

Timetable for Year 3 class wb 11.05.20

	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://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer\\_Term\\_SOL/Year-3-2018-19-Summer-Block-2-Time.pdf](https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-3-2018-19-Summer-Block-2-Time.pdf)

Monday maths task 1	Months and years: Read the information on page 3 and complete the varied fluency challenges. Ext.: Complete Monday's word problems in the maths extension table in this document.
Tuesday maths task 2	Hours in a day: Read the information on page 5 and complete the varied fluency challenges. Ext.: Complete Tuesday's word problems in the maths extension table in this document.
Wednesday maths task 3	Telling the time (1): Read the information on page 7 and complete the varied fluency challenges. Ext.: Complete Wednesday's word problems in the maths extension table in this document.
Thursday maths task 4	Telling the time (2): Read the information on page 9 and complete the varied fluency challenges. Ext.: Complete Thursday's word problems in the maths extension table in this document.
Friday maths task 5	Using a.m. and p.m.: Read the information on page 11 and complete the varied fluency challenges. Ext.: Complete Friday's word problems in the maths extension table in this document.

Monday English task 1	<p>SPAG – Spelling work.</p> <p>Think about how Grendel is described in the story Beowulf.  <a href="https://www.youtube.com/watch?v=AJ_N3XH3ntl">https://www.youtube.com/watch?v=AJ_N3XH3ntl</a></p> <p>Today you need to create your own character for Beowulf to battle. Remember to think about all the senses as well as its personality.</p> <p>Draw a picture of your monster and write descriptive words around it.</p> <p>After, write sentences describing your character using adjectives, adverbs and conjunctions.</p> <p>Finally, use adverbial clauses (verb-adverb) to start your sentences e.g.</p> <p>To describe appearance: his mouth smirking sarcastically, his eyes staring wildly, etc.</p> <p>To describe movement: he lumbered clumsily, he shrieked piercingly, he clawed menacingly, etc.</p>
Tuesday English task 2	<p>SPAG – <b>Past tense</b> is used for activities or events that started and finished in the past.</p> <p><b>Present perfect</b> tense is used for activities that started in the past but are still true now, or have an effect on what is happening now. Complete the activities in Tuesday’s column.</p> <p>Where does your character live? In a cave? In a lair? In the forest?</p> <p>Draw a picture of your monsters habitat and write descriptive words around it.</p> <p>After, write sentences describing your habitat using adjectives, adverbs and conjunctions.</p> <p>Finally, use prepositions of place e.g. under the brightly-lit full moon sky, trampling wet sodden leaves underfoot, etc.</p>
Wednesday English task 3	<p>SPAG – What is a pronoun? What the video: <a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrxw">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrxw</a></p> <p>Complete the activities in Wednesday’s column.</p> <p>Today our work focuses on the speech that Beowulf rose to give to Lord Hrothgar, his wife the queen and to the other people of this land. What might he have said?</p> <p>Research famous speeches such as Martin Luther King Jr – I have a dream, Harold MacMillan – The wind of change or the video clip below from the film Armageddon.</p> <p><a href="https://www.youtube.com/watch?time_continue=46&amp;v=Zje91xTd6Lc&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=46&amp;v=Zje91xTd6Lc&amp;feature=emb_logo</a> (Armageddon clip)</p> <p>Write a speech as Beowulf that he will say to those around him about fighting your monster.</p>
Thursday English task 4	<p>SPAG – Complete the activities on pronouns in Thursday’s column.</p>

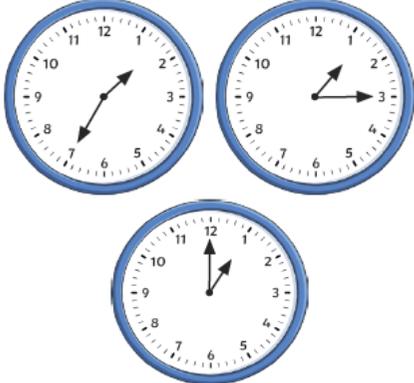
	<p>Rewatch the speeches you researched yesterday, what do they do with their voices? Are they monotone (expressionless) or do they use their voices effectively?</p> <p>Practice the speech you wrote yesterday, thinking about how to use your voice effectively, and perform your speech to your family.</p>
Friday English task 5	<p>SPAG – Complete the activities n pronouns in Friday’s column.</p> <p>Look at the front cover of the story Anglo-Saxon Boy by Tony Bradmen (Can be found in this document).</p> <p>From looking at the front cover, what do you think the story is about? Why?</p> <p>Who do you think is in the story? Why?</p> <p>What do you think happens in the story? Why?</p> <p>What can you see? Where?</p> <p>Who can you see? Where?</p> <p>What do you want to find out about the story?</p>

RE task 1	<p>Use Task Sheet 1 to read 1 Corinthians 12 4-8 11</p> <p>Create a symbol to show one of the different forms of energy on it. On it, write a poem about the kind of person you would be if you had this energy that the Holy Spirit brings</p> <p>Research and investigate ways in which people in:</p> <ul style="list-style-type: none"> <li>• Your parish community use the energy, the gifts the Holy Spirit gives, in fulfilling Jesus’ mission to serve others.</li> <li>• Your local community use the energy, the gifts the Holy Spirit gives, in fulfilling Jesus’ mission to serve others.</li> <li>• Your global community use the energy, the gifts the Holy Spirit gives, in fulfilling Jesus’ mission to serve others.</li> </ul>
RE task 2	<p>There are seven particular gifts, which are linked together and help people to lead good lives and make use of the gifts they have. These gifts should be used to help others.</p> <ol style="list-style-type: none"> <li>1. <b>Wisdom</b> ~ that is the gift to be sensible and not to jump to conclusions but be thoughtful.</li> <li>2. <b>Understanding</b> ~ enables people to be compassionate and to take time to find out and be able to appreciate what is happening.</li> </ol>

	<p>3. <b>Right judgement</b> ~ means using wisdom and understanding to come to a good decision about something.</p> <p>4. <b>Courage</b> ~ there are time when everyone needs to be brave in standing up for what they believe to be right and holy.</p> <p>5. <b>Knowledge</b> ~ without knowledge you cannot make right judgements or have an understanding. It takes practice to have true knowledge.</p> <p>6. <b>Reverence</b> ~ this is about respect for God, for one another and for yourself.</p> <p>7. <b>Awe and wonder in God's presence</b> ~ this gift enables people to recognise the wonder of God and be amazed by the love and goodness of God.</p> <p>Which of the gifts of the Holy Spirit do you think is most important to you? Why?</p> <p>Put the gifts of the Holy Spirit in order of what you think is most important to least important.</p> <p>Give reasons for your ordering of the OC and explain how each gift might help others.</p>
Computing	<p>Coding revision</p> <p><a href="https://turtleacademy.com/lessons/3">https://turtleacademy.com/lessons/3</a></p> <p>Work through the steps on Turtle Academy - loops.</p> <p>Experiment with different loops and nests when you have completed all the required steps.</p>
Science	<p>How does water travel through a plant?</p> <p>Take a piece of celery, with leaves if possible, and submerge it into a cup of water and food colouring. All the celery time to take in the coloured water. What has happened to the leaves? Cut the celery in half and explore the coloured tubular within the celery. Why are they coloured? How do plants take in water?</p> <p><b>You could use white carnations instead of celery.</b></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-how-does-water-get-from-the-roots-to-the-leaves/zdtfjhw">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-how-does-water-get-from-the-roots-to-the-leaves/zdtfjhw</a></p>
Topic	<p><a href="https://www.bbc.co.uk/bitesize/clips/zc3b4wx">https://www.bbc.co.uk/bitesize/clips/zc3b4wx</a></p> <p>Watch the video clip about why the Anglo-Saxons came to Britain.</p> <p>Create a list of pros and cons of coming to Britain if you were an Anglo-Saxon.</p> <p>Write a diary entry of your boat journey here and why you settled here. Remember to include your emotions. E.g. anxious, delighted, apprehensive</p> <p>Thinking about the geography of Britain, consider why it was faster to sail around Britain. Was it also safer?</p>
Art/DT	<p>See task sheet 2 for image resources.</p> <p>Pick your favourite scene and try to copy it.</p>

<p>Music</p>	<p><a href="https://www.bbc.co.uk/teach/school-radio/primary-school-songs-the-revenge-of-grendels-mother/z7hhxyc">https://www.bbc.co.uk/teach/school-radio/primary-school-songs-the-revenge-of-grendels-mother/z7hhxyc</a>          Listen to the song about Beowulf. What instruments can you hear? What type of song is it?          The song is arranged into versus' and a chorus.          1. Use the video transcript to copy down the chorus.          2. Perform the song to your family.</p>
<p>French</p>	<p>Complete each sentence using Il s'appelle (His name is) or Elle s'appelle. (her name is)          a) ___ Monsieur Mills.                      b) ___ Madame Mills.          c) ___ Polly.                                      d) ___ Jake.          e) ___ Bof.                                        f) ___ Madame Chanson.          g) ___ Monsieur Chanson.                  h) ___ Nathalie          i) ___ Olivier.</p> <p>Work with someone in your house. Partner A: Point to a picture. Partner B: Say what that character is called, IN FRENCH</p>

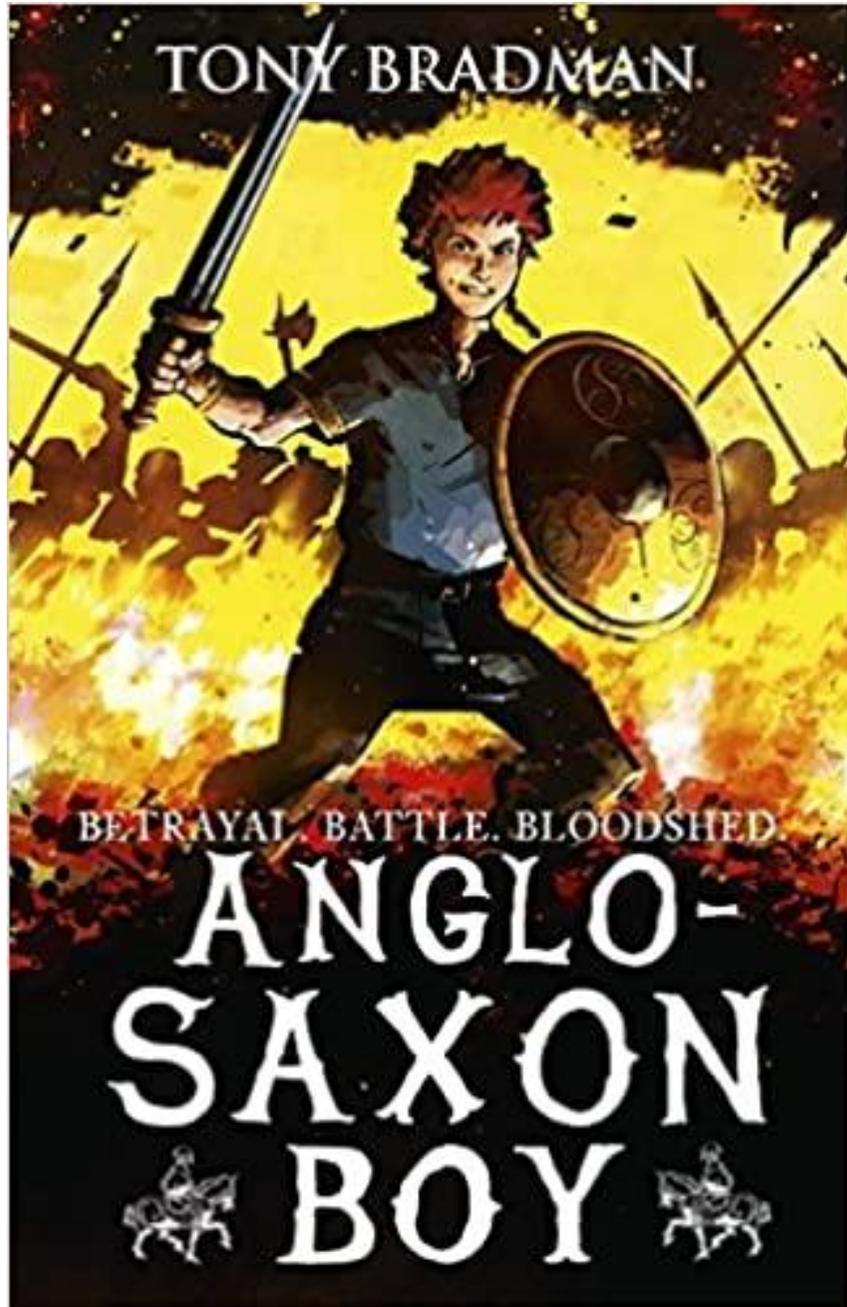
## Maths Extension Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:																									
<p>1. Which months is the odd one out? Use reasoning to explain your choice. September, June, May, November, April</p> <p>2. 4 friends are discussing birthdays. Alma – “I was born a week after Carlos.” Bernard – “I was born on the 13<sup>th</sup> June.” Carlos – “I was born on the 30<sup>th</sup> April.” Damien – “I am a fortnight older than Bernard.”</p> <p>a) Calculate the birthday of each child. b) Order the children from youngest to oldest.</p> <p>3. From the beginning of November to the end of January, there are 92 days altogether.</p> <p>a) Which other sets of 3 consecutive months have exactly 92 days? b) Which sets of 3 consecutive months have exactly 91 days?</p>	<p>1. <a href="https://nrich.maths.org/approachingMidnight/#/?n=og">https://nrich.maths.org/approachingMidnight/#/?n=og</a></p> <p>2. Do you agree with Jaydon? Use reasoning to explain your answer. Jaydon – “If I wake up at 9 o'clock in the morning and go to sleep 8 o'clock at night, I am asleep longer than I am awake.”</p> <p>3. Do you agree with Karen? Explain with reasoning. Karen – “My teacher's workday starts at 8 o'clock in the morning and ends at 5 o'clock in the evening. On a school day, this means she is working longer than not working.”</p> <p>4. Kaiden is incorrect. Use reasoning to describe Kaiden's error of thinking. Kaiden – “There are 24 hours in a day. This means that there will always be 12 hours of daytime and 12 hours of night time.”</p>	<p>1. What is the time? <a href="https://nrich.maths.org/7377">https://nrich.maths.org/7377</a></p> <p>2. Children are discussing the time shown on the analogue clock.</p>  <p>Phoebe – “The hour hand isn't on the 5 so it must be 10 minutes to 4.” Matthew – “The clock shows ten minutes to five.” Which of the children do you agree with? Explain your answer fully.</p> <p>3. The clock face has lost its minute hand. What time could it be? Explain your answer.</p> 	<p>Roman Numerals video: <a href="https://www.youtube.com/watch?v=49oWYxExWKE">https://www.youtube.com/watch?v=49oWYxExWKE</a></p> <p>1. Two friends draw 20 minutes to 7 on an analogue clock that uses Roman Numerals. Sunni – “The minute hand will be on VII.” Jenson – “The minute hand will be on VIII.”</p> <p>a) Which of the two friends do you agree with? Explain fully.</p>  <p>2. Some children went to the theatre. The show started at 20 past 1.</p> <p>a) Which of the clock faces show the latest time that year 3 could have sat in their seats, without missing any of the show? Explain fully. b) If they sat in their seats at the time shown on the first clock, would they have been early or late? Explain.</p>	<p>1. Who is more likely to be correct? Explain how you know. Whitney – “I slept from 7am to 7pm.” Ben – “I slept from 9pm to 9am.”</p> <p>2. <a href="https://nrich.maths.org/981/note">https://nrich.maths.org/981/note</a></p> <p>3. Anna's plane arrives at the airport at 9:10. Tom's plane arrives at 8:40. Anna thinks that her plane will definitely arrive after Tom's as 9:10 is after 8:40. Is she correct? Explain how you know.</p> <p>4. Write down an activity you might do during the times listed. Tick to show if the time is am/pm/both.</p> <table border="1" data-bbox="1736 1133 2150 1300"> <thead> <tr> <th>Time</th> <th>Activity</th> <th>am</th> <th>pm</th> <th>both</th> </tr> </thead> <tbody> <tr> <td>12:26</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3:18</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7:49</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1:29</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Time	Activity	am	pm	both	12:26					3:18					7:49					1:29				
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## Grammar Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
<p><b>Spelling words</b></p> <ol style="list-style-type: none"> <li>1. instruct</li> <li>2. structure</li> <li>3. construction</li> <li>4. instruction</li> <li>5. instructor</li> <li>6. unit</li> <li>7. union</li> <li>8. united</li> <li>9. universe</li> <li>10. university</li> </ol> <p>Make sure you look up the definition of any words you are unsure of.</p> <p>Write a sentence using each word – remember to include an adjective.</p> <p>Write a sentence using each word – remember to include an adjective and conjunction.</p> <p>Write a sentence using each word – remember to try and use similes and metaphors</p>	<p>Use <b>'have'</b> for I / you / we / they.</p> <p>Use <b>'has'</b> for he/she/it.</p> <ol style="list-style-type: none"> <li>1. My friend Andrew ____ <b>lived</b> in this town for 5 years.</li> <li>2. We ____ <b>been</b> best friends all that time.</li> <li>3. His dad says he ____ <b>taken</b> on the way I</li> </ol> <p>Change to the present perfect.</p> <ol style="list-style-type: none"> <li>1. The grass grew a lot recently.</li> <li>2. Look how much work you did today!</li> <li>3. Dad made spaghetti bolognaise for our tea later tonight.</li> </ol> <p>Write three sentences using the present perfect about activities you have been doing today.</p>	<p>For each sentence, circle the pronoun(s) and underline the noun it means. Look at the example.</p> <p>e.g. When Harry put <u>his</u> <u>rabbit</u> down, it hopped away.</p> <ol style="list-style-type: none"> <li>1. Some people don't like Snickers bars because they have nuts in.</li> <li>2. Wednesday is PE, so it is my favourite day.</li> <li>3. Ayan and Petra hung their coats up neatly.</li> <li>4. Miss Mitchell, you've forgotten your whistle again!</li> <li>5. That library book is Tessa's, give it back please.</li> <li>6. Darrel is sulking because he got told off by his teacher.</li> <li>7. Granny's potato soup is so thick it needs a fork to eat it!</li> <li>8. That girl is called Maya. Hasn't she got long hair?</li> </ol>	<p>In the following paragraph, there are lots of pronouns. Circle each one.</p> <p>Chocolate first came from Central America. It was originally called Xocolatl. When Spanish explorers travelled to the New World, they found many unknown foods there. These were brought back as gifts for their kings and queens. In 1847, Joseph Fry made the first chocolate bar, which he called 'Chocolate Cream'. British people must love chocolate, because on average we eat about 8.5kg every year, which could make us very fat!</p> <p>Now find the noun or noun phrase each pronoun belongs to.</p> <p>Write them as a pair, like this: 'it' = chocolate</p>	<p>Oh dear! This paragraph has far too many pronouns and not enough nouns. Can you work out which noun each pronoun relates to? Watch out - there are some tricky ones!</p> <p>When Andy the astronaut came back to Earth after his two-man space voyage, he had lots of news to tell his friends and family. They were all fascinated by his tales of what it was like but especially his young nephew Tommy. He listened to stories about them flying in their ship round Venus where he nearly crashed it into a volcano! However, this doesn't seem to have put him off space at all, as he's now doing a project about his uncle for school.</p>

Friday English Task 5



**Task Sheet 1 – RE Monday**

**God has given each of us different gifts. But he has given us the same Spirit in our hearts.**

**There are many different ways of caring for ourselves and for one another. But it is the same Spirit who gives us the energy (power) to care for one another in these different ways.**

**The Holy Spirit gives to some the power to speak wisely; to some the power to work out difficult problems and to explain them; to some the power to believe in and trust God;**

***to some the skill of nursing and healing;***

***to some the power to do wonderful things;***

***to some the power to know God and to help others to know him;***

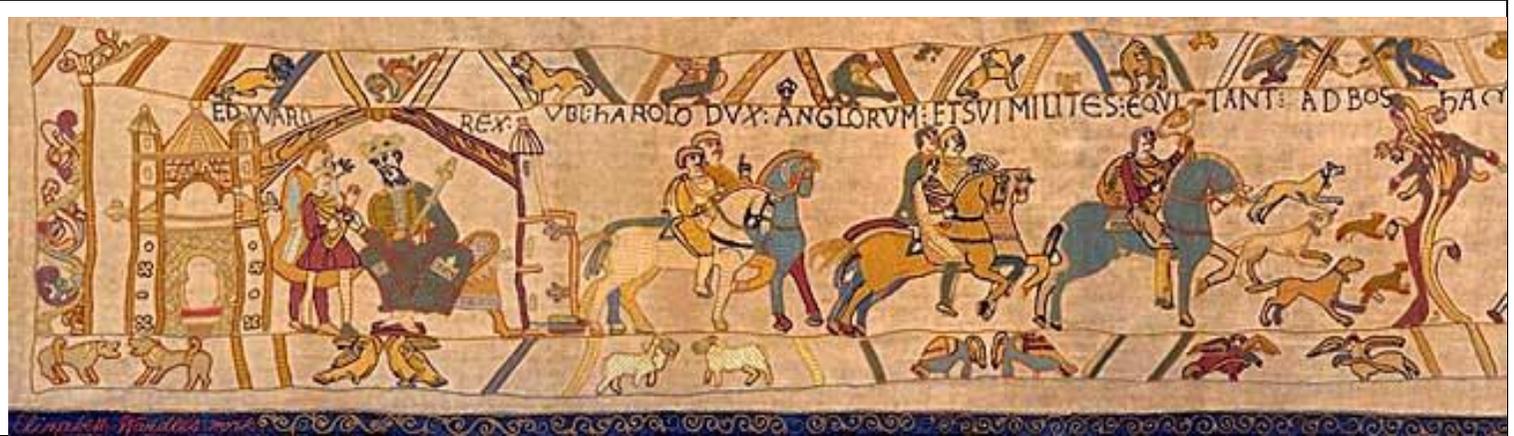
***to some the power to distinguish clearly between right and wrong.***

**All different gifts, all different forms of energy, but all given by the same Holy Spirit who is at work in our hearts.**

**Based on I Corinthians 12: 4-8, 11  
(Come and See)**

## Task Sheet 2 – Art

It is 1064. In the Royal Palace of Westminster, Edward the Confessor, King of England since 1042, is talking to his brother-in-law Harold, Earl of Wessex. After this, Harold, holding a hawk, makes for the south coast with his followers and hunting dogs. They are heading for Harold's family estate in Bosham, Sussex.



Edward died on the 5<sup>th</sup> January 1066. In the upper chamber King Edward is in his bed talking to his faithful followers, below he is shown dead with a priest in attendance. Two noblemen offer Harold the crown and axe, symbols of royalty, that will make him King. He accepts the offer.

This is the best-known scene in the Tapestry: the Normans killing King Harold. But how is Harold killed? He seems to be shown twice: First plucking an arrow from his eye, and then being hacked down by a Norman knight. The tapestry is difficult to interpret here, but the second figure is probably Harold being killed.

