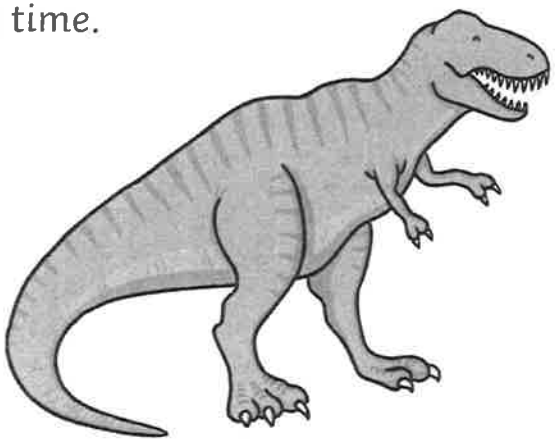
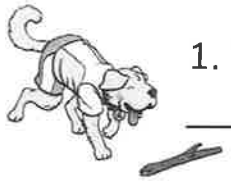
A) Reading Comprehension

Terrific T-Rex

The T-Rex was one of the largest and most powerful meat-eating dinosaurs that has ever lived on our planet. Standing up to a huge six metres tall and at up to twelve metres long, the T-Rex moved quickly with its strong and powerful thighs. Their powerful jaws meant that they could eat their prey in one bite. The T-Rex had quite a large brain and this helped it to hunt better. The T-Rex lived in the forests and river valleys of North America before becoming extinct around sixty-five millions years ago but nobody can agree for sure why all dinosaurs suddenly became extinct at this time.



Quick Questions



1. How tall can a T-Rex grow?

_____

2. Why might a larger brain help a T-Rex to hunt better?

_____

_____

3. Find and copy two adjectives to describe a T-Rex's thighs.

_____ _____

4. Number these facts from 1 to 3 to show the order they appear in the text.

- ☐ The T-Rex is a meat-eating dinosaur.
- ☐ The T-Rex lived in North American forests.
- ☐ Dinosaurs suddenly became extinct.

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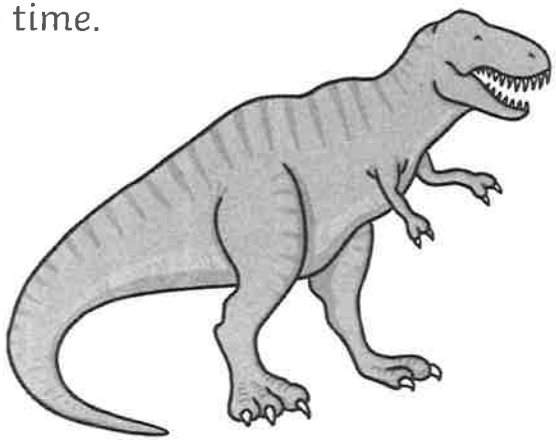
A) Answers

Terrific T-Rex

The T-Rex was one of the largest and most powerful meat-eating dinosaurs that has ever lived on our planet. Standing up to a huge six metres tall and at up to twelve metres long, the T-Rex moved quickly with its strong and powerful thighs. Their powerful jaws meant that they could eat their prey in one bite. The T-Rex had quite a large brain and this helped it to hunt better. The T-Rex lived in the forests and river valleys of North America before becoming extinct around sixty-five millions years ago but nobody can agree for sure why all dinosaurs suddenly became extinct at this time.



Answers

1. How tall can a T-Rex grow?
up to six metres tall

2. Why might a larger brain help a T-Rex to hunt better?
Accept any sensible inference linked to the text, e.g. A larger brain might make the T-Rex smarter and they would be better at using their intelligence to find food.

3. Find and copy two adjectives to describe a T-Rex's thighs.
strong and powerful

4. Number these facts from 1 to 3 to show the order they appear in the text.

[1] The T-Rex is a meat-eating dinosaur.
[2] The T-Rex lived in North American forests.
[3] Dinosaurs suddenly became extinct.

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B) Spellings

Year 3 Spelling grid

Year 3/4 Common Exception Words Week 1

Name: _____

Date: _____

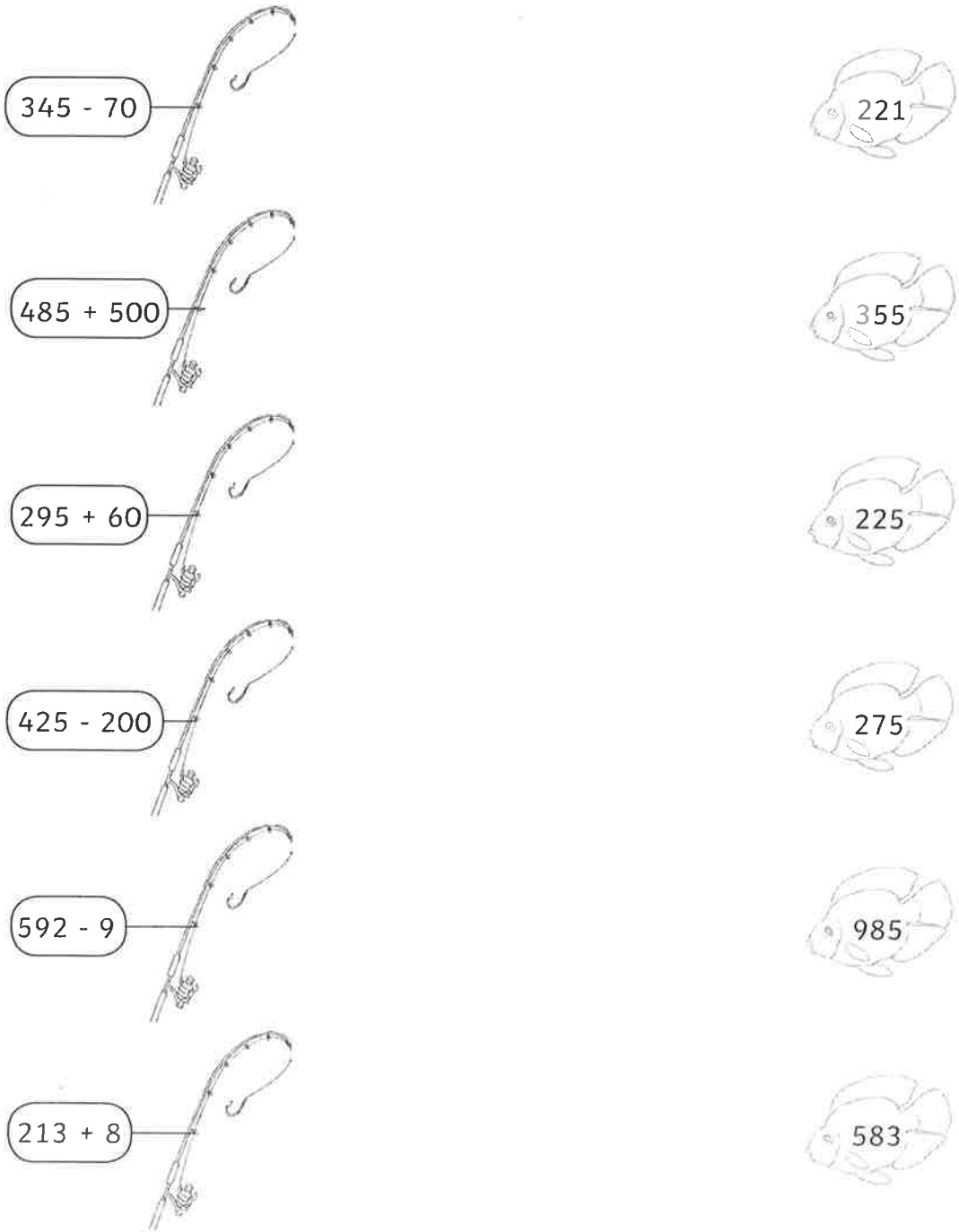
accident				
complete				
fruit				
accidentally				
consider				
grammar				
actual				
continue				
group				
actually				
decide				

c) Numeracy

Gone Fishing

I can add and subtract three-digit numbers and ones, tens and hundreds mentally.

Draw a fishing line to match the fishing rod number sentence to the correct fish.



c) Answers

2. Draw a fishing line to match the fishing rod number sentence to the correct fish.

345 – 70 = 275

485 + 500 = 985

295 + 60 = 355

425 – 200 = 225

592 – 9 = 583

213 + 8 = 221

D) Science

Grouping Rocks

MINI-PROJECT

This mini-project is all about comparing rocks and then putting them into groups based on what their properties are.

What you need:

1. A selection of 5 different rocks. If you don't already have a collection, have a look outside for 5 rocks that look different from each other. Try to collect them from different places.
2. A hand lens. That's a magnifying glass that you can hold in your hand. You'll need it to look at the rocks close up.

1. Number your rocks from 1 to 5. Then look at each rock and fill in the table below. For each property, put a tick (✔) for yes or a cross (✘) for no.

	Rock 1	Rock 2	Rock 3	Rock 4	Rock 5
Is it shiny?					
Is it rough?					
Is it smooth?					
Is it soft?					
Is it hard?					
Is it permeable?					
Is it impermeable?					

2. Choose one of the rocks. Write its number in the box. I have chosen rock ☐.

Would it be useful for building a house? (Circle) your answer. **Yes / No**

Explain why.

.....

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MINI-PROJECT

Grouping Rocks

3. Now look at each of your rocks through the **hand lens**.

Choose the two rocks that look the most different to each other through the hand lens.
Draw a picture of what the surface of each rock looks like in the boxes below.
Make your picture as detailed as you can.

4. Have another look at all of the rocks through the hand lens.
Which of the rocks have **crystals** or **grains** that you can see with the hand lens?
Split your rocks into two groups using the table below. Put one tick (✔) for each rock.

	You can see crystals or grains.	You can't see any crystals or grains.
Rock 1		
Rock 2		
Rock 3		
Rock 4		
Rock 5		

Do any of the rocks have any other interesting features?
Write down anything else you notice about the rocks.

.....

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EXTRA PROJECT

Think of a good use for another one of your rocks. It could be for indoors or outdoors. Make a poster that shows what the rock could be used for and why it would be good for that use. Look at the table of properties in question 1 to help you.