

Year 3 Week 6

Monday 11th May – Friday 14th May

Suggested daily timetable

9:00am	handwriting
9:10am	movement break
9:30am	spelling
9:50am	reading
10:00am	break
10:30am	writing
10:50am	movement breaks
11:30am	maths
12:15pm	lunch/play break
1:00pm	reading – either actual book or Bug Club
1:30pm	topic/science/art

Message from Ms Bryce

Hi my babies!

We are now onto week 6 of our home learning! Well done for keeping up and remaining on task! Some of the learning has been carried into this week due to not seeing evidence of them being completed. Remember to try and engage in all areas of the curriculum.

Remember to send photos and videos of the learning on Class Dojo that you have completed so I can see what you have been up to! This does include morning workouts, baking, cooking, art work, geography walks etc.

MISSING YOU ALL!

Spelling (aim for one task per day)

<u>hot</u>	<u>spicy</u>	<u>sizzling</u>
are	guard	mention
old	guide	position
Day	island	question
come	material	occasion
were	special	favourite

- Phonics play
- Top Marks
- LEXIA

- Write each letter of your spellings in a different colour pencil
- Write each word in a sentence (make sure it makes sense)

Handwriting

Please practise these letters/joins in your book this week:

e, s, x, z (these are the other turtle letters)

Reading

- Read to someone in your home each day and discuss what you have read. Encourage them to read with expression and intonation.
 - Watch Newsround and discuss what is happening in the wider world.
 - Read at least 1 book/2 chapters from a book. With your parent, discuss what you enjoyed about the book.
 - Read a chapter from a book and write down a prediction about what you think will happen in the next chapter and why. Try to use evidence from the text to support your answer. Read the next chapter and see if your prediction is correct.
 - Read a book on Bug Club and complete the activities. These focus on comprehension skills.
 - Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified by using a prefix or suffix? Can you find any synonyms or antonyms for your new word? Can you use this word in a sentence?
 - Look in magazines, newspapers and books for new vocabulary you are unfamiliar with. You could use a pencil to underline in magazines and newspapers.
 - Write a book review about a book that you have read that you would want to share with someone else.

Writing

- Watch a film (of your choice) and write a film review about it. (templates will be sent)
 - Write a recount of the activities that did during Science Week. Use the videos and photos on class dojo to help you remember.
 - Watch the clip “Taking Flight” <https://www.literacyshed.com/takingflight.html>
 - Rewrite the story from Tony’s perspective.
 - Write a diary entry as Tony.
 - Write your own adventure that Tony, his grandad and dad could go on.
 - Describe one of the adventures in detail.
 - Create instructions (recipe) on how to make a meal or something that you have assisted with cooking at home.

Maths

- Working on Mathematics - your child will have an individual login to access this.
- Play on Hit the Button - number bonds, halves, doubles and times tables.
- Practise counting in 4s, 6s, 8s, 9s and 11s. The game (Hit the button or PiXL) could support this.
- Use the PiXL Times table App to practise your times tables.
- Find fractions on a number line and fractions of amounts. (Worksheets will be sent)
- Find 10, 100 and 1000 more or less than a given number. What place value changes? What place value stays the same?
- Create a maths crossword, using the key terms in maths and explaining what the key terms mean.

Topic/Science

- Introduction to Ancient Egypt:
<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382/> Answer the questions below related to the clip and the text (See **Appendix 1**)
- Create a mind map of what makes you unique. You can use your name or picture of yourself in the middle. Write down all different things about yourself such as likes, dislikes, beliefs, family, cultural background, hobbies etc. Embrace that you are different to others and are celebrate it!
- There are 3 different types of rocks: Igneous, Sedimentary and Metamorphic.
 - How are they formed?
 - <http://www.bbc.co.uk/learningzone/clips/coastlines-beach-formation/8433.html> (Sedimentary)
 - <http://www.bbc.co.uk/learningzone/clips/metamorphic-rock-formation/10622.html> (metamorphic)
 - <http://www.bbc.co.uk/learningzone/clips/the-formation-of-igneous-rocks/10620.html> (Igneous)
 - Create some actions/drama to help remember how each rock is made. Send a video of the actions created.
- Design and create an Egyptian necklace. (See **appendix 2** for examples and instructions)
- Geography – When/If you take a walk around Deptford, what types of shops are there? Group them and create a tally e.g. restaurants, food shop, supermarkets, pharmacy, banks, hardware shops, places of worship etc. Which group has more? Which has less? Why do you think that is? Would you want to change or add anything?

- Earth, Wind, Fire and Water dance – *Listen to a piece of music and decide on movements that you think link to earth/wind/fire/water. Perform your dance to your family. I'd love to see it too!*
- Practise singing and learn some new songs using this website:
<https://www.outoftheark.co.uk/ootam-at-home/>

Movement breaks/PE

All children need **at least** 30 minutes exercise each day. Currently, government guidance is that outdoor exercise is safe and very beneficial. Going to outdoor spaces and parks will keep your child active and support their mental health. For movement breaks whilst you are at home, please use the links below for fun ideas.

Children's Yoga

<https://www.youtube.com/user/CosmicKidsYoga>

The Body Coach for kids

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

'5 a day' Movement Breaks

<https://www.youtube.com/watch?v=gBTvnJpwckw>

Other Learning Links

Lexia, Mathletics, TTS, Hamilton,

Appendix 1: Introduction to Ancient Egypt

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382/>

Questions:

1. How long did ancient Egyptian civilisation last?
2. Why was the river Nile so important?
3. What was papyrus used for?
4. What are hieroglyphics?
5. What was more important than their life on earth?
6. Name 2 facts about their tombs.
7. Write down 3 things you have learnt from the introduction.

Appendix 2: Egyptian Necklaces

Some examples of Egyptian necklaces



1. Answer the questions below.

Analyse and Evaluate

- Which materials do you think the necklaces are made from?
- Why do you think these materials were chosen?
- Who do you think wore these necklaces?
- What do you like about these necklaces?
- What don't you like about these necklaces?

2. Some interesting facts

Facts about Egyptian necklaces

- The ancient Egyptians adored jewellery and loved to wear a variety of necklaces and collars made from a huge range of materials.
- Of course, only the wealthy could afford gold, silver or precious stones, but shells, wood and bone were more readily available to those on a more restricted budget.
- Wealthy Egyptians could afford to buy beautifully crafted pieces of jewellery, but even those who could not afford the works of lesser craftsmen could employ their own ingenuity to make lovely pieces with which to adorn themselves.

3. Please create a design for your necklace on paper. Remember they are colourful and have patterns. Use crayons or colouring pencils to colour in your designs.
4. If you can, create your design using a paper plate with felt tips or paint. Try to copy your design as best as you can onto the plate (see below for examples).

You are going to design and make your own Egyptian collar necklace

