

Timetable for Year 3 class WB 08.06.20

| | 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 |

Geometry – Properties of shape – <https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-3-2018-19-Summer-Block-3-Properties-of-Shape.pdf>

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|------------------------|---|
| Monday maths task 1 | Turns and Angles: Complete the varied fluency activities on page 3. Ext.: Complete Monday's task in the maths extension table in this document. |
| Tuesday maths task 2 | Right Angles in Shapes: Complete the varied fluency activities on page 5. Ext.: Complete Tuesday's task in the maths extension table in this document. |
| Wednesday maths task 3 | Compare Angles: Complete the varied fluency activities on page 7. Ext.: Complete Wednesday's task in the maths extension table in this document. |
| Thursday maths task 4 | Draw accurately: Complete the varied fluency activities on page 9. Ext.: Complete Thursday's task in the maths extension table in this document. |
| Friday maths task 5 | Complete the word problems in the maths extension table in this document. |

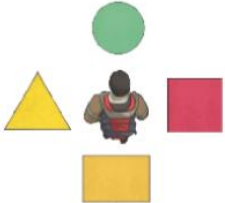







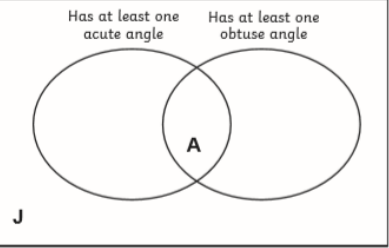




Read / watch chapters 3 – 6 this week.

<https://www.youtube.com/watch?v=bKOK7ibWAJc> (chapters 1 - 6)

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| Monday English task 1 | SPAG – Spelling activity What has happened so far in the story? Re-watch the first 10mins of the story using the link, or read the first 2 chapters if possible. Write a paragraph summarising the first 2 chapters using full stops, capital letters and conjunctions. Write a paragraph to summarise each paragraph using fronted adverbials, conjunctions and adjectives. After you have completed the orange challenge, write a third and final paragraph predicting what you think will happen next. What clues are there in the first two paragraphs that make you think this? |
| Tuesday English task 2 | SPAG – possessive apostrophes – see the grammar activity table below. Add to your ‘word bank’ from last week 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. |
| Wednesday English task 3 | SPAG – possessive apostrophes – see the grammar activity table below. Make a list of the differences between his old house and where he lives now. Use examples from the text. Use your list to write comparative sentences including possessive apostrophes. |
| Thursday English task 4 | SPAG – Conjunctions (Revision) – see the grammar activity table below. What do you think is going to happen in the next paragraph? Discuss with someone in your family before writing a paragraph predicting the next chapters events. Explain why you think these things will happen using evidence from the text (What has happened so far) |
| Friday English task 5 | SPAG – SPaG mini test – see the grammar activity table below. How do you think James was feeling before the old man appeared? Why? Who would you most like to meet from the story so far? Why? Why does the peach start growing? What is the reaction of Aunt Sponge and Aunt Spiker? What do you think they are feeling? What clues does the author give? How might James be feelings? How is it different to the two Aunts? |

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| RE task 1 | Look at the picture of the Prodigal Son. (Task sheet in this document) Write a commentary about it to explain to people visiting the art gallery what the picture is about and what meaning it might have for life. |
| RE task 2 | Act of Sorrow: Look at this prayer on the task sheet in this document. Talk with an adult about its meaning, grace is the touch of God's love in our lives. Write your own prayer of sorrow. |
| Computing | https://turtleacademy.com/lessons/6 colours and printing. When you have worked your way through the lesson, experiment with other colours and shapes using what you have learnt over the last couple of lessons. |
| Science | Find 10 things that use magnets in your home. What are they used for? Are any used for the same purpose? Why has a magnet been used? What could have been used instead? Research different uses for magnets on the internet. |
| Topic | Draw a simple sketch map of our school and include at least 3 symbols in your key to explain different areas in the school. Draw a simple sketch map of our school and include at least 5 symbols in your key to explain different areas in the school. Draw a simple sketch map of our school and include a detailed key of symbols to explain different areas in the school. |
| Art/DT | Research Zaha Hadid's work on the internet and select two of your favourites. Why have you picked these? How are they similar? How are they different? What do you like about them? What type of buildings are they/do you think they are? |
| Music | https://www.youtube.com/watch?v=vmDDOFXSgAs Listen to the song and fill in the music task sheet. |
| French | What's in the wardrobe? Use the word bank to complete the name of each item of clothing in French. Challenge yourself to translate each French word into English. |

Maths Extension Activities

| Monday: | Tuesday: | Wednesday: | Thursday: | Friday: | | | |
|---|--|---|---|---|--|---|---|
| <p><u>Turns and Angles</u></p> <p>1. I start facing the triangle and end facing the rectangle. My friends say: Mira – “You must have made a quarter turn anticlockwise.” Ian – “You turned a three-quarter turn clockwise.”</p>  <p>2. Create a path on squared paper for a robot to follow. The angles on your path must only be right angles. <i>Quarter turn clockwise anti-clockwise forwards</i></p> | <p><u>Right Angles in Shapes</u></p> <p>1. Write your name in capital letters. How many right-angles are in your name?</p> <p>2. Which is the odd one out? Explain why, mathematically!</p>  <p>3. Match the shape to the description.</p> <table border="1" data-bbox="499 874 898 994"> <tr> <td>1. </td> <td>2. </td> <td>3. </td> </tr> </table> <p>Caroline – “My shape has more than double the number of right angles that Akeem’s shape has.” Akeem – “My shape has three right angles.” Harvey – “My shape has fewer right angles than Caroline’s.”</p> | 1.  | 2.  | 3.  | <p><u>Compare Angles</u></p> <p>1. Place these letters correctly into the Venn Diagram. K E M T C Y</p>  <p>2. Draw a shape with 2 obtuse and 2 acute angles.</p> <p>3. Nikolas and Carla describe this shape differently. Who do you agree with? Why?</p>  <p>Nikolas – “This shape has four right angles. Two of them are curved.” Carla – “This shape has two right angles.”</p> | <p><u>Draw Accurately</u></p> <ol style="list-style-type: none"> Draw a line shorter than 5cm. Draw a line between 56cm and 10cm. Draw a line longer than 10cm. Draw a picture of a house using straight lines that have a total length of one metre. Label the lines in your picture with their measurement. | <p><u>Problem Solving</u></p> <ol style="list-style-type: none"> Jane is standing in a queue. There are 5 people in front of her. There are 2 people behind her. How many people are in the queue? Rosie has 80p. Mo has 12p. Rosie gives Mo 25p. How much money do they have now? How much more money does Rosie have than Mo now? $70 + \text{yellow circle} = 100$ $50 + \text{green triangle} = 100$ $\text{yellow circle} + \text{green triangle} + \text{blue square} = 100$ <ol style="list-style-type: none"> What is the value of the blue square? Make up some shape problems like Q3 for someone in your family to solve. |
| 1.  | 2.  | 3.  | | | | | |

Grammar Activities

| Monday: | Tuesday: | Wednesday: | Thursday: | Friday: | | | | | | | | | | | | | | | |
|---|---|---|---|---|--|---------------------|-------------------------|--------|--|--|-----------|--|--|---------|--|--|-------|--|--|
| <p><u>Spelling words</u></p> <p>Words ending /zher/ spelt with 'sure'</p> <ol style="list-style-type: none"> treasure measure pleasure enclosure closure exposure pressure composure fissure leisure <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><u>Possessive apostrophe</u></p> <p>https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs</p> <p>Rewrite the sentences using the possessive apostrophe correctly.</p> <ol style="list-style-type: none"> The ogres shoes were rotten and smelly. Snow Whites clothes were covered in mud. The girls pencils dell out onto the floor. The Queens jewels were kept in the tower. The flowers petals slowly fell to the ground. The cowboys guns were attached to his belt The squirrels nuts were stored in the tree. <p>Write your own sentences correctly using the possessive apostrophe and a different conjunction.</p> | <p><u>Possessive apostrophe</u></p> <p>https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs</p> <p>Complete the sentences below by changing the singular noun into a plural possessive noun. Be careful to place the possessive apostrophe correctly.</p> <ol style="list-style-type: none"> The ___ roars filled the air as they all flew threw the sky. (Noun: dragon) During the slight, the ___ suitcases were stored in the hold. (Noun: Pilot) In Autumn, the ___ leaves change colour as the weather becomes colder. (Noun: Tree) In the kitchen, the chef prepared the ___ meals. (Noun: guest) The ___ football kits were all hung up in the changing room. (Noun: boy) | <p><u>Conjunctions (Revision)</u></p> <p>Can you match the main clause to the subordinating clause?</p> <ol style="list-style-type: none"> The bride was looking forward to the wedding Keisha and Tenisha were eating parkin cake Ryan’s teacher said that he would receive a house point Asif played on his tablet Tracey put up her umbrella <ol style="list-style-type: none"> After he had finished his homework. Because it was Bonfire Night. Before she stepped out of the front door. If he finished all of his work. Although there were lots of wedding-related jobs still to do. | <ol style="list-style-type: none"> Underline and correct the spelling mistakes: Last night, I saw an illusionist, who was a member of the magic sircle, perform varyous piculiar tricks at a local magic show. Underline the prepositions in these sentences: The frightened boy hid behind the jagged rock. The girl, who was wearing a sun hat, was sitting under the umbrella. Rewrite the sentence with an expanded noun phrase to describe one of the nouns. The train sped past the station. Complete the table <table border="1" data-bbox="1693 1059 2112 1264"> <thead> <tr> <th></th> <th>Starts with a vowel</th> <th>Starts with a consonant</th> </tr> </thead> <tbody> <tr> <td>garage</td> <td></td> <td></td> </tr> <tr> <td>newspaper</td> <td></td> <td></td> </tr> <tr> <td>unicorn</td> <td></td> <td></td> </tr> <tr> <td>igloo</td> <td></td> <td></td> </tr> </tbody> </table> <p>Now use the words that begin with consonants in one present perfect sentence.</p> | | Starts with a vowel | Starts with a consonant | garage | | | newspaper | | | unicorn | | | igloo | | |
| | Starts with a vowel | Starts with a consonant | | | | | | | | | | | | | | | | | |
| garage | | | | | | | | | | | | | | | | | | | |
| newspaper | | | | | | | | | | | | | | | | | | | |
| unicorn | | | | | | | | | | | | | | | | | | | |
| igloo | | | | | | | | | | | | | | | | | | | |

RE Task Sheet.

Task 1:

The Return of the prodigal Son by Rembrandt















Task 2:

The Prayer of the Sorrowful

O my God because you are so good,
I am very sorry that I have sinned against you
and with the help of your grace I will not sin again

Amen

French Task Sheet.

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|---|--|---|---|---|--|--|
|  <p>Un m _ _ _ _ _ d _ _ _ _ _</p> |  <p>Une j _ _ _</p> |  <p>Un S _ _ _</p> |  <p>Un S _ _ _ _</p> |  <p>Un P _ _ _</p> |  <p>Une C _ _ _ _ _</p> | <p>Une jupe Des chaussures Un sweat Un pantalon Un tee-shirt Une chemise Un maillot de corps Des chaussettes Un slip Un short Une robe Un pull</p> |
|  <p>Des C _ _ _ _ _ _ _ _</p> |  <p>Une r _ _ _</p> |  <p>Un p _ _ _ _ _ _</p> |  <p>Des C _ _ _ _ _ _ _</p> |  <p>Un T _ _ _ _ _ _</p> |  <p>Un S _ _ _ _</p> | |