








CLASS 3 TIMETABLE Week Beginning 11th May 2020



Joke Corner- This was sent in by Craig:
How do apes cook a barbecue?
Under a gorilla!

Hi Class 3 – How are you all? Thank you for sending me your super work and lovely videos. I am really enjoying seeing your smiling faces and can't believe how hard you are all working! Keep it up and keep smiling. Don't forget to email me your jokes so I can share them with the class. class3.sch233@educ.somerset.gov.uk
Take care, hope to see you soon 😊 Mrs Calnon xx

<p>Maths (60 mins each day) This week we will leave fractions and start learning more about measuring time.</p>  <p>Well done for all your work so far! 😊</p>	<p>Literacy (60 mins each day)</p> <p>This week our literacy work will be based on plants. We will practise our reading and information text writing. I really enjoyed reading the Kenning poems and seeing the videos that you sent me. Well done for all your hard work!</p>	<p>Other (60 mins each day) Optional brain and movement breaks:</p> <p>Look at some French with some footballers https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-french-greetings-with-ben-shires/zdpdvk7 and any other supermovers videos you wish to try</p>	<p>Ongoing Reading – (15mins a day) Times Tables – (everyday 10 minutes) Spellings (LSCWC) and any fun activity that helps you learn them!</p>	
<p>Day 1 Joke sent in from Halia: At the bank a lady asked me to check her balance. So I pushed her over!! (Tee hee)</p>	<p>Warm up – https://www.topmarks.co.uk/maths-games/subtraction-grids Start with '1 number'. Work through the levels for 5 minutes. Remember which level you reached – as you will start here tomorrow. Lesson – Time – The clock Watch the song a few times and sing along https://www.youtube.com/watch?v=tEmg914-9xY Task: Find an analogue clock in our house (it may be someone's watch). In your books, draw round a saucer or something to make a circle. Carefully copy the numbers of the clock onto your circle. Notice which numbers are exactly opposite to each other. Draw the time shown with the hands. Challenge yourself to put in the minute lines. Now decorate your clock – make it colourful but easy to read.</p>	<p>Comprehension 'How weeds get everywhere' Read the text through carefully. (Scroll down for the text and questions). Notice that it is an information text. Later on in the week, you will have a go at writing your own information text. Answer the questions below the text, using full sentences. You can either print out the sheet or write the answers in your book.</p>	<p>PE: Teddy Bear Challenges: Watch the following video. https://www.youtube.com/watch?v=whPptTaKMtA Can you make up your own routine once you have completed the challenges? Can you complete the challenges at a faster pace each time?</p>	<p>Other fun activities:  Email me to tell me a joke or show me your work. APOLOGIES AGAIN PARENTS for this activity, I'm sure you'll enjoy it really!! The Gummy Bear Cotton Eye Song  Learn the song and dance moves: https://www.youtube.com/watch?v=8UKxkTQcICQ</p>

<p>Day 2</p>	<p>Warm up – https://www.topmarks.co.uk/maths-games/subtraction-grids Start with ‘1 number’. Continue where you got to yesterday for 5 minutes. Can you improve your score?</p> <p>Lesson- Telling the time to 5 minutes Watch https://www.youtube.com/watch?v=h6RNkQ7IU8Y</p> <p>MyMaths – Revision https://www.mymaths.co.uk/ Log into your MyMaths and complete the lesson and homework set for today – Telling the time to 5 minutes. <i>Throughout the day, ask an adult to test you on what time it is – on an analogue clock.</i></p>	<p>Design a plant Today you are going to design a plant, ready to begin writing an information text about tomorrow. Think about what type of plant it is – a tree, flower, weed, bush, vegetable or fruit. What is each part of the plant like - the roots, stem, leaves, seeds and flowers? Think of a name for your plant, where it likes to grow and how tall it becomes.</p>  <p>In your book, draw a diagram of your plant, labelling each part with a brief description – for example: <i>Purple, long, oval shaped leaves</i></p>	<p>SCIENCE: What did you find out? Last week you set up an investigation to see what happened to your plant if it had either no water, warmth or light. If you haven’t recorded your observations draw a diagram to show what happened to your plants or seeds. What did you discover? Watch https://www.bbc.co.uk/bitesize/topics/zy66fg8/article/s/z98jpbk Your task today is to be a TV presenter. You can either give a talk to someone in your family – or you can film it and send it to me. I’d love to see what you have found out. Look at the presentation below – ‘<i>What have you found out?</i>’ Use the planning sheet with the presentation to help you plan your TV programme. You will explain to your viewers how to look after their plants, explaining what they need to grow healthily. You can show the plants you used in your investigation, in your talk. Have fun!</p>	<p>If you have a pet, play with them and make their day special. If you don’t have any pets, give your teddies a party.</p>  <p>Have a picnic outside in the garden if you can.</p> 
<p>Day 3</p>	<p>Warm up – https://www.topmarks.co.uk/maths-games/subtraction-grids Today start with ‘2 numbers’. Work through the levels for 5 minutes. Remember which level you reached – as you will start here tomorrow. Lesson: MyMaths https://www.mymaths.co.uk/ Log into your MyMaths and complete the lesson and homework set for today – ‘Time between’ Task: In your books make a list these key facts - Number of seconds in a minute: Number minutes in an hour: Number of hours in a day: Number of days in a week: Number of days in each month: https://www.youtube.com/watch?v=bRU03b5Rt3s And https://www.youtube.com/watch?v=p6MaOD-fN38 How many days in a year: How many weeks in a year: <i>Remember to think about leap years</i> <i>Try to learn all these key facts.</i></p>	<p>Think back to the Information text you read on Monday. Today’s task: Today you will begin writing an information text about your plant.</p> <p>Look at the example text below ‘The Purple Spider Eater’</p> <p>Use the ‘Information Text Plan’ to help you write the ‘<u>Introduction, Appearance and Location</u>’ paragraphs about your plant.</p> <p>Don’t forget to include a labelled diagram of your plant. Your text should be interesting and colourful to look at, with pictures and diagrams.</p>	<p>RE (linked with Quest) Viking Beliefs: Task 1: Watch this https://www.bbc.co.uk/bitesize/clips/zyy9wxs and read through the information slides in this document. Task 2: Complete a mindmap in your book with ‘Viking Beliefs’ in the centre of your page. Record information that you have watched and read. Task 3: Complete the Viking beliefs sheet in this document using information that you have learnt today. Quest and Music: Watch this song a couple of times and try and sing along to it. https://www.youtube.com/watch?v=CvkhUx2k5Qs</p>	<p>Make a fashion show including groovy hairstyles. Use your own clothes or even newspaper!</p> 

<p>Day 4</p>	<p>Warm up – https://www.topmarks.co.uk/maths-games/subtraction-grids Again, today start with ‘2 numbers’. Continue from the level you reached yesterday. Work through the levels for 5 minutes. Try and improve your score. Lesson https://www.mymaths.co.uk/ Log into your MyMaths and complete the lesson and homework set for today – ‘Telling the Time 2’</p>	<p>Today’s task: Today you will complete the information text about your plant. Look at the example text below ‘The Purple Spider Eater’ Use the ‘Information Text Plan’ to help you write the ‘Life-Cycle and Did You Know’ paragraphs about your plant. Don’t forget to include a diagram of the lifecycle if you can and check your work for any spelling or punctuation errors.</p>	<p>French Let’s revise some of our learning by playing this game – similar to hopscotch https://www.bbc.co.uk/bitesize/clips/zcwrkqt Days of the week: https://www.youtube.com/watch?v=PPGRMNYw8HE and https://www.youtube.com/watch?v=pc7wjOm7Anc new learning – food https://www.youtube.com/watch?v=hWpcs8-8IHs and https://www.youtube.com/watch?v=iLoQmxHXdDc and https://www.youtube.com/watch?v=xvkWHY39L74 Have fun!</p>	
<p>Day 5</p>	<p>Today is Funky Friday! Maths Play any of our favourite maths games to practise your times tables, related division questions, addition and subtraction facts. Use today to complete any unfinished work, to do something creative such as making the origami flowers or singing the songs you’ve been learning. Do some of the fun activities you haven’t managed to complete over the past few weeks such as the toy zip wire, making bug hotels, building dens or doing the new skills you are learning. Don’t forget to do some relaxing reading and find some jokes for me. Have a great day!☺</p>			

SCROLL DOWN for this week’s spellings, presentations and worksheets

Tadpole news:



April 10th - Monster Tadpole



3 weeks later – he’s a frog! (Or she!)

Spellings 11th May 2020 **DON'T FORGET TO ASK AN ADULT TO TEST YOU ON THESE NEXT MONDAY**

This week's words have silent letters - can you spot the silent letters?

Please learn the 2 statutory words, then as many of the silent letter words as you can.

Year 3 Statutory words - in bold

Use this sheet to practise your spellings. Use Look Say Cover Write Check each day.

Word	LSCWC Day 1	LSCWC Day 2	LSCWC Day 3	LSCWC Day 4	LSCWC Day 5
knee					
knot					
know					
wrong					
wrap					
sword					
climb					
calm					
probably					
promise					

All about...

How Weeds Get Everywhere!

How come weeds get everywhere in our gardens? One minute your lawn can be lovely and green and the next minute it's covered - and I mean covered - in dandelions! Well, it's all to do with the clever way that plants spread their seeds to keep making more plants.

Making the Seeds

So, how do the plants make so many seeds?

Most plants are made up of some female and male plant parts. Bees and other insects come to the flower because they smell nice and have lovely colours. While the bees are in the flower, they help move pollen around to fertilise the plant. Sometimes even the wind can help with moving the pollen around to the right places.

Once the plant is fertilised, the seeds can grow. When this happens in a dandelion, the yellow flower turns into what we call a dandelion 'clock'. If you look closely at a dandelion clock, it is full of dark coloured seeds with light, feathery, white tops that look like umbrellas.



Fact File

- A weed is only a plant that someone does not want in their garden. They can be very pretty!
- Nettles can be used for making tea and medicines, so they are really useful.
- The world's largest weed is giant hogweed. It can grow up to 3.65m in height and have leaves that measure 91cm long.
- Some people think that if you hold a buttercup under your chin and the yellow reflects on your skin it means that you like butter.

Spreading the Seeds

So, how do the seeds get everywhere?

This is the clever bit...

As we said before, dandelions make lots and lots of seeds that look like umbrellas. This makes the seeds really good at floating and flying through the air. So, all they need is the wind to carry them off to another part of the garden, or sometimes even further. Before you know it, there are hundreds of seeds all over your lawn. These seeds are all ready to germinate and make yet more dandelions. Other flowers and plants have other clever ways of spreading their seeds, including putting them inside tasty fruit so that animals eat them. Eventually the seeds come out of the other end in their poo and start to germinate!

Questions about How Weeds Get Everywhere!

1. What is the name of the world's largest weed?

2. Which animals can move pollen around in the flower?

3. What are the dark-coloured objects that you can see in a dandelion clock?

4. What is a good thing that nettles can be used for?

5. What makes dandelion seeds good at floating in the air?

6. What do some people think it means if a buttercup reflects yellow under your chin?

7. How tall can the largest weed grow?

8. How many questions are there in the text?

9. In paragraph one, the author has used the contracted word **it's**. Write the full words without the apostrophe.

10. What happens when you blow on a dandelion clock and how does that help the dandelion?

1

What Have You Found Out?



twinkl

2

What Do Plants Need?

What happens if a plant has no water?

Can a plant grow in the dark?

If a plant has no heat, will it still grow?


Or your own idea?

You have set up an investigation into what plants need to grow well. What question were you investigating?


You have been observing your plant regularly, and now you are going to describe your observations, find the answer to your question and explain what you have found out.

3

Describe Your Observations



Now that the investigation is complete, you should do a final description of what you have observed.



Look at your plant now and your observation records.


What has happened to your plant?

Describe your observations using words, pictures or both.

Challenge: Add a scientific diagram of your plant. Include labels to show your key observations.

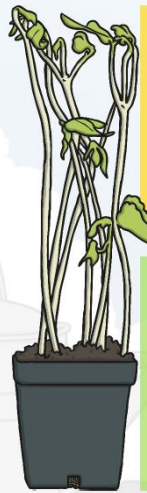
4

Describe Your Observations



Look at this example for some ideas:

Date	02/03/2015	03/03/2015	04/03/2015	05/03/2015	06/03/2015
Observations	Nothing has happened.	It has grown by 1cm.	The leaves look yellow.	It is 1cm taller.	The stem is turning white or yellow.



Describe what you have observed:

My plant has grown 2cm taller. It has turned white and yellow. The leaves are still small and haven't grown.

5

Conclusion



Think about the question you were investigating. You should be able to answer it now.

Think about what has happened to your plant. Look at your plant and your observations and use your Recording Results Activity Sheet to answer your question!

Look back at your original prediction. What did you think would happen to your plant? Tell your partner. Using your observations, can you say whether your prediction was accurate?

When scientists have completed an investigation, they make a '**conclusion**'. This is a summary of what they have found out.

What is your **conclusion**? Talk to your partner and decide.



6

What Have We Found Out?



Your investigations were all about the things that plants need to grow well.

What have we found out about what plants need?



Can plants grow well without water?



Can plants grow well without light?



Can plants grow well without heat?

No they can't! They need water, light and heat in order to grow well, as well as air and room to grow.

7

The Good Plant Growing Guide



Imagine that a television channel has asked you to create a gardening programme called 'The Good Plant Growing Guide'.

The programme will be all about growing plants healthily.

You will need to get into character as a scientist to explain your investigation and what you have found out.

You should explain what people need to do to make sure the plants in their garden grow well.

Use 'The Good Plant Growing Guide' Planning Sheet to prepare your programme.

You should practice acting out your programme so that you can present it to the class afterwards!



Tuesday

12th May



The Good Plant Growing Guide



You have been asked to use your scientific findings to create a TV programme to show people how to look after their plants. You will work in a group to present your findings from your investigation. You must make sure you tell your audience what plants need to grow well. Use this plan to help you structure your ideas. *The words in italics give you examples for each section.*

1. Greet your audience and introduce yourselves.

Welcome to 'The Good Plant Growing Guide!' We are going to explain everything you need to know to look after your plants.

2. Explain your investigation - what did you do? Tell the audience what you did with your plants and what you observed.

We put one plant in the dark for one week. We observed it and noticed that it got taller but went yellow and the leaves were smaller.









3. Tell your audience what you found out about the things that plants need to grow well, and what they should do with their plants.

We found out that plants need light to grow well. Make sure you put your plants in a light place.

4. Tell the audience any other facts they need and thank them for watching.

Thanks for watching! Good luck growing your plants!

You might want to use some of these words and phrases to help you.

We would like to...	We decided to...	We observed...	We noticed...
We found out...	We discovered...	Make sure you...	Always...
light 	dark 	heat 	cold 
water 	dry 	grow 	leaves 



Wednesday 13th May - Information Text Plan

Title	Name of Your Plant Eg The Purple Spider Eater
Introduction	The name of the plant and why it is called this.
Appearance	What it looks like - roots, stem leaves, flowers and seeds or fruits. How tall does it grow?
Location	Where does your plant grow? In woodlands, deserts, marshland or maybe in the rainforest?
Life-cycle	How does it make new plants - flowers, seeds, fruits or maybe it spreads new branches that take root in the ground?
Did you know?	An interesting fact to close eg is it the rarest, tallest, smallest plant.

EXAMPLE TEXT

The Purple Spider Eater

Introduction

The Purple Spider Eater is an unusual plant that is known for its ability to capture and digest any spider that walks onto the petals of its large purple flower. It is closely related to the Venus Fly Trap and is a type of orchid.

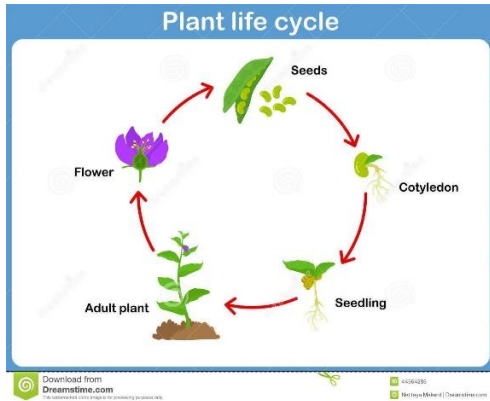
Appearance

The Purple Spider Eater grows to between 20 and 25 cm tall. It has a thin spiny stem and small slender green leaves. Its flower is spectacular, with four large long curly petals that are edged with a frill. The centre of the flower holds the deep purple stamens that are covered in a sticky liquid that traps the spider. Once the spider is trapped, the petals fold inwards and the spider is digested. This gives the plant energy to make its seeds.



Location

The Purple Spider Eater is found in three remote locations in the Amazon Rainforest, South America. It grows in damp, shady places near the base of trees.



Life cycle

The Purple Spider Eater is a flowering plant. After the flower has been pollinated, small seed pods form. When ripe, these spring open, flinging the seeds over a wide area. These will eventually grow into a new plant.

Did you know?

Did you know the Purple Spider Eater is one of the world's rarest plants? The locations where it grows are kept secret in order to protect it. Conservationists are working hard to ensure that new plants thrive, so that it does not become extinct.

Viking Religion & Beliefs

Viking religion & beliefs are similar to ours in some ways but also very different too!



Vikings & Christianity:

- At the beginning, the Vikings were **Pagans**.
- They believed in **lots of different Gods**.
- People in **Britain** were **Christians**.
- When they raided & settled, Vikings came in contact with **Christianity**.
- Began to **adopt Christianity**.
- Soon most Vikings had become **Christians**.
- **Viking leaders** founded churches & put up painted stone crosses.
- Some Vikings continued to follow their old religion.



Viking Myths & Gods:

- The Vikings told many **stories & myths**.
- Mostly about **gods**, giants, trolls & dragons.
- These stories became known as **Norse myths**.
- The main **3 Gods** they worshipped were: **Thor, Odin & Freyr**.
- Each was believed to have an **important role** in everyday life for Vikings.
- Some of the **Viking myths** about Gods were **stranger** than others.
- One involves **Thor** trying to prove his **strength** to the Giant King by trying to lift a **giant cat**.
- ...he failed in doing so!



The dead & Valhalla:

- Viking's aim of death was to reach **Valhalla**.
- **Valhalla** - a **great hall** in the **afterlife** where great warriors went.
- The only way to get there was **dying in battle**.
- Otherwise you could end up in the **underworld**.
- Warriors were brought to Valhalla by **Odin's warrior-maidens**, the **Valkyries**.
- Dead people were **buried or cremated** with some of their **belongings**.
- Some **Vikings chiefs** were given **ship-burials**.
- Buried with weapons, animals, etc.



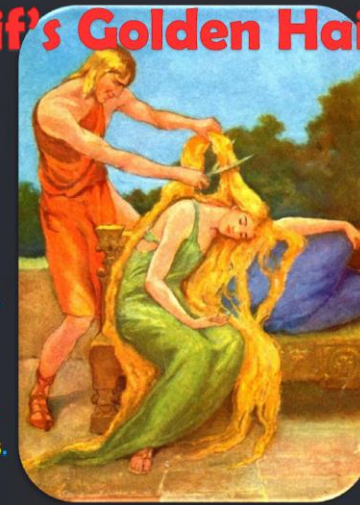
Viking Myth #1 - Odin's Eye:

- Odin was the Father of the Gods.
- When on Midgard, he decided he wanted to know everything so he could stay on Asgard.
- He needed True Wisdom.
- To get this he needed to drink from a well guarded by Mimir.
- To drink from it required a price.
- He met a Giant on the way & had to answer 3 riddles to know where the well was.
- To drink he had to give Mimir his right eye.
- He gave his right eye & drank from the well.
- He could then see everything: past & future.



Viking Myth #2 - Sif's Golden Hair:

- Sif was Thor's wife & she loved her hair.
- Loki knew this so he sneakily decided to cut her hair off while she slept.
- Thor returned to Asgard to find this had happened.
- When he heard Loki did it, he was furious.
- Loki was ordered by Odin to restore Sif's hair.
- Loki travelled through the realms to the Dwarves.
- He got them to make a gold bar into threads.
- Loki returned to Asgard with the gold threads.
- Sif had here golden hair returned.



😊 On the next page down is the Viking Beliefs sheet. You can answer the questions in your book or print it out and complete it.

Viking Religion

**In the beginning, most Vikings were Pagans.
What did this mean?**

**Why did the Vikings eventually convert to
Christianity?
Do you think this would have been easy?**

**What did the Vikings believe about death and
the underworld?**

**Why would a Viking have preferred to die in
battle than to die in bed?**

Which do you think was the most important Viking God/Goddess and why?
