

# CLASS 3 TIMETABLE Week Beginning 1<sup>st</sup> June 2020



Hi Class 3

Hope you are all well and have had a good week. Did you manage to do any of the half term challenges? Have you read any fantastic books that you could tell the class about? Keep up the great work you are doing – I hope to see you all soon.



Best wishes, Mrs Calnon

## Maths (60 mins each day)

This week we are revising our learning from earlier in the year. Use this link each day to take you to the lessons.

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-3-Week-4.pdf>

Complete as much of the activity sheet as you can but **don't spend more than 1 hour overall lesson.**

## Literacy (60 mins each day)

This week we return to Pobble365 for our literacy. I want you to have fun writing a story from your imagination, using all the skills you have learnt so far.

Remember Year 3's writing should include

CL . , ! ? ' " "



'Without Gravity'

## Other (60 mins each day)

**Optional brain and movement breaks:**

Choose a BBC Supermovers Maths workout.

<https://www.bbc.co.uk/teach/supermovers/ks2-maths-collection/z7frpg8>

Choose a BBC Supermovers English workout.

<https://www.bbc.co.uk/teach/supermovers/ks2-english-collection/zmv4scw>

## Ongoing

**Reading** – (15mins a day)  
**Times Tables** - (everyday 10 minutes)  
**Spellings** (LSCWC) and any fun activity that helps you learn them!

**Don't forget PE with Joe Wicks at 9.00am every day** <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

## Day 1

**Joke from Craig:**  
Did you hear about the man who swallowed his money?

The doctor was looking for signs of change!

BBC Supermovers to wake you up on a Monday morning!

<https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-8-times-table-with-filbert-fox/z4mrhbk>

**Lesson – Multiply by 4 and 8**

Click on the link below; this will take you to this week's lessons

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-3-Week-4.pdf>

Select 'Lesson 1'

Watch the video and pause when asked to complete the questions on the activity sheet -

<https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-1-The-4-and-8-times-tables-2019.pdf> You may print this out or write the answers in your book.

Once you have completed the questions, check your answers:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-1-Answers-The-4-and-8-times-tables-2019.pdf>

**Firstly- do a spelling test for last week's spellings (before half term – you may need to review them), then practise your new weekly spellings- scroll down to see this week's sheet.**

**Today's lesson:** go to this website

<https://www.pobble365.com/without-gravity>

Look at the picture – talk about what you can see and imagine how the children are feeling.

Read the story starter and think about what might have happened.

**Activity: Perfect Picture**

Imagine that the scientists had turned off the gravity in our classroom. What would happen to everything? What would happen to my morning cup of tea??! Draw a picture to show what the classroom would look like. Think about your senses – what would you hear, smell, feel, see and even taste? Write labels and captions on your picture using adjectives, similes and alliteration.

**PE – See the activities below: 'Save the Bears' and 1Build and Destroy'**

**Art Part 1** look at this website and scroll down the webpage to watch the video clip

<https://www.tate.org.uk/kids/explore/who-is/who-claude-monet>


Scroll down this document to see one of



Claude Monet's works.

**Task:** using paints or pencils can you create a similar picture – you can use whatever colours you wish!



## Other fun activities:

 Email me to tell me a joke or show me your work.

## Cooking:



Can you plan a healthy meal for your family or maybe make healthy sandwiches - like the ones we made in school?

<p><b>Day 2</b></p> <p>Another joke sent in by Craig:</p> <p>What do you call a tired farmyard animal?</p> <p>Ashleep!</p>	<p>Use the link to take you to today's lesson  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-3-Week-4.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-3-Week-4.pdf</a></p> <p><b>Lesson 2 : Multiply 2 digits by 1 digit</b>  As yesterday watch the video and complete the activity sheet-  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-2-Multiply-2-digits-by-1-digit-2-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-2-Multiply-2-digits-by-1-digit-2-2019.pdf</a></p> <p>Once you have completed the questions, check your answers:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-2-Answers-Multiply-2-digits-by-1-digit-2-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-2-Answers-Multiply-2-digits-by-1-digit-2-2019.pdf</a></p>	<p><b>Practise your weekly spellings</b>  <b>Today's lesson:</b> go to this website  <a href="https://www.pobble365.com/without-gravity">https://www.pobble365.com/without-gravity</a>  Remind yourself of the story by reading the story starter again.</p> <p><b>Activity:</b>  In your exercise book answer the questions in the 'Question Time!' section. Remember to write in <b>full sentences</b> eg:</p> <ol style="list-style-type: none"> <li>1. The word perplexed means.....</li> <li>2. The scientists are huddling around a machine because....</li> </ol> <p><b>Lastly,</b>  Begin thinking about how the story might continue....what happens next? Do the scientists manage to fix the machine?</p>	<p><b>Science: Today we are looking at the life cycle of a plant.</b>  <b>Watch the following video:</b>  <a href="https://www.bbc.co.uk/bitesize/clips/zgqyrdm">https://www.bbc.co.uk/bitesize/clips/zgqyrdm</a>  and  <a href="https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zyv3jty">https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zyv3jty</a></p> <p>The following clip shows runner beans growing (speeded up)  <a href="https://www.youtube.com/watch?time_continue=77&amp;v=oFOpDT3hXv4&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=77&amp;v=oFOpDT3hXv4&amp;feature=emb_logo</a></p> <p>Now read through the presentation about plant lifecycle (scroll down).  <b>Activity:</b> In your books, draw out the lifecycle of a plant by copying and completing the worksheet below (or print it out). If you wish to be more creative, scroll down below the plant lifecycles presentation to see different ways to present your work - paper plate life cycle spinner, zigzag book (see photos), poster or even make up a dance / song with actions. (You could ask a grown up to video it and send it to me!)</p> <p><b>Observation Activity:</b>  If you have seeds available, plant them - either in soil in a pot, or cress seeds on cotton wool or maybe a bean seed inside a jar with water. You may wish to keep an observational diary illustrating how the seeds grow and develop into a plant  Watch Aunt Ivy find out about plant cycles here:  <a href="https://www.youtube.com/watch?time_continue=13&amp;v=j-S5ui9Us7U&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=13&amp;v=j-S5ui9Us7U&amp;feature=emb_logo</a></p>	<p><b>Make a kite:</b></p>  <p><b>Wash the car (carefully!)</b></p>  <p>Create a <b>secret code</b> and write a message to a friend (don't forget to tell them the code!)</p>
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## Day 3

Use the link to take you to today's lesson  
<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-3-Week-4.pdf>

**Lesson 3 : Divide 2 digits by 1 digit**  
<https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-3-Divide-2-digits-by-1-digit-2-2019.pdf>  
Once you have completed the questions, check your answers:  
<https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-3-Answers-Divide-2-digits-by-1-digit-2-2019.pdf>

### Practise your weekly spellings

**Today's lesson:** Again - go to this website  
<https://www.pobble365.com/without-gravity>

#### Activity:

Look at the 'Sentence Challenge!' section.

Write the sentence in your book:

The girl went across the room.

List as many verbs as you can for the verb 'went'. Then write the sentence again with an adverb eg *silently*.

Improve the sentence by adding adjectives or extra information.

#### Story Task:

Look at the 'Sick Sentences' task. Use this as a starter for a story that you will begin today and finish over the next few days.

Improve the sentences by using interesting words and adding further information. Remember to check your punctuation.

Continue the story, thinking about what happened next to the children and the scientists. What did they do? How did the scientists fix the machine? Did anyone find out about the machine? Why did they build it in the first place? Were the scientists good or evil? You may wish to make a story plan/map today, ready to write your story over the next two days.

**If you wish, you may change the setting of your story to a classroom or school, rather than the children's bedroom. Use the toolkit below to help you.**

Have I?:

*Described my characters and setting with adjectives and similes?*

*Used conjunctions to make sentences longer and more interesting? (when, because, so, although)*

*Used the correct punctuation?*

*Checked my writing makes sense?*

**Quest: Hopefully, in the last quest lesson you came to a conclusion and decided on if you thought the Vikings were raiders, traders or invaders OR possibly all 3?!**

**Today's lesson: Viking homes and settlements.**

TASK 1: Read the information pages (Scroll down to the bottom pages of this document).

TASK 2: Watch this video clip:

<https://www.bbc.co.uk/bitesize/clips/zrthfg8>


TASK 3: Read the information carefully on this website (you will be referring to this website for the task): <https://www.lifeinnorway.net/viking-longhouses/>

**Activity: You are going to be estate agents** (people who sell houses) this afternoon. **You need to 'sell' a Viking longhouse.** Remember that estate agents must include as many details as possible to tempt their buyers. They also need to make the property sound good when they advertise. **First, draw a detailed picture of a Viking longhouse (preferably both a view from inside and outside). Next, make a brochure/leaflet with as many details (use the websites) as you can about a Viking longhouse and include pictures. This can be handwritten or typed.**



Start a **collection** of rocks, seeds or anything else that you find that interests you.

Do some of the activities from the Half-term activity pack.

<p><b>Day 4</b></p>	<p>Use the link to take you to today's lesson  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-3-Week-4.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-3-Week-4.pdf</a>  <b>Lesson 4 : Scaling</b>  As yesterday watch the video and complete the activity sheet  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-4-Scaling-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-4-Scaling-2019.pdf</a>  Once you have completed the questions, check your answers:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-4-Answers-Scaling-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-4-Answers-Scaling-2019.pdf</a></p>	<p><b>Practise your weekly spellings</b>  <b>Today's lesson:</b>  <b>Continue with your story inspired by the picture 'Gravity'.</b>  <b>Use the toolkit below to help you.</b></p> <table border="1" data-bbox="757 247 1294 528"> <tr> <td><i>Have I?:</i></td> </tr> <tr> <td><i>Described my characters and setting with adjectives and similes?</i></td> </tr> <tr> <td><i>Used conjunctions to make sentences longer and more interesting? (when, because, so, although)</i></td> </tr> <tr> <td><i>Used the correct punctuation?</i></td> </tr> <tr> <td><i>Checked my writing makes sense?</i></td> </tr> </table>	<i>Have I?:</i>	<i>Described my characters and setting with adjectives and similes?</i>	<i>Used conjunctions to make sentences longer and more interesting? (when, because, so, although)</i>	<i>Used the correct punctuation?</i>	<i>Checked my writing makes sense?</i>	<p><b>Art Part 2:</b>  Have a go at copying the painting below (scroll down for a larger version) or making a 3D water lily picture (also scroll down below)</p> 	
<i>Have I?:</i>									
<i>Described my characters and setting with adjectives and similes?</i>									
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<i>Used the correct punctuation?</i>									
<i>Checked my writing makes sense?</i>									
<p><b>Day 5</b></p>	<p>Today is <b>Funky Friday!</b> These activities are optional –use today to catch up with your work. If you are up to date, you may choose to complete these activities.</p> <p><b>Maths</b>  Log onto MyMaths and do the lesson and homework: 8 Times table</p> <p><b>Literacy</b>  Complete your story and check it through. Add illustrations. You could design a book front cover to go with your story.  Have a great day!😊</p>								

**SCROLL DOWN for this week's spellings, presentations and worksheets**

Spellings 1st June 2020 *Suffix ation*

Curriculum Spellings and Tricky 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
<i>station</i>					
<i>nation</i>					
<i>relation</i>					
<i>creation</i>					
<i>dictation</i>					
<i>sensation</i>					
<i>operation</i>					
<i>imagination</i>					
<i>woman</i>					
<i>women</i>					

# SAVE THE BEARS

**AGE:** 5 to 11

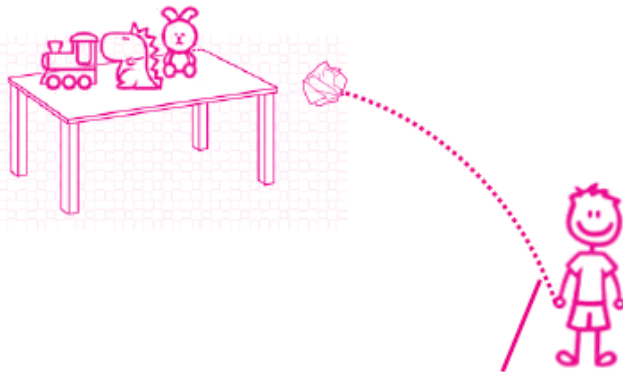
**NUMBER OF PEOPLE:** 1+

**SPACE NEEDED:** Dining Room or Garden

**EQUIPMENT NEEDED:** Soft toys or bottles and rolled up socks

## HOW TO PLAY:

Set up the soft toys, the 'bears', on a table. From 3+ metres away, using rolled up socks, try to knock over the toys. You save a 'bear' when you hit it, go and collect it. You can make it a competition by taking it in turns to throw. Most bears saved wins.



# BUILD & DESTROY

**AGE:** 5 to 11

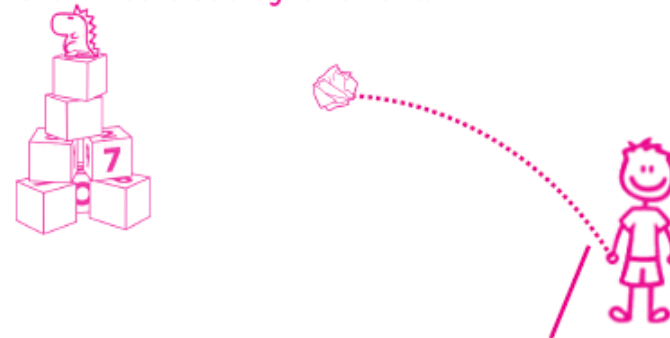
**NUMBER OF PEOPLE:** 1+

**SPACE NEEDED:** Living Room or Garden

**EQUIPMENT NEEDED:** Recycled boxes and cartons, teddy bears, lego and rolled up socks

## HOW TO PLAY:

Have fun building a castle using non-breakable household items like pillows, cardboard boxes, recycling. Don't forget to use your imagination to add turrets, cannons and place toys or lego people as patrol guards. Using rolled up socks, become the cannon and aim to destroy the fort.

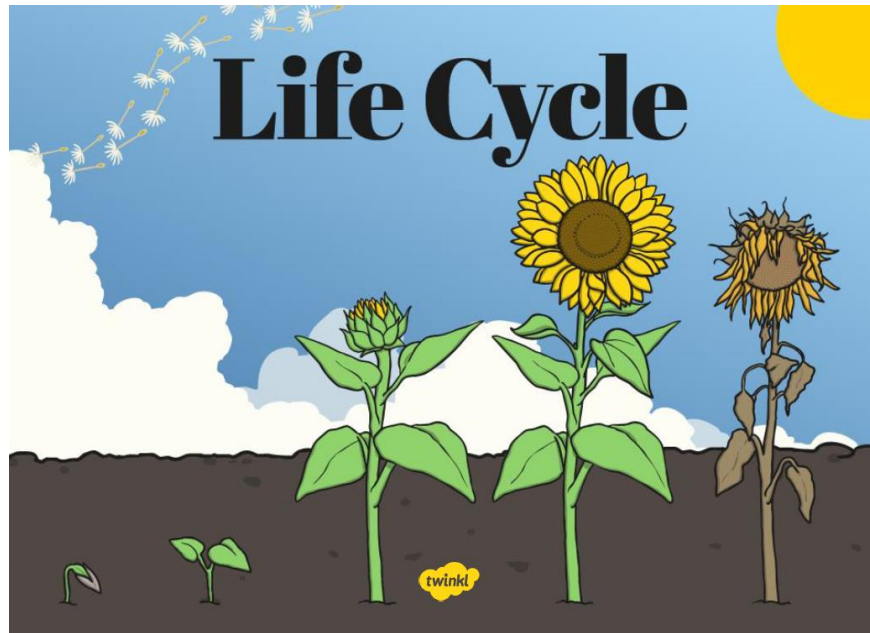




**Monday: Art**

This is one of **Claude Monet's** paintings of waterlilies.

Using paints or pencils – or anything else you have available, can you create your own version of the painting,? You may choose any colours you wish.



## Aim

- I can understand and order the stages of the life cycle of a flowering plant.

## Success Criteria

- I can understand the process of seed dispersal.
- I can understand the processes of pollination, fertilisation and germination.
- I can order the different stages of the life cycle of a flowering plant.

## Life Cycle of a Flowering Plant

The life cycle of a flowering plant shows the changes that happen to the plant over the course of its lifetime.

The main stages of the life cycle of a flowering plant are:

**1**

Germination

**2**

Growing and  
flowering

**3**

Pollination

**4**

Fertilisation  
and seed  
formation

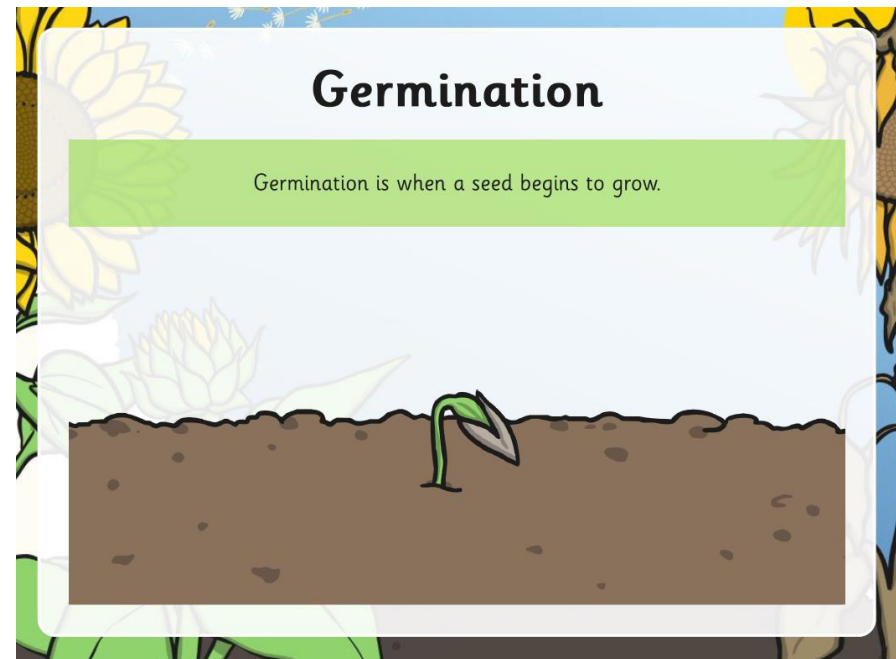
**5**

Seed dispersal

Let's find out more about what happens at each stage!

## Germination

Germination is when a seed begins to grow.





## Growing and Flowering

Once the seed has germinated the plant grows bigger and then forms flowers.



## Pollination

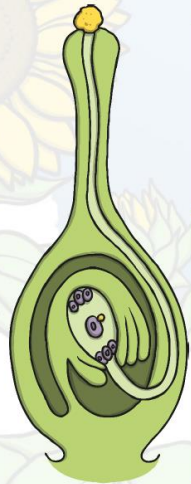
Pollination occurs when pollen from the anther is transferred to the stigma, often by an insect.



## Fertilisation and Seed Formation

Fertilisation happens when the pollen travels from the stigma down the style to the ovary.

The pollen joins with an ovule to form a seed.  
The seed forms inside the ovary.



## Seed Dispersal

Once the seeds are fully formed, the plant needs to disperse them.

This means that the plant needs to move or transport the seeds away from the parent plant in some way so that they don't all try to grow in the same place.

There are lots of different ways that seeds can be dispersed.



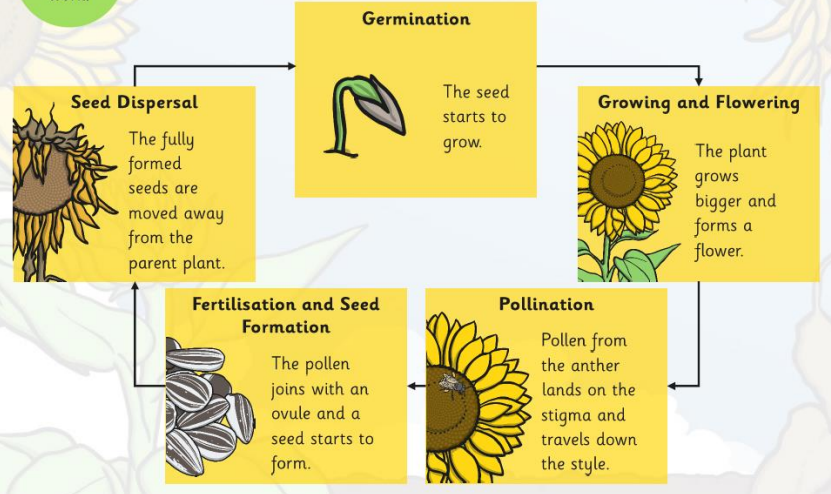
# Seed Dispersal

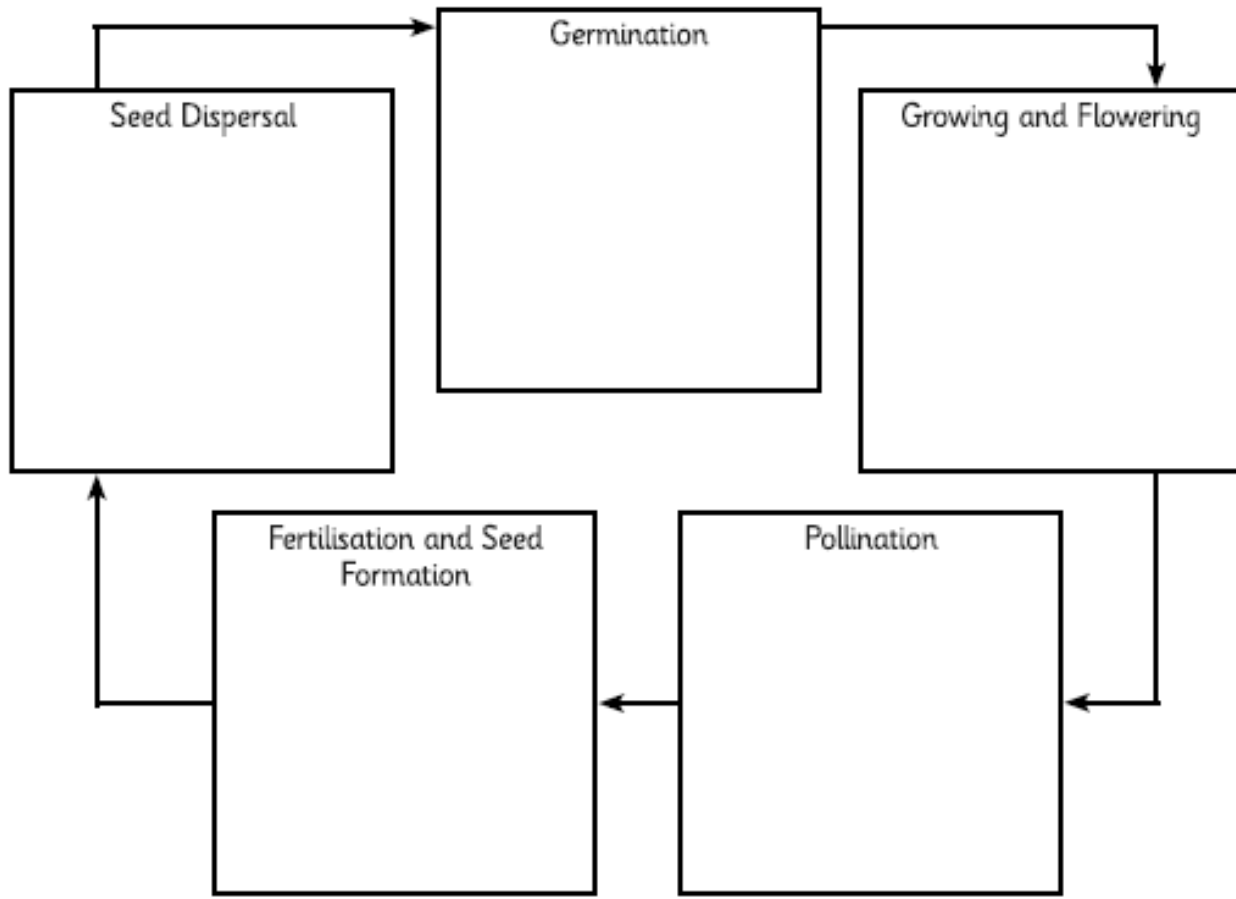
Seeds can be dispersed by:








Check your work!

# How Did You Do?





<p>The plant grows _____ and forms a flower.</p>	<p>The fully formed _____ are moved away from the parent plant.</p>	<p>The seed _____ to grow.</p>	<p>The pollen joins with an _____ and a seed starts to form.</p>	<p>Pollen from the _____ lands on the stigma and travels down the style.</p>	<table border="1"> <thead> <tr> <th>Key Words</th> </tr> </thead> <tbody> <tr> <td>seeds</td> </tr> <tr> <td>ovule</td> </tr> <tr> <td>starts</td> </tr> <tr> <td>anther</td> </tr> <tr> <td>bigger</td> </tr> </tbody> </table>	Key Words	seeds	ovule	starts	anther	bigger
Key Words											
seeds											
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Ideas for presenting your plant lifecycle:



Seed diary:

Week 2 Date: \_\_\_\_\_

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Week 3 Date: \_\_\_\_\_

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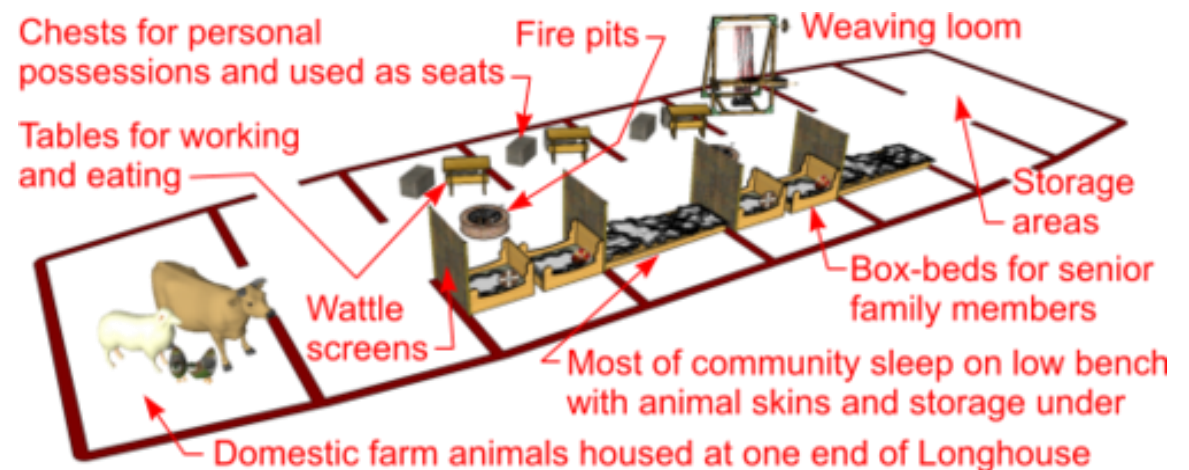
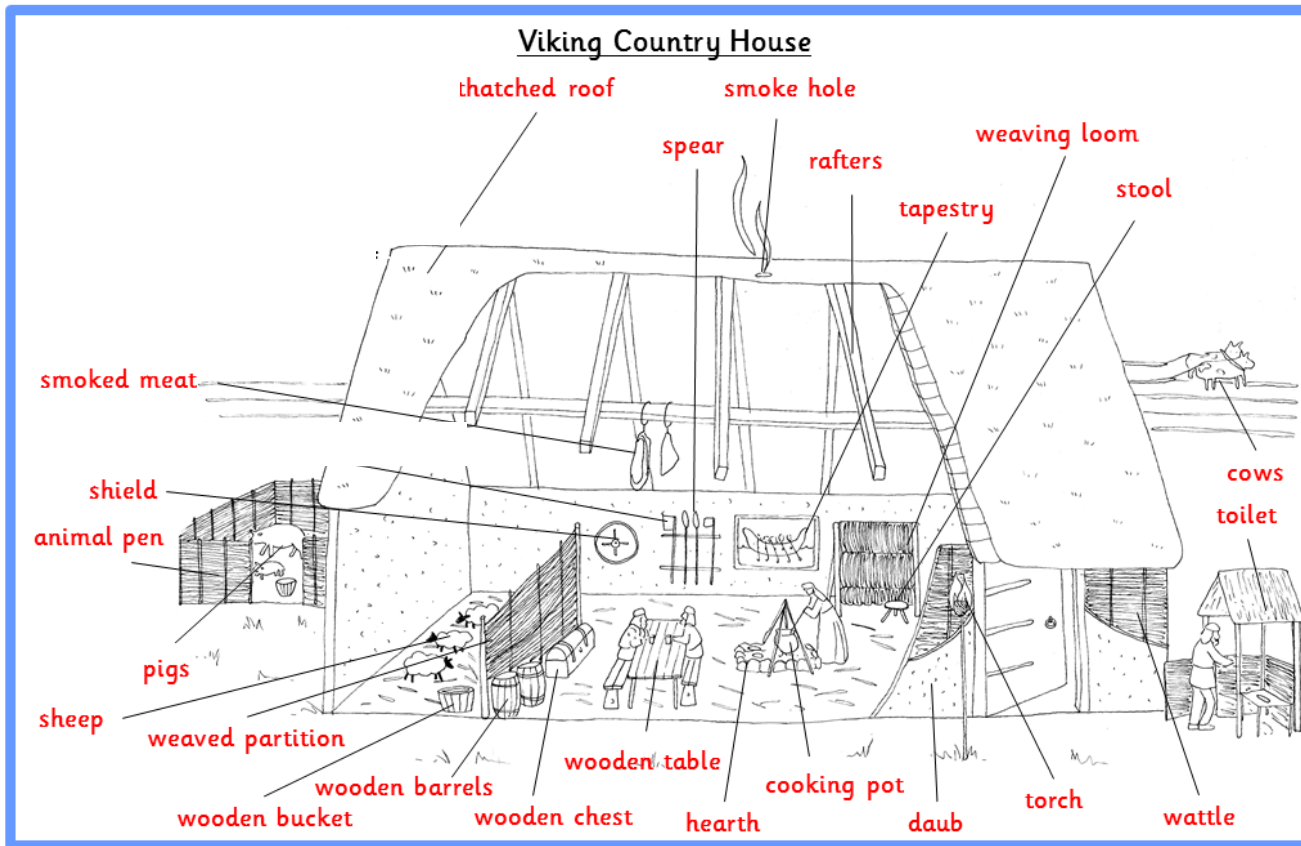
**Thursday ART:**



**3D waterlilies**



Quest - Wednesday - Example drawings with labels of Viking country homes/longhouses.



# The Vikings at home


**23** In the 700s and 800s, the Vikings were some of the best craftworkers in Europe. They lived in a harsh environment, with cold, long, dark winters. Buildings were needed to shelter livestock, as well as people. In towns, pigs, goats and horses were kept in sheds, but in parts of the countryside, farmers built longhouses, with rooms for the family at one end and space for animals at the other.

**24** Vikings built houses out of grass. In many lands where the Vikings settled, such as the Orkney Islands or Iceland, there were hardly any trees. So Viking families built homes out of slabs of turf (earth with grass growing in it), arranged on a low foundation of stone. If they could afford it, they lined the rooms with planks of wood imported from Scandinavia. Otherwise, they collected pieces of driftwood washed up on shore.

**25** Viking homes could be unhealthy. Their houses did not have windows - they would have let in too much cold. So homes were often damp, and full of smoke from the fire burning on the hearth. As a result, Viking people suffered from chest diseases. Some may also have been killed by a poisonous gas called carbon monoxide, which is produced when a fire uses up all the oxygen in a room.

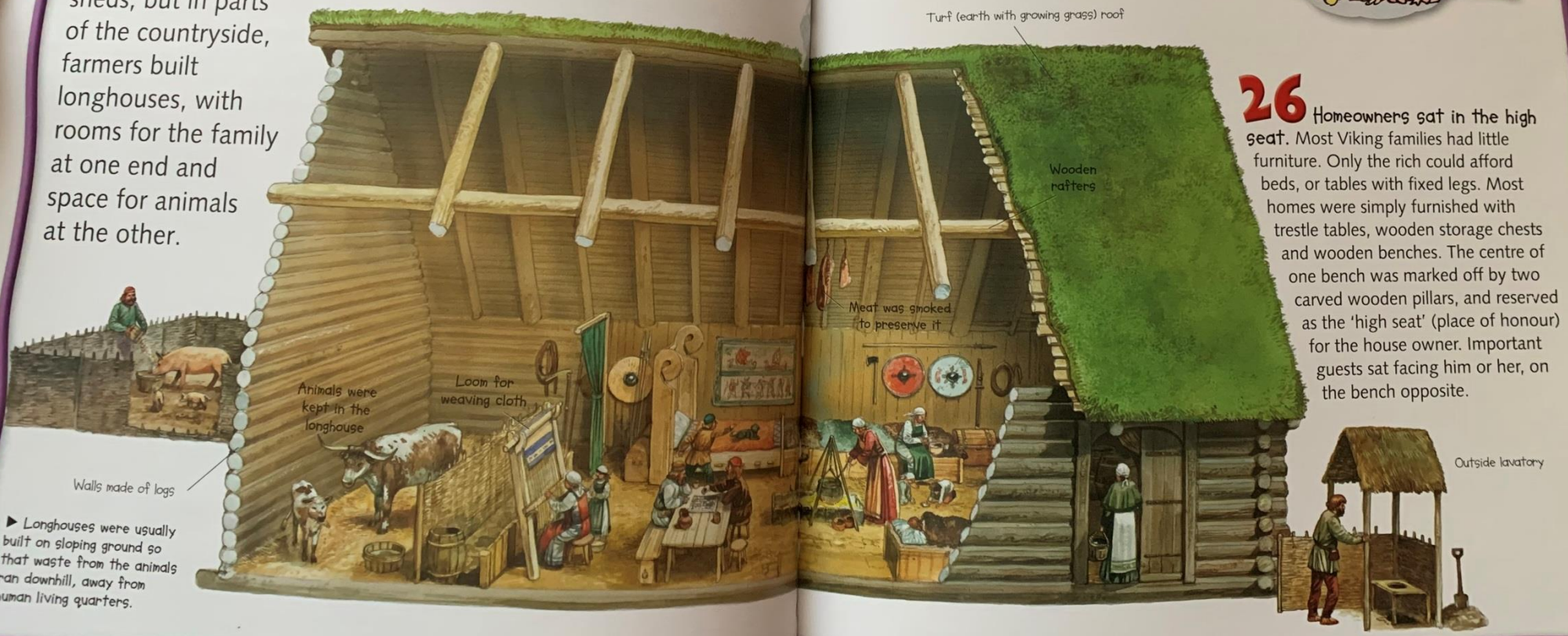
**I DON'T BELIEVE IT!**

Vikings liked living in longhouses, because heat from the animals provided a kind of central heating, keeping everyone warm.



Turf (earth with growing grass) roof

**26** Homeowners sat in the high seat. Most Viking families had little furniture. Only the rich could afford beds, or tables with fixed legs. Most homes were simply furnished with trestle tables, wooden storage chests and wooden benches. The centre of one bench was marked off by two carved wooden pillars, and reserved as the 'high seat' (place of honour) for the house owner. Important guests sat facing him or her, on the bench opposite.



► Longhouses were usually built on sloping ground so that waste from the animals ran downhill, away from human living quarters.

# Viking towns

**56** Kings built towns to encourage trade. Before the Vikings grew so powerful, merchants traded at fairs held just once or twice a year. Viking kings decided to build towns so that trade could continue all year round. Taxes were collected from the people and merchants who traded there.

► Viking markets were often held on beaches. Farming families and travelling merchants met there to buy and sell.

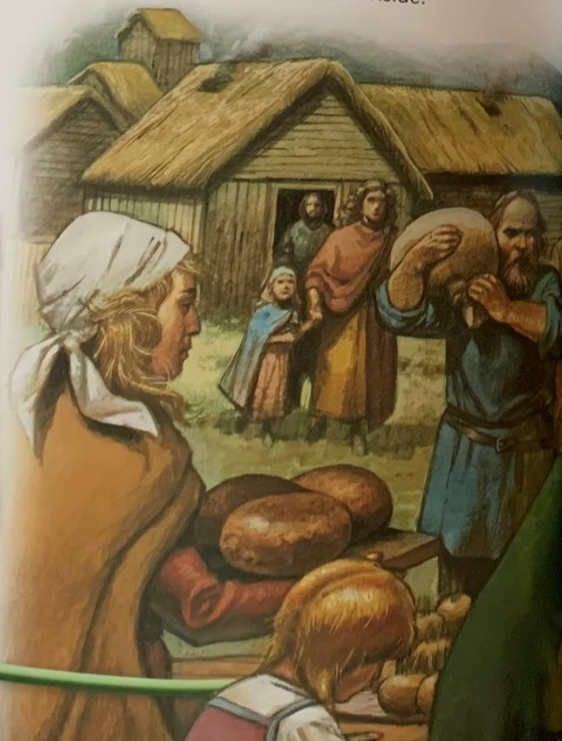
## I DON'T BELIEVE IT!

The first Russians were Vikings. The name 'Russia' comes from the word, 'Rus', used by people living east of the Baltic Sea to describe Viking traders who settled there.



**57** Towns were tempting targets for attack. Pirates and raiders from Russia and north Germany sailed across the Baltic Sea to snatch valuable goods from Viking towns. So kings paid for towns to be defended with high banks of earth and strong wooden walls. They also sent troops of warriors to guard them.

**58** Houses in towns were specially designed. Space was limited inside town walls so houses were built close together. They were smaller than country homes, as people needed less space to store crops or house animals. Most town houses were made of wood with thatched roofs. Many had craft workshops and showrooms inside.



**59** Towns made the first Viking coins. As far as we know, there were no coins in Scandinavia before the Viking age. Traders bartered (swapped) goods, or paid for them using bits of silver, weighed out on tiny, portable scales. But many foreign coins came to Viking lands from overseas trading and raiding. Around AD 825, craftsmen in the Viking town of Hedeby (now in north Germany) began to copy them. Later, other towns set up mints to make coins of their own.



**60** Viking traders gave Russia its name. Adventurous Vikings visiting the east shores of the Baltic set up towns as bases for trade. Some of the biggest were Staraja Ladoga and Novgorod, in Russia, and Kiev in Ukraine.

◀ This Viking coin shows a merchant ship. It comes from the town of Hedeby.

