

Timetable for Year 3 class WB 18.05.20

	9 - 9.40	9.40 - 10.30	10.30 - 10.45	10.45 - 12.00	12.00 - 1.15	1.15 - 2.15	2.15 - 3.15
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

Monday maths task 1	24 hours clock: Read the information on page 13 and complete the varied fluency challenges. Ext.: Complete Monday's word problems in the maths extension table in this document.
Tuesday maths task 2	Finding the duration: Read the information on page 15 and complete the varied fluency challenges. Ext.: Complete Tuesday's word problems in the maths extension table in this document.
Wednesday maths task 3	Comparing the duration: Read the information on page 17 and complete the varied fluency challenges. Ext.: Complete Wednesday's word problems in the maths extension table in this document.
Thursday maths task 4	Start and end times: Read the information on page 19 and complete the varied fluency challenges. Ext.: Complete Thursday's word problems in the maths extension table in this document.
Friday maths task 5	Measuring time in seconds: Read the information on page 21 and complete the varied fluency challenges. Ext.: Complete Friday's word problems in the maths extension table in this document.

<p>Monday English task 1</p> <p>https://www.youtube.com/watch?v=AJ_N3XH3ntI</p>	<p>SPAG – Spelling activity</p> <p>Last week you created a Monster for your story – today, I would like you to create your hero. Think about how Beowulf is portrayed in the story – is he burly or powerless? valiant or spineless?</p> <ol style="list-style-type: none"> 1. Draw a picture of your hero (male or female). 2. Write 10 powerful adjectives around your hero (Use a thesaurus to avoid words like brave) 3. Write 5 metaphors or similes to describe your hero.
<p>Tuesday English task 2</p> <p>https://www.youtube.com/watch?v=AJ_N3XH3ntI</p>	<p>SPAG – fronted adverbials – see the grammar activity table below.</p> <p>A good way to start a story is to describe where it is set? Use the video to look at the setting, then write a descriptive paragraph about it.</p> <p>e.g. Stars twinkled overhead in the midnight sky. The only sounds that punctuated the night were the crackling and spitting of the flames in the campfire. A gentle, cool breeze drifted across the forest landscape, kissing the faces of the mesmerised children. The smell of marshmallows toasting over the flickering fire wound their way up to the children’s noses. Flames stood tall and proud, their sparks illuminating in the dark, creating dancing shadows on the children’s eager faces. All present were completely silent, as still as marble statues. They sat, watching, waiting, for the tales of old to begin.</p>
<p>Wednesday English task 3</p> <p>https://www.youtube.com/watch?v=AJ_N3XH3ntI</p>	<p>SPAG – Fronted adverbials – see the grammar activity table below.</p> <p>Use part 5 and 6 of the video to remember how the story ends. Your story ending should remain as descriptive and detailed as your start and middle. After watching the video, write your own ending – it should be a paragraph or two. You cannot use “happily ever after” or “the end.”</p> <p>e.g. At the end of their long journey they sat down, at last, around the open fire of the camp where it had all began, They sighed and told each other that their travelling days were over, and at that moment they really believed it to be true... but was it?</p>
<p>Thursday English task 4</p> <p>https://www.youtube.com/watch?v=AJ_N3XH3ntI</p>	<p>SPAG – Direct speech – see the grammar activity table below.</p> <p>Create a storyboard plan (6 boxes) of your story. It should consist mainly pictures with a simple sentence under each picture to remind you what happens at each stage.</p>
<p>Friday English task 5</p>	<p>SPAG – Direct speech – see the grammar activity table below.</p> <p>Use your knowledge of Beowulf and the work from the last couple of weeks to write your own epic myth.</p> <p>Basic punctuation Adjectives Conjunctions (But, because, so) Direct speech Fronted adverbials Paragraphs Interrupted speech Metaphors/similes Adverbs</p>

RE task 1	Use the key words for this topic to create a poster. Remember to write a definition /draw a picture for each of the words that you know. Reconciliation, confession, conscience, sorrow, penance, sin, choice, consequences, repentance, penitent, absolution
RE task 2	Read the story about Tom and Jane. <ul style="list-style-type: none"> - What choices can you find in the story? - What two choices did Mum give Paul? - What do you think Paul said to his mum? Why? - How do you think Jane felt when she heard what Tom said, and what Andrew said? - How do you think Paul felt? Why? - What were the consequences of Paul's choice? <p>What choices have you had to make recently, how did you choose and what were the consequences?</p>
Computing	https://turtleacademy.com/lessons/11 Work through the steps on Turtle Academy - Polygons. https://turtleacademy.com/lessons/4 Work through the steps on Turtle Academy – The Pen Width
Science	https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-anatomy-of-the-flower/zimhkmn Draw and label the parts of a flower using these key words: Pollen, petal, stigma, style, ovary, carpel, ovule, stem, sepal, filament, anther and stamen Explain the job of these parts of the flower: Petals, stamens, Stigma, Style, Ovary.
Topic	Research Anglo-Saxon clothing for men and women. Using your research, design your own outfit for an Anglo-Saxon party. Label different parts of your outfit and write sentences to explain why you have designed this particular outfit for the party.
Art/DT	Pick a different scene from the Bayeux Tapestry to recreate using a media of your choice e.g. collage, drawing, sewing etc.
Music	https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-1066-norman-conquest-three-kings/zm9bbdm Listen to and clap along to the steady beat. Identify how the tempo of the song is slow. Looking at the contrasting jumpy, fast rhythms (e.g. 'Let us now return...') and more steady word rhythms (e.g. 'And find out what becomes...') of the first verse. Clapping the different rhythms.
French	https://www.youtube.com/watch?v=KxTsMctfTY Use the video to help you write the months of the year in the correct order. E.g. January - Janvier Complete the sentence – Mon anniversaire est en _____

Maths Extension Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:																																									
<p>1. Convert the time in words to 24-hour time.</p> <p>a) Five-past 8 in the morning.</p> <p>b) Ten to 9 in the evening</p> <p>c) Quarter to 6 in the morning.</p> <p>d) Twenty minutes past 11 in the evening.</p> <p>2. Two friends are discussing time. Isla – “It is after midday. The time is quarter past the hour. If I wrote the time using the 24-hour clock, there couldn’t be the digit in the time.” Kiran – “You aren’t right. I can think of at least two times that it could be.” Who is correct? Prove your answer.</p> <p>3. Use these digits to write two 24-hour times, one which is before midday and one after midday. Write each time in words too.</p> <p>5 0 2 0 2 5 1 6</p>	<p>1. How long does each show last for?</p> <p>a) News: 10:55 - 11:00 b) Cartoons: 09:00 - 11:20 c) Sports Show: 10:20 – 11:35 d) Tots TV: 09:00 – 10:05</p> <p>2. Sadie is meeting her friends in 1 hour and 5 minutes. Before she goes, she needs to:</p> <ul style="list-style-type: none"> - Walk the dog for 20 minutes; - Eat her lunch for 15 minutes; - Tidy her room for 10 minutes. <p>If it takes Sadie 10 minutes to walk to her friend’s house, will she be late? Explain your answer.</p> <p>3. George – “I read for three-quarters of an hour but stopped for a break of seven minutes. I read for the longest amount of time.” Keira – “I read from seven o’clock until ten minutes to eight but stopped for a break of twelve minutes. I read for the longest amount of time.” Which child do you agree with? Explain.</p>	<p>1. Ruby and Mo play a game where they each write a duration of time using days, hours, minutes and seconds, and then turn a card to decide which is longer or shorter. Help them decide which is longer and shorter.</p> <table border="1" data-bbox="797 580 1279 1098"> <thead> <tr> <th>Ruby</th> <th>L / S</th> <th>Mo</th> </tr> </thead> <tbody> <tr> <td>280 Secs</td> <td>L</td> <td>4mins 30 Secs</td> </tr> <tr> <td>7hrs 25 mins</td> <td></td> <td>345 mins</td> </tr> <tr> <td>5 days 4 hrs</td> <td></td> <td>118 hrs</td> </tr> <tr> <td>July & August</td> <td></td> <td>61 days</td> </tr> <tr> <td>40 mins 30 secs</td> <td></td> <td>6333 Secs</td> </tr> <tr> <td>20th March to 5th May</td> <td></td> <td>15th September to 29th October</td> </tr> </tbody> </table> <p>2. Eva and Mo are having a race. It takes Eva 5 and a half minutes to complete the race. It takes Mo 5 minutes and 45 seconds. Mo thinks he won because he got the higher time. Is he correct? Explain.</p>	Ruby	L / S	Mo	280 Secs	L	4mins 30 Secs	7hrs 25 mins		345 mins	5 days 4 hrs		118 hrs	July & August		61 days	40 mins 30 secs		6333 Secs	20 th March to 5 th May		15 th September to 29 th October	<p>1. 3:45 This is the halfway point of a TV show Frankie is watching. If it lasts for 1hour, when did it start? When does it finish?</p> <p>2. These are some films shown at the cinema. Can you fill in the gaps in the table?</p> <table border="1" data-bbox="1285 544 1767 911"> <thead> <tr> <th>Film</th> <th>Starts</th> <th>Lasts</th> <th>Ends</th> </tr> </thead> <tbody> <tr> <td><i>Stone Age!</i></td> <td>12:50 pm</td> <td>1hr 50 mins</td> <td></td> </tr> <tr> <td><i>Catman</i></td> <td>1:55 pm</td> <td></td> <td>3:10 pm</td> </tr> <tr> <td><i>Don't Look Down</i></td> <td></td> <td>1hr 30 mins</td> <td>5:40 pm</td> </tr> <tr> <td><i>Bill and Fred</i></td> <td></td> <td>1hr 35 mins</td> <td>8:00 pm</td> </tr> </tbody> </table> <p>3. School finishes in 55 minutes. What time will school finish?</p> <p>James says, “School must end at quarter past three.” Charlie says, “I think school ends at 14:80.” Who do you agree with? Explain why.</p> 	Film	Starts	Lasts	Ends	<i>Stone Age!</i>	12:50 pm	1hr 50 mins		<i>Catman</i>	1:55 pm		3:10 pm	<i>Don't Look Down</i>		1hr 30 mins	5:40 pm	<i>Bill and Fred</i>		1hr 35 mins	8:00 pm	<p>1. Alex takes 135 seconds to skip around the playground. Jack takes 2 minutes 32 seconds. Who was the quickest? Explain how you know.</p> <p>2. True or false: 145 seconds > 2 mins 5 secs 2 mins 35 secs = 235 secs 4mins 10 secs > 205 secs</p> <p>3. Fluffy and Misty each ate their carrot. Fluffy ate her carrot in 2mins 50 secs. Misty ate hers in 185 secs. Who ate their carrot the fastest? Explain how you know.</p> <p>4. Is this statement always, sometimes or never true? When a duration is converted from seconds to minutes the last digit stays the same. Give at least 5 examples to prove this.</p>
Ruby	L / S	Mo																																											
280 Secs	L	4mins 30 Secs																																											
7hrs 25 mins		345 mins																																											
5 days 4 hrs		118 hrs																																											
July & August		61 days																																											
40 mins 30 secs		6333 Secs																																											
20 th March to 5 th May		15 th September to 29 th October																																											
Film	Starts	Lasts	Ends																																										
<i>Stone Age!</i>	12:50 pm	1hr 50 mins																																											
<i>Catman</i>	1:55 pm		3:10 pm																																										
<i>Don't Look Down</i>		1hr 30 mins	5:40 pm																																										
<i>Bill and Fred</i>		1hr 35 mins	8:00 pm																																										

Grammar Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:																								
<p>Spelling words</p> <ol style="list-style-type: none"> scope telescope microscope horoscope periscope inspect spectator respect perspective spectacles <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>Rewrite these sentences so that the adverbial phrase at the front, is separated from the rest of the sentence with a comma.</p> <p>e.g. The train is due to leave the station in five minutes becomes: In five minutes, the train is due to leave the station.</p> <ol style="list-style-type: none"> I am going to the zoo later today. The slimy slug crawled along the path very slowly. The chef washed his knives very carefully. Joe tiptoed down the stairs without making a sound. Ellie goes to gym club twice a week. The mouse ran down the clock as the clock struck one. John flew his kite at the edge of the beach. The snow-covered peaks could be seen in the distance. 	<table border="1" data-bbox="902 217 1272 1171"> <tr><td>Adverbial Phrase</td></tr> <tr><td>yesterday evening</td></tr> <tr><td>in the morning</td></tr> <tr><td>later on</td></tr> <tr><td>as soon as possible</td></tr> <tr><td>at break time</td></tr> <tr><td>during lunch</td></tr> <tr><td>in a few minutes</td></tr> <tr><td>before long</td></tr> <tr><td>after school</td></tr> <tr><td>Main clause</td></tr> <tr><td>we walk the dog</td></tr> <tr><td>John eats breakfast</td></tr> <tr><td>tidy your room</td></tr> <tr><td>I went to the park</td></tr> <tr><td>It will be time for PE</td></tr> <tr><td>He cycled to school</td></tr> <tr><td>Jake hurt his finger</td></tr> <tr><td>Emma got told off</td></tr> <tr><td>She runs away</td></tr> <tr><td>They are going to the cinema</td></tr> <tr><td>The children were lost</td></tr> <tr><td>They formed a plan</td></tr> <tr><td>Jenny played football</td></tr> </table> <p>Choose a main clause and add detail using at least one of the adverbial phrases. Make up your own adverbial phrases to go with one of the main clauses.</p>	Adverbial Phrase	yesterday evening	in the morning	later on	as soon as possible	at break time	during lunch	in a few minutes	before long	after school	Main clause	we walk the dog	John eats breakfast	tidy your room	I went to the park	It will be time for PE	He cycled to school	Jake hurt his finger	Emma got told off	She runs away	They are going to the cinema	The children were lost	They formed a plan	Jenny played football	<p>Speech marks: https://www.youtube.com/watch?v=6-YFmLctwDY</p> <p>Add speech marks into the correct place. Remember only what is said goes inside the inverted commas.</p> <ol style="list-style-type: none"> My name is jane, said the girl. David said, When it is 3 o'clock I can go to the park. Can you tell me what time it is? asked Peter. I like it when the weather is nice, said the old woman. I've lost my ball in the garden! Shouted the boy. My friend's name is Susan, explained the girl. Hell there! she said. What time is the party? asked Paul. The man said, it was a cold rainy night when I lost my cat. Please can I have some sweets? asked Jenny. 	<p>Turn the playscript into direct speech.</p> <p>Abby: Thank you for coming, Thomas. I don't often meet world conker champions. Thomas: Well, here's the champion conker, as good as new. Abby: Tell us about conkers, Thomas. Thomas: A conker is the fruit of the horse chestnut tree. Abby: Isn't there another kind of chestnut? Thomas: Yes, the sweet chestnut. Abby: How can you tell which is which?</p> <p>Write your own sentences including interrupted speech.</p>
Adverbial Phrase																												
yesterday evening																												
in the morning																												
later on																												
as soon as possible																												
at break time																												
during lunch																												
in a few minutes																												
before long																												
after school																												
Main clause																												
we walk the dog																												
John eats breakfast																												
tidy your room																												
I went to the park																												
It will be time for PE																												
He cycled to school																												
Jake hurt his finger																												
Emma got told off																												
She runs away																												
They are going to the cinema																												
The children were lost																												
They formed a plan																												
Jenny played football																												

RE Task 2 – Tom and Jane

It was holiday time, and lots of children were playing in the park. Tom and Andrew had met some of their friends, and were looking forward to a good game of football.

Just then, along came Paul. "Just look," said Tom, "he's got his sister with him!" And there she was. Jane was dressed in her shorts and was wearing new trainers.

"What have you brought her for?" asked Andrew

"I had to choose," said Paul. "Mum said I could come if I brought Jane, but if not, I

would have to play with her at home."

"It's all right," said Jane, "I can play football. I've been practising at home, and I've got my new trainers."

Tom liked Jane. He'd seen her kicking a football in the school playground and knew she wouldn't spoil the game, but he felt a bit afraid of saying so. He thought Andrew wouldn't be friends with him if he did.

"Hurry up," shouted the rest of the gang. "Aren't you going to play today?"