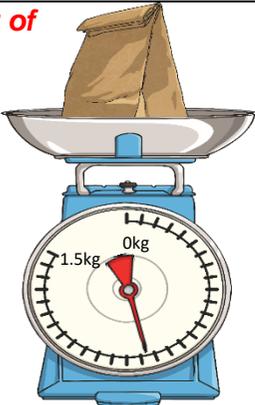


Timetable for Year 3 class WB 22.06.20

	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

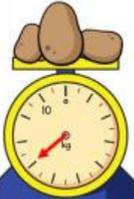
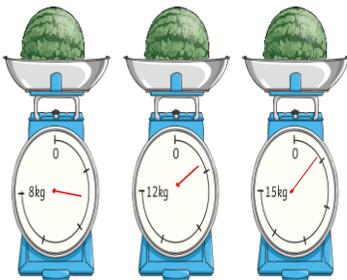
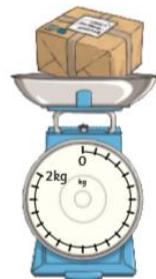
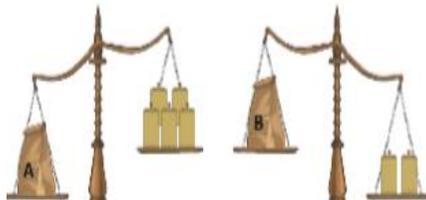
Maths	Measurement – Mass and capacity – https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/06/Year-3-2018-19-Summer-Block-4-Mass-Capacity.pdf	
Monday	<p>Talk to an adult about what you know about mass (weight) from year 2.</p> <p>How can we measure the mass of an object? When would we use kilograms or grams to measure the mass of something? How do we know what each interval is worth on scales?</p> <p>If you have balancing scales / analogue scales at home spend some time experimenting with weighing different objects.</p>	<ol style="list-style-type: none"> Complete the varied fluency questions on page 3. What is each interval worth on each set of scales? <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="text-align: center;">  <p>Each interval is worth _____g</p> </div> <div style="text-align: center;">  <p>Each interval is worth _____kg</p> </div> <div style="text-align: center;">  <p>Each interval is worth _____g</p> </div> </div> Complete the extension questions in the table below for Monday.
Tuesday	<p>Collect 5 items from around your house and order them lightest to heaviest. Talk to an adult about why you have put them in this order.</p> <p>Estimate the weight of some food packets – check the label to see if you were right.</p> <p>Talk to an adult about the following questions: Which is heavier, 7 kilograms or 8 grams? How is a scale like a number line? Does drawing a number line help you to find the intervals?</p>	<ol style="list-style-type: none"> Complete the varied fluency questions on page 5. Jamie has used weights to balance the scales. What is the mass of Jamie's parcel? "The mass of my parcel is 500g more than Jamie's" said Anne. What is the mass of Anne's parcel? Complete the extension questions in the table below for Tuesday <div style="text-align: right; margin-top: 20px;">  </div>

	Where do we use measuring mass on a daily basis?	
Wednesday	<p>Select two objects from around your house. Which object is lighter? Heavier? How do you know?</p> <p>Things to remember today: $<$ means 'is less than' or 'is lighter than'. $>$ means 'is greater than' or 'is heavier than'. $=$ means 'is equal to' or 'is the same mass as'. 1kg is 1000g $\frac{1}{2}$ kg is 500g</p>	<ol style="list-style-type: none"> Complete the varied fluency questions on page 7. Use $<$, $>$ or $=$ to complete these statements: 250g ___ 250 kg 1000g ___ 1kg $2\frac{1}{2}$ kg ___ 2400g $\frac{3}{4}$kg ___ 600 g 1kg 50g ___ 1050 g Complete the extension question in the table below for Wednesday.
Thursday	<p>Anna works at the zoo. She bought a bag of food with a mass of 1kg 500g. How much food is left?</p> <p>First, we need to work out how much each interval is worth. (50g) The pointer is showing 3 and a half intervals less than 1kg. So, $3 \times 50 = 150$ and $\frac{1}{2}$ of 50 = 25. $150 + 25 = 175$. $1000 - 175 = 825$ There are 825g left.</p> <p>Remember its easier to add an subtract mass when it is in the same measurement, so always convert to g or kg before you start.</p> 	<ol style="list-style-type: none"> Complete the varied fluency questions on page 9. Zack the zookeeper is trying to work out how much animal food he has left in each bag. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>a) 495g was used to feed the lemurs yesterday.</p> </div> <div style="text-align: center;">  <p>b) 1kg 860g was used to feed the lemurs yesterday.</p> </div> <div style="text-align: center;">  <p>c) 930g was used to feed the otters yesterday.</p> </div> </div> <ol style="list-style-type: none"> Complete the extension questions in the table below for Thursday.
Friday	<ul style="list-style-type: none"> Read through the problems carefully. Decide on what information is important (underline it if you need to). Write a number sentence, then work out the answer. <p>e.g. A cake weighs 56 grams. If I cut the cake into 8 equal slices, how much would I expect each slice to weigh approximately? $56 \div 8 = 7\text{g}$.</p>	<ol style="list-style-type: none"> A piece of cheese has a mass of 350g. Steven takes a bite from the cheese then weighs it again. The scales say 235g. How much did Steven bite off the cheese? A class wants to investigate how much chocolate is eaten in 1 day (by people in their class). 4 people eat 25g of chocolate, 7 people eat 35g of chocolate and 9 people eat 50g of chocolate. How many grams of chocolate have been eaten in one day? 400g of flour costs 50p, how much would 2kg cost? A cake weighs half a kg. I decorate the cake with icing which weighs 100g and candles which weigh 250g. How much does the fully decorated cake now weigh? Complete the extension questions in the table below for Friday.

English	Read / watch chapters 7 - 10 this week. https://www.youtube.com/watch?v=Lo0QATMBxlc
Monday	<p>SPAG – Spelling activity</p> <p>Watch the videos: Features of a playscript and write a play script Write a simple set of instructions of how to write a playscript – you will need this later in the week!</p>
Tuesday	<p>SPAG – causal conjunctions – see the grammar activity table below.</p> <p>Listen to chapter 10 again and write a paragraph describing the setting.</p> 
Wednesday	<p>SPAG – punctuating sentences – see the grammar activity table below.</p> <p>Plan your playscript for what you have read so far (up to chapter 10). What characters do you need? What do they say? How are they feeling? Use the planning sheet on the English task sheet in this document to help you.</p>
Thursday	<p>SPAG – Adding prefixes super, anti, auto, trans and over – see the grammar activity table below.</p> <p>Use your plan from yesterday, and instructions from Monday to write your playscript.</p>
Friday	<p>SPAG – Adding prefixes super, anti, auto, trans and over – see the grammar activity table below.</p> <ol style="list-style-type: none"> 1. How do James' aunts make money from the peach? 2. How much does it cost to see the giant peach? 3. Where is James during all the excitement? Why is he there? 4. Why would James' aunts not feed him that day? 5. If you were in James' situation how would you cope with being mistreated by Aunt Spiker and Aunt Sponge, do you think? 6. How does James feel when he was outside at night? 7. How does the peach feel when James touches it? 8. What did James find inside the peach? 9. If you were James, would you have gone into the peach? Give a reason for your answer. 10. How would Aunt Spiker and Aunt Sponge react if they knew James had climbed into the peach?

RE task 1	<p>St Paul visited his friends in Thessalonika to encourage and reassure them. He told them that God's love, mercy, forgiveness and compassion are all gifts for them. We thank God for the gifts He gives us just as we thank friends for the gifts they give us. God gives us all the gifts we need to help us to live good lives.</p> <p>Read God's Story 3 Page 148 on the RE task sheet in this document.</p> <p>Research someone they know who is an example of the kind of person Paul is speaking about. Explain how they live out the words of St Paul</p>
RE task 2	<p>Discuss with an adult:</p> <p>What is the importance of making good choices?</p> <p>What helps in making good choices?</p> <p>What does it mean to examine your conscience?</p> <p>What is sin?</p> <p>What happens in the Sacrament of Reconciliation, of confessing and saying sorry for sins, receiving God's forgiveness, making up for the harm done?</p>
Computing	<p>https://turtleacademy.com/lessons/15 - procedure</p> <p>These lessons are getting very tricky now, so it's OK if you get stuck. Give it a go, if you are still stuck each step has a hint button so you can try again. If you are so stuck that you don't know what to do, each step has a solution button so that you can complete the step and move on to the next step.</p>
Science	<p>https://www.bbc.co.uk/bitesize/clips/zk9rkqt</p> <p>Watch the BBC Bitesize clip about magnets and their invisible forces. This short clip explains how magnets work by using their poles to either attract or repel objects. It also shows that the two poles which are the same will repel each other, and the two poles which are different will attract each other. Create a simple booklet explaining how magnets work.</p>
Topic	<p>Use your sketch map from the previous session to create an information map of that area. You should add a suitable key and use the symbols you have decided upon to label the landmarks you have spotted.</p>
Art/DT	<p>Compare the image you drew last week to the original Zaha Hadid image you were copying. How do you think you did? Do they look similar? What looks different? What could you do to improve your drawing?</p>
Music	<p>https://www.youtube.com/watch?v=Lq0fUa0vW_E - I walk the line by Johnny Cash</p> <p>Listen to the song and fill in the music task sheet.</p>
French	<p>Look at the pictures based on picnic food. Use the key words to see if you can match the food to the picture – make sure you use the correct article before (un/une). What does each word mean in English? Practise saying the words in French.</p> <p>With somebody in your family take it in turns to ask for the things in the pictures. "Je voudrais une pizza."</p>

Maths Extension Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
<p><u>Measure Mass (1)</u></p>  <p>1. Who do you agree with? Explain why.</p> <p>“The potatoes weigh 13kg.” said Amir.</p> <p>“We don’t know how much the potatoes weigh because the number is hidden.” Said Jack.</p> <p>“The potatoes weigh more than half of 10kg.” Said Rosie.</p> <p>2. Can you calculate the weight of the potatoes? Explain how you did.</p> <p>3.</p>  <p>One set of scales shows a different mass. Which one is it?</p>	<p><u>Measure Mass (2)</u></p> <p>1. Jamie has used weights to balance the scales. What is the mass of Jamie’s parcel?</p>  <p>Anne says, “The mass of my parcel is 500 g more than Jamie’s”</p>  <p>What is the mass of Anne’s parcel?</p> <p>Can you mark the mass on the scales?</p> <p>Ben says, “The mass of my parcel is 1kg 50g less than Jamie’s.”</p>  <p>What is the mass of Ben’s parcel?</p> <p>Can you mark the mass on the scales?</p>	<p><u>Compare Mass</u></p> <p>Jemma’s shopping bag has a mass of more than 4kg but less than 6200g.</p>  <p>Maria’s shopping bag has a mass of less than $\frac{1}{4}$ of 10kg and more than 2kg.</p> <p>Ben’s shopping bag weighs less than Jemma’s but more than Maria’s.</p> <ol style="list-style-type: none"> Use the clues to work out who each bag belongs to. Write a clue to compare Graham’s shopping bag to someone else’s. The same shopping bags are placed onto a balance with some sets of equal weights. What can you say is true about the weights? Estimate how many weights would balance each shopping bag 	<p><u>Add & Subtract Mass</u></p> <p>Seb has forgotten to label the mass of the smaller bags.</p> <p>Use the information shown to work out the mass of the smaller bags on each scale.</p> <p>You may need to divide (\div) if there is more than 1 bag of the same size...</p>   	 <p>Here are three watermelons. The one in the front of the picture weighs 7.35kg. The one on the left of the picture weighs 8.20kg. The one on the right of the picture weighs 6.45kg.</p> <p>In a melon-growing competition, a melon is awarded a point for each gram that it weighs. How many points does each melon gain? Can you explain how you worked this out?</p>

Grammar Activities

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
<p><u>Spelling words</u></p> <p>Words ending with a /cher/ sound spelt with 'ture'</p> <ol style="list-style-type: none"> lecture literature mature miniature mixture moisture sculpture signature temperature texture <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>Causal Conjunctions</u></p> <p>Because consequently as so even though as a result since therefore now that</p> <ol style="list-style-type: none"> My sister always takes a long time in the bath _____ she tries to avoid helping with the washing up. _____ I am nine, I am allowed to stay up until 8:30pm. _____ I completed my work early, I was chosen to be Mr Knight's helper. _____ it is raining, we still have to walk out dogs twice a day. My rabbit keeps on getting out of her hutch _____ it has a hole in the bottom. _____ of hours of practice, I was awarded a merit in my piano exam. <p>You should have two key words left, write your own sentence using them as causal conjunctions.</p>	<p><u>Punctuating sentences</u></p> <p>Rewrite this extract with the full stops and capital letters where they should be. Don't forget: There is more than one reason to use a capital letter!</p> <p>guster the dragon lay in the mouth of his cave he itched his back itched and his belly itched his fingers and his toes itched even his eyes and ears and nose itched it was unbearable</p> <p>guster felt like this every autumn while all the leaves on the trees flushed into their autumn finery, guster's green summer scales slowly changed to copper this was a mountain dragon trick which kept them safe from human eyes humans couldn't spot green scales against the grass, red scales against autumn leaves or white scales against snow guster thought that humans must be very stupid</p>	<p><u>Adding prefixes super, anti, auto, trans and over.</u></p> <p>Use the prefixes super, anti, auto, trans and over to complete the words below.</p> <ol style="list-style-type: none"> _____ rich _____ plant _____ fill _____ drive _____ form _____ computer <ol style="list-style-type: none"> _____ crowded _____ graph _____ mit _____ star _____ biography _____ weight <ol style="list-style-type: none"> _____ inflammatory _____ destruct _____ throw _____ authority _____ nova _____ oceanic 	<p><u>Adding prefixes super, anti, auto, trans and over.</u></p> <p>Write down the dictionary definition for each of the words you created yesterday.</p> <p>Write a sentence for each of your words using a conjunction (from Tuesday's lesson).</p>

Planning a playscript



What is the name of your play?

Who will be in your play?

Where will your play take place?

Character List

Scene 1



Scene 2



Scene 3



Scene 4



Scene 5



Scene 6

What will happen in your play?

Plot:

RE Task Sheet.

FROM PAUL'S LETTER TO THE THESSALONIANS

(based on 1 Thessalonians 5:12-18)

Dear Friends,

Help everyone who works hard for you.

Love and respect them for what they do.

Get on well with one another.

Encourage others to work hard.

Help people who are afraid.

Take care of those who are not very strong.

Be patient with everyone.

Make sure you and your friends don't try

to get your own back.

Always do what is best for you and for everyone else.

Most of all be happy. Pray every day.

Make sure you say thank you to God

for all the good things God gives to you.

This is what God wants for you.

FROM PAUL'S LETTER TO TITUS

(based on Titus 3:4-7)

God is kindness itself.

God loves us all.

We don't have to do anything to make God love us.

God just loves us all the time.

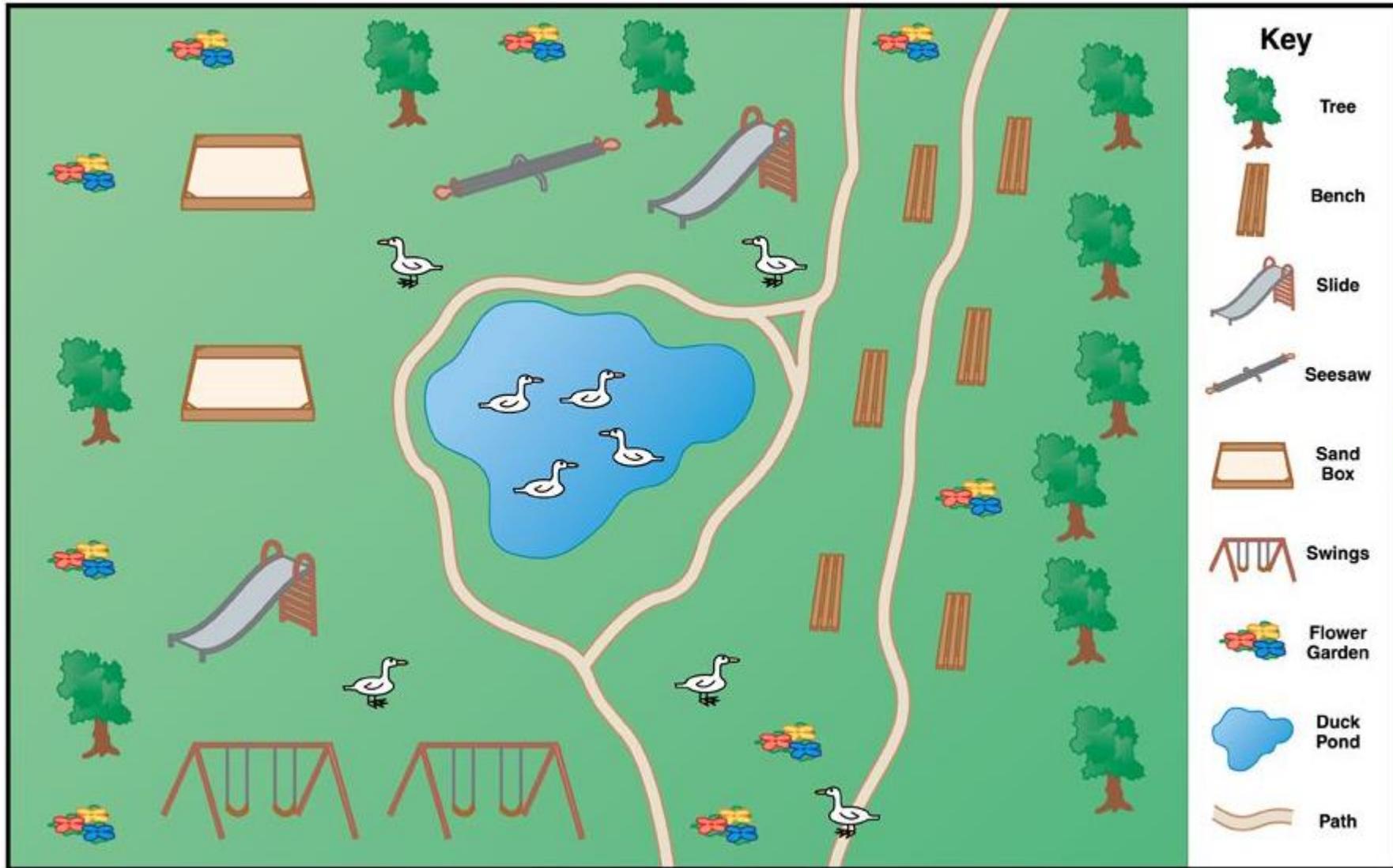
When we were baptised God gave us the spirit of love.

We became friends of Jesus and members of his family.

One day we will be happy with God forever.



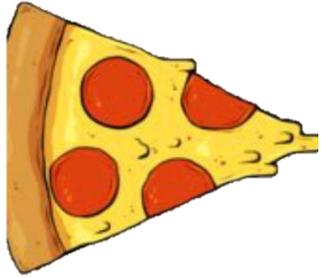
Topic Task Sheet

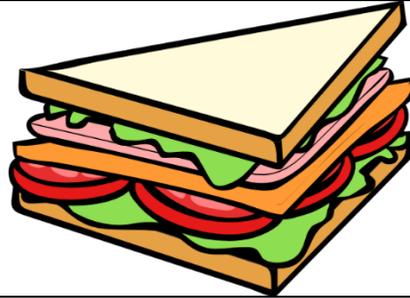


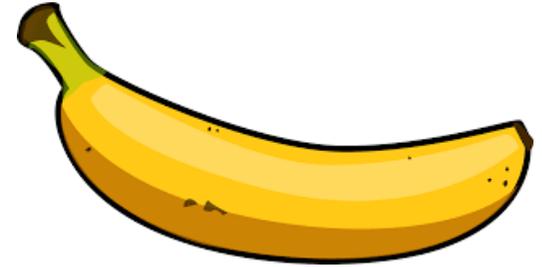
Music Task Sheet

Listening to music for detail			
<p>Title of the piece: Performer(s): Composer/writer: Year composed/written: Genre/type of music: How do you know it is this genre?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>What instruments can you hear?</p>	<p>Voice strings guitar drums bass tambourine woodwind brass whistle piano/keyboard Anything else?</p>		
<p>What is the tempo? How fast or slow is the music? Describe any changes during the piece.</p>	<p>Start</p>	<p>middle</p>	<p>end</p>
<p>Dynamics: Are there quiet and loud parts? If so, where? Describe any changes during the piece.</p>	<p>Start</p>	<p>middle</p>	<p>end</p>
<p>What word would you use to describe this piece? Does the music sound happy or sad? These are called keys.</p>	<p>Major (happy) minor (sad) happy and sad (Major and minor)</p>		
<p>Do you like the piece? Explain why or why not.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>		

French Task Sheet.









----- , -----





Key words: Une pomme, une banane, un sandwich, une pizza, un gâteau, un jus d'orange

With somebody in your family take it in turns to ask for the things in the pictures. "Je voudrais une pizza."