		6	

b)

		H	T	O	
		3			
	-		7	8	
			2	8	

- 9 a) Use three different methods to work out  $470 - 79$

Compare methods with a partner.

- b) How can you work out  $500 - 68$  in your head?

What method did you use?

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# Task 1B- Check your answers

- 4 A film is shown 3 times in a day.

The table shows how many children watch each showing.

Showing time	11 am	3 pm	7 pm
Number of children	462	295	78

How many more children watch the 11 am showing than the 7 pm showing?

384

- 5 Find the missing values.

a)

728	
45	683

b)

650		
38	53	559

- 6 What mistakes have been made in these column subtractions?

a)

$$\begin{array}{r} 357 \\ - 29 \\ \hline 332 \end{array}$$

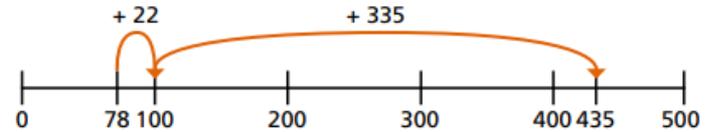
This person has found  
the difference between  
the numbers in each  
column.

b)

$$\begin{array}{r} 402 \\ - 35 \\ \hline 477 \end{array}$$

This person has exchanged  
1 hundred for 10 ones.

- 7 Whitney uses a number line to show that  $435 - 78 = 357$



Explain what you think Whitney has done.

Counted on from 78 to 435

- 8 Work out the missing digits.

a)

	H	T	O
	7	4	5
-		2	9
	7	1	6

b)

	H	T	O
	3	8	6
-		7	8
	2	2	8

- 9 a) Use three different methods to work out  $470 - 79$

E.g.

$$470 - 70 = 400$$

$$470 - 80 = 390$$

$$400 - 9 = 391$$

$$390 + 1 = 391$$

$$\begin{array}{r} 316 \\ 470 \\ - 79 \\ \hline 391 \end{array}$$

Compare methods with a partner.

- b) How can you work out  $500 - 68$  in your head?

What method did you use?

Various answers.

# Task 2A

Add two 3-digit numbers – not crossing 10 or 100

Rose Maths

1 Complete the column addition.

Use base 10 to help you.

Hundreds	Tens	Ones

	H	T	O
	4	5	3
+	1	2	5

2 Kim uses counters and a place value chart to help her work out  $362 + 205$

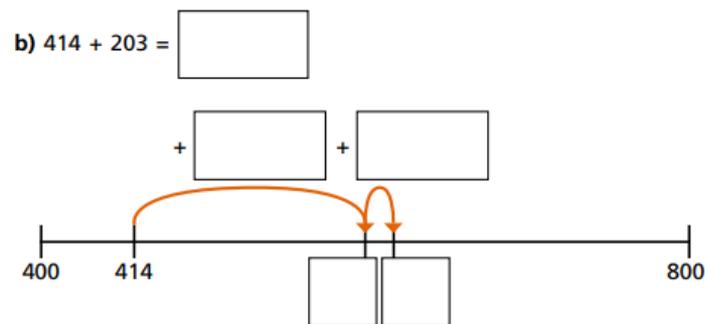
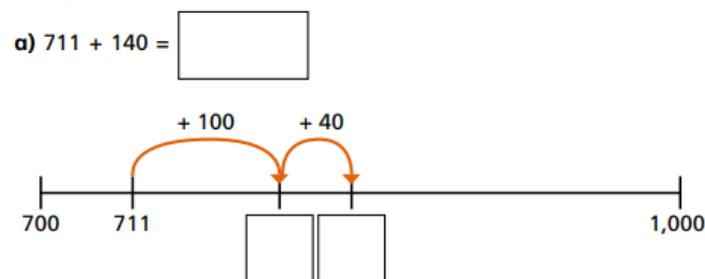
Hundreds	Tens	Ones

	H	T	O
	3	6	2
+	2	0	5

- Draw counters to complete the chart.
- Complete the column addition.
- Which column did you add first? Talk to a partner about your method.

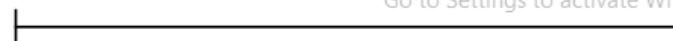
- Mrs Morgan drives 230 km on Monday. On Tuesday she drives 169 km. How far does she drive in total on Monday and Tuesday?

- Complete the number line to work out the addition.



c)  $502 + 384 =$

Activate Windows  
Go to Settings to activate Wind



# Task 2A- Check your answers



## Add two 3-digit numbers – not crossing 10 or 100

1 Complete the column addition.

Use base 10 to help you.



Hundreds	Tens	Ones

	H	T	O
	4	5	3
+	1	2	5
	5	7	8

+

Hundreds	Tens	Ones

2 Kim uses counters and a place value chart to help her work out  $362 + 205$

Hundreds	Tens	Ones

	H	T	O
	3	6	2
+	2	0	5
	5	6	7

+

Hundreds	Tens	Ones

- Draw counters to complete the chart.
- Complete the column addition.
- Which column did you add first? Talk to a partner about your method.



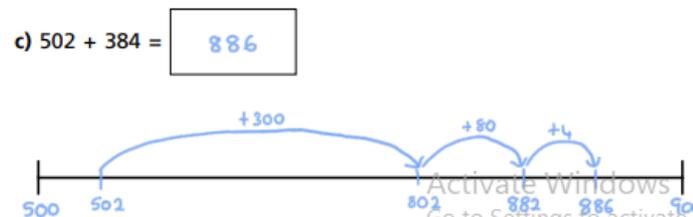
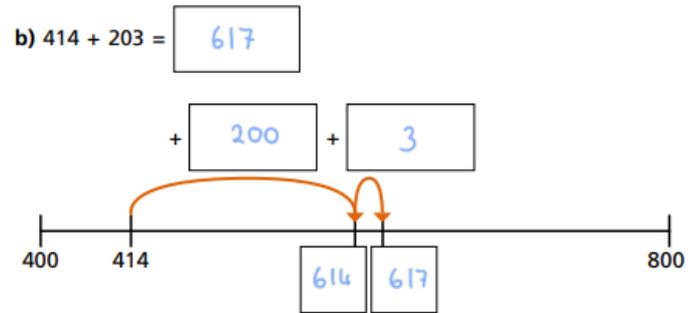
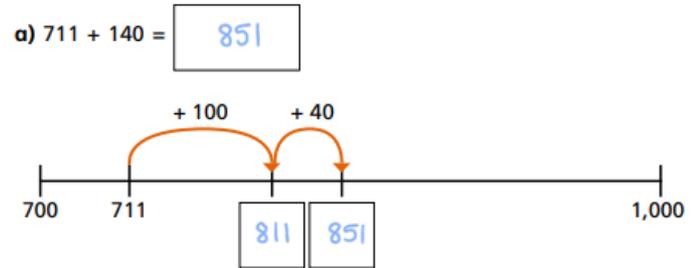
3 Mrs Morgan drives 230 km on Monday.

On Tuesday she drives 169 km.

How far does she drive in total on Monday and Tuesday?

399 km

4 Complete the number line to work out the addition.



# Task 2B

5 Complete the additions.

a)  $736 + 203 =$        c)  $£391 + £505 =$

b)  $184 + 105 =$

6 The table shows the number of boys and girls in 2 schools.

	Boys	Girls
School A	224	305
School B	400	

a) The total number of children in each school is equal.

Without working it out, which school has the most girls?

How do you know?

b) How many girls are there in school B?

7 Three children each work out an addition problem.

- Each child uses the same 6 digits.
- Each addition gives the same answer of 888
- Each child adds 2 different numbers together.

Work out a possible set of addition problems.

	H	T	O
+			
	8	8	8

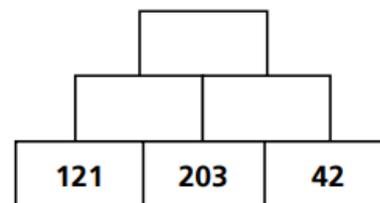
	H	T	O
+			
	8	8	8

	H	T	O
+			
	8	8	8

8 Here is an addition pyramid.

Add the two numbers below to make the number above.

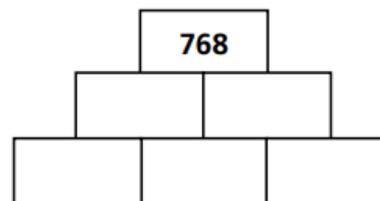
a) Complete the addition pyramid.



b) Complete the addition pyramid.

None of the additions should have an exchange.

The total is 768



Compare answers with a partner.

## Task 2B- Check you answers

5 Complete the additions.

a)  $736 + 203 = \boxed{939}$       c)  $£391 + £505 = \boxed{£896}$

b)  $184 + 105 = \boxed{289}$

6 The table shows the number of boys and girls in 2 schools.

	Boys	Girls
School A	224	305
School B	400	

a) The total number of children in each school is equal.

Without working it out, which school has the most girls?

A

How do you know?

b) How many girls are there in school B?

129

7 Three children each work out an addition problem.

- Each child uses the same 6 digits.
- Each addition gives the same answer of 888
- Each child adds 2 different numbers together.

Work out a possible set of addition problems.

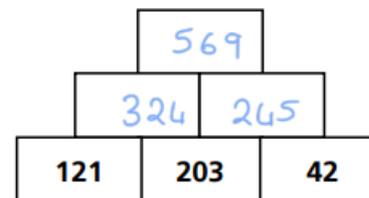
E.g.

	H	T	O			H	T	O			H	T	O
	1	2	3			3	7	2			2	1	5
+	7	6	5		+	5	1	6		+	6	7	3
	8	8	8			8	8	8			8	8	8

8 Here is an addition pyramid.

Add the two numbers below to make the number above.

a) Complete the addition pyramid.

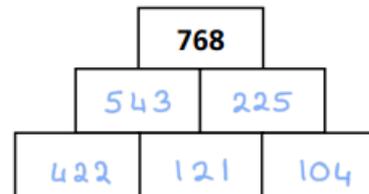


b) Complete the addition pyramid.

None of the additions should have an exchange.

The total is 768

E.g.



Compare answers with a partner.

# Task 3A-



Add two 3-digit numbers – crossing 10 or 100

1 Complete the column addition.

a)  $235 + 157$

Hundreds	Tens	Ones

H	T	O
2	3	5
+	1	5

b)  $372 + 144$

Hundreds	Tens	Ones

H	T	O
3	7	2
+	1	4

2 Tick the additions that need an exchange of ones for a ten.

	H	T	O		H	T	O		H	T	O		
	2	3	8		4	2	7		3	0	8		
+	1	4	1		+	2	6	8		+	1	5	1

How do you know if an addition needs to exchange 10 ones for a ten?

3 Dani uses counters to represent an addition.

H	T	O

H	T	O

a) What addition is Dani trying to work out?

b) Work out the answer to the addition.

c) How many exchanges did you have to do?

# Task 3 A- Check your answers



Add two 3-digit numbers – crossing 10 or 100

1 Complete the column addition.

a)  $235 + 157$

Hundreds	Tens	Ones

	H	T	O
	2	3	5
+	1	5	7
	4	9	2
	'	'	

b)  $372 + 144$

Hundreds	Tens	Ones

	H	T	O
	3	7	2
+	1	4	4
	5	1	6
	'		

2 Tick the additions that need an exchange of ones for a ten.

	H	T	O		H	T	O		H	T	O		
	2	3	8		4	2	7		3	0	8		
+	1	4	1		+	2	6	8		+	1	5	1

How do you know if an addition needs to exchange 10 ones for a ten?

The ones column has a total greater than 9

3 Dani uses counters to represent an addition.

H	T	O

H	T	O

a) What addition is Dani trying to work out?

$336 + 276$

b) Work out the answer to the addition.

612

c) How many exchanges did you have to do?

2

# Task 3B –

4 Work out the additions.

a)

	H	T	O
	1	8	7
+	4	7	1
<hr/>			

c)  $718 + 108$


b)

	H	T	O	
	5	1	7	m
+	2	3	4	m
<hr/>				

d)  $526 + 294$


5 a) Tick the additions with an answer that ends in zero.

$317 + 203$

$192 + 784$

$390 + 177$

$455 + 165$

$386 + 184$

$319 + 501$

b) Did you have to work out all of the additions?

c) Complete the sentences.

The answer to  $175 + 212$  ends with a

The answer to  $609 + 175$  ends with a

The answer to  $334 + 178$  ends with a

The answer to  $716 +$   ends with a 3



6 Find the missing digits.

a)

	H	T	O
	3		2
+	4	5	
<hr/>			
		3	7

c)

	H	T	O
	2	7	8
+	2	5	
<hr/>			
			0

b)

	H	T	O
	1	0	9
+		2	
<hr/>			
	5		5

d)

	Th	H	T	O
		5	7	3
+				
<hr/>				
	1	0	0	0

7 Dexter bakes 148 biscuits on Monday.

On Tuesday he bakes 273 more biscuits than he did on Monday.

a) How many biscuits does Dexter bake on Tuesday?

b) How many biscuits does he bake in total on Monday and Tuesday?

8 Write two addition calculations that have:

- 1 exchange
- 2 exchanges.

Compare answers with a partner.

Activate Windows

Go to Settings to activate Windows

# Task 3B answers

4 Work out the additions.

a)

	H	T	O
	1	8	7
+	4	7	1
	6	5	8

c)  $718 + 108$

	7	1	8
+	1	0	8
	8	2	6

b)

	H	T	O	
	5	1	7	m
+	2	3	4	m
	7	5	1	m

d)  $526 + 294$

	5	2	6
+	2	9	4
	8	2	0

5 a) Tick the additions with an answer that ends in zero.

$317 + 203$	<input checked="" type="checkbox"/>	$192 + 784$	<input type="checkbox"/>	$390 + 177$	<input type="checkbox"/>
$455 + 165$	<input checked="" type="checkbox"/>	$386 + 184$	<input checked="" type="checkbox"/>	$319 + 501$	<input checked="" type="checkbox"/>

b) Did you have to work out all of the additions?

c) Complete the sentences.

The answer to  $175 + 212$  ends with a

7

The answer to  $609 + 175$  ends with a

4

The answer to  $334 + 178$  ends with a

2

The answer to  $716 +$

7

ends with a 3

6 Find the missing digits.

a)

	H	T	O
	3	8	2
+	4	5	5
	8	3	7

c)

	H	T	O
	2	7	8
+	2	5	2
	5	3	0

b)

	H	T	O
	1	0	9
+	4	2	6
	5	3	5

d)

	Th	H	T	O
		5	7	3
+	0	4	2	7
	1	0	0	0

7 Dexter bakes 148 biscuits on Monday.

On Tuesday he bakes 273 more biscuits than he did on Monday.

a) How many biscuits does Dexter bake on Tuesday?

421

b) How many biscuits does he bake in total on Monday and Tuesday?

569

8 Write two addition calculations that have:

- 1 exchange
- 2 exchanges.

Compare answers with a partner.

Activate Windows

Go to Settings to activate



## Task 5 – Something fun home game/family challenge: Let's play countdown



### What you need to play (these will only take a couple of minutes to make) :

- 4 'large number' cards with the numbers 25, 50, 75 and 100 on them
- cards with the digits 1-10 on them, with at least two cards for each number

### How to play:

- *Step 1:* Set out 4 large number cards (25, 50, 75 and 100) face down and mixed up.
- *Step 2:* Do the same with the 1 – 10 cards, making sure you have at least 2 cards for each number.
- *Step 3:* Players take it in turns to select one of the big number cards or one of the small number cards, until there are 6 cards laid out all together.
- *Step 4:* Someone who is playing the game needs to generate a 3-digit number. This can be by throwing a dice, or selecting cards from a pile of 0 to 9 cards.
- *Step 5:* Once the number has been generated, turn over the six cards and players have to try and get to that total using any of the six number cards and any of the four operations.

Each card can only be used once and the winner is the first person to reach the total, or the player who is closest after a set length of time.

The game can be adapted for younger children, by choosing the numbers on the cards carefully and having them aiming to reach a 2-digit number, rather than a 3-digit number.

Here is a video to show you the resources and how to play

[https://youtu.be/RZgkr5\\_Xn58](https://youtu.be/RZgkr5_Xn58)

Task 6

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



<https://play.ttrockstars.com/auth/school/student/21694>

## Task 6

Keep practicing key skills and developing your maths knowledge using mathwhizz!



# Math-Whizz<sup>®</sup>

Brought to you by Whizz Education

<https://www.whizz.com/login/>

# Curriculum

## (History)

## Year – Hull Docks.

In this Summer term you will be studying Hull docks and you will understand where they are and how they have changed overtime.



## **Learning objective:**

LO: To use aerial photographs to discuss which Docks are still in use today.

## Task 1.

What can you see in these two photographs?

What do you notice?

What are the similarities?

What are the differences?



# Queens Dock



# Queens Gardens



## Queens Dock



Queens Dock started to be built on 19 October 1775 and opened officially on Tuesday 22 September 1778.

At the time it was the largest dock in the kingdom. It was simply named The Dock, then it was called The Old Dock until 1854, when it was renamed Queen's Dock in honour of the royal visit by Queen Victoria and Prince Albert.

The dock was in use for 150 years and finally closed in 1930. It was purchased by Hull Corporation for £100,000. Over the next four years it was filled in and landscaped and became known as Queen's Gardens.

Queen's Gardens is a set of gardens in the centre of Kingston upon Hull.

They are set out within an area that until 1930 was filled with the waters of Queen's Dock.

As the dock was not fully filled in, the gardens are largely below the level of the surrounding streets.

If you go and stand at one end of Queens Gardens you can see that it is dipped below the surface of the street.

## Queens Gardens



## Task 2.

An aerial view of the Marina and Princes Dock taken in 1985.

Boats are moored but lots of building work is going on.

Princes Dock is pictured before the Princes Quay development, work for which began three years later.



## Task 2.

Taken in 1989, this image shows the construction of the centre.

Work started in early 1988 and lasted until March 1991.



## Task 2.

The date was March 15, 1991, and it was the opening of Hull's £65m Princes Quay shopping complex.

Here are just a few of the 70,000 people who went through the mall in the first six hours.



## Task 2.

The finished outside of Princes Quay, once Princes Dock.



## Task 3.

I have given you two examples of Hull's docks and how they have changed. Here is a list of those that are still a dock and those

### Still a dock.

Albert Dock.

William Wright Dock.

Alexandra Dock.

King George Dock.

that are not.

### Not a dock.

Queens dock - Queens Gardens.

Humber Dock - Marina.

Princes Dock - Princes Quay.

Victoria Dock - Housing estate.

Railway Dock - Marina

St Andrews Dock - St Andrews  
shopping centre.

## **Task 3.**

Can you pick one of the docks that are no longer a dock and write in your workbook all the information you find out about this.

**Can you find:**

When was it built?

When did it close?

What is it now?

Science

Plants

## Year 3.

In this Summer term we are going to study plants and flowers.

In this lesson you are going to recap learning and understand how water is transported around a plant.



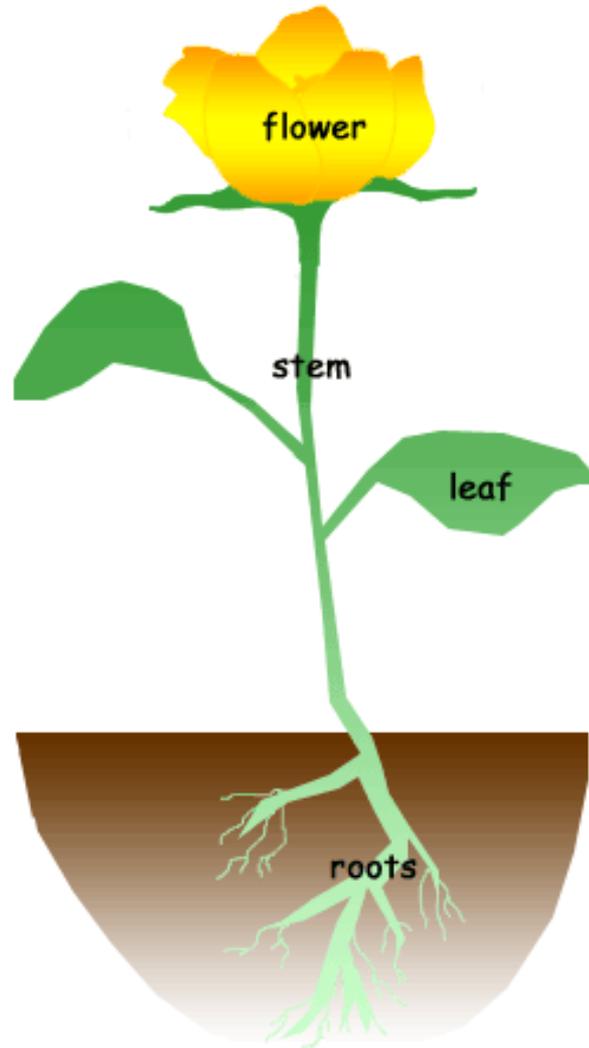
## Task 1

You are going to be shown a part of plant – you will have three options as to what the function is.

Can you get them all right?

What are the different parts of the plant?

What are the different parts of the plant?



# What are their functions?

- What do the roots do?
- What does the stem do?
- What do the leaves do?
- What does the flower do?

# The roots...

- **A.** Give nutrients to the soil
- **B.** Absorb water and nutrients from the soil.
- **C.** Produces food for the plant
- **D.** Makes sure you cant pick it from the ground

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- **A.** Give nutrients to the soil
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# The stem...

- **A.** Makes the plant tall
- **B.** Creates food for the plant
- **C.** Lets bees climb up it to reach the pollen
- **D.** Allows the water and nutrients to travel to other parts of the plant

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# The leaves...

- **A.** They use photosynthesis to ensure the plant stays warm
- **B.** They use photosynthesis to make pollen for the plant
- **C.** They use photosynthesis to make food and energy for the plant
- **D.** They use photosynthesis to make carbon dioxide for the plant

# The leaves...

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# The flower...

- **A.** Is where the reproductive cells are to create more flowers
- **B.** Only has the female cells there
- **C.** Is there to look pretty for your garden
- **D.** Only has the male cells there

# The flower...

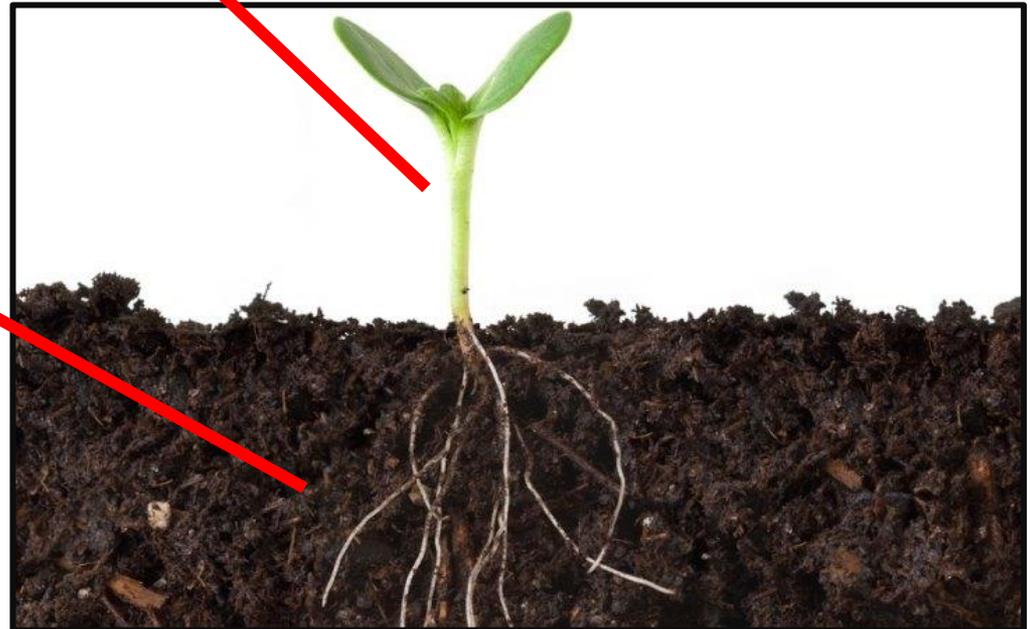
- **A.** Is where the reproductive cells are to create more flowers
- **B.** Only has the female cells there
- **C.** Is there to look pretty for your garden
- **D.** Only has the male cells there

**What part/parts of the plant allow water to travel around?**



The stem also allows the water that is sucked up by the roots to be transported to other parts of the plant, like the leaves and flower.

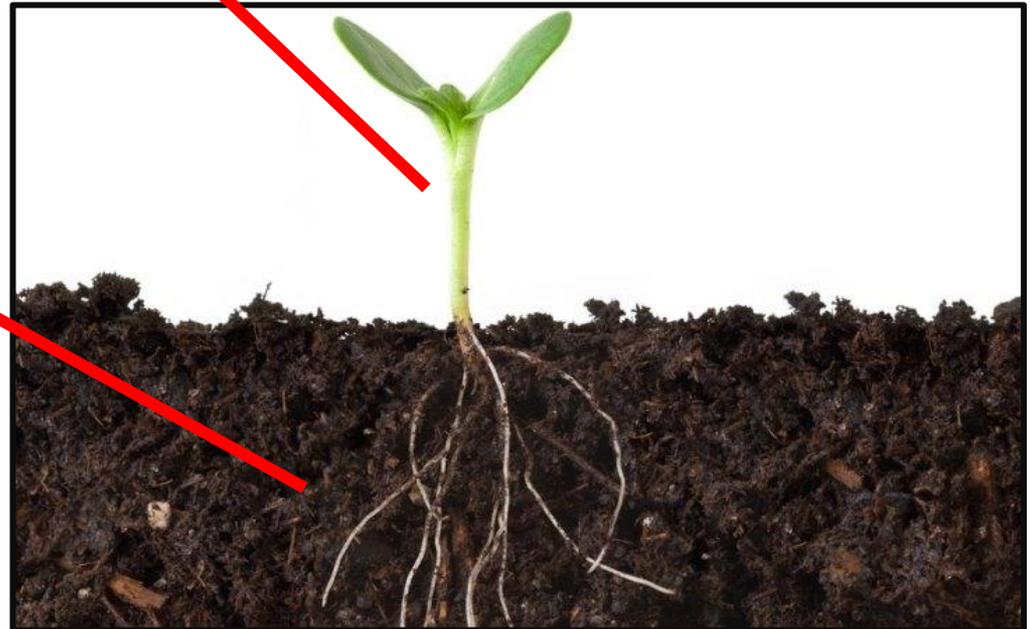
The roots not only allow the plant to stand up straight and anchor it into the ground – they also are used to suck up water and nutrients that come from the soil.



The stem also allows the water that is sucked up by the roots to be transported to other parts of the plant, like the leaves and flower.

**How do you think the water is transported? How do the roots and stem move the water along when no one is moving it?**

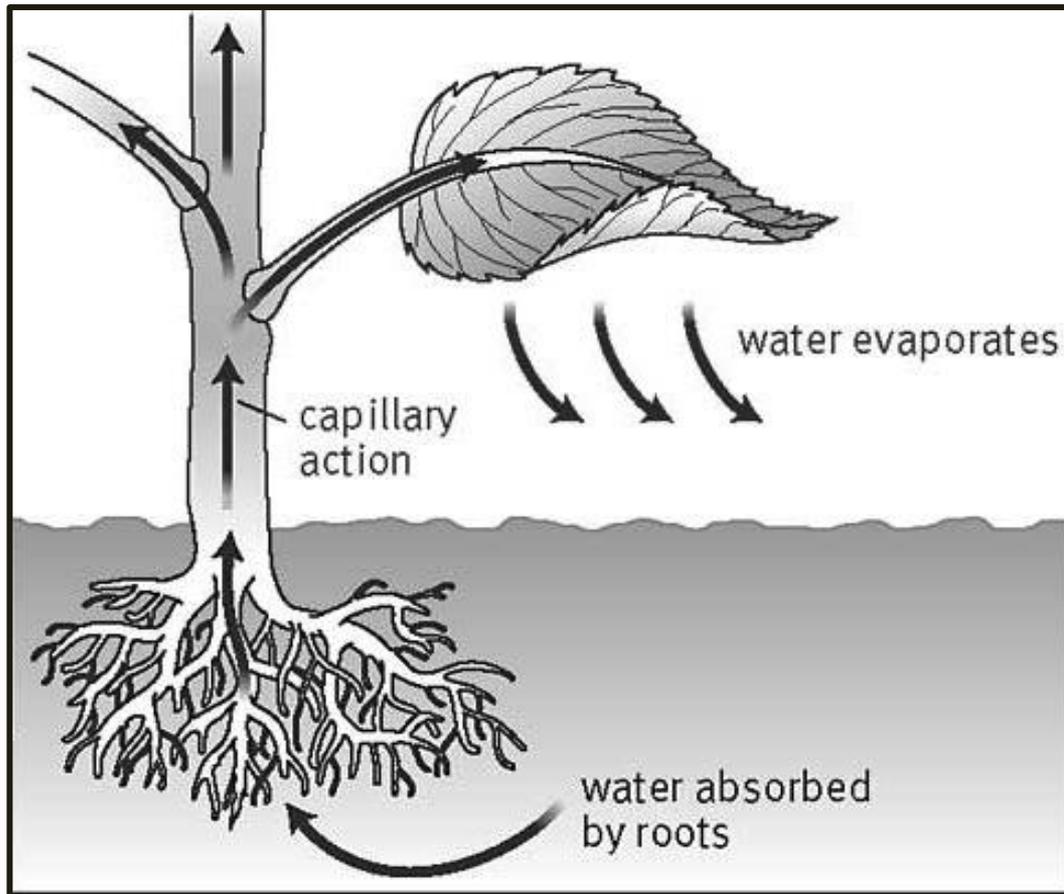
The roots not only allow the plant to stand up straight and anchor it into the ground – they also are used to suck up water and nutrients that come from the soil.



The water is transported by the stem through a process called **capillary action**.

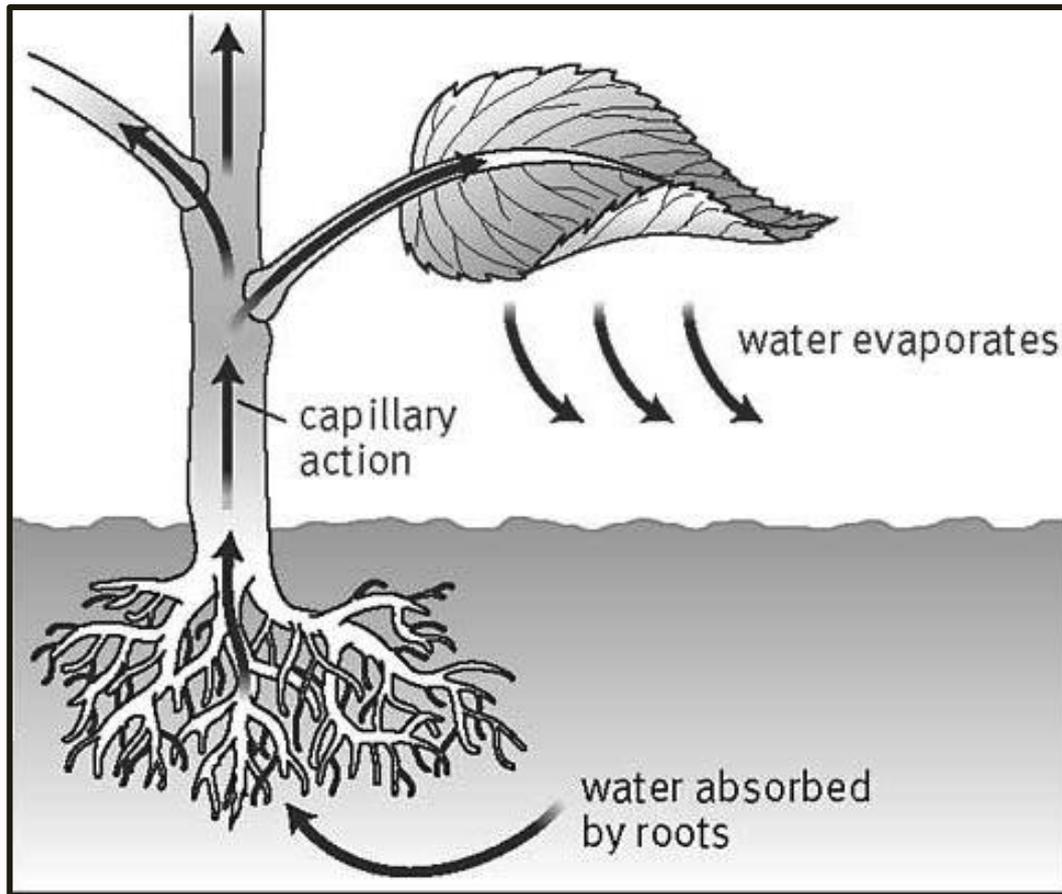


# What is capillary action?



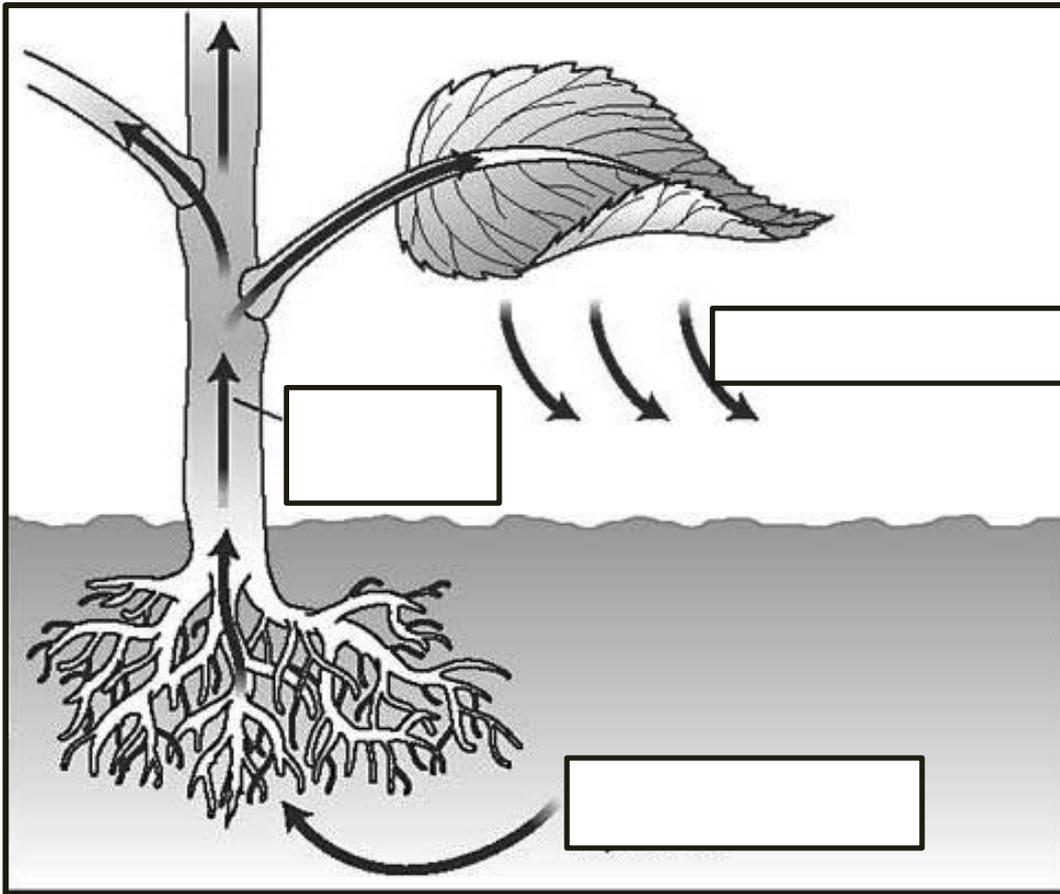
Capillary action happens when a liquid, like water, moves up through a hollow tube or into a spongy, solid material. Water molecules are attracted to the molecules of the inside of the stem. It is this attraction which helps force the water up from the ground and around the plant.

# Idea.



Capillary action is like when you spill a drink and you use paper towels to clean it up. Are you physically moving that water on to the paper towel or does the paper towel just soak it up on its own?

# Task 1



Label this diagram (draw or print out)

**Words you may need:**

Evaporate

Capillary action

Soaked

roots

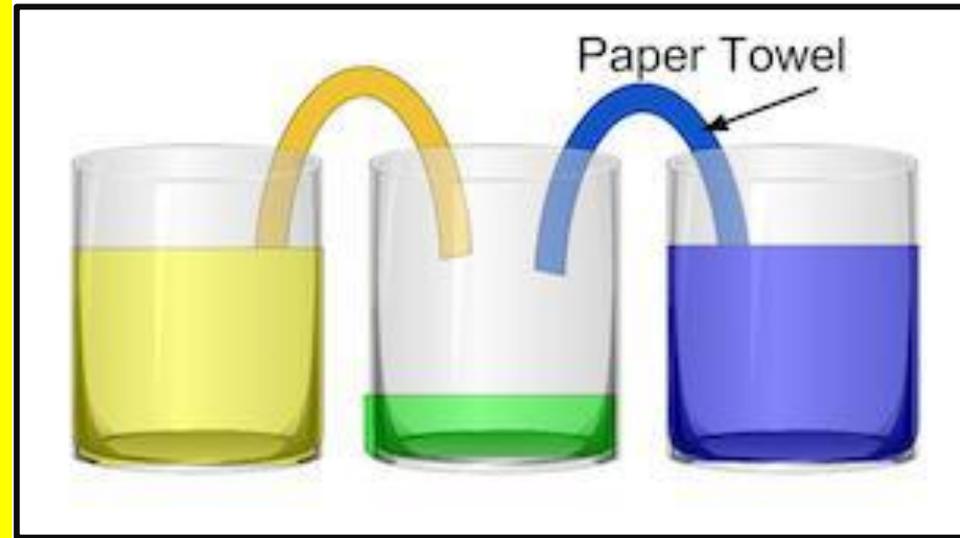
# Experiment.

## What you will need:

Three cups  
Two pieces of kitchen roll  
Three different food dyes  
Water

## Method:

1. Line up your three cups.
2. In two of them fill them 3/4 full of water and add a few drops of colouring in to them.
3. The empty cup needs to be in the middle and then twist your two pieces of kitchen roll.
4. Place the kitchen roll into the food colouring cups and the other ends of both pieces needs to go into your empty cup.
5. Leave this over night to see what happens.



# Observation sheet

Capillary action observation.

1. What did you do?
2. What can you see?
3. How does this show capillary action?