

Timetable for Year 3 class wb 04.05.20

| | 9-9.40 | 9.40-10.30 | 10.30-10.45 | 10.45-12.00 | 12.00-1.15 | 1.15-2.15pm | 2.15-3.15pm |
|-----------|-----------------------------|--------------|-------------|----------------------------|------------|-------------|-------------|
| Monday | PE with Joe Wicks (YouTube) | Maths task 1 | Break | English task 1 + spellings | Lunch | RE task 1 | Music |
| Tuesday | PE with Joe Wicks (YouTube) | Maths task 2 | Break | English task 2 | Lunch | Topic | |
| Wednesday | PE with Joe Wicks (YouTube) | Maths task 3 | Break | English task 3 | Lunch | Computing | RE task 2 |
| Thursday | PE with Joe Wicks (YouTube) | Maths task 4 | Break | English task 4 | Lunch | Science | |
| Friday | PE with Joe Wicks (YouTube) | Maths task 5 | Break | English task 5 | Lunch | Art/DT | French |

| Fractions – Use the link to view the teaching videos https://whiterosemaths.com/homelearning/year-3/ w/c 27/04/20 | |
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| Monday maths task 1 | <p>Add Fractions: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-5-Y3-Summer-Block-1-WO6-Add-fractions-2020.pdf</p> <p>Ext.: Complete Monday's word problems in the maths extension table in this document.</p> |
| Tuesday maths task 2 | <p>Subtract Fractions: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-2-Y3-Summer-Block-1-WO7-Subtract-fractions-2020.pdf</p> <p>Ext.: Complete Tuesday's word problems in the maths extension table in this document.</p> |
| Wednesday maths task 3 | <p>Problem solving: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-3-Problem-Solving.pdf</p> <p>Ext.: Complete Wednesday's word problems in the maths extension table in this document.</p> |
| Thursday maths task 4 | <p>Problem Solving: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Lesson-4-Problem-Solving.pdf</p> <p>Ext.: Complete Thursday's word problems in the maths extension table in this document.</p> |
| Friday maths task 5 | <p>Problem solving: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/04/Family-Challenge-Friday-24th.pdf Questions 1 - 4 are suitable for year 3, but you could always challenge yourself by trying the other questions with your family.</p> <p>Ext.: Complete Friday's word problems in the maths extension table in this document.</p> |

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| <p>Monday English task 1</p> | <p>SPAG – Complete your spelling test Spelling words – Enough, young, touch, double, trouble, country, courage, rough, tough, cousin https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item361703/grade2/module305322/collection361823/section361772/index.html You will need your login for Espresso to watch the video above about words used to show time and cause. Complete Monday’s grammar activity in the table below.</p> <p>https://www.youtube.com/watch?v=9B28kRgCZjk (Pt 4) https://www.youtube.com/watch?v=1fcsocZyzY0 (Pt 5) Watch the next two parts of the video and write down any words that you don’t understand. Use a dictionary / internet to look up a meaning of each word and write it down. Challenge yourself by putting each of the words you looked up into a sentence of your own. Remember to use fronted adverbials, conjunctions, adjectives etc.</p> |
| <p>Tuesday English task 2</p> | <p>SPAG - Complete Tuesday’s grammar activity in the table below.</p> <p>https://www.youtube.com/watch?v=9B28kRgCZjk (Pt 4) https://www.youtube.com/watch?v=1fcsocZyzY0 (Pt 5) Re-watch the videos from yesterday. Write down the 3 main things that happened then write a paragraph explaining what has happened.</p> |
| <p>Wednesday English task 3</p> | <p>SPAG – Complete Wednesday’s grammar activity in the table below.</p> <p>https://www.youtube.com/watch?v=1fcsocZyzY0 (Pt 5) https://www.youtube.com/watch?v=ZeDDUt_O8Go (Pt 6) Watch the final two parts of the story and write down 5 words that you find interesting. What do those 5 words mean? Why did you pick those words? Draw a picture to represent each of those words. Why do you think the author used those words? Would the story have the same impact if they chose different words?</p> |
| <p>Thursday English task 4</p> | <p>SPAG – Complete Thursday’s grammar activity in the table below.</p> <p>https://www.youtube.com/watch?v=AJ_N3XH3ntI (Pt 1) Use the link above to watch the story of Beowulf from the beginning (It should continue to parts 2, 3, 4, 5 and 6 after each video finishes. Create a story board of the story of Beowulf. Remember to include any conjunctions or adjectives you wish to include. Can you include some of the words you have looked at this week?</p> |
| <p>Friday English task 5</p> | <p>SPAG – Complete Friday’s grammar activity in the table below.</p> <p>Rewrite the story of Beowulf using your storyboard from yesterday. You must include full stops, capital letters, conjunctions. You must include basic punctuation, conjunctions, adjectives, fronted adverbials. You must also include: ? ! “ ” , paragraphs</p> |

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| RE task 1 | Use the image from Task Sheet 1. Imagine you are the follower of Jesus in blue addressing the crowd. Write your script in a big speech bubble, telling them how the power and energy of the Pentecost experience has changed you and the wonder and awe you experienced. |
| RE task 2 | Read the information from Task Sheet 2 What was the promise Jesus made? Why is Pentecost known as the 'birthday of the Church'? Why does the priest wear red vestments at Pentecost? Why would parishes celebrate richness and diversity during Pentecost? <i>*Extend your learning investigating hymns about the Holy Spirit, what words do they convey? Add your own verse or write your own hymn. *</i> |
| Computing | Coding revision https://turtleacademy.com/lessons/13 https://turtleacademy.com/lessons/14 Work through the steps on Turtle Academy lesson 4 and 5. Remember when you have completed a step it will move you onto the next step. If you get really stuck, try the hint before the solution. |
| Science | You have set up an investigation into what plants need to grow well, what question were you investigating? You have been observing your plant regularly, and now you are going to describe your observations, find the answer to your question and explain what you have found out. Look at your plant now and your observation records. What has happened to your plant? Task 1: <i>Describe your observations using words, pictures or both.</i> <i>* Add a scientific diagram of your plant. Include labels to show your key observations. *</i> When scientists have completed an investigation, they make a ' conclusion '. This is a summary of what they have found out. Task 2: <i>What is your conclusion?</i> Think about the question you were investigating. You should be able to answer it now. Think about what has happened to your plant. Look at your plant your observations. What did you think would happen? Using your observations can you say whether your prediction was accurate? |
| Topic | Use the website to find out about Anglo-Saxon food. How does the diet of an average Anglo-Saxon differ from our diets today? http://www.primaryhomeworkhelp.co.uk/saxons/food.htm <i>Plan a week's meals for an average Anglo-Saxon family. Include a few treats like eggs, cheese or fish & a special meal when some meat from a hunt or from one of the farm animals is included.</i> <i>*You may like to try an Anglo-Saxon recipe at home*</i> |
| Art/DT | https://www.historyforkids.net/bayeux-tapestry.html Use the website to help you find out about the Bayeux Tapestry and fill in the missing information below. The Bayeux Tapestry is a p_____ of embroidered l_____ about 70 m_____ long. It tells a story in p_____ with words in Latin. It was probably s_____ by some ladies in Canterbury, shortly after the B_____ of Hastings, which took place on the 14 th October _____. |

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| | <p>Historians believe that the Bishop Odo of Bayeux, William's half-brother, asked for the t_____ to be made, perhaps for the walls of a c_____, to celebrate Duke William's victory. Perhaps _____ wanted to please William's w____, Matilda.</p> <p>It is an important piece of PRIMARY EVIDENCE because it was made shortly after the e_____ took place. It only gives the Norman side of the story.</p> <p>Do you think that the Bayeux Tapestry would be a useful source for historians? Explain your answer. (Hint- think about why Odo, William's brother, would want to produce it!)</p> |
| <p>Music</p> | <p>https://www.bbc.co.uk/teach/school-radio/primary-school-songs-beowulfs-song/zimmqp3 Listen to the song about Beowulf. What instruments can you hear? What type of song is it? Write your own verse to add to the song.</p> |
| <p>French</p> | <p>Listen to the song about pets in French. https://www.youtube.com/watch?v=BtGAU9H6QSk Then write the animals down in French – you could draw a picture of each animal and label it in French.</p> <p>Dog = Cat = Bird = Spider = Rabbit = Fish = Mouse = Guinea pig = *Tu as un animal?*</p> |

Maths Extension Activities

| Monday: | Tuesday: | Wednesday: | Thursday: | Friday: |
|---|--|---|--|---|
| <p>1. Sally has to read 2 books for school. Sally read $\frac{5}{8}$ of the first book on Tuesday, and $\frac{3}{8}$ of the second book on Monday. What total fraction of these two books has Sally read?</p> <p>2. A recipe called for $\frac{8}{11}$ cup of chopped tomatoes and $\frac{8}{11}$ cup of diced tomatoes. In total, how many cups of tomatoes did the recipe call for?</p> <p>3. Dan has to read 2 books for school. Dan read $\frac{3}{4}$ of the first book on Tuesday, and $\frac{1}{4}$ of the second book on Monday. The first book has 420 pages. What total fraction of these two books has Dan read?</p> | <p>1. $\frac{5}{12}$ of a foot of fabric is needed to make pillows, while $\frac{11}{12}$ of a foot of fabric is required to make a rug. How much more fabric is needed to make a rug versus pillows?</p> <p>2. Mary's table is $\frac{4}{5}$ of a foot tall, whereas Nancy's table is $\frac{2}{5}$ of a foot tall. How much taller in feet is Mary's table than Nancy's?</p> <p>3. Mary has $\frac{4}{13}$ of a week's worth of pay in a wallet and $\frac{12}{13}$ of a week's of pay in the bank. Weeks ago, Mary spent $\frac{5}{13}$ of an hour checking a bank balance. How many more weeks of pay is in Mary's bank than Mary's wallet?</p> | <p>1. How many fraction additions and subtractions can you make from this model?</p> <div data-bbox="960 483 1308 590" data-label="Figure"> </div> <p>2. Six girls share three bars of chocolate equally. Four boys share two bars of chocolate equally. Does each girl get more chocolate, less chocolate or the same amount of chocolate as each boy? Draw a picture to show that your reasoning is correct.</p> <p>3. Jo ate $1\frac{4}{8}$ of a pizza and Sam ate $1\frac{2}{8}$ of what was left. Mike ate the rest of the pizza. Draw a diagram to show how much pizza Jo, Sam and Mike each ate.</p> | <p>1. Fill in the numerators to make the answer less than 1. Find three different ways to complete the calculation.</p> $\frac{?}{8} + \frac{?}{8} =$ <p>2. Fill in the numerators to make the calculation correct. How many ways can you do it? Explain how you know you have found them all.</p> $\frac{?}{8} + \frac{?}{8} = 1$ | <p>1. Use your knowledge about finding fractions of numbers to solve this logic puzzle. I am a whole number between 10 and 25. If you halve me, your answer will not be a whole number. If you find $\frac{1}{3}$ of me, your answer will be a multiple of 5. If you try to find $\frac{1}{4}$ of me, you may get a headache! If you find $\frac{1}{5}$ of me, your answer will be a whole number. What am I? 2.</p> <p>2. Now have a go at this one! I am a very special number between 10 and 20. I am special because if you find $\frac{1}{2}$ of me, $\frac{1}{3}$ of me, $\frac{1}{4}$ of me, or even $\frac{1}{6}$ of me, you will get a whole number answer! What am I?</p> <p>3. What if the number in puzzle two was between 20 and 30? Or between 30 and 40? Can you think of any other numbers that would satisfy all the other clues? What do you notice about them? See if you can think of another 'special' number and write your own fraction clues about it, so that another pair/child can work it out.</p> |

Grammar Activities

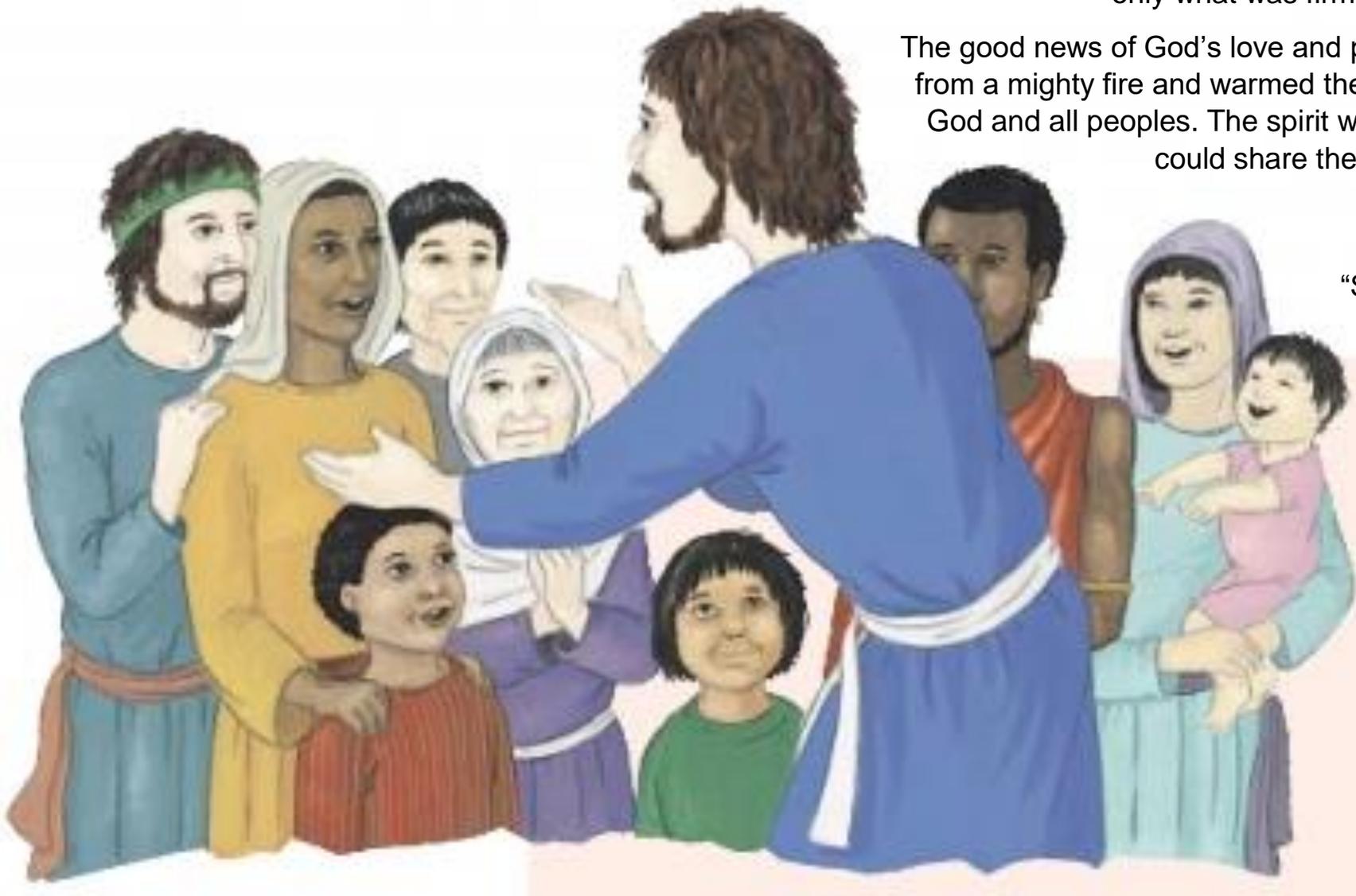
| Monday: | Tuesday: | Wednesday: | Thursday: | Friday: | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|--------------------------------------|-------------------------------|---|--------------------------------|--|------------------------------|---|--|-------------|-------|----|--------------|-----|----|--------------|--------------|--|----------|-----------|--|---|--|--|--|
| <p>Copy the sentences and underline the words that show when or why something happens.</p> <ol style="list-style-type: none"> Emily had to stay at home because she was feeling ill. The blackbird found a tall tree, next he built a nest. The ship was due to leave port, except the passengers had not finished boarding. After the film had finished, Ben and Carlos went for a pizza. The skate park is really noisy because of all the skateboards in it. Before leaving for the match, Alex called his friend. | <p>Place or cause conjunctions link ideas in a sentence. Match the two parts of the sentence together.</p> <table border="1" data-bbox="517 501 900 1123"> <tbody> <tr> <td>Dad always made the cheese sandwiches ...</td> <td>...cheese sandwiches were not available to John.</td> </tr> <tr> <td>Wherever they went for a sandwich...</td> <td>...because he was good at it.</td> </tr> <tr> <td>Where his school dinners were served...</td> <td>... since he was a little boy.</td> </tr> <tr> <td>John had preferred cheese sandwiches ...</td> <td>...John always chose cheese.</td> </tr> </tbody> </table> <p>Create two sentences of your own using place or cause conjunctions.</p> | Dad always made the cheese sandwiches ... | ...cheese sandwiches were not available to John. | Wherever they went for a sandwich... | ...because he was good at it. | Where his school dinners were served... | ... since he was a little boy. | John had preferred cheese sandwiches ... | ...John always chose cheese. | <p>Underline the adverbs that express time, place or cause in the sentences below. Remember some adverbs do not end in -ly.</p> <ol style="list-style-type: none"> Lily hasn't seen her best friend Jess at yoga club lately. I have already finished my homework for the week. Tom peeked inside and saw his incredible birthday present. Liam couldn't go to school today as he was ill. Max and Freya couldn't find a safe path to the river below. I need to go to my dentist immediately to sort out my bad tooth. | <p>Using the words in the table, complete the sentences below.</p> <table border="1" data-bbox="1337 320 1718 453"> <tbody> <tr> <td>Even though</td> <td>Since</td> <td>As</td> </tr> <tr> <td>As a result,</td> <td>yet</td> <td>So</td> </tr> <tr> <td>consequently</td> <td>accordingly,</td> <td></td> </tr> <tr> <td>Now that</td> <td>Therefore</td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> _____ I'd like to be a chef when I'm older, I often help my mum cook the dinner. _____ there is a hole in the hutch, my rabbit often escapes. I spend two hours practising my trumpet every evening. _____, I am improving rapidly. _____ I'd rather be playing, I have to help load the dishwasher every evening after dinner. <p>Create your own sentences using the left-over causal conjunctions and adverbs.</p> | Even though | Since | As | As a result, | yet | So | consequently | accordingly, | | Now that | Therefore | | <p>Make the prepositions dice from the class page. (There are 3 dice to make, one for time, cause or place)</p> <p>Throw the dice and write your preposition in the box below. Then, write a sentence using the preposition.</p> <div style="text-align: center; margin-top: 20px;"> <table border="1" style="width: 100px; height: 40px; margin: 0 auto;"> <tr> <td style="width: 30px;"></td> <td style="width: 30px;"></td> <td style="width: 30px;"></td> </tr> </table> </div> | | | |
| Dad always made the cheese sandwiches ... | ...cheese sandwiches were not available to John. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wherever they went for a sandwich... | ...because he was good at it. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Where his school dinners were served... | ... since he was a little boy. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| John had preferred cheese sandwiches ... | ...John always chose cheese. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Even though | Since | As | | | | | | | | | | | | | | | | | | | | | | | | | |
| As a result, | yet | So | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Now that | Therefore | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Task Sheet 1 – RE Monday

Barriers between people seemed to be melting away, barriers of language disappeared, so that everyone understood and heard what he or she most needed to hear. The love of God for people, was 'like a flash of fire, a flame of Yahweh Himself', burning away all the rubbish in their lives, and leaving behind only what was firm and strong and for good.

The good news of God's love and power, spread like sparks from a mighty fire and warmed the people's hearts towards God and all peoples. The spirit was with them and so they could share their lives together in peace.

Onlookers cried out in astonishment:
"See how these Christians love one another!"
And the Spirit watched over the dawning of a new creation, a whole new way of living.



Task Sheet 2 – RE Wednesday

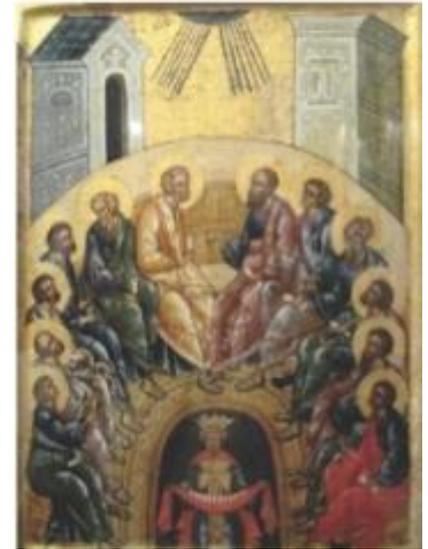
PENTECOST

At Mass today the priest wears red vestments. Many churches put up special banners and symbols of the Holy Spirit to remind everyone of the gifts of the Spirit. The Church celebrates the fulfilment of Jesus' promise that the Holy Spirit would guide and help his disciples to understand all that he had taught them.

Pentecost is sometimes called the 'birthday' of the Church. In the Acts of the Apostles Luke recounts how the apostles all gathered together with Mary, the mother of Jesus. They felt dejected. Jesus has promised never to leave them and yet he was gone from them. He had said he would send them another friend to help them, but they didn't know quite what he meant. On the day of Pentecost, the feast of the first fruits, they knew Jesus had kept his promise.

They described the coming of the Spirit as being like a mighty wind and tongues of fire. They were filled with the Spirit of Jesus, a spirit of joy, love, happiness and peace. They wanted to share their happiness with everyone. They stopped being afraid and went out into the streets to begin to tell everyone about Jesus and the good news of his life and death and new risen life. They found that they could communicate with people from many different parts of the world who had come to Jerusalem for the feast. That is how the Church began. So, Pentecost is the beginning, the birthday of the Church.

Some parishes make this a day to celebrate the richness and diversity of the parish family. Just as the disciples found joy in the gift of different tongues, so today is a good time to remember the different languages people in the parish and neighbourhood speak. It is a time to celebrate the richness of the different cultures of the worldwide Catholic Family.



The Gifts of the Spirit

Wisdom
Understanding
Right Judgement
Courage
Knowledge
Reverence
Wonder and Awe in God's Presence
The fruit of these gifts is seen in communities where there is love, joy, peace, patience, kindness, goodness, faithfulness gentleness and self-control

Peace Everywhere

Peace
Pax
Shalom
Paix
Pace
How many languages do you think people speak in your parish?