Key Stage 2 Weekly Learning		
Year 3, Hazel and Sycamore	**Theme**: The Arctic **Science:** Investigations	**Week beginning:** 29/6/2020

Daily Activities

Have a look at this site for lots of daily activites some of which are listed in our home learning but others you may want explore too!

https://blog.kidadl.com/articles/lockdown-lessons-led-by-celebs

Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance.
Reading – 10- 20 mins	Continue to enjoy reading book from home, school or online. The work this week is the The Bluest of Blues by Fiona Robinson You do not need the book – all the tasks are within the sheets provided. This week focus on Task 1 and 2.
Maths- 20- 30 mins	This week we revising mental strategies for addition and subtraction. This year we have looked at doubles and near doubles, briding to 10, jumping using a number line and the split strategy. Use the sheets provided to help you practise these methods. If you are looking for an extra challenge have a look at this NRICH challenge: https://nrich.maths.org/6777 https://nrich.maths.org/2790
BREAK	Eat a healthy snack, exercise or relax with some mindfulness.
Tues and Thurs @11 Story time with your favourite author	Spend some time each week listening to your favourite author reading to you. Here is the link to David Walliams that we thought you would enjoy. https://www.worldofdavidwalliams.com/elevenses/
Times Tables- 10 - 15 mins	Log on to Time Tables Rock Stars or a similar Maths website to practise your tables.
Spelling- 5 - 10 mins	Choose 10 Common Exception Words to practise this week.
Handwriting- 5 - 10 mins	Use your handwriting book to practise your 10 spellings.
Writing- 15 - 20 mins	Imagine that you are an Arctic explorer travelling close to the North Pole during The Midnight Sun. Write a diary entry to record your feelings. What is happening? How does it make you feel? What can you see? Can you tell what time it is? How do you know when to sleep? Now write a second diary entry during a Polar Night. How do your feelings change? How do you find your way?
Our School Value	 This term our value is **Cooperation**. Work with another member of your family to complete this task. Person A is the leader and performs some actions slowly. Person B stands opposite and copies these actions like a mirror. Swap over who is leading. Remember to go slowly so your partner can copy you.

These are the Key Skills that we are teaching in Year 3. They are the skills we work with across the school year. To support your understanding of home learning tasks we have highlighted the skills that we ae focussing on each week. The other skills you will notice are also relevant to work your child is doing at this time and will provide support for them to succeed.

Key Mathematical skills	Key Reading skills	Key Writing skills
• Count in 2's, 3's, 4's, 5's and 10's • x2, x3, x4, x5, x8 x10 • Order numbers to 1000 • Order fractions • Solve addition and subtraction questions up to 3 digits • Add and subtract fractions • Identify equivalent fractions • Write x and ÷ statements	• Use phonics to decode new words. • Summarise what has been read • Predicting what will come next • Sharing opinions using the text • Retrieving facts • Making inferences (e.g. I think she is feeling sad because she was sitting by herself) • Identify the meaning of new words	• Capital letters at the start of a sentence and for proper nouns • Neat, joined handwriting • Conjunctions to join ideas (and/but/so/because/which) • Adjectives to describe • Using past or present tense • Using 1st person (I) or 3rd person (he/she/they)

• Double and halve 2 and 3 digit numbers • Estimate, read and compare time • Tell analogue and digital times • Add and subtract amounts of money using £ and giving change • Identify 2-D and 3-D shapes and describe their properties • Check my answers		• Inverted commas for speech “” • Adverbs (then/next/after) • Prepositions (below/in front of/under)

Weekly Activities

Geography and Art

Why is the Arctic known as the Land of the Midnight Sun?

Research what the Midnight Sun is to answer the following questions:

-Why is it called the Midnight Sun?
-Where can the Midnight Sun be seen?
-What is the opposite of the Midnight Sun?

For Art, use differen shades of blue and white to create an Arctic landscape. You could use paint, coloured paper, tissue paper or pencils. Can you include an animal that lives there using only these colours? Use the pictures below for inspiration.

Science

In Science this term we are going to set you a series of investigations. All great scientists love to investigate. We have seen some wonderful exaamples of investigations you have been carrying out at home so we feel sure you will enjoy the investigations we have in store for you over the coming weeks.

Investigation of the Week!

This year we have explored light and shadow. Lots of civilisations used the sun to help them tell the time by using the position and length of shadows just like Wesley in the story ‘Weslandia’. Have a go at making a sun dial of your own.

http://www.ichild.co.uk/documents/activities/pdf/Make_a_Sundial.pdf

Do you think you could use a sun dial in the Arctic? Why or why not?

RE

Our theme for RE this term is Charity.

How could you raise money for charity? Think about the ways that you have been involved in fundraising before (e.g. donating money for a non-uniform day). Choose one of the charities that you have looked at already. How could you fundraise for this charity? Write down a plan for a fundraiser for either school or home.

Computing

This term you can develop your typing skills using Purple Mash. This week focus on: CVC and High Frequency

Another site to use is Typing Club

https://www.typingclub.com/

Barefoot Computing have a range of mini missions for you to try at home. Choose at least two and have a go at home.

https://www.barefootcomputing.org/docs/default-source/at-home/mini-missions_print_resourcegrid.pdf

Jigsaw

This week, we are going to think about what the Coronavirus is and why we have to do things differently at the moment. Everyone may have been experiencing lots of different emotions as a result of so many changes and not understanding ‘why’. Once you have finished reasing, create a poster to remind yourself and others how to stay safe from the virus.

What is the Coronavirus?

The Coronavirus is a new type of virus, or illness that our bodies have not seen before. Viruses are too tiny to see without a powerful microscope, but our bodies are used to catching lots of different viruses, and we are also very good at fighting them off. When a virus comes along and gets into our body for the first time, like a cold or maybe the chickenpox, our body notices it from the inside and starts making our own tiny special cells called antibodies that fight the virus and get it to stop attacking our bodies. This is what makes us get better. The stronger our bodies are, the better we are at making antibodies and getting better.

Think back to the last time you had a cold or virus. Can you imagine all those antibodies being made in your body? Your body is amazing at keeping you safe. Most viruses just make us a bit poorly. Some can make us much more ill and are harder for our antibodies to fight. New viruses come and go, and usually they don’t spread very far. The Coronavirus is a new virus too, but instead of staying in one place, it has spread all around the world which has never happened before this quickly. Because it is new, none of us had made the antibodies to fight it yet, and the scientists have not had time to

make any medicines, called vaccines - that can stop us getting it. This means lots of people got it at the same time and we had to all try and stay at home as much as we could to help the doctors and scientists learn about how to help people.

Anyone can catch the Coronavirus, but people react differently. So how does the Coronavirus make people feel? Some people do not know that they even have it as they do not feel at all ill. Most people who have it have mild symptoms and get better at home. They usually have a dry cough, a tight feeling in their chest, a high temperature and feel very tired. Almost all children get very mild symptoms and get better quickly, but you can still pass it on. Most adults are the same too. However, some people are not as strong as others, maybe because they have other illnesses too, or because they are much older, and a small proportion of these people feel very unwell and even need to go to hospital to get help to get better. Sadly, some of this group cannot fight the virus and they die from it.

We all want to find a way to reduce the spread of the virus and find a way to help EVERYBODY to stay healthy. Because we have all done such a good job of staying at home, the virus has not been able to make everyone ill and lots of people here and all around the world have stayed safe. This has given the scientists much more time to find out more about the virus and how we can fight it.
Good News! We now know how the virus spreads, which is why more of you can start coming back to school more safely and our families can start going back to work too. Because scientists don't have all the answers, schools and other places where people meet up are going to carry on being different for a while. We also know that children are one of the best groups at fighting off the Coronavirus, so you clearly all have super-bodies! But because the Coronavirus is sneaky and we can't always know who has it, we have to follow some very important rules to try our best not to spread it by mistake to someone else.

How DO we Stop the Coronavirus Spreading? The Coronavirus has travelled all around the world but now we know more about it we can all help to stop it spreading between us. Just like with a cough or a cold, Coronavirus is spread through people breathing, coughing or sneezing out the virus from their body, even when they don't know they have it. Go through the key things we can do to stop spreading it on the slide, and answer questions children may have on these. You may need to add some particular things on that you are doing in your school. Handwashing - soap is very good at killing the virus, and handgels can help too (depending on approach/ resources in school). We must all try not to touch things that other people out of our homes are touching too, but sometimes it does happen so lots of handwashing helps us to protect ourselves and others. Social Distancing - this when we keep apart from other people so that we don't accidentally breathe the virus to each other, or touch each other. You may see some people wearing masks in places where they cannot keep far away from other people, like in hospitals or on busy buses. We can still smile and talk to people, but we just need to keep a safe distance from anyone who is not in our family group. (The exact distance may vary according to guidance when this is taught). Not sharing our school equipment. Normally we all like everybody to share school equipment, so this one is hard to get used to as well. We know the virus can hang around on surfaces for a few days, so we need to make sure that we do not share equipment in school right now.

Coughing and sneezing into our elbows to stop the droplets reaching other people. All our tissues need to go in the bin - and then we must wash our hands before touching things that other people touch too. Stay at home if we have any of the symptoms. If any of us feel unwell, we need to go home and stay at home until we can be sure that we are well again. Do you remember how we said that there are lots of different viruses around all the time? If you have a cough, or a temperature, you have probably just got a cold or something else that makes you feel poorly for a few days, but it is not Coronavirus. But just in case, it is important that you stay at home and get fully better before you come back to school or leave the house. And remember, even if you do have Coronavirus, you will probably just feel a little bit unwell like you do with a cold as most people have mild symptoms and be back to your usual self very soon.

Writing Images

Image by: Daniel Kordan, One Big Photo

Arctic Landscapes

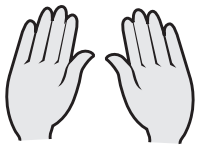
Addition mental strategies – doubles and near doubles

Doubles facts are the same number added together.

3 + 3 = 6 is the same as saying double 3 is 6.

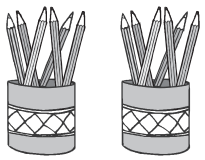
1 **Write a doubles fact to match each picture:**

a Double the fingers:



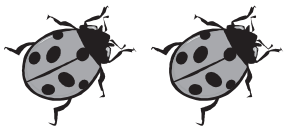
If I double ☐ I will get ☐

b Double the pencils:



If I double ☐ I will get ☐

c Double the spots:



If I double ☐ I will get ☐

d Double the lace holes:

If I double ☐ I will get ☐

2 **Use these addition frames to double each of these numbers as quickly as you can:**

5 7 9 2 12 8

☐ + ☐ = ☐ ☐ + ☐ = ☐ ☐ + ☐ = ☐

☐ + ☐ = ☐ ☐ + ☐ = ☐ ☐ + ☐ = ☐

3 **Complete the grid below so that the question in the top row matches the answer in the bottom row. The first one has been done for you.**

2 + 2		3 + 3	4 + 4			7 + 7	8 + 8	
= 4	= 10			= 2	= 12			= 18

Once you know your basic double facts, you can use them to double bigger numbers e.g. 12 + 12 = 20 + 4 = 24

4 **Double these:**

a 10 → ☐ **b** 12 → ☐ **c** 16 → ☐ **d** 14 → ☐

Addition mental strategies – doubles and near doubles

Near doubles strategy is when you double a number and adjust.

See: 5 + 6 — Think: double 5 + 1 = 11

See: 7 + 6 — Think: double 7 – 1 = 13

5 **Complete the near double strategy for these. The first one has been done for you.**

a 2 + 3 = double 2 + 1 = 5

b 4 + 5 = double 4 + 1 = ☐

c 6 + 7 = double 6 + 1 = ☐

d 3 + 4 = double 3 + 1 = ☐

e 8 + 9 = double 8 + 1 = ☐

f 7 + 8 = double 7 + 1 = ☐

6 **Complete the near double strategy for these. This time you are calculating a near double that is 1 less.**

a 8 + 7 = double 8 – 1 = ☐

b 6 + 5 = double 6 – 1 = ☐

c 5 + 4 = double 5 – 1 = ☐

d 12 + 11 = double 12 – 1 = ☐

e 15 + 14 = double 15 – 1 = ☐

f 16 + 15 = double 16 – 1 = ☐

7 **Complete these near double tables based on the double fact in the top row:**

a

12 + 12 = 24
12 + 13 =
12 + 11 =
12 + 14 =

b

15 + 15 = 30
15 + 14 =
15 + 16 =
15 + 18 =

c

16 + 16 = 32
16 + 19 =
16 + 12 =
16 + 17 =

8 **Who said what? Write the initials after each statement:**

7	10	15	9
Sweet Seven (SS)	Terrific Ten (TT)	Famous Fifteen (FF)	Nifty Nine (NN)

a 'Double me and – 4 you get 10.' ☐

b 'Double me and + 2 you get 22.' ☐

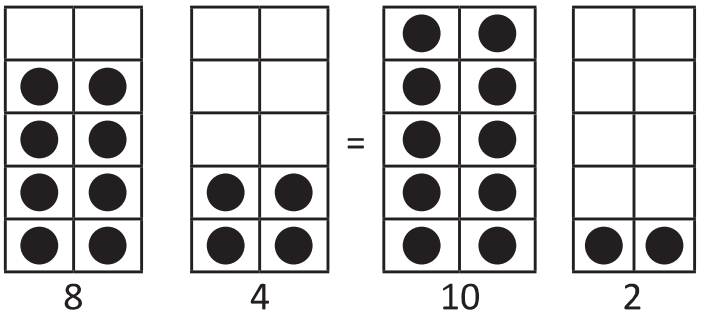
c 'Double me and – 1 you get 17.' ☐

d 'Double me and – 3 you get 27.' ☐

Addition mental strategies – bridge to ten

Bridge to ten is when we make the first number up to 10 and then add what is left.

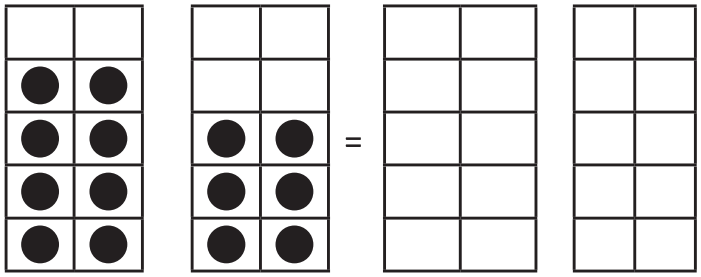
Let's start by using ten frames:



8 + 4 = 10 + 2 = 12

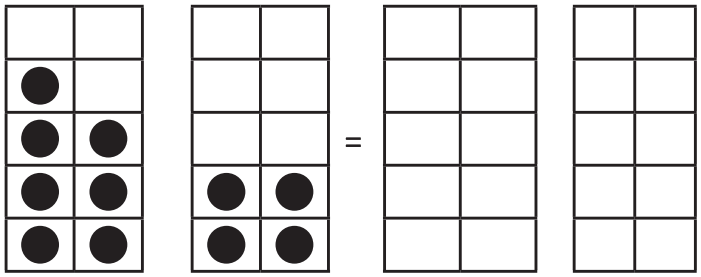
1 **Look carefully at the first set of ten frames. Bridge to ten on the second set and complete the addition.**

a



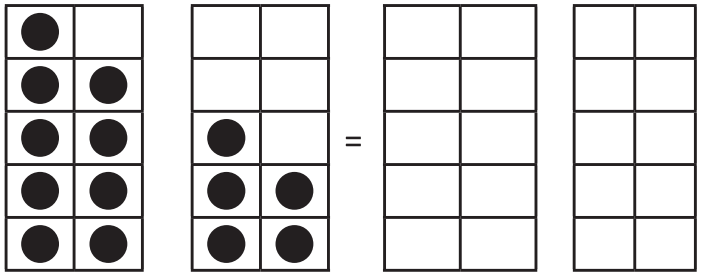
8 + 6 = 10 + ☐ = ☐

b



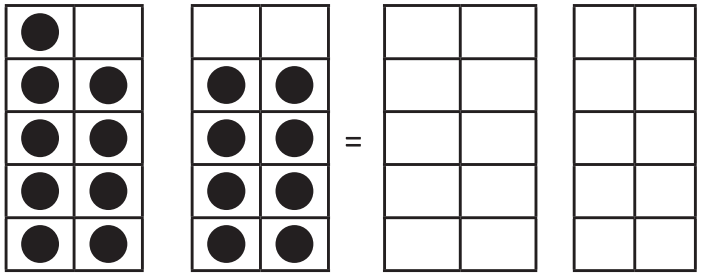
7 + 4 = 10 + ☐ = ☐

c



9 + 5 = 10 + ☐ = ☐

d

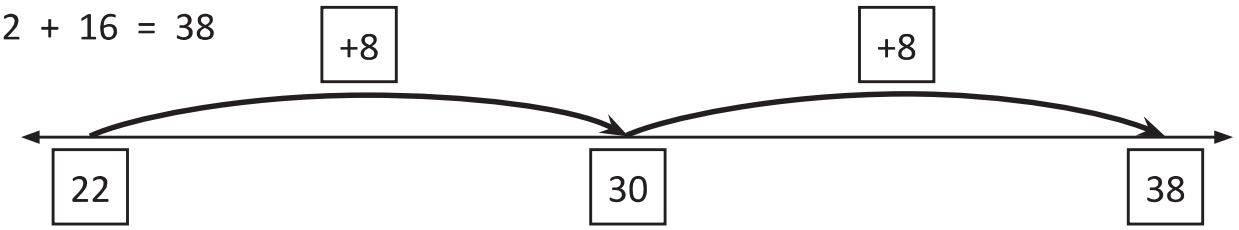


9 + 8 = 10 + ☐ = ☐

Addition mental strategies – bridge to ten

We can also use number lines to bridge to the next ten and then add what is left.

22 + 16 = 38



2 **Practise bridging to ten with each addition set. The first one has been done for you.**

Set 1:

a 8 + 6 → 10 + 4 = 14

b 7 + 5 → ☐ + ☐ = ☐

c 6 + 7 → ☐ + ☐ = ☐

Set 2:

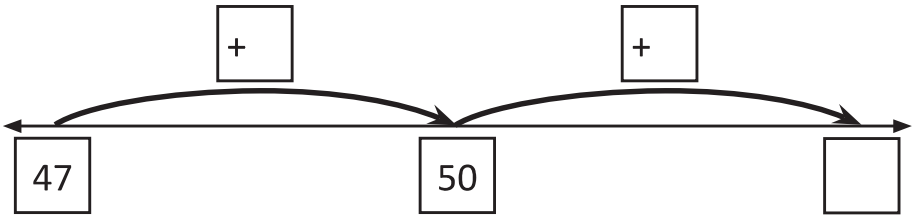
a 16 + 5 → ☐ + ☐ = ☐

b 17 + 6 → ☐ + ☐ = ☐

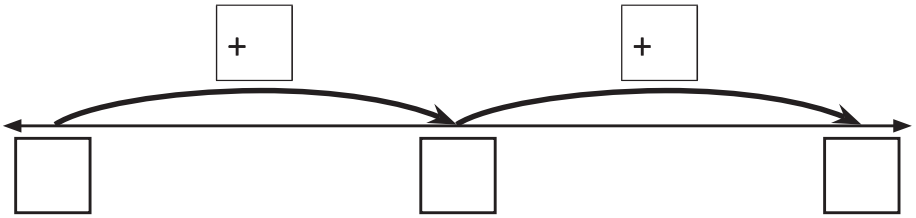
c 19 + 6 → ☐ + ☐ = ☐

3 **Use the number lines to bridge to ten. Fill in the missing numbers each time. To help you get started, the first number line has 2 numbers filled in.**

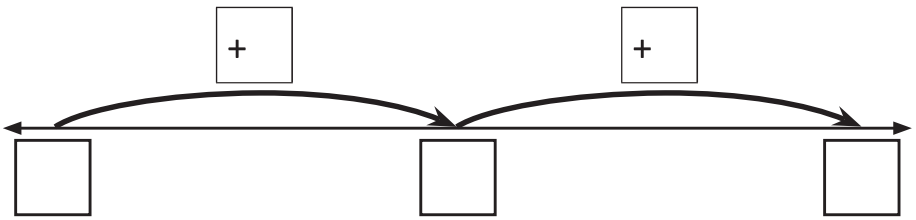
a 47 + 8 = ☐



b 56 + 9 = ☐



c 73 + 15 = ☐



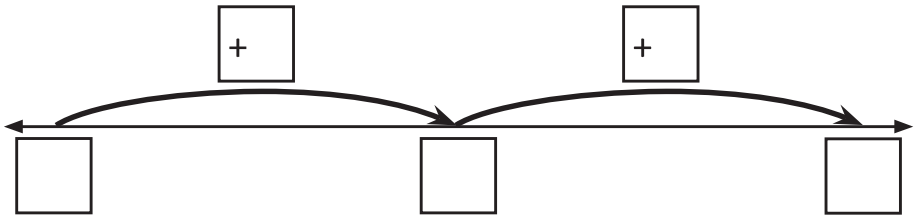
Continued on page 7.

Addition mental strategies – bridge to ten

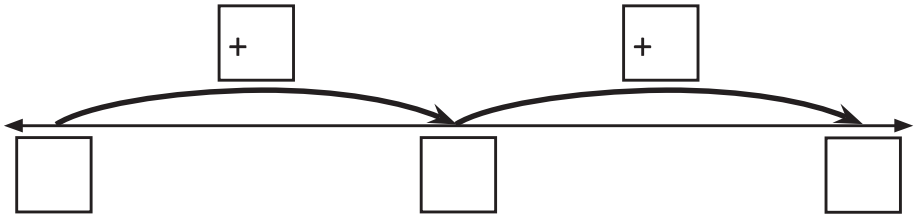
Continued from page 6.

3 **Use the number lines to bridge to ten. Fill in the missing numbers each time.**

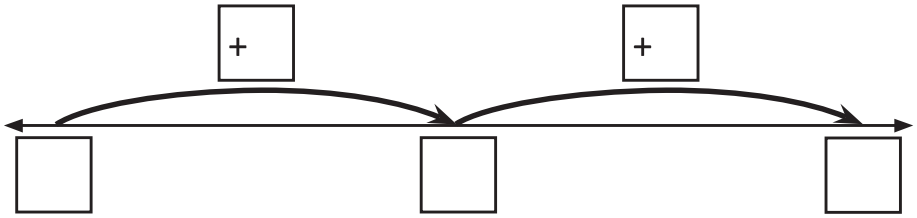
d 44 + 12 = ☐



e 84 + 11 = ☐

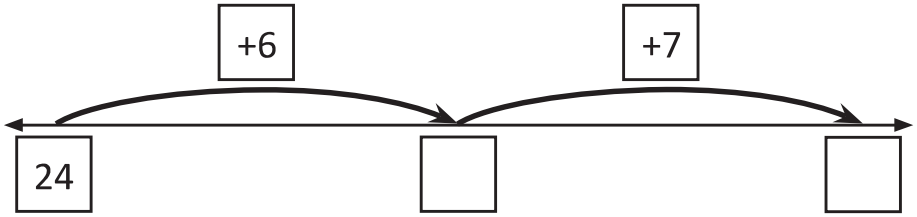


f 132 + 15 = ☐



4 **Write a problem that matches this number line.**

☐ + ☐ = ☐



5 **Complete these addition tables by bridging to the next ten in your head.**

a

Add 12	
49	
56	
138	

b

Add 17	
36	
17	
158	

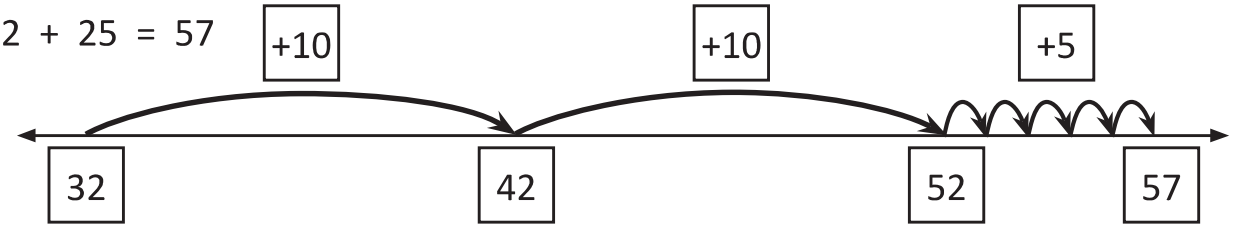
c

Add 13	
77	
48	
159	

Addition mental strategies – jump strategy

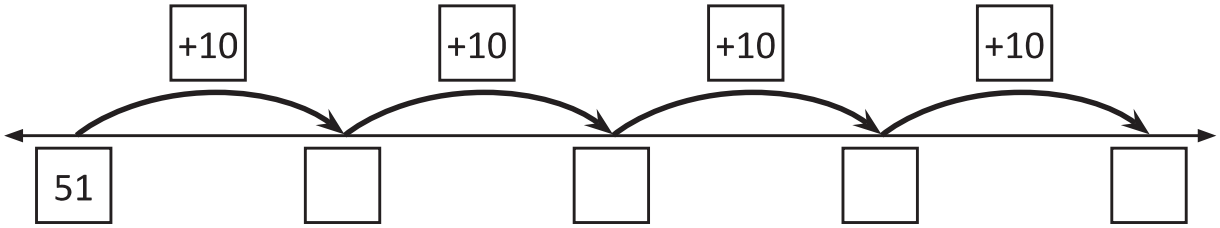
The jump strategy is when you use a number line to jump in tens and then ones.

32 + 25 = 57

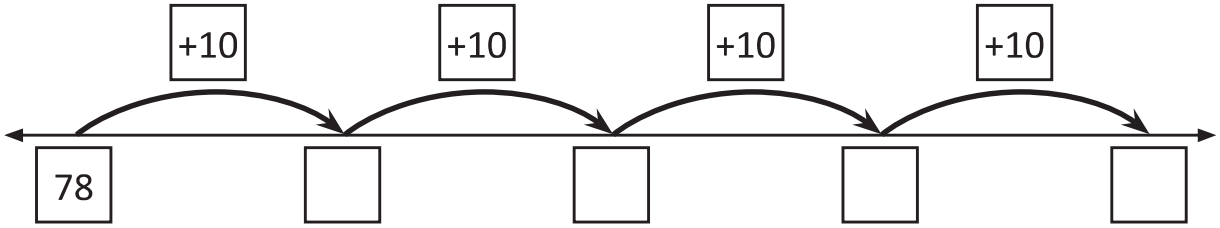


1 **Practise jumping along the number line in tens:**

a



b



2 **Add these using the jump strategy. Show your working on each number line:**

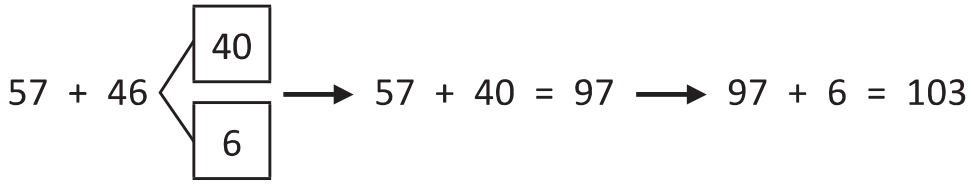
a 57 + 35 = ☐

b 54 + 28 = ☐

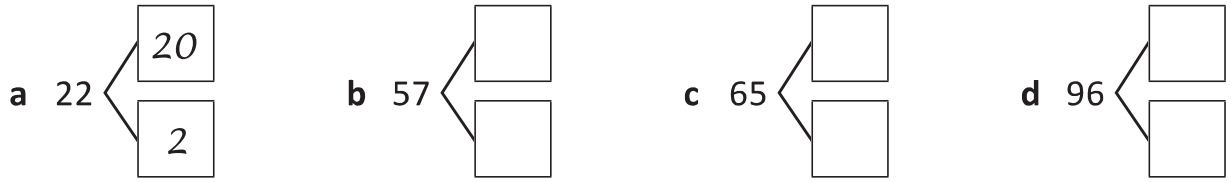
c 162 + 35 = ☐

Addition mental strategies – split strategy version 1

When adding large numbers in our heads, it can be easier to split one of the numbers into parts and add each part separately.



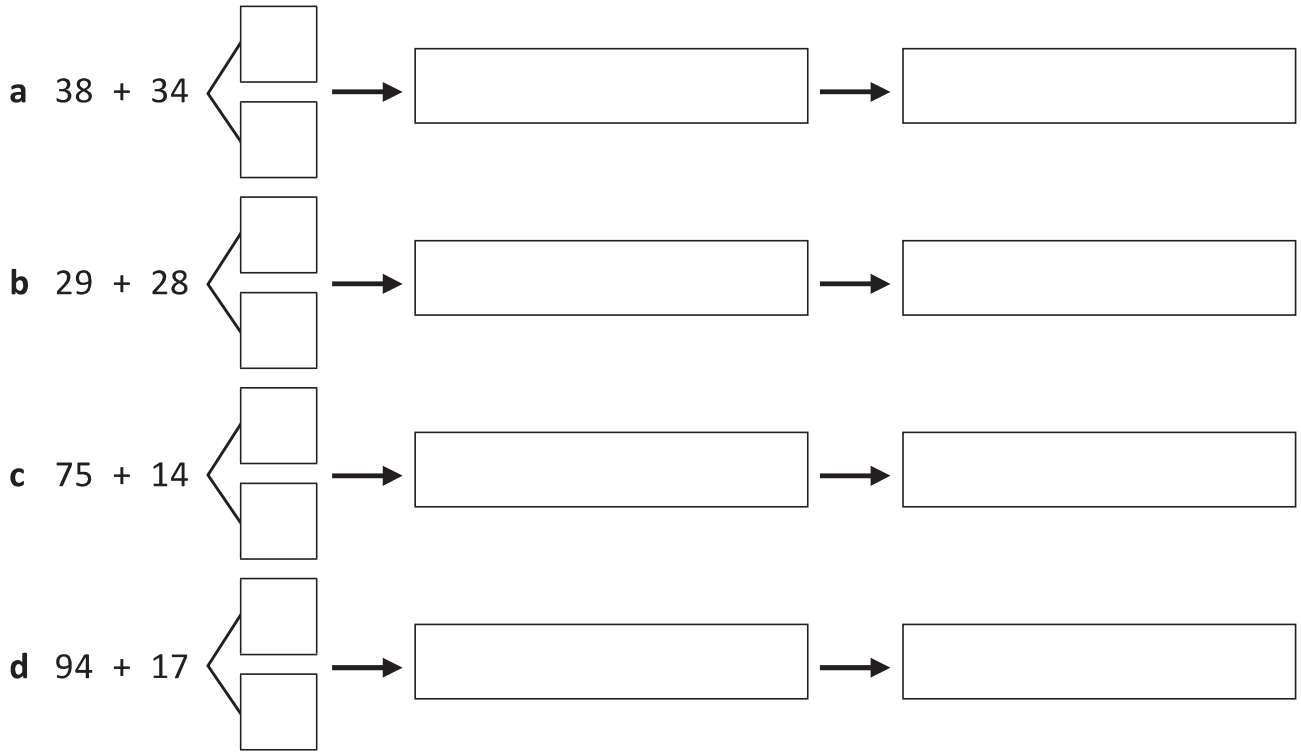
1 **Practise separating these numbers into tens and ones. The first one has been done for you.**



2 **Practise adding tens to these numbers:**

+	10	50	20	30	60
21					
48					

3 **Use the split strategy with these problems:**



Addition mental strategies – split strategy version 2

Here is another way to use the split strategy.

42 + 32 = (4 tens + 3 tens) + (2 ones + 2 ones)

= 7 tens + 4 ones

= 74

1 **Use this way to add these:**

a 53 + 56 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

b 35 + 24 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

c 78 + 11 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

d 45 + 24 = (☐ tens + ☐ tens) + (☐ ones + ☐ ones)

= ☐ tens + ☐ ones

= ☐

2 **Use either version of the split strategy to complete this table:**

+	65	85	36	23	41
12					
34					

Addition mental strategies – word problems

1 **Solve these word problems using either the jump or the split strategies. Show all your working.**

a Mitch and Anna held a lemonade stall over the weekend. They sold 25 cups on Saturday and 18 cups on Sunday. How many cups did they sell altogether?

b I practised my guitar for 48 minutes before school and 34 minutes after school. How many minutes did I practise altogether?

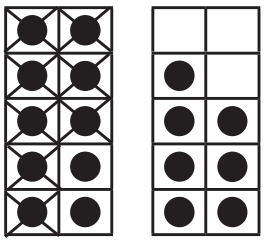
c Charlotte received £15 for her birthday from her grandmother. She added this to her savings account which has £53. How much does Charlotte have now?

Subtraction mental strategies – bridge to ten

A ten frame is useful to show the bridge to ten strategy when subtracting.

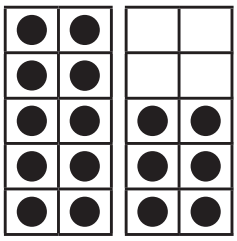
Here are 17 counters in 2 tens frames.

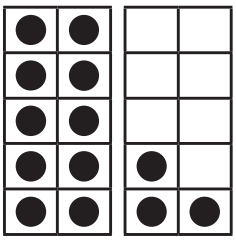
When you see 17 – 8 = ?, cross out 8 from the first ten frame then add what is left.

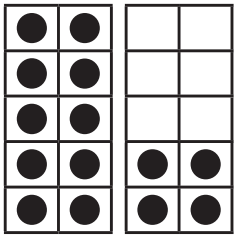


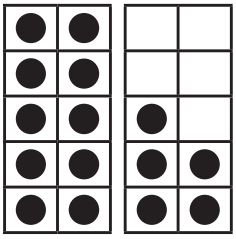
17 – 8 = 9

1 **Use each ten frame to subtract using bridge to ten. Cross out the number of counters that are subtracted from the first ten frame:**

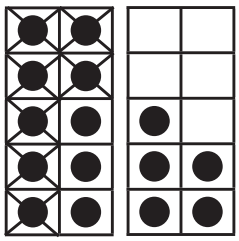
a  16 – 9 = ☐

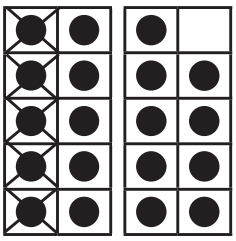
b  13 – 7 = ☐

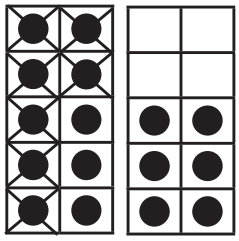
c  14 – 9 = ☐

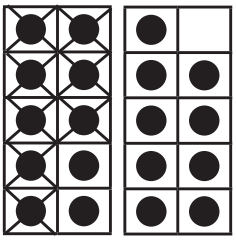
d  15 – 8 = ☐

2 **Write a subtraction fact that matches each ten frame:**

a  ☐ – ☐ = ☐

b  ☐ – ☐ = ☐

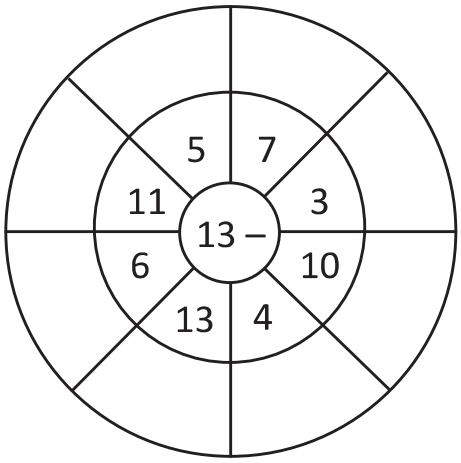
c  ☐ – ☐ = ☐

d  ☐ – ☐ = ☐

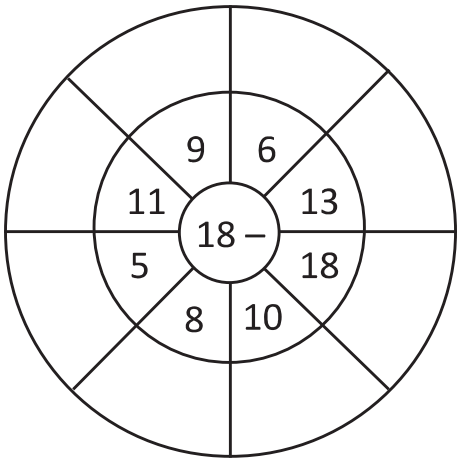
Subtraction mental strategies – bridge to ten

3 **Complete the subtraction wheels. Use a ten frame in your mind.**

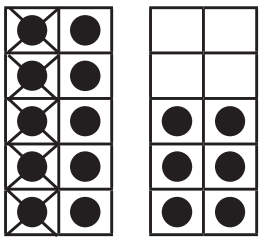
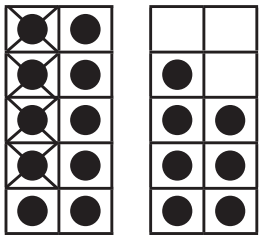
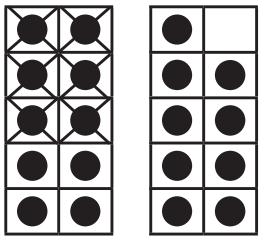
a



b



4 **Find the mystery number. Use the clues to write a matching subtraction fact. Add the answers for a to c, and then subtract from 50. This is the mystery number.**

a ☐ – ☐ = ☐ 	**b** ☐ – ☐ = ☐ 	**c** ☐ – ☐ = ☐ 
Show your working here:		
The mystery number is:		

5 **Complete these subtraction squares. Subtract the rows and columns as shown by the arrows:**

a

–			
	15	5	10
	8	3	
			5

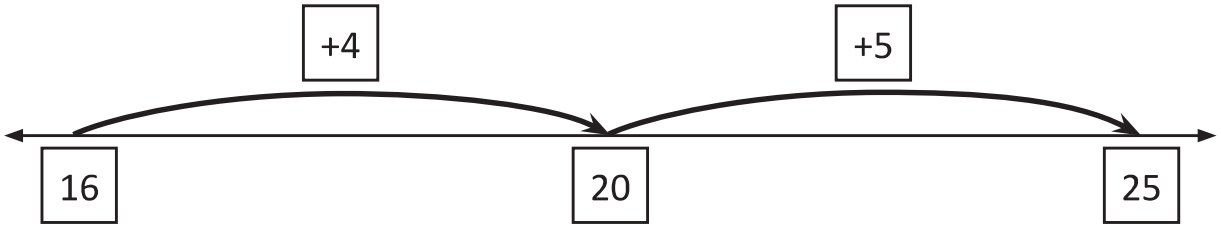
b

–			
		18	12
	15	9	
	15		6

Subtraction mental strategies – bridge to ten

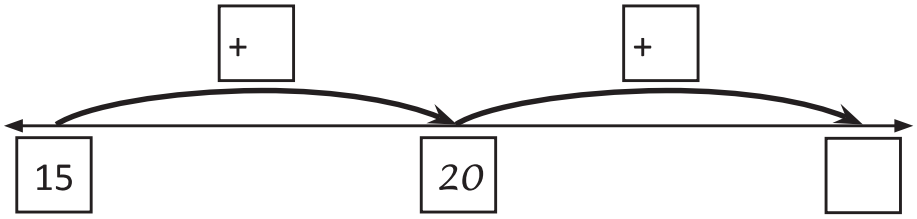
Bridge to the next ten and then count on what is left.

25 – 16 = 9

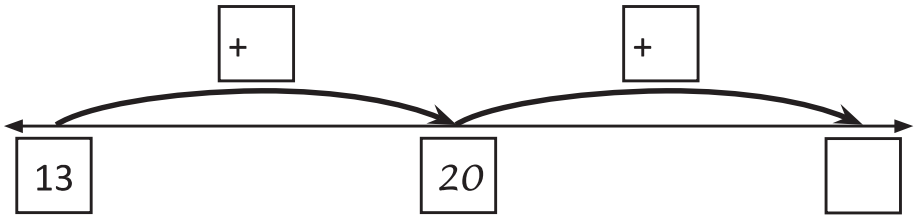


6 **Use the number lines to bridge to ten:**

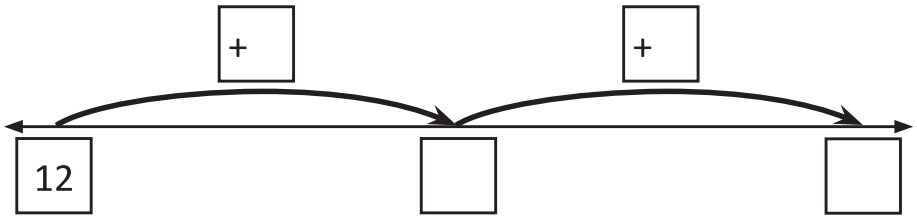
a 52 – 15 = ☐



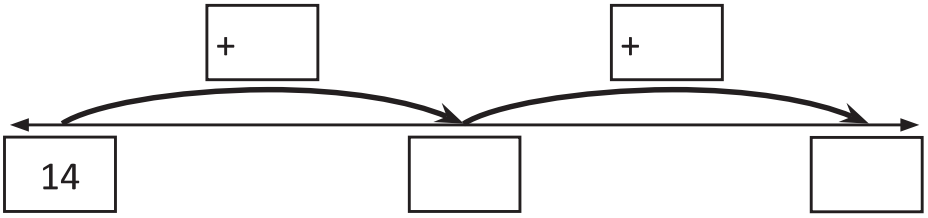
b 62 – 13 = ☐



c 75 – 12 = ☐



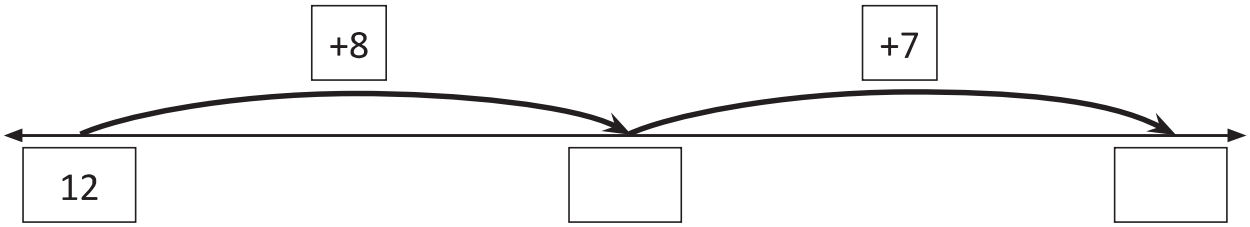
d 192 – 14 = ☐



Subtraction mental strategies – bridge to ten

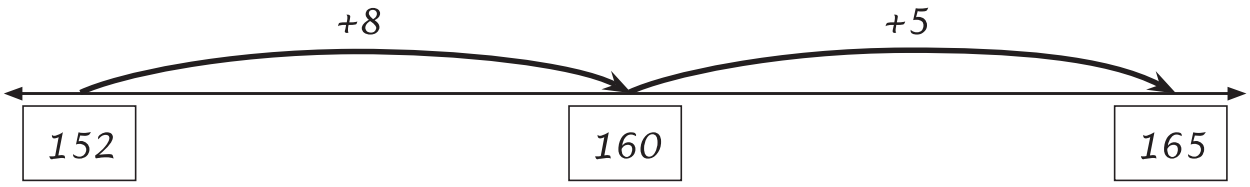
7 **Complete the subtraction frame to match this number line:**

□ – □ = □

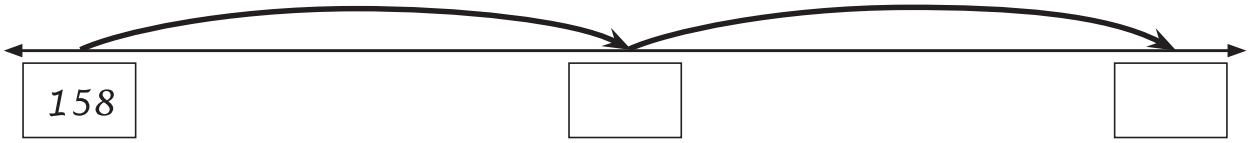


8 **Here is a jar of 165 shells. Three kids guessed how many shells were in the jar. Use bridge to ten on the number lines to show how close each guess was. The first one is done for you.**

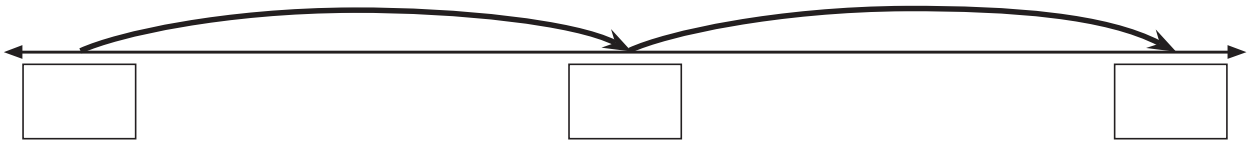
a Jo's guess: 152 — 165 – 152 = 13



b Liam's guess: 158 — □ – □ = □



c Joel's guess: 154 — □ – □ = □



d Whose guess was the closest? _____

Subtraction mental strategies – doubles and near doubles

As long as you know addition doubles, you will know subtraction doubles.

5 + 5 = 10 so 10 – 5 = 5

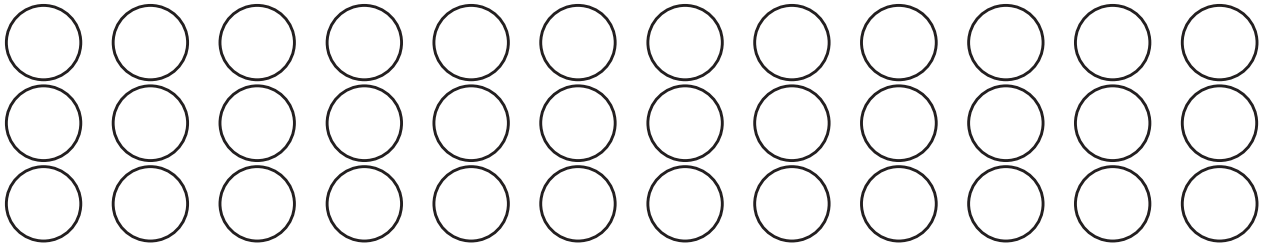
1 **Answer the addition doubles and write a matching subtraction double.**

a	6	+	6	=		so		–		=		
b	9	+	9	=		so		–		=		
c	12	+	12	=		so		–		=		
d	8	+	8	=		so		–		=		

2 **Play this game with a partner. Make copies of this page so you can play this game again. Player 1 chooses a subtraction double by tossing a counter onto the grid. Player 1 then ticks a circle in the column that has the answer. Player 2 repeats these steps. Take turns until someone has ticked a whole column on their own page.**

24 – 12	22 – 11	20 – 10	18 – 9
16 – 8	14 – 7	12 – 6	10 – 5
8 – 4	6 – 3	4 – 2	2 – 1

1	2	3	4	5	6	7	8	9	10	11	12



Subtraction mental strategies – doubles and near doubles

With near doubles subtraction, think of the doubles fact when you subtract, and then adjust.

See: 15 – 7	See: 13 – 7
Think: (14 – 7) + 1	Think: (14 – 7) – 1

3 **Here's a doubles and near doubles addition chart. Remember, you need to know the addition doubles to use near doubles subtractions. Circle the doubles facts. The first two are circled for you 1 + 1 = 2, 2 + 2 = 4. Next, shade all the doubles facts +1. Then all the double facts –1.**

+	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

See	Think	Answer
17 – 8	*(16 – 8) + 1*	
15 – 7		
13 – 6		
11 – 5		
9 – 4		

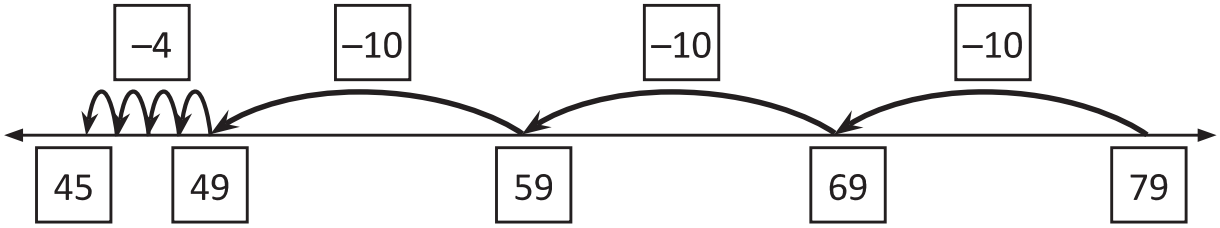
See	Think	Answer
3 – 2	*(4 – 2) – 1*	*1*
5 – 3		
7 – 4		
9 – 5		
11 – 6		

4 **With this table, you need to think of doubles outside the grid.**

See	Think	Answer
31 – 15		
37 – 18		
51 – 25		
101 – 50		
61 – 30		

Subtraction mental strategies – jump strategy

The jump strategy is when you use a number line to jump in tens and then ones.
Look at 79 – 34. First we jump back in tens and then ones. So, 79 – 34 = 45.



1 **Subtract these using the jump strategy:**

a 78 – 25 = ☐

b 93 – 31 = ☐

c 84 – 21 = ☐

d 79 – 36 = ☐

e 195 – 42 = ☐

Subtraction mental strategies – jump strategy

2 **Use the jump strategy to calculate how much more each person needs to purchase a family pass.**

a The Darnley family has saved £56.

They need another: ☐

b The Sommers family has saved £34.

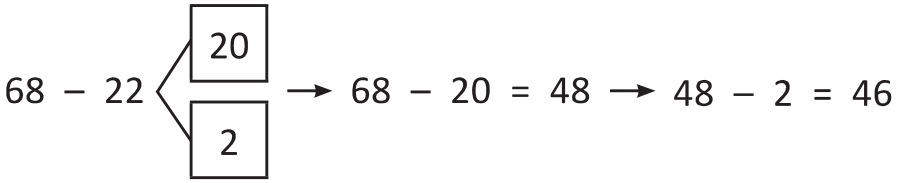
They need another: ☐

c The Griffiths family has saved £49.

They need another: ☐

Subtraction mental strategies – split strategy

The split strategy is where we make the subtraction easy by splitting the second number into tens and ones. We then subtract each part separately.



1 **Practise subtracting tens from these numbers:**

–	10	30	20	30	50
96					
71					

2 **Use the split strategy with these problems:**

a 73 – 34

b 96 – 65

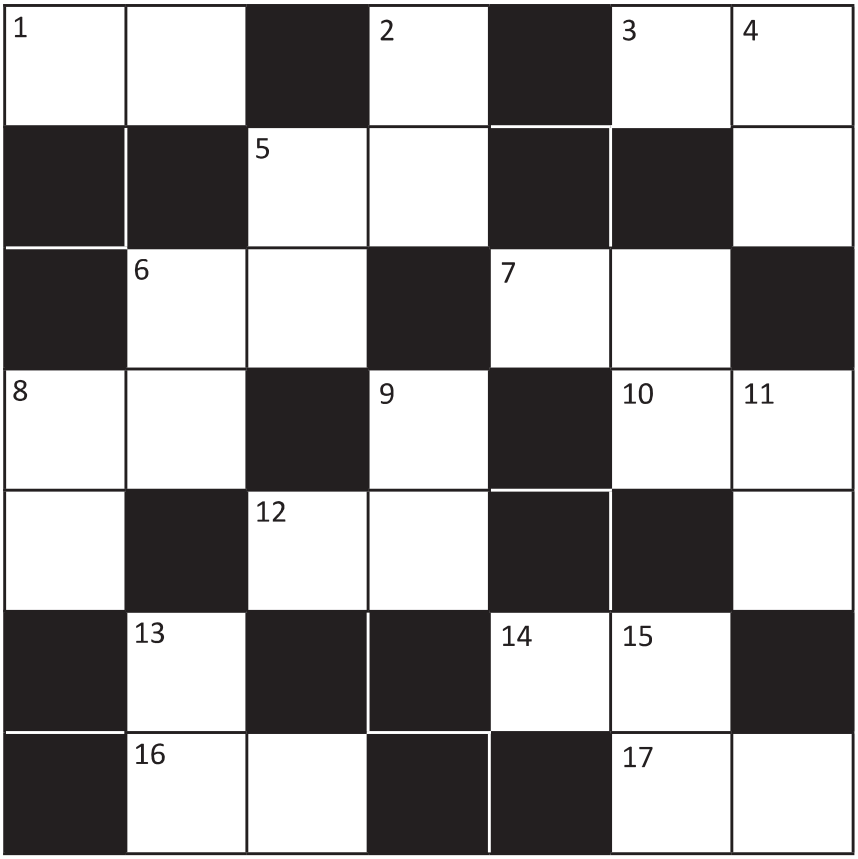
c 81 – 24

d 69 – 23

e 106 – 43

Subtraction mental strategies – split strategy

3 **Use the split strategy to solve this cross number puzzle:**



Across

1 50 – 18 = ☐

3 100 – 43 = ☐

5 135 – 45 = ☐

6 70 – 12 = ☐

7 87 – 23 = ☐

8 86 – 33 = ☐

10 78 – 53 = ☐

12 64 – 16 = ☐

14 72 – 36 = ☐

16 105 – 43 = ☐

17 160 – 117 = ☐

Down

2 88 – 68 = ☐

4 128 – 56 = ☐

5 200 – 102 = ☐

6 89 – 36 = ☐

8 88 – 32 = ☐

9 150 – 112 = ☐

11 160 – 101 = ☐

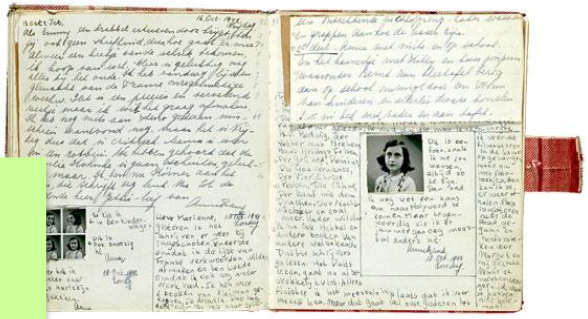
13 133 – 57 = ☐

15 99 – 35 = ☐

How to write a: DIARY

Colloquial Language

You should try to use chatty/informal language.



Follow a "Diary Style"

Start each entry with a date and "Dear Diary".

First person

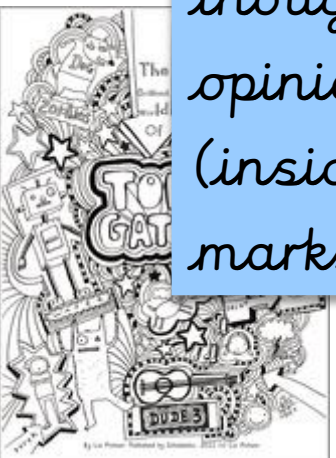
Remember to use personal pronouns (in particular: I/We)

Chronological order

Your diary should be in time order, using adverbials.

Self-reflection

Try to include your thoughts, feelings, opinions and hopes (inside speech marks).



Past Tense

A diary is about what has already happened.

Detailed descriptions

Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.

Year 3 Summer 2 Wk 5 - 29.06.20

Nombre: Fecha:

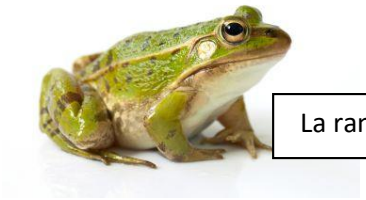
We are going to learn some animal words. If you can use a computer you might like to try these online games. They are free.

https://www.spanish-games.net/spanishgames/four-in-a-row?topic=Animals%20-%20pets&level=primary

https://www.digitaldialects.com/Spanish/Animals_simp_audio.htm

You could watch Señor Jordan talk about pets - https://www.youtube.com/watch?v=d8OPDQmI3Pw

Or you could just have a look below:



La rana

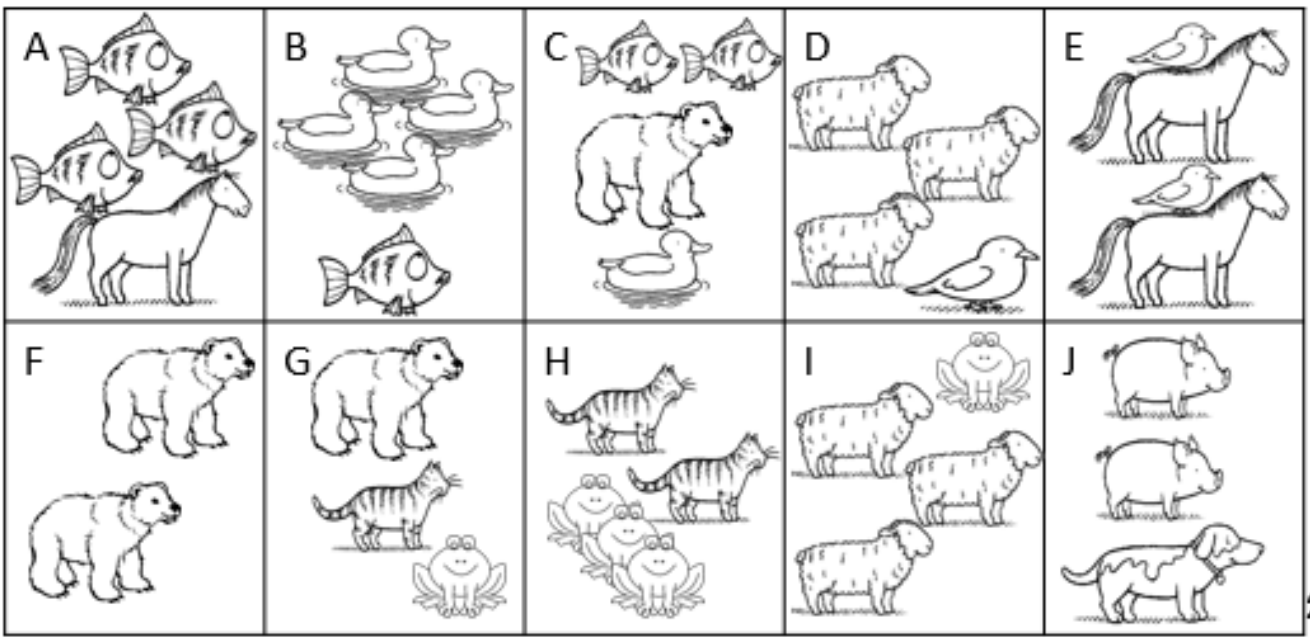
Oso

Un parajo

Los animales

Match the sentences to the pictures. Write the correct letter.

1	Hay tres ovejas y un pájaro.	D
2	Hay dos gatos y tres ranas.	
3	Hay un pez y cuatro patos.	
4	Hay dos osos.	
5	Hay un caballo y tres peces.	
6	Hay un perro y dos cerdos.	
7	Hay dos caballos y dos pájaros.	
8	Hay un pato, dos peces y un oso.	
9	Hay tres ovejas y una rana.	
10	Hay un gato, un oso y una rana.	



Power of Reading

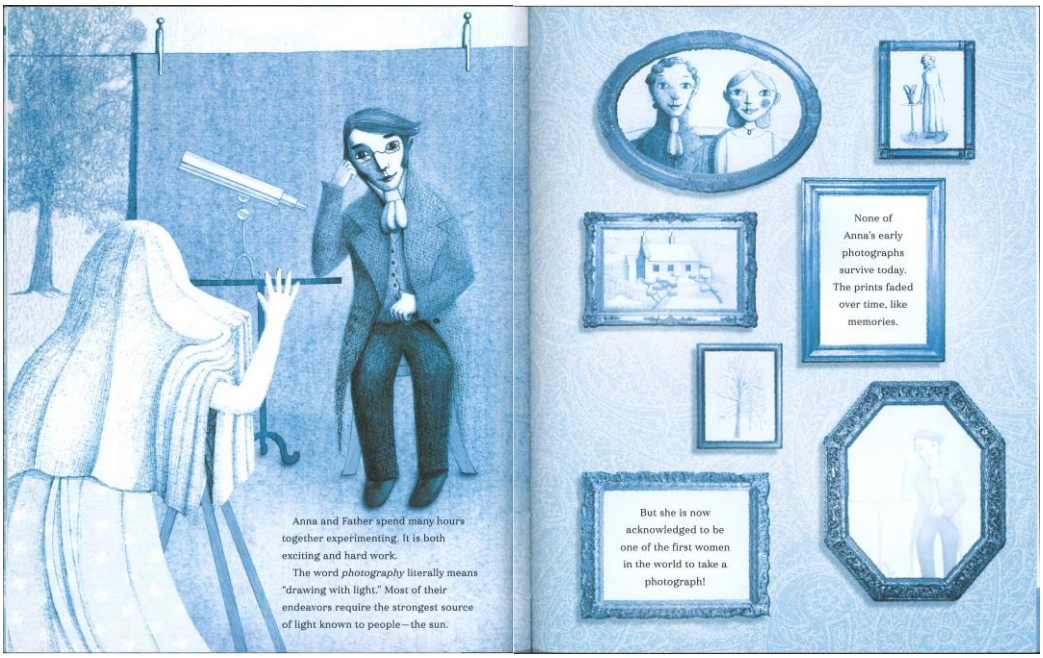
CLPE
CENTRE FOR LITERACY IN PRIMARY EDUCATION

Take 5: Ideas for Independent/Home Learning

The Bluest of Blues by Fiona Robinson (Abrams)

1. Explore it

Read the spread from the book below, exploring the text and the illustration:



Think about Anna and Father. What can you tell about them from the pictures and from the words on these pages? How would you describe each of them? What kind of a relationship do you think they have? How can you tell? What are they doing here? Do you think this is new to them? What do you understand by the word ***'experimenting'***? How do you think their work can be both ***'hard'*** and ***'exciting'***? Can you think of any other activities which can be described that way?

2. Illustrate it

After you have read the spread a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand.

We are told that, ***'None of Anna's early photographs survive today'***. What do you think Anna and Father might have photographed? What kind of things do you think you would photograph? Make sketches of the kind of things they might have wanted to capture with their new technology. Remember, their own prints have faded, and everyone has their own ideas and imagines things their own way, so you can't be wrong!

To help you think what they might have chosen to capture with the new camera, ask yourself:

- Where do Anna and Father seem to live? When did their story happen? How do you know?
- What is the mood of the left-hand page and text describing it?

- What can you see in the pictures on the right-hand page that have not yet faded?

Share your drawings with family or friends or talk about what you have drawn with someone else:

- What do you and they like about your drawings? Do you agree?
- What have you chosen to draw and why?

3. Talk about it

- Read this passage, which comes a little later in the book, and is important for the way the story develops.

  '1842 The Bluest of Blues

  'The gentleman opening the door to Anna and Father has wild hair and a boa constrictor draped around his shoulders. He is Sir John Herschel, the most famous scientist in England, and he shows them into his laboratory. While he is known as an astronomer, Herschel has a far greater passion for experimenting. He especially loves to test the effect of sunlight on chemicals. His work is essential to photography's development. Anna listens carefully as Sir John introduces his most recent discovery: the cyanotype print. This process does not need a camera, just two chemicals, paper, water, and strong sunlight. It is quick and simple, and the final image will never fade. Sir John explains that the prints will always be blue due to the chemicals used. He uses the process to make copies of his astronomy notes. But Anna, inspired. sees a different purpose for cyanotypes. She can't wait to get home and experiment.'
- Were any of the words hard to understand? Look these up in a dictionary, if you have one at home, or on an online dictionary, such as https://www.oxfordlearnersdictionaries.com/.
- Find and copy any words and phrases which show how exciting, unusual and important this evening was.
- Why do you think Anna is ***'inspired'*** and ***'can't wait to get home and experiment'***? How do you think she might use Sir John's new technique?
- Think about the events of the evening. How do you think Anna might record them in her diary?

4. Imagine it

In the spread above, we found out that ***'Anna is now acknowledged to be one of the first women in the world to take a photograph'***. Why do you think the author has chosen to share this with us? What do you know about equality between men and women in the past that might make this statement an important one to include? Have you ever done something new? What was it? How did it make you feel? How do you think Anna would have felt to be the first woman to do this? You could write down your thoughts, in character as Anna, reflecting on her achievements. If you have access to a computer, you could do some further research about Anna Atkins, her life and her acheivements.

5. Create it

What are your hobbies and interests? Perhaps you like photography like Anna? Maybe you like animals, computer games, sports, arts and crafts, outdoor activities, cars or another kind of transport? Write about something that you are particularly interested in for someone else to read. You may choose to do this in drawing and writing, or on the computer if you have access to one. Think carefully about how to share what you know with someone who may not know anything about it. Give it to someone else in your home to read. What did they learn about your interest from reading it?