

Year 3 Home Learning week beginning 27th April 2020

Please find below a list of activities that we would like you to complete this week. Please do not try to do all of these activities in one day; spread them out over the week so that you are doing some school related work throughout each day as if you were in school. Try to work between the hours of 9am and 3pm.

RE – start your day with our morning prayer and remember to say your grace before and after meals.

This week we would like you to look at the religion of **Islam**.

Can you do research to find the answers for this table?

On Thursday BBC Bitesize have a lesson 'Introduction to Islam'

<https://www.bbc.co.uk/bitesize>

Key Term	Definition
	Peace be upon you!
	The name of the holy month when Muslims fast
	Followers of the Islamic religion
	The last of the five daily prayers
	Person who leads the prayers
	The Muslim holy book
	The word for fasting in Arabic
	When Muslims spend the last ten days of Ramadan in the Mosque
	The new month after Ramadan
	The name of the Muslim festival
	Happy Eid!
	If God wills

Maths – Time

Please work through this lesson

<https://app.mymaths.co.uk/1760-lesson/time-1>

Then on your MyMaths account complete the Time 1 homework.

If you are struggling with time please go to this MyMaths page and there are many different lessons on time that may help to recap the basics.

<https://app.mymaths.co.uk/myportal/library/11/115>

Other activities to try this week based on time:

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

<http://www.maths-games.org/time-games.html>

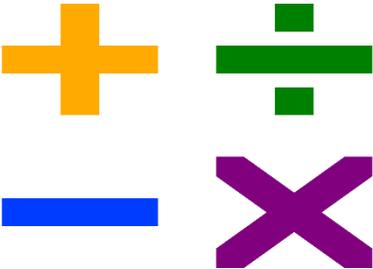


Telling the time can be tricky. Remember when you tell the time in words (analogue) the first half of the clock (from 12-6) shows minutes past and the second half (from just past 6 up to 12) shows minutes to the next hour.

Whereas the digital clock ALWAYS tells you how many minutes PAST the hour.

Can you create a visual timetable of your day stopping to check the time when you start an activity and write it down. Draw the activity and then write the time, why not make it a little harder and draw the clock too! Here is an example:

	8:00am Eight o'clock
	9:15am Quarter past nine.
	11:30am Half past eleven

	12:45pm Quarter to one
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Keep practising your times tables on TT Rockstars <https://trockstars.com/> and Hit the Button.

Spellings – Using apostrophes

We would like you to work alongside your English work on spellings with apostrophes.

An apostrophe can be used to show when a word has been made shorter by dropping one or more letters. This is called a contraction. You usually use contractions in informal writing or when writing direct speech.

I am = I'm

did not = didn't

could not = couldn't

we are = we're

you have = you've

she will/she shall = she'll

An apostrophe can also show ownership or possession. This is called a possessive apostrophe. Possessive apostrophes show that something belongs to, or is for, someone or something. Often, a possessive apostrophe is used with a possessive s.

If a singular word doesn't end in -s, add 's:

The boy's pen.

If a singular word ends in -s, add either 's or just ':

James's hat; Nicholas' hat.

If a singular word ends in -ss, still add 's:

English - Please go to <https://www.bbc.co.uk/bitesize>. On here you will find the English lessons for Year 3 for this week. Remember if you go to BBC iplayer you will be able to access the lessons associated with the BBC Bitesize work.

Monday	Tuesday	Wednesday	Thursday
<p>English</p> <p>Identifying adverbs</p>	<p>English</p> <p>Writing sentences</p>	<p>English</p> <p>Using apostrophes to combine words</p>	<p>English</p> <p>Using apostrophes to show possession</p>

Topic/English writing -

By the end of the week we would like you to have written a myth.

Remember before you start writing to plan your myth!

Step 1: have a think about your hero/heroine and mythical monster. Draw/design your own hero and monster. Around your hero/heroine and mythical monster label its features using adjectives e.g. Cruel, blood red eyes. Deadly, poisonous fangs. This will help you when you come to describing your characters when you write your myth.

Step 2: map it out. Use the mythical story planner to help you structure your myth. You don't need to do lots of writing for this bit! Just a little picture for each step of the story and maybe put in a couple of exciting words if you think of them so you remember your great ideas for your myth! You might write down some time connectives to help you too.

Step 3: Using your story map and your awesome adjectives from your characters you created in step one, start writing out your myth! Remember there must be a hero/heroine, a dilemma, a quest, a mythical monster and a resolution! We would like you to use possessive apostrophes for this piece! For example 'The Rageilon's teeth were sharp and menacing!' (Made up creature!)

Step 4: edit edit edit! Have all your characters got capital letters? Did you remember a piece of punctuation at the end of each sentence? Have you used adjectives? Check your work carefully!

Myth success criteria:

	Child	Adult
I have included possessive apostrophes.		
I have included a hero/heroine and described them.		
I have included a mythical monster and described them.		

I have included a problem.		
I have included a resolution.		
I have included a range of connectives (after, and, so that, then, a short while later, on his return... etc).		
I have included a range of openers (Suddenly, in a flash, quietly, in the dead of night, at the crack of dawn... etc)		

Every sentence should also begin with a capital letter and end in a piece of punctuation (full stop, exclamation mark, question mark etc). Remember capital letters for names and the word "I" too.

We can't wait to read your myths.

Reading – Continue reading every day.

Listen to these animated Greek myths and legends! They have the text so you can follow the words too! This will help you familiarise yourself with the style of the Ancient Greek myths! You will notice they often have a hero and a monster/mythical creature! You will need to allow flash player for these pages to see the animated clips.

1) Perseus and the Gorgon Medusa

<http://myths.e2bn.org/mythsandlegends/playstory20134-perseus-and-medusa.html>

2) Theseus and the Minotaur

<http://myths.e2bn.org/mythsandlegends/playstory563-theseus-and-the-minotaur.html>

3) Pandora's box

<http://myths.e2bn.org/mythsandlegends/playstory562-pandoras-box.html>

4) Demeter and her daughter Persephone

<http://myths.e2bn.org/mythsandlegends/playstory19837-demeter-and-her-daughter-persephone.html>

5) Daedalus and Icarus (we read this one last week but sometimes it's interesting seeing different versions of stories!) <http://myths.e2bn.org/mythsandlegends/playstory1598-daedalus-and-icarus.html>

PE - Make sure you are keeping active each day.

Some ideas for this week:

Get active with this short video. The Super Movers Crew are in the TARDIS and have a song and routine all about light, from what is a light source to how it travels through different surfaces.

<https://www.bbc.co.uk/sport/av/super movers/46240165>

You could even recap your 2D shapes

<https://www.bbc.co.uk/teach/super movers/ks2-maths-2d-shapes-with-radzi/zvfjbdm>

Maybe you could learn how to do the famous Greek dance 'The Zorba'

Science – Light and Shadow

This week we will look more at how light behaves differently with transparent, reflective and opaque objects.

You may want to watch this for more information:

<https://www.bbc.co.uk/bitesize/articles/zjix6v4>

Task 1:

Walk around your house and garden and make a list of all the light sources you can find.

See who can find the most

Task 2:

Shine a torchlight on the following objects and make a note of what happens:

- A glass of water - transparent object
- A mug or cup - opaque object
- A shiny spoon - reflective object

Move the torch around the objects to see how the light behaves. Write down your findings.

Art/D&T/Creativity –

Link to English and Topic myth writing. Draw/design your own hero and monster. Then perhaps you could use junk modelling to create your monster!

Please continue to keep in touch with us via Class Dojo, we look forward to hearing from you with your stories.

ONLY DO WHAT YOU CAN!

Best wishes

Mrs Duffy and Miss Sterlini