

Timetable for Year 3 class WB 01.06.20

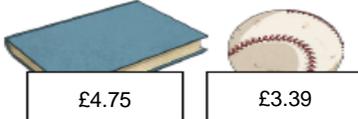
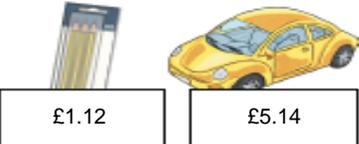
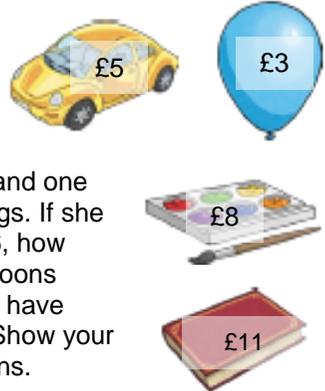
	9 - 9.40	9.40 - 10.30	10.30 - 10.45	10.45 - 12.00	12.00 - 1.15	1.15 - 2.15	2.15 - 3.15
Monday	PE with Joe Wicks (YouTube)	Maths task 1	Break	English task 1 + spellings	Lunch	RE task 1	Music
Tuesday	PE with Joe Wicks (YouTube)	Maths task 2	Break	English task 2	Lunch	Topic	
Wednesday	PE with Joe Wicks (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

Money – Use the link to view the teaching videos - https://whiterosemaths.com/homelearning/year-3/ week 3	
Monday maths task 1	Convert pounds and pence: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y3-Lesson-1-Convert-pounds-and-pence-2019.pdf Ext.: Complete Monday's task in the maths extension table in this document.
Tuesday maths task 2	Add Money: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y3-Lesson-2-Add-money-2019.pdf Ext.: Complete Tuesday's task in the maths extension table in this document.
Wednesday maths task 3	Subtract Money: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y3-Lesson-3-Subtract-money-2019.pdf Ext.: Complete Wednesday's task in the maths extension table in this document.
Thursday maths task 4	Multiply and divide by 3: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y3-Lesson-4-The-3-times-table-2019.pdf Ext.: Complete Thursday's task in the maths extension table in this document.
Friday maths task 5	Friday Challenge: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Clue-Dough-Cake-Activities-Worksheet.pdf Ext.: Complete Friday's task in the maths extension table in this document.

<p>Monday English task 1</p> <p>https://www.youtube.com/watch?v=bKOK7ibWAJc (watch up to 9:20)</p>	<p>SPAG – Spelling activity</p> <p>Listen to – or read if possible – the first 2 chapters of James and the Giant Peach. Then answer these questions.</p> <ol style="list-style-type: none"> 1. What evidence can you find to explain why James is so unhappy? 2. Why do you think Aunt Sponge and Aunt Spiker treat James so cruelly? 3. Roald Dahl chooses to open the story with a tragic accident. What effect does this have on the story? What effect does it have on the reader? 4. How does the song in Chapter 2 develop our understanding of the characters of Aunt Sponge and Aunt Spiker? 5. Have you read any other Roald Dahl books? How is James similar or different to other central child characters you know about?
<p>Tuesday English task 2</p> <p>https://www.youtube.com/watch?v=bKOK7ibWAJc (watch up to 9:20)</p>	<p>SPAG – Subordinating conjunctions – see the grammar activity table below.</p> <p>Draw a detailed character sketch of Aunt Sponge and Aunt Spiker. Use the descriptions in Chapters 1 and 2 to help you draw them as accurately as possible.</p> <p>Label your drawings with evidence from the text, e.g. Aunt Sponge has 'small piggy eyes'.</p>
<p>Wednesday English task 3</p> <p>https://www.youtube.com/watch?v=bKOK7ibWAJc (watch up to 9:20)</p>	<p>SPAG – Subordinating conjunctions – see the grammar activity table below.</p> <p>Find examples of ambitious vocabulary used in the first two chapters. Make a 'word bank' and use a dictionary to find and note down the definition of each word. E.g. ramshackle, badly or untidily made and likely to break or fall down easily. Try to use some of these words in your writing this week.</p>
<p>Thursday English task 4</p>	<p>SPAG – paragraphs – see the grammar activity table below.</p> <p>Using what you have learnt so far this week – including your SPAG work – describe the 3 characters (George, Aunt Sponge and Aunt Spiker). You should be using paragraphs.</p>
<p>Friday English task 5</p>	<p>SPAG – metaphors and similes – see the grammar activity table below.</p> <p>Imagine you are James. Using the events from the first 2 chapters, write a diary entry.</p> <p>Full stops Capital letters Adjectives Conjunctions Fronted adverbials Paragraphs Metaphors/similes expanded noun phrases range of punctuation</p>

RE task 1	<p>When he was teaching the people and trying to help them, Jesus told his story about two sons who made choices. Choices always have consequences. Read RE task 1 based on Matthew 21: 28-31.</p> <p>Task: Imagine you were in the Temple the day Jesus told the story. Write a letter to a Christian community making links between what you heard and how that might help a Christian make choices.</p>
RE task 2	<p>What is a conscience? https://www.youtube.com/watch?v=DOZzNOkcEgM</p> <p>Choosing wisely is important. Christians try to live as Jesus lived. There are some things that will help in making a good choice; to pray and ask for help, to get advice from someone you trust and know makes good choices and to think about the possible consequences of the choices. Will it have a good effect on yourself and on others?</p> <p>Many Christians pray every day for the help they need to make good choices. Every day, usually before going to sleep, many Christians 'examine their conscience'. This means that they think about what has happened during the day and how they have tried to be the kind of person that God, who loves them, wants them to be. They think about what they have done during the day – the good choices they have made for which they say thank you, and the bad choices for which they are sorry. The really bad choices which are done on purpose are sins – that is something that spoils or breaks friendship with God and with other people. Sin is anything that breaks God's law of love. It is always something that has been done on purpose, not accidentally, or it is something we should do and purposely do not do it.</p> <p>Task: Write a guide for making good choices, including an explanation for younger children of what it means to examine your conscience.</p>
Computing	<p>https://turtleacademy.com/lessons/5 The learn command. When you have completed the lesson, what other shapes / patterns can you get the turtle to learn?</p>
Science	<p>Look around your house for things that you can push or pull. Create a poster showing all the different pulls and pushes you found.</p>
Topic	<p>Use the Topic Task Sheet to see what a sketch map is.</p> <p>Draw a simple sketch map of a short familiar journey e.g. to school</p> <p>Create a sketch map including key landmarks and road names where possible.</p> <p>Create a sketch map including key landmarks and road names and consider ways to show approximate distances between places.</p>
Art/DT	<p>Use the internet to research the artist Zaha Hadid and create a mind map / poster using the key facts you discover. Think about what she did, why she's famous, how old she is, where she's from, etc.</p>
Music	<p>https://www.youtube.com/watch?v=zaGUr6wzyT8</p> <p>Listen to the song and fill in the music task sheet.</p>
French	<p>Can you remember our body parts? Use the French activity sheet to match the phrase to the picture.</p> <p>Challenge: Can you translate each action to English? – DO NOT USE GOOGLE! One has been done for you.</p>

Maths Extension Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
<p>Convert Pounds and Pence</p> <p>1. Polly has some coins – each coin is less than £1. Altogether, she has £1 and 16 pence. Find 4 different combinations of coins that Polly may have.</p> <p>2. Grace has these coins in her purse.</p>  <p>a) She selects 4 coins to pay for her bus fare. Find all the different possible fares that Grace could have paid. Which combinations of coins make an exact number of points and which contains pound and pence?</p> <p>b) Choose 3 coins and 3 notes. How many different amounts can you make using any 4 of these?</p> <p>3. Finn has four coins; each has a different value. He thinks he cannot have more than £4. Do you agree? Give your reasons.</p>	<p>Adding Money</p>    <p>1. Esme has £7. She wants to buy a book and a chocolate bar. Does she have enough money? Show your reasoning.</p> <p>2. Which combinations of two items could she buy with £7? Find all the possibilities showing your working out.</p> <p>3. Choose 5 different items of your own to sell in a shop. Price them with amounts between £3 and £7. Which combinations of two items cost less than £10? Which combinations of two items cost more than £10?</p>	<p>Subtracting money</p> <p>1. Iris has an amount between £7 and £8 in her savings jar. She takes out all the 10p coins and has £ and 75p left. How much was in the jar to start with and how much did she remove? Find all the possibilities.</p> <p>2. I have 3 purses: x, y and z. Each purse contains less than £10. The difference between the amount in purse Y and purse X is £1 and 21 pence and the difference between purse Y and purse Z is £2 and 10 pence. What amounts could be in each purse? Find 3 possibilities and show your workings.</p>	<p>Multiplying and dividing by 3</p> <p>1. Marcel is investigating patterns in the multiples of three. He adds together the digits to find the sums.</p> <p>$12 \rightarrow 1 + 2 = 3$ $15 \rightarrow 1 + 5 = 6$ $18 \rightarrow 1 + 8 = 9$</p> <p>If the sum has 2 digits, he adds the digits together again so that he has a 1-digit answer (e.g. $99 \rightarrow 9 + 9 = 18 \rightarrow 1 + 8 = 9$)</p> <p>Continue Marcel's pattern 5 more times. What do you notice? Use what you have found to work out which of these numbers are multiples of three. Explain how you know.</p> <p>53 75 133 141 426 741 854 923</p> <p>2.</p>  <p>Jennie bought some balloons and one other things. If she spent £26, how many balloons could she have bought? Show your calculations.</p> <p>Joshua bought some balloons and a present for a birthday party. He received £3 change from £50. How many balloons could he have bought? Show your calculations.</p>	<p>Inverse operations</p> <p>For each question you will need to start at the end of the question and use the inverse operations to find the answers.</p> <p>e.g. I think of a number. I subtract 25 and add 2. I then multiply by 2. My answer is 154, what was my number?</p> <p>$154 \div 2 = 77$. $77 - 2 = 75$. $75 + 25 = 100$. My number was 100.</p> <ol style="list-style-type: none"> I think of a number. I double it and add 5 and my answer is 25. What was my number? I think of a number. I subtract 10 and add 2. My answer is 20, what was my number? I think of a number. I add 15 and multiply by 2. Then I divide by 2 and my answer is 16, what was my number? I think of a number. I double it, add 31, and then subtract 4. My answer is 149, what was my number? I think of a number, multiply it by 2, then add 9. The answer is 20. What was my number?

Grammar Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
<p>Spelling words</p> <p>Words ending in the suffix -al</p> <ol style="list-style-type: none"> 1. Natural 2. Occasional 3. Actual 4. Accidental 5. Medical 6. national 7. capital 8. vocal 9. sensational 10. personal <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 the BBC Bitesize website to remind yourself about subordinating conjunctions.</p> <p><i>The artist painted a magnificent portrait...</i></p> <p>Pick a suitable conjunction to join each of the sentences below with the main clause above.</p> <p>as while before after since although because</p> <ol style="list-style-type: none"> 1. his model sat motionless. 2. the sun shone through the window. 3. he packed away his equipment. 4. he sketched out an outline. 5. he was very talented. 6. he didn't like it himself. 7. he needed artwork for his new exhibition. 	<p>Revisit the BBC Bitesize website from yesterday if needed.</p> <p>Write your own sentences about James and the Giant Peach using different subordinating conjunctions each time. You should write at least 10 sentences remembering your basic punctuation!</p> <p>as while before after since although because</p> <p>Remember to include adjectives</p> <p>Remember to include metaphors/similes.</p>	<p>Use the BBC Bitesize website to remind yourself about paragraphs.</p> <p>Complete Activity 2 about what Britain is like in the four different seasons. Afterwards, write a short report using paragraphs about what you've learnt. Then write your report. It should:</p> <p>have a title give information to the reader be written in at least four paragraphs. Aim for each paragraph to contain between four and eight sentences.</p> <p>Remember your basic punctuation!</p> <p>Don't forget your conjunctions!</p> <p>One last thing, remember to make it descriptive!</p>	<p>Use the BBC Bitesize website to learn about similes and metaphors.</p> <p>Activity 1 Check how well you understood the videos by completing this short activity. You need to say whether each sentence is a simile or a metaphor.</p> <p>Activity 2 Complete the 'Simile or Metaphor?' activity sheet one the website. You can either print the activity sheet and colour the similes blue and the metaphors yellow or copy the phrases out into two lists: similes and metaphors.</p> <p>Activity 3 Complete the 'Inventing New Similes' activity sheet one the website by rewriting the well-known similes and updating them with your own ideas.. Either print out the activity sheet or write your new similes on a piece of paper.</p>

RE Task 1.

There was once a man who had two sons. He went to the older one and said, 'Son, go and work in the vineyard today.'

'I don't want to,' he answered, but later he changed his mind and went.

Then the father went to the other son and said the same thing.

'Yes, sir,' he answered, but he did not go.

Which one of the two did what his father wanted?

Now Jesus was in the Temple teaching when he told this story, so he said to the people who were listening,

"What do you think? Which of the two sons did what his father wanted?"

And they all said, "The first."

Based on Matthew 21: 28-31
(Come and See)



Topic Task Sheet.

My Local Area



French Task Sheet.



P _____



C _____



C _____ L _____
B _____



T _____ D _____
M _____



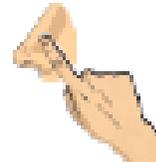
P _____



T _____ D _____
P _____



S _____



T _____ L _____
N _____



M _____



L _____ L _____
M _____

tapez des
mains

touches le
nez

sautez

croisez les
bras

courez

prenez

marchez

posez

levez la
main

tapez sez
pieds

1. Tapez des mains = clap your hands