

Home Learning Tasks - Year 3

Week beginning: 6.7.2020

English tasks:

LO: To be able to understand why settings are important.



Setting and Atmosphere

A setting is a sense of time and place – somewhere that a story begins to unfold.

- Setting the scene helps a reader to visualise where the story is taking place.
- Describing the setting in detail helps the reader to feel engaged in the story.
- An effective setting description hints at what might happen in the story.
- The setting helps to set the mood or the tone (atmosphere) for the story.

Setting and Atmosphere

Atmosphere is the feeling, tone or mood created when the setting is described.

The vocabulary that you choose is very important in creating atmosphere.

ACTIVITY 1

Can you explain in writing how atmosphere is created in the setting below?

The highlighted key words will help you.

All of the preparations were complete. The children were silent. In their classroom hiding places, under the desks and behind the bookshelves, they **fidgeted excitedly**, **waiting** to yell "Surprise!" when their teacher came through the door. They **waited** to hear the tell-tale footsteps down the long, tiled corridor. If the smell of sugar wafting under the wooden doorframe didn't **give the surprise away**, nothing would. All week, the children had sneakily made decorations at lunchtimes, got the farewell card signed and had been **brimming with excitement**. Just then, the clicking sound of high-heeled shoes met their awaiting ears. **Finally!** **The children held their breath** as the door handle turned...

LO: To be able to understand the difference between atmosphere and setting.

READ THE FOLLOWING TEXT BELOW



The twins moved off, travelling from the sun-dappled edge of the forest into the depths of the gloomy shadows. Before long, they were clambering over fallen logs. They felt twigs and pine needles crunch beneath their feet as they carved a path through the dark forest. It reminded them of the type of forest you only saw in movies. There were towering trees surrounded by even more trees, as far as the eye could see. The forest was alive with sound; branches creaked like ageing bones and insects hummed urgently. More worryingly, both boys recognised the distinct sound of an animal nearby, rustling in the underbrush.

As a faint breeze moaned through the branches, the twins feared that whatever animal they could hear might also be able to hear them. They tried to move onwards quickly and quietly, holding their breath, not wanting to disturb the creature.

As they ventured deeper into the forest, the trees appeared bigger, darker and more menacing. Crude scratch marks appeared at times, slashed across the giant tree trunks. Each time, the twins' eyes met, and they shared an anxious glance before hurriedly moving on.

Finally, they heard the reassuring sounds of flowing water. Gene, the oldest by three minutes, tried to break the tension. "That wasn't so bad, we're nearly there now." His voice barely croaked above a whisper, giving away the anxiety he was still feeling.

ACTIVITY 2

- Using a colour of your choosing, highlight or write the words or phrases that you think develop atmosphere.
- Using a different colour, highlight or write out the words or phrases that develop a setting.

LO: To be able to edit my work.

Ask yourself, what do I need to create a great setting?

Did I...

include an introduction?

describe what can be seen?

describe what can be heard?

describe what can be smelt?

describe what can be felt?

describe the atmosphere and mood?

use figurative language to create effect?

ACTIVITY 3

Rewrite your setting description from the first task. Look at the checklist. Have you included all of the above?

Maths Tasks:

- Times table practise: 2, 3, 4, 5, 8- and 10-times tables
- **Mathletics:** Faces, edges and vertices 1.
- **Mathletics:** Faces, edges and vertices 2.

- **Mathletics:** Right angle relation.
- **Mathletics:** Sides, angles and diagonals.

'Other' Task:

RE Task:

LO: To know that Jesus had Special places.

Where is the special place for Jesus here?

A **messenger** from **God** said to the **shepherds**, "Tonight a **baby** called **Jesus** has been born in **Bethlehem**"
Luke 2:10-12



Where is the special place for Jesus here?

The **law** says that the **eldest boy** in each **family** must be taken to the temple to be presented to **God**. **Mary** and **Joseph** took **Jesus** to the temple to see an old man called **Simeon**. Simeon gave **blessings** to God for Jesus.
Luke 2:23-28



Where is the special place for Jesus here?

When **Joseph** and **Mary** had finished doing all that was required by the **law of the Lord**, they returned to their home town of **Nazareth** in Galilee. **Jesus** grew and became strong; he was full of **wisdom**, and **God's blessings** were upon him.
Luke 2:39-40



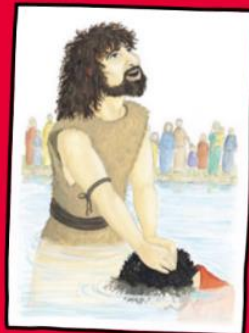
And he went and **lived** in a town called **Nazareth**
Matthew 2:23

Where is the special place for Jesus here?

Every year his parents went to **Jerusalem** for the **Feast of the Passover**. After three days they found him in the **temple courts**, sitting amongst the teachers, listening to them and asking them questions.
Luke 2:41,46

Where is the special place for Jesus here?

Jesus came from **Nazareth** in **Galilee** and was **baptised** by **John the Baptist** in the **River Jordan**.
Mark 1:9



Where is the special place for Jesus here?

Jesus saw the **crowds** and went up a **hill**, where he sat down. His **disciples** gathered round him and he began to **teach them**.
Matthew 5: 1-2



Can you think of any more special places in Jesus' life?

It is possible today to visit many of the places associated with the life of Jesus in what Christians call the Holy Land.

ACTIVITY 1

- Where were the special places for Jesus?
- Why were they special?
- Why do you think some of these places are still special and holy today?
- Why are these places so special for Christians today?

ACTIVITY 2

Retell your favourite story about Jesus, stating where it happened, why it was special and explaining **why it is a special place for people today**. You may discuss this with an adult or carer. You may illustrate your work.

Geography Task:

LO: To explore where India is in the world

Use the internet to find out the following;

1. What is the capital city of India?
2. The main languages spoken.
3. What are the four main religions in India?
4. The highest mountain.
5. What other interesting facts can you find out on your own?

Science:

LO: To understand what greenhouse gases are.

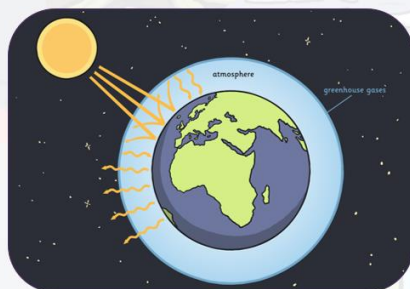
Greenhouse Gas

Planet Earth is surrounded by a layer of air. We call it the sky. Scientists call it the **atmosphere**.

Outside our atmosphere is a layer of gas that surrounds the Earth.

The gases let the sunlight through to warm us up.

The gases keep some of the heat in our atmosphere, making the earth nice and warm. They let some of the heat back out into space.

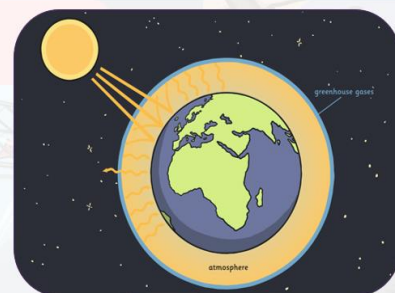


It's like the Earth was wearing the perfect blanket. Not too hot, not too cold. Just right!

Greenhouse Gas

Recently, the layer of gases has been getting thicker, like the Earth is wearing a thicker blanket!


Less of the heat can escape out into space and more heat is staying in the atmosphere warming us up.



Planet Earth is getting hotter!

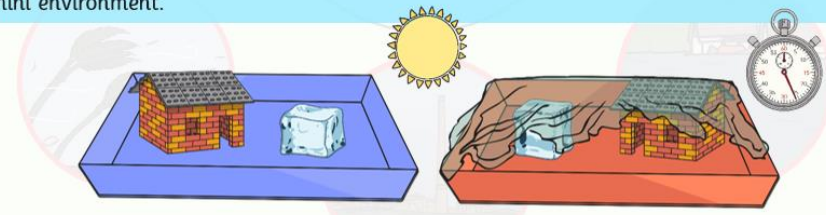
Try the experiment below:

Comparative Test



What you do:

- Create two mini environments by placing a building brick building in a tray with a block of ice.
- Cover one of the mini environments with a layer of cling film. This cling film will act like the extra layer of greenhouse gases that are building up around the Earth's atmosphere.
- We are going to leave the trays in a sunny place and start the stopwatches.
- Watch the trays carefully and time how long it takes for the ice to melt in each mini environment.



- What do you think will happen? Will the ice in the covered or uncovered environment melt faster?
- Will the ice in both environments melt faster?
- What did you find out?
- Why do you think that happened?

Art:

What does the Indian flag look like? Find our then draw and colour/paint it.

French: 'Colours' activity - <https://www.french-games.net/frenchtotics>

PE: Yoga (Cosmic Kids), Just Dance, Kidz Bop - can all be found on YouTube.

Suggested websites

PurpleMash (login in back of home learning book)

Mathletics (login in back of home learning book)

Bug Club (Please check parent/carer emails for login details)

YouTube: Cosmic Kids, Just Dance, Kidz Bop

BBC Bitesize

Horrible Histories

Pobble 365