



## ENGLISH

## WEEK 3

Please remember to always check the online resources before looking at them with your child e.g. online stories

**Spelling (Words of the Week):**

Y2 review: - even every everybody pretty

Y3: - tion and -sion words - mention question position occasion possess(ion)

Practise reading the Year 2 and 3 words of the week. Look out for words within words to help you remember. Complete the year 2 and 3 worksheet (**Resources – SPaG 21.9.20**) then use the words in sentences.

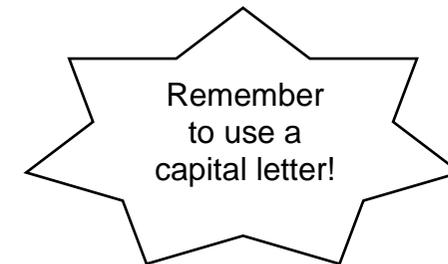
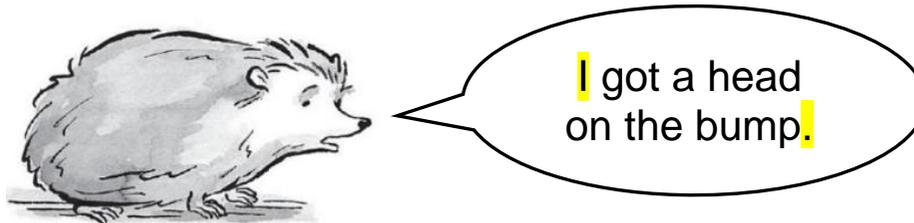
Keep practising your spellings from your current Bookmark list.

**SPaG – Punctuating direct speech – Speech Bubbles and Inverted Commas**

**Continue to read or listen to The Hodgeheg by Dick King Smith.**

Find some examples of what the characters say at different parts of the story. *How do you know when a character is speaking?*

Authors can show what the characters are saying in different ways. Sometimes authors use **speech bubbles** – **only the words the character speaks** are inside the bubble and each character must have their own bubble:



Sometimes they use **inverted commas** - or speech marks - to make it clear when each character is speaking. The words the character says are positioned between the **inverted commas**:

**"I got a head on the bump,"** he said slowly.

Read the text from the story (**Resources- SPaG – Punctuating Direct Speech**) and **underline the words the character is speaking**.

Complete the speech bubbles – or draw some **speech bubbles** of your own - and write the words the character speaks inside.

Then, look at the examples of speech given (**Resources- SPaG – Punctuating Direct Speech**) and **add the missing inverted commas to punctuate the direct speech**. Challenge: *What happens to the punctuation if the character is asking a question?*

Explore the **BBC Bitesize clip** in the Useful Websites box.



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**CHALLENGE:** if you are feeling really confident, try to punctuate the examples of speech given using inverted commas (“\_\_\_\_\_”), a capital letter (**T**), a comma before the last inverted commas (,) and a full stop (.).

**Spelling rules:**

**Y2 review:** Practise reading and writing these words with the : -j (/dʒ/) sound. This sound is always spelt as j before a, o and u:

e.g.: jacket jar jog join joke enjoy

**Y3:** Practise reading and writing words with the /ʃ/ sound (sounds like /sh/) - spelt /ch/:

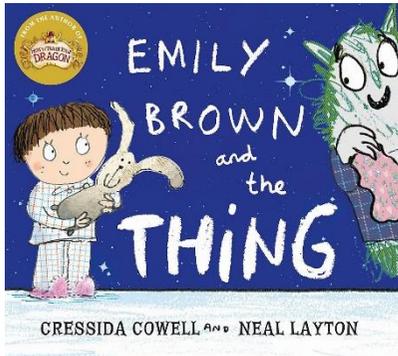
eg: chef chalet machine parachute moustache

Words with this spelling pattern come mainly from the French language. Copy them accurately, then use the words within sentences checking the spelling is correct. Continue to practise the words with these spelling patterns throughout the week. *How many can you spot when you are reading? Could you use a dictionary to check the meaning of these words? Can you think of or find any more words with this spelling pattern?*

**Half-termly focus - ‘Stories with a Familiar Setting’****Emily Brown and the Thing**

In school this week we will be assessing the children’s narrative writing skills and asking them to retell a story. We will be reading/listening to a story by Cressida Cowell which also takes place in a familiar setting: **Emily Brown and the Thing**. The story begins in Emily Brown’s bedroom as Emily Brown and her special cuddly toy, Stanley, are trying to get to sleep, when suddenly... something unusual happens! *Do you have a special cuddly that helps you get off to sleep? What would happen if it disappeared? How would you feel without it? Do you ever find it hard to get to sleep? Are you ever scared of “things”?*

**Listen to the story and read along** if you have a copy of the book at home. If you don’t have a copy of the book, you can find links to an electronic Youtube version – you can even listen to the author reading the story herself. Listen out for some of the language features Cressida Cowell uses to add interest to her story and think about their effect on the reader:



- **Onomatopoeia** (words that sound like their meaning):  
e.g.: **Rumble! Rumble! Rumble!**
- **Alliteration** (the first sound of the words is the same):  
e.g: **Whiny Witches**
- **Superlatives** (words that often end with the suffix **-est** and describe something that is “**the most...**”):  
e.g.: The Thing's cuddly is found at the top of **the twistiest and thorniest tree**.

**Tell the story:** look at the pictures from the book (**Resources-Emily Brown and the Thing-Pictures**) and use them to retell the story, adding as much detail as possible. *Which pictures illustrate the **beginning** (opening and build up), the **middle** (main events and problems to solve) and the **end** (resolutions and ending)?*

**Write the story:** use the pictures to help you order the events of the story and retell them in the right order. Thinking about our work on description last week, try to include plenty of adjectives and expanded noun phrases to add detail so that your readers can really imagine the setting and the characters. You could also include **sequencing words and phrases** to help your story flow:



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Soon,... Then,... After that,... After a while,... Suddenly,... Finally,....

Extend some of your sentences using **conjunctions**:

and but or when if that because

**Challenge:** if you prefer, you can **imagine that you are Emily Brown** and write it from Emily's point of view (e.g.: *Last night, I was.... when suddenly I...*). You could write the story in the form of a **diary entry**. You will need to retell the story in your own words, describing what you saw, felt and thought as well as what happened. Or, you could **imagine that you are The Thing**. *How would the story be different told from the point of view of The Thing?*

When you have finished, read your story carefully and check for mistakes. *How can you improve your writing?*

**Handwriting**

Revise the "zigzag" family of letters: v x z

**NB:** v - does not join to the next letter; x and z – have no joins at all.

**Then continue to practise forming the digits 0 1 2 3 4 5 6 7 8 9 correctly.**

If you know that there are some letters and/or digits that you always find tricky, make these a personal target and practise more often until you feel confident.

Use the handwriting paper (**Resources–SPaG-Handwriting**) and handwriting pattern examples available on the school website to practise each of the above letters. Remember the letters are positioned between the grey lines and tall letters (ascenders) go up to the red line above and the letters that hang below the line (descenders) go down to the red line below.

**MATHS****WEEK 3****Arithmetic Assessment**

All of the maths resources that you need to printout are found in **Resources – Maths**.

This week we will be completing some assessments for maths.

Remember what the arithmetic signs mean:

+ means to add. You can use a numberline to count on, or a place value grid to record the number of tens and ones in each number and then combine them.

- means to subtract or take away. You can use a numberline to count back.

X means multiply. Use your times tables or an array to help.

÷ means divide. Using grouping.

Now complete the arithmetic paper (within the Maths document in **Resources – Arithmetic Paper**)

Try to complete it in 15 minutes.

Don't forget to check through your answers.

**Reasoning Assessment**

We will also be assessing your reasoning skills.

Complete the reasoning paper (within the Maths document in **Resources – Reasoning Paper**)

There is no time limit for completing this paper.

Don't forget to check through your answers.

**10 more/less and 100 more/less**

Practise chanting and rehearsing 3s, 4s and 8s tables.

Count to 150 in 10s. Can you count backwards?

Let's count from random decade numbers. Forwards and back. Repeat with 100s to 1000.

On a piece of paper write the decade numbers to 100 in 10s.

Write the following numbers in your books and write what 10 more and 10 less than the number is.

Lay it out as follows:

\_\_\_\_\_ 93 \_\_\_\_\_

Remember to use a place value grid to help you work out 10 more and 10 less.

T    O

5    3

In this example change the 5 in the tens column to 4 for 10 less and the 5 to a 6 for 10 more.

**MATHS****WEEK 3**

Numbers:

85  
68  
173  
288  
237

Challenge

What is 100 more and 100 less than the following numbers? Use a hundreds, tens and ones place value grid to help you.

314  
624  
718  
317

**Place value reasoning**

Look at these digit cards.



I'm thinking of a 3-digit number that has 4 tens.

Its hundreds digit and ones digit make 8 when added together.

None of the digits are zero.

It is greater than 500.

What is my number?



**MATHS**

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**Place value reasoning - fill in the missing numbers**

hundreds	tens	ones	number (numerals)
			802

Complete this place value chart so that it shows the number 354.

Hundreds	Tens	Ones



## DT

## WEEK 3

**Levers, Pivots and Linkages - moving character mechanism**

Review the Powerpoint in **Resources-DT-Levers and Linkages-explanation**.

We will be continuing our work on levers, pivots and linkages this week by making our own moving picture mechanism. For this activity, you will need:

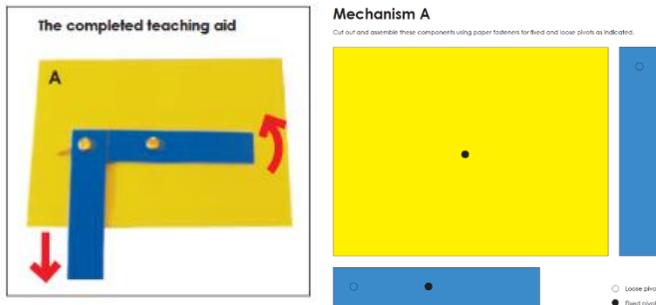
- Card (or stiff paper)
- Paper
- Paper fasteners (split pins)
- Scissors
- Glue

Look at the template – **Mechanism A** below. Cut out a piece of card and a piece of paper the same size; cut out strips of card to make the levers and attach these – paying attention to attach only one of the paper fasteners (the fixed pivot) - to each other and to the card at the back.

Draw a picture of the **setting** of the story you have been planning on the piece of paper.

Following the template, make and attach the **lever and pivot mechanism** on the back and the glue the picture to the front.

*Can you identify the fixed and loose pivots and the levers in your mechanism?*



*Can you explain how it works? Try to explain the mechanism using the correct vocabulary .*



## COMPUTING

### WEEK 3

#### Algorithms

If you have access to a computer, keep practising your online computing skills using **Hour of Code** resources to explore algorithms (e.g. Minecraft):

<https://hourofcode.com/uk/learn>

#### Unplugged coding and debugging activity

You can also practise your coding and debugging skills by playing the following unplugged activities – Feed the Mouse and Build your own Robot games:

<http://info.thinkfun.com/stem-education/6-unplugged-coding-activities-for-hour-of-code>

**GEOGRAPHY****WEEK 3****Geography Resources – Chantilly.****Chateau Chantilly – Past and Present**

This week we will be looking at the village of Chantilly in France. Look at the map of France (**within the Chantilly document – Position of Chantilly**). Chantilly is located to the North of Paris. Can you find out how far from Paris it is?

Look at the images of Chateau Chantilly over time and compare these. (**within the Chantilly document – Images of Chateau Chantilly – past and Images of Chateau Chantilly - Present**)

Consider:

*How has Chateau Chantilly changed over time?*

*How is it the same/different?*

*How has the land use changed?*

*How can you tell?*

*What are the main features showing on each map?*

**Activity 1:** Print out an image of Chateau Chantilly in the past and in the present. Stick them on a piece of paper and compare and contrast the features that you can see.

Write your comparison under the pictures – remember to think about the questions above when comparing.

**Activity 2:** Carry out research or look at the facts about **Chantilly (within the Chantilly document - Chantilly Facts)**. Create a guide to Chantilly.

Include:

A map (challenge: perhaps you could add a compass)

Where it is.

What you can do there.

What the place is famous for.

What the weather/climate is like there.

An interesting fact.



## RE

## WEEK 3

**How the Christian Church Began**

Last week we looked at the symbols of Pentecost and learned that this was a very significant event which marked the beginning of the Christian Church. You may want to watch a video version of the story on YouTube to remind yourself of the events and find out more about the life of Peter by exploring the PowerPoints in **Resources-RE-St Peter and St Paul** and **Resources-RE-Pentecost-St Peter**.

*Who was Peter?*

*How was he affected by the events of Pentecost?*

*What did he do after Pentecost?*

*What was his role in the founding of the Christian Church?*

Write about how Peter spread the word of the gift of the Holy Spirit after the events of Pentecost.

Try to explain how the coming of the Holy Spirit at Pentecost gave Peter the courage to go out into the world and spread the word of Jesus, after receiving the Holy Spirit. Explain what Peter did (e.g. baptising people) and how, Christians believe, the Holy Spirit helped him to do this (e.g. he was able to speak many different languages).



## PE

## WEEK 3

**Dance - this half term we will be exploring dance motifs in response to a stimulus and partner work**

As usual, remember to warm up before you start moving. This can involve stretching your arms above your head, running on the spot, touching your toes and star jumps.

This week we will continue to work on twisting/turning and changes of direction and levels as we continue to work on our sequences and routines in response to a piece of music.

Listen to a piece of music - *How does it make you feel? What images does it create in your imagination? How could you express these feelings/images in dance?* Continue to add to the routine you created last time – remember that your routine should include **at least 5 different moves** (using different body parts, direction, balances and levels).

Perform your routine to someone in your family. Then teach it someone! *How well can the other person **mirror** your moves? Can you repeat the sequence throughout the dance?*

**Mirroring** (i.e. dancers to do the same travel, jump, shape or balance at exactly the same time).

**PSE****WEEK 3****Keeping Safe at School*****What are the risks and dangers we could face at school?***

Our first and main aim at school is to keep everyone safe! We all agree that it is important that we stay safe while at school and that school is generally a safe place but are there any risks and dangers? If so, what are they?

- **Make a list of risks and dangers you have noticed at school:**

e.g. tripping over someone's bag in the classroom, falling downstairs, touching a hot counter in the school kitchen area.

Discuss these with the adults at home. *Can you think of any ways to avoid any of these?*

**At school, we think that the Golden Rules are very important.**

*What are the Golden Rules? Why do we have the Golden Rules? Can the Golden Rules help to keep us safe?*

(e.g. Putting up our hand to speak and not calling out helps us to have a quiet classroom – a quiet classroom is safer because if anyone has a problem we can hear them call for help).

***How could following the Golden Rules help us to avoid some of the risks and dangers we have found and help to keep us safe?***

- Write down a list of the Golden Rules
- *Do you think the Golden Rules could help us? If so, which of the Golden Rules might help in the particular situations you identified in your list of risks and dangers and how? Explain your reasoning to your adults.*

**Being “Kind and helpful”**

*How does being kind and helpful and caring for others help to keep us all safe at school? Do you think this is important? Why? Discuss the different ways in which people care for one another at school and reflect on why this is a good thing for our well-being and safety.*

**Activity: record your ideas in a table or write a few sentences and illustrate with pictures to explain your ideas.**



ART

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This week we are looking at the work of Picasso. Look at the PowerPoint explaining about the life and works of Picasso. (**Resources – Picasso ppt**). Picasso was famous for his pictures of faces.

Look at the examples of some of Picasso's work and recreate using primary and secondary colours.



Print a photo of yourself on half of a piece of A4 paper. On the other half draw yourself in the style of Picasso. Remember that Picasso would paint a person or object from different angles using geometric shapes.

Choose bold, primary colours to paint your portrait.

The period from 1901-1904 is know as Picasso's 'Blue Period' since most of his work during this time was full of shades of green and blue.

Sketch a picture of yourself. Use mirrors to help you draw all of your features. Once you are happy with your sketch go over the lines to make them stand out more. Use a colour wash in blue and green to paint yourself. Make sure your hair, clothes and eyes are a different colour to your face and background.



**ART**

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**SCIENCE****WEEK 3****Healthy Diets**

What is the difference between saturated and unsaturated fats? (**Resources – Saturated and Unsaturated Fats PPT**)

Write a definition for what saturated and unsaturated fats are. *Where are they found? Are fats good for you?*

**Experiment:**

*Which foods (solid and liquid foods!) do you think contain lots of fat?*

Draw 6 circles on a piece of paper.

Label each circle with one of the foods you will be testing.

Food to be tested - oil, margarine, milk, cake, bread, crisps, lemon, water.

Rub a bit of the food (or drip if it's liquid) in its own circle and drip some water onto the water circle. When the water circle is quite dry, hold the paper up to the light. A translucent spot (translucent – some light passes through) is a positive test for fat.

*What do you see?*

*Which foods contained the most fat? Was it easy to tell?*

*Are fatty foods good for you?*



## USEFUL WEBSITES

### English

Look up the YouTube links to Cressida Cowell reading **Emily Brown and the Thing**; other versions of the story are available which allow you to also read along with the text.

The Hodgeheg by Dick King Smith – YouTube versions of the book are available

Use of inverted commas for speech:

Watch the BBC Bitesize clips: <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h>

### DT

Explore levers and pivots on this interactive website:

[https://resources.hwb.wales.gov.uk/VTC/2008-09/science/irf\\_08\\_51/index.html](https://resources.hwb.wales.gov.uk/VTC/2008-09/science/irf_08_51/index.html)

### Computing

Online activities: <https://hourofcode.com/uk/learn>

Ideas for unplugged activities: <http://info.thinkfun.com/stem-education/6-unplugged-coding-activities-for-hour-of-code>

### RE

Pentecost

Animated Bible stories about Pentecost suitable for KS1 and KS2 children are available on YouTube