

Spring 2 - Week 2

One more week to go!



God our loving Father
We come to you today.
Be with us, hear us, guide us
In all we do and say.

You give us times and seasons,
Your Spirit makes us grow.
In times\$ of joy and sadness,
We see your blessings flow.

I place my life before you
In all my work and play.
I'll try to walk with Jesus,
And in his friendship stay

Amen.

Walk
With Me

Monday 01st March 2021

English

LO to explore word class.

Follow the Oak Academy link for today's grammar lesson.

<https://classroom.thenational.academy/lessons/to-explore-word-class-65k6ar?activity=video&step=1>

Phonic catchup

In your most beautifully formed handwriting, copy out this text and underline the sounds ‘u’, ‘u_e’, ‘ue’, ‘ew’, ‘you’

“Right, class. I assume you’ve all remembered that your homework is due today? Your stories about an imaginary future world where unicorns are real?” said Mrs Dewdrop, who knew full well the chaos that would ensue when she said this.

“Okay, okay, settle down. I tell you what. Because - and ONLY because - I am quite clearly the nicest, kindest, loveliest teacher in the world, I’m prepared to give you a few more minutes to finish off now.” “Phew!” said Luke, breathing a huge sigh of relief, “Sue - can I use your spare pencil, please? And, er... do you know anything about unicorns? Miss said they look a bit like ewes, right? Or was that mules?”

“HORSES, Luke. Honestly!” Sue replied, rolling her eyes and handing Luke a tube of pencils. SHE had finished her homework two days ago!

Word of the Day

Week 2

Monday is **Nounsday**

panorama

Tuesday is **Adjectiveday**

dewy

Wednesday is **Adverbday**

eagerly

Thursday is **Verbsday**

peer

Friday is **Long-Word-Friday**

compartments

Week 2 – Writing Task

Imagine that you've just woken up after a night of camping. You unzip the tent and gaze at the scenery around you. Describe what you can see, smell, hear and how you feel. How many words of the week can you include?



Word of the Week	Points
panorama	2
dewy	3
eagerly	1
peer	2
compartments	2

Here are this week's spellings to practise.

Scent

Road

Vain

Steal

Sent

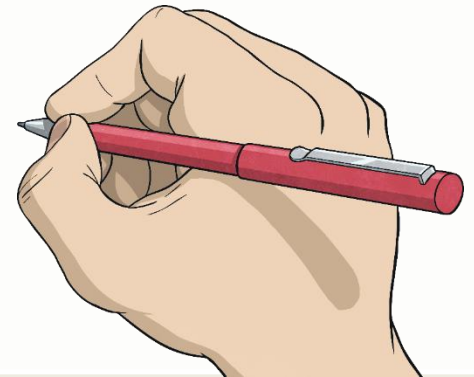
Steel

Vein

Waist

Rode

waste



Homophones and Near Homophones

l f i w s t e a l y l s c b n
g y k f d t x n t f k x u e u
w w m r y u u t p s t e e l e
a z j a l i b v p y w k o d c
i q d d l r e p y s d g o z x
s k y l v t e v n j x r v f t
t e l c s k b o s u c h x s x
t m u a c a v a u t s x f c c
p c w p a m a r e t g a x e n
k y r v k e i z z w w a r n l
m b m s s d n g u a u g v t t
b k m r t i p r i p w x o c v
g t q n t a e e u q i x n u x
y b e g b z a a q s v q f n j
x s r o a d l r c e v e i n b

scent

vein

steel

waste

sent

rode

steal

vain

road

waist

- Find the homophones in the word search.

Homophones and Near Homophones

Practise your weekly spelling words using cursive handwriting.

scent

sent

vain

vein

rode

road

steel

steal

waist

waste

Practice your
handwriting.

01.03.2021

I.III.MMXXI

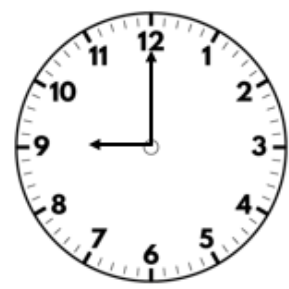
LO: to measure length.

Recap previous learning

Flashback 4

Year 3 | Week 7 | Day 1

- 1) How many tens are there in 100?
- 2) How many visitors were there all weekend?

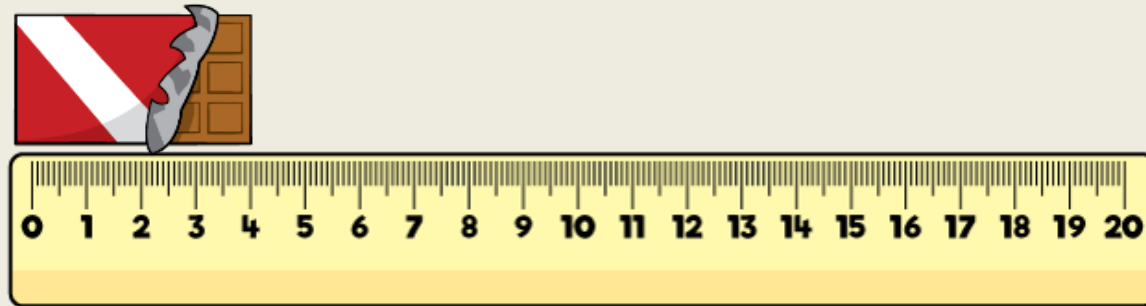


Day	Number of visitors
Saturday	493
Sunday	413

- 3) Find the difference between £4 and 42p and £2 and 50p
- 4) What is 8×6 ?



Tommy thinks that this chocolate bar is 4 cm long.
Is he correct?



Convince me.

LO – to know that Lent is a time when we can change.



<https://www.youtube.com/watch?v=eDvf527E8Dg>

Watch clip and explain what happens during Lent and Ash Wednesday.
Design a poster to explain Lent. Describe its key features or you could create a poem!

C are for the poor
H elp the world to be loving
A time to change your ways
N ow is the time to change
G od will always be with us even when we have no one to play with
E aster is a very happy time.

Year 3
Spring 2
Lesson 7

Geography

Rivers &

Settlements

Mississippi River



Our Knowledge Organiser

Year 3 Rivers and Settlements

Key Vocabulary	
source	The start of the river, usually on high ground.
stream	A narrow river
tributaries	A stream or lots of streams that merge into a river.
estuary	The area where a river meets the sea.
mouth of a river	The end of a river, where the sea begins.
river basin/drainage basin	The area of land from which water has drained into a river.
watershed	The edge of a river basin.
Settlements	A place where people live.
Urban	Urban areas have lots of buildings and roads. A large amount of people live here.
Rural	The countryside.



Urban

Rural



River Nile
Africa



The Yangtze
Asia



The Murray
Australia



The Danube
Europe



River Rea
Birmingham
(UK- Europe)



Mississippi
North America



Amazon
South America



Iguazu
South America

L.O: To know the Mississippi is a changing river.

Success Criteria:

I have included key information about the Mississippi.

I have included key information about the Murray.

I know that the Mississippi is a fast changing river.

Here are today's key words:

mouth, source, Amazon, Mississippi, Murray.

Sandbar – a build-up of sand formed by the movement of the flowing water.

Current – the ongoing movement of water, such as in a river.

Tributary – a stream or smaller river that flows into a larger river.

Prior Learning

Name the continents on the world map.



Prior Learning

Do we know anything about the Mississippi already? Can we guess where the mouth of the River is located? Can we remember what river is located in Australia?



Task:

Research the Mississippi River



<https://www.coolkidfacts.com/mississippi-river/#more-4180>

Task

L.O: To know the Mississippi is a changing river.

Task: Complete a table with key information on Murray river in Australia and the Mississippi in North America. Look at comparisons.

Success Criteria

- I have included key information about the Mississippi.
- I have included key information about the Murray.
- I know that the Mississippi is a fast changing river.

Mississippi River	Murray River

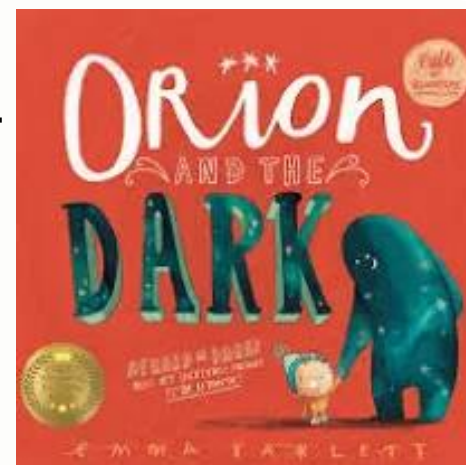
Tuesday 2nd March 2021

LO: To give an opinion with a reason.

Look at the front cover of our new book.

What does it tell you? Now, look at the illustration of Orion cowering in the black double-page spread. What words or phrases would you use to describe him? Who is he? What can you say about him?

- What is he looking at?
- What is he thinking?
- How does he feel?
- Why do you think this?



You may choose to draw a picture of Orion and annotate it with your thoughts.

Is it a

scared

worried

hears things in the
night



apprehensive

nervous

who is there?

Now, turn those annotations into full sentences about the character – remember to use main clauses with subordinating clauses.

Also, give reasons why you think this situation has happened. You will need to imply information about the character from picture.

02.03.2021**II.III.MMXXI****LO – to measure length in meters (m).****Flashback 4**

Year 3 | Week 7 | Day 2

- 1) Which unit of measurement is the best to measure a 5p coin?

millimetres centimetres metres



- 2) How many more visitors were there on Saturday?

Day	Number of visitors
Saturday	● ● ● ● ●
Sunday	● ●

Key

● = 100 visitors

- 3) Write 376p in pounds and pence.
- 4) What is 32 divided by 4?

Three children are partitioning 754 cm
Teddy says,



75 m and 4 cm

Whitney says,



7 m and 54 cm

Jack says,



54 cm and 7 m

Who is correct?
Explain why.

LO – to identify my own strengths and begin to see how they can affect others.

Who is your favourite super hero?

There are real life people who can be seen as heroes. Can you think of any?

For example, Malala Yousafzai, Stephen Hawking, Rosa Parks, Martin Luther King Jr.

I wonder what 'powers' these real life heroes have:

Courage to speak up and to stand up for themselves and others;

Strength and perseverance to keep going when things get difficult;

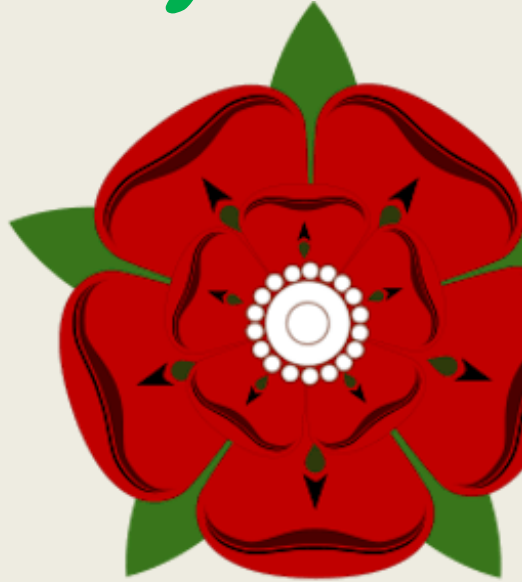
Speed at quick thinking to find another approach;

Understanding what people are thinking and feeling based on what they say or do or their facial expressions;

These are all people just like us but they decided to do something special with the talents they have, usually for something they strongly believe in.

Each one of us has things we are good at and these are things which might make us into heroes now or in the future.

History



Prior Learning:

Who were the two families involved in the Wars of the Roses?

What colour rose did each family have as their emblem?

L.O. To
understand why
people in Britain
were so divided
over who
should be King
of England



Knowledge goals



Henry VI (House of Lancaster) had a good claim to the throne



Edward IV (Yorkist) had a weak claim to the throne.



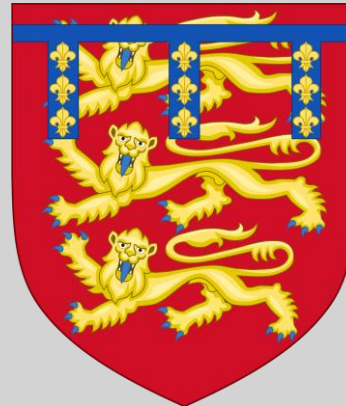
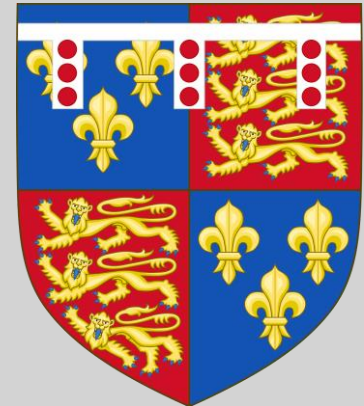
Henry VI suffered from bouts of madness and lost the Hundred Years War against the French.



Historians believe Edward IV was tall and handsome, and an excellent military commander.

Vocabulary:

- Hundred Years War
- Henry VI
- Edward IV
- Lancaster
- York (Yorkist)



Read through the information about the two would be kings of England. Then create a fact file for each. Include a drawing if you can.

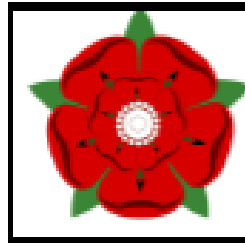
Step for Depth:

If you were living during the time of Henry VI and Edward IV, who would you prefer to be your king and why?



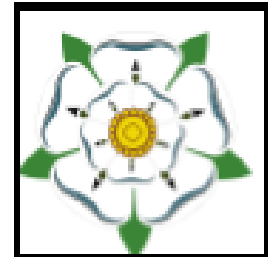
Henry VI

Henry ruled England from 1422 to 1461, and again from 1470 to 1471. He had a good claim to the throne, as his father and grandfather had been popular and successful Kings. However, he was a bad warrior who lost the Hundred Years War against France, and allowed England to fall into lawlessness and criminality. He was easily manipulated by his French wife, Margaret of Anjou, and suffered from periods of madness during which he would not even be able to eat!



Edward IV

Edward IV took the throne from Henry VI in 1461, and ruled until 1483 (aside from a brief period 1470-71). He was a giant for the time, at 6 foot 2 inches, and an inspiring military leader. His family believed that Henry VI was not fit to be king, and that Edward (who was descended from Edward III) could do a better job. Edward won great victories in the Battles of Towton and Tewkesbury, and never lost a battle on English soil. He was a wise and capable king, but sometimes a bit lazy.



4. Henry VI versus Edward IV

Henry VI



When was Henry VI King? _____

Why did he think he should be King? _____

What sort of king was he? _____

Edward IV



When was Edward IV King? _____

Why did he think he should be King? _____

What sort of king was he? _____

Mighty Muscles



Aim

- I know why we need muscles to move.

Success Criteria

- I can explain how muscles allow movement.
- I can identify pairs of muscles in the body.
- I can make my own replica of muscle movement in an arm.
- I can write an explanation for my findings.
- I can write an explanation linking my findings with general scientific ideas.

Movement

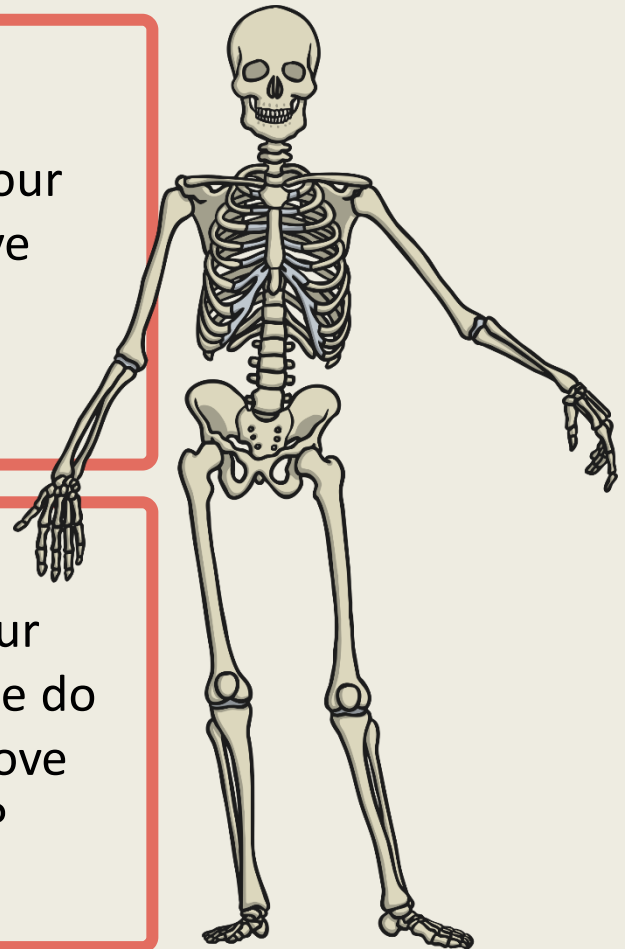


How do skeletons
move the body?
Discuss with
your partner.

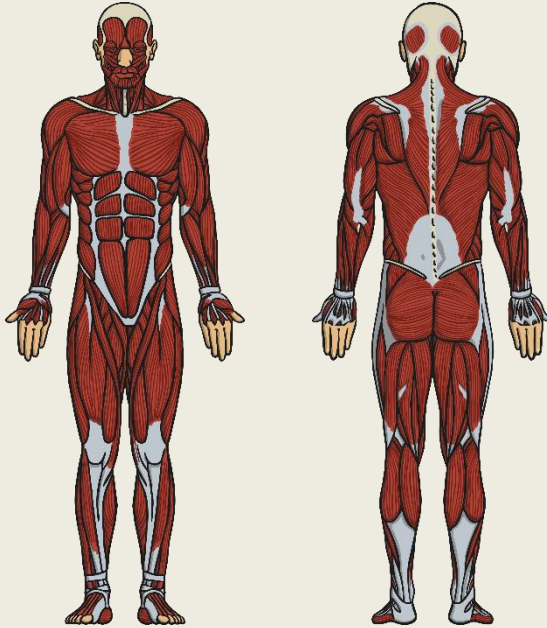
Can you tell your
brain to move
your leg?

Did your leg move?
Why not?

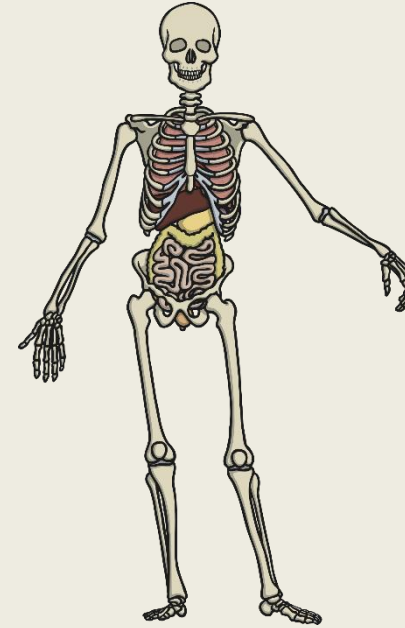
Along with our
bones, what else do
we need to move
our bodies?



Mighty Muscles



Skeletal muscles are attached to bones and enable movement.



Some organs have muscle tissue. Which organs have muscles?
(Hint: Think which organs move things around the body.)

Muscles



Muscles are attached to **bones** by **tendons** and help them to move.

When a muscle contracts (bunches up), it gets shorter and so pulls on the bone it is attached to. When a muscle relaxes, it goes back to its normal size.

Muscles can only pull and cannot push. Therefore muscles have to work in pairs to move a joint. One muscle will contract and pull a joint one way and another muscle will contract and pull it the other.



<https://www.bbc.co.uk/bitesize/topics/z9339j6/articles/zpbbxb82>

Task



- We need to create our own replica of an arm with muscles to demonstrate how our muscles help our arms move.
- First we need to fill out our sheets linking to our science wall (5 minutes).
- Now we can create our arms! (20 minutes)
 - **Safety first:** Hot glue gun.
- When you have finished, return back to your sheets to write your findings.

Wednesday 3rd March 2021

LO – to write a letter to Jesus using words to describe him after He healed the paralysed man.

Mk. 2: 1-12 – The Cure of the Paralytic

<https://www.youtube.com/watch?v=0LqHYkGU4Zg>

Watch the video story of when Jesus cured the paralysed man. Imagine you are one of the people in the crowd, you are so amazed by what you have seen, you have to write Jesus a letter.

In the letter, you are going to tell Jesus how you felt as you waited for His arrival. Explain to Him what the crowd was like (chatty, loud, excited).



- Tell Jesus what you saw as the four men brought the man through the roof on a stretcher. What did you think? How did you feel when Jesus spoke the man and then healed him?
- How do you think the life of the paralytic, who was cured, was changed after meeting Jesus?



English

Wednesday 3rd March 2021.

LO – to use a range of verbs to describe.



Read aloud up to 'As far as I can see, the world is full of frightening things.' Look at the illustration of Orion's circle of fears. What you think of Orion now? Why do you think he has drawn the red circle around his fears?

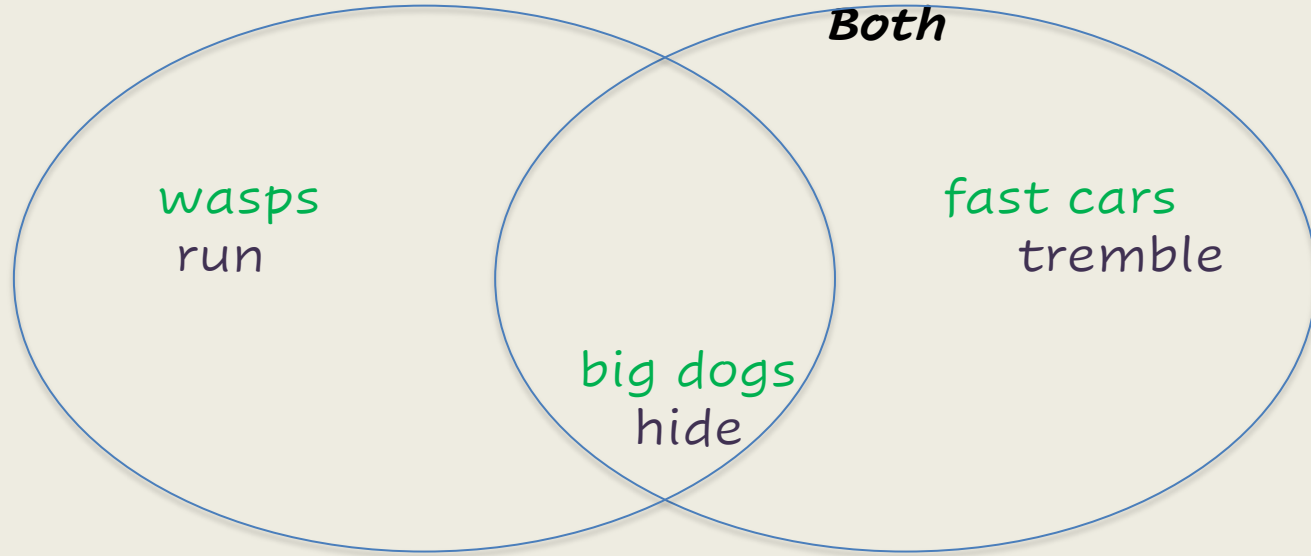
What are your fears?

Do you have the same fears?

Think about Orion's fears, and relate them to your own experiences.

Using a Venn Diagram, draw the fears – fears that you both share will be in the centre of the crossed over circles of the Venn – annotate with captions.

Orion
Me



Explore verbs to describe how the fear feels – shivering, running, trembling, hiding, crying, cringing, cowering.

Using commas in a list, write 3 things that Orion is scared of.

In the still of the night, Orion can hear dogs barking, babies crying and cars whizzing. They make him want to hide, cry and run away. He cowers when he hears the noises.

Write full sentences to discuss the feelings.

Fronted adverbials to start your sentences –

**In the still of the night,
When all is dark and quiet,
As Orion goes to sleep,
When Orion tries to go to sleep,
Cowering in the dark,
Trembling with fear,**

Verbs to describe a fear -

Tremble
Cry
Cower
Cringe
Hide
Run

03.03.2021

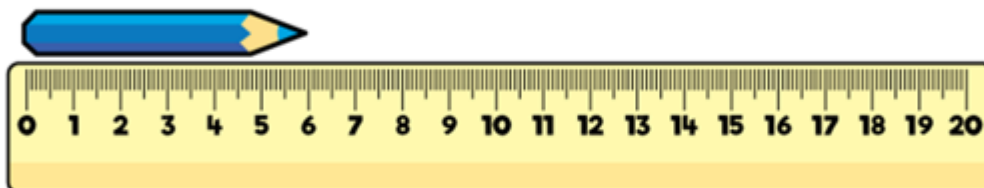
III.III.2021

LO to find equivalent lengths.<https://vimeo.com/504467081>

Flashback 4

Year 3 | Week 7 | Day 3

- 1) How long is the crayon?



- 2) How many more children play netball than rounders?

Sport played	Number of children
Rounders	● ● ● ●
Netball	● ● ● ● ●

Key

● = 8 children

- 3) What is £5 and 27 p + £6 and 50 p?

- 4) How many hundreds are in 4622?

A train is 20 metres long.

A car is 15 metres shorter than the train.

A bike is 350 cm shorter than the car.

Calculate the length of the car.

Calculate the length of the bike.

How much longer is the train than the bike?



PE

LO: to perform a variety of actions whilst keeping the ball under control.



Warm up: (5 min s)

Run around, try moving in different ways (high knees, high kicks)

How many high legs can you do in 1 minute?

How many high kicks can you do in 1 minute?

With a small ball, move around ,bouncing the ball 3 times.

Then hold the ball on your flat palm, count to 3.

Repeat and try getting faster as you do this.

Now try practising catching. Is there someone who will play catch with you?

If not, throw the ball against a wall, carefully. Try catching it 10 times with out dropping.

Now can you dribble the ball for 3 steps, then throw it either to your partner or against the wall?

To make this trickier, have a go at getting faster and running as you dribble The ball.

Thursday 4th March 2021.

Happy World Book Day
to you!

Are you dressed up as
your favourite
character?

Are you ready to create
a scene from your
favourite book?

Have you got your
favourite book ready to
read?

We cannot wait to see
photos of your day!

Don't forget to send
them in to Mrs Clarke
Pitcher or Mrs Mullen!



Join us
on 4th March 2021

Share A Story with World Book Day

[HTTPS://WWW.WORLDBOOKDAY.COM/ONLINE-MASTERCLASSES/BRINGING-CHARACTERS-TO-LIFE/](https://www.worldbookday.com/online-masterclasses/bringing-characters-to-life/)

BRINGING CHARACTERS TO LIFE!

Watch the link and discover how author-illustrator Nadia Shireen puts a little bit of herself into every story she creates – not just the heroes, but the villains, too!

SPARK YOUR IMAGINATION... AN INSPIRING SHARE A STORY CHALLENGE FOR YOU: Including a quick recap of the expert advice from Nadia: Invent two characters – one hero and one villain – and put a little bit of yourself into each of them. Now write a story based on these two characters and see how putting yourself into a story can help bring your character to life.

DID YOU KNOW?

There are more fascinating Masterclass films and resources featuring amazing authors and illustrators over at [worldbookday.com/online-masterclasses](https://www.worldbookday.com/online-masterclasses). Don't miss out, download them today!

Maths

04.03.2021

IV.III.MMXXI

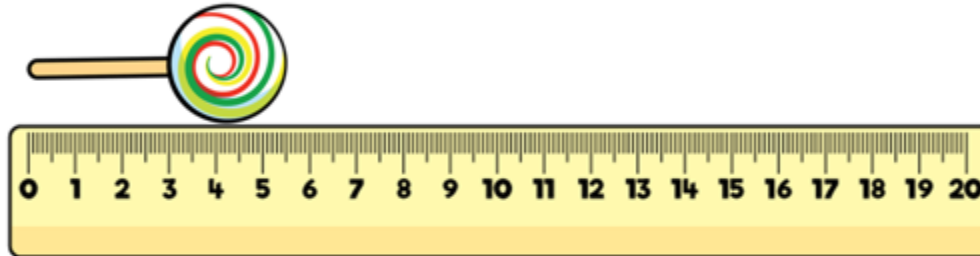
<https://vimeo.com/504918866>

LO: to compare lengths.

Flashback 4

Year 3 | Week 7 | Day 4

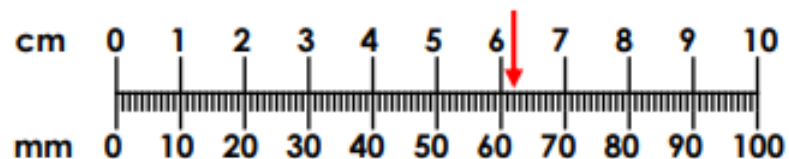
- 1) How long is the lollipop?



- 2) Write 18 in tally marks.
- 3) Find the total of £2 and 94 p and £5 and 79 p.
- 4) What is 3×12 ?

Equivalent Lengths – mm and cm

5a. Complete the measurement to match the length shown on the ruler.

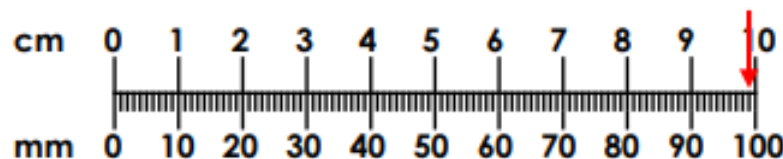


_____ cm _____ mm

VF

Equivalent Lengths – mm and cm

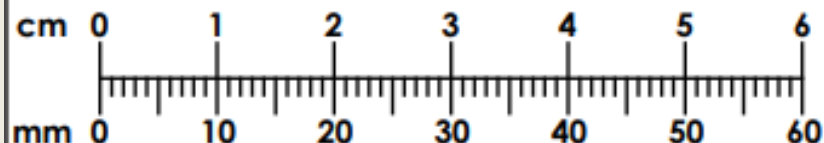
5b. Complete the measurement to match the length shown on the ruler.



_____ cm _____ mm

VF

6a. Join the equivalent lengths.



33mm

4cm 5mm

45mm

82mm

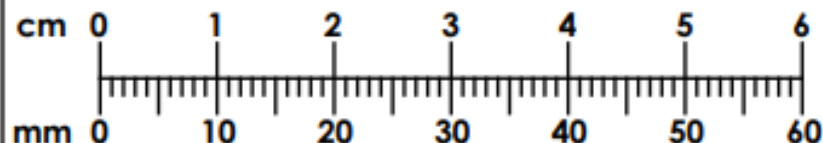
8cm 2mm

3cm 3mm



VF

6b. Join the equivalent lengths.



76mm

9cm 5mm

95cm

69mm

6cm 9mm

7cm 6mm



VF



World Book Day DT!



<https://www.worldbookday.com/online-masterclasses/how-to-create-a-picture-book-theatre/>

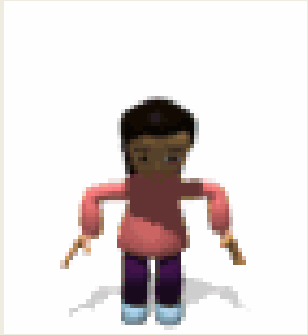
Get Creative: CREATIVE CHALLENGE FROM LYDIA MONKS!

Now it's your turn... create your own picture book theatre! You can use old shoeboxes or pieces of cardboard, like Lydia does in the video, or something different to bring your scene to life. Choose a scene from your favourite book – we would love to display them in school! Bring them in or send a photo in.

Friday 5th March 2021.

LO – to revise the use of conjunctions.

LO - to revise using conjunctions



Time conjunctions tell us when something is happening.

Before she plays netball, Kate always does a warm-up.

Conjunctions such as 'because' and 'so' link something happening with the cause or reason.

Because she doesn't want to get injured, Kate always does a warm-up.

Remember
the comma!

Time and cause conjunctions



Time

When.....

Before.....

While.....

After.....

Cause

So that.....

Because.....

Can you match the
beginnings and ends
of these
sentences?

.

Expressing TIME using conjunctions

Before you cross the road,

some animals hibernate.



When Bob heard the alarm,

Alex wouldn't answer his phone.



While the rugby was on television,

he ran outside the building, screaming loudly.



During the winter,

always look both ways.



Expressing CAUSE using conjunctions

Because she felt scared,

Madge took her umbrella with her.



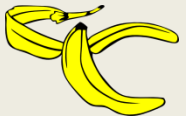
So that nobody slipped over,

Betty took her teddy to bed.



So that he could get a house point,

Harold picked up the banana skin.



Because the forecast was bad,

Albert tidied up the pencils.



Challenge!

Send Orion an email – send to Mrs Clarke- Pitcher or Mrs Mullen.

- Use TIME conjunction to offer advise to Orion:
Before going to bed, turn the lights on.
After closing the door, keep talking to your teddy bear.
When you feel worried, take deep breaths
While in bed, read a story.
- Then write sentences beginning with a CAUSE conjunction:
So that you feel safe, ask mom to tuck you in to bed.
Because you are worried, you might not get to sleep.

What advice would you give to Orion?

What advice would you give Orion or what words of reassurance might you offer?

Today you are going to send an email to Orion – You will need to rehearse your sentences orally before committing to writing. Say the sentence out loud, does it make sense? Then think about joining two sentences together

Will you use a subordinating (If, Since, As, When, Although, When, While, After, Before, Until, Because)

or a coordinating conjunction (for, and, nor, but, or, yet, so)?

Read your notes, then turn the notes into full sentences in an email and send it to Orion, via your teacher's email address.

Maths

<https://vimeo.com/505647236>

05.03.2021

V.III.MMXXI

LO: to compare lengths.

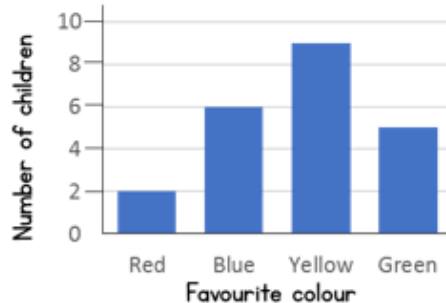
Flashback 4

Year 3 | Week 7 | Day 5

1) Complete the sentence.

_____ centimetres = 1 metre

2) How many more children like yellow than red?



3) What is £3 more than 452 p?

4) What is the value of the 5 digit in 325?

1. Draw a line 3cm long and another line 5cm long

3cm 5cm (insert the correct symbol between the two)

2. Draw a line 80mm long and another 90mm long

80 mm 90 mm (insert the correct symbol between the two)

1. There are two lines. One is 35 cm and the other is 50cm

35cm 50cm (insert the correct symbol between the two)

2. There are two lines. One is 7m and the other is 5m .

7m 5 m (insert the correct symbol between the two)

3. There are two lines. One is 800cm and the other is 8m.

800cm 8m (insert the correct symbol between the two)

Music

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-write-song-lyrics/znh7nb>

Watch the above clip, there are a few tasks and I cannot wait to see what you do with them!

The first task is set by a singer and song writer called Janet Devil.

Then you are asked to listen to a piece of music. You must listen carefully.

Riding a unicorn to the moon
Flying high we will zoom!

One nil is the score to Liverpool
Two nil three nil four five six...

Can you write a rap about coming
back to school after lockdown?

Been in my house all of this time
Home learning is not a crime.

Can't wait to come back and see my friends
Working on the computer drives me round the
bends!

Missed so much , I'm really excited
March the eighth, we're all invited!

Word!