



## Week 9 (W.b. 18.05.20) —Home Learning Menu



Remember to **email photos or copies of some of your home learning to:**

[kiwi@grove.cambs.sch.uk](mailto:kiwi@grove.cambs.sch.uk) or [kookaburra@grove.cambs.sch.uk](mailto:kookaburra@grove.cambs.sch.uk)

We've loved seeing some of the activities that you've been up to already! **Alternatively**, take photos of your work and post them on the Year 3 Facebook page for your friends to see!

### Spelling: (15 minutes, every day)

Task 1: Make sure you can spell all of the words in the list below:

battle	possible	humble	adjustable	article
terrible	struggle	settle	example	capable

Practice them, by look, cover, write, check. Do this until they are correct. Then, use the words in sentences.

Task 2: Select six additional words from the year 3/4 spelling list.

### DT—Link to History: Egyptians (30 mins x 2)

Time to do some junk-modelling!

Recycle your rubbish and make something inspired by your Egyptian learning from Week 7.

For example: a model tomb, a pyramid, a sphinx, a pharaoh's death mask

### Writing Reflection Time: (15 minutes)

Go back to the front of your exercise books.

With a green pencil or pen, look through all of your sentences from the pieces of work you have completed.

- Correct any missing capital letters at the beginning of sentences or names or places.
- Make sure you have included the correct punctuation:
  - Have your sentences got full stops at the end?
  - Are the parts of the sentence (main and subordinate clauses) separated by a comma?
  - Have you included a comma between two adjectives?

### History —Egyptian Gods: (30mins)

#### Egyptian Gods Fact Sheet

Create a fact sheet about one or more of the Ancient Egyptian Gods.

<http://www.primaryhomeworkhelp.co.uk/egypt/gods.htm>

<https://www.historyforkids.net/egyptian-gods.html>

**Challenge:** Design and describe your own Egyptian god as well. What are they the god/goddess of? What are their symbols? What do they do?

**Extension:** Sketch your God/Goddess

and label it. Include what features he/she has and what they do to give her power.



### Mindfulness and art (30 mins)

#### Flower pressing

When you are out on your walk or in the garden, find as many beautiful flowers that you are allowed to pick. The place them between 2 pieces of paper and 2 heavy books. Leave them for a few days and then take a look. You can make a collage with the finished results.

### A Journey to School

6AM: I left the house on my own, wrapped up in my warmest coat (which I wear every day) to make the 3km trip. I met up with other children from my village, and we huddled together beneath the mountain to keep warm, waiting for the last couple of stragglers to arrive. As soon as we were all together, two of the dads put their sledges and emergency packs on their backs, and we set off for school...

### English: Handwriting & Speaking and Listening (30 mins x 4):

Find a suitable poem.

Here are some suggestions below but the poem you choose is up to you!

<https://www.familyfriendpoems.com/poem/the-moon-by-robert-louis-stevenson>

<https://www.familyfriendpoems.com/poem/the-rainbow-by-christina-rossetti>

<https://www.familyfriendpoems.com/poem/halfway-down-by-a-a-milne>

Task 1) Copy it out as joined handwriting.

Task 2) Practise and learn it by heart.

Task 3) Add movements and actions to the poem to help you learn it.

Task 4) Perform it to your family or film yourself reciting it.

### English - Developing ideas and content: (30mins, every day)

Look at the picture below and answer the following questions.

Remember, use your imagination – there is no right or wrong answer, but use full sentences, using **conjunctions**, **noun phrases** and **adverbs** when appropriate.

- 1) Do you think the children in the picture find the journey to school difficult? Why?
- 2) What do you think their school is like? How might it be similar to yours and how might it be different?
- 3) Who are the adults in the picture? What do you think they are carrying and why?
- 4) Where in the world do you think the children are from?
- 5) How do you think these children would react to spending a day at your school? How would you react to spending a day at theirs?



### English— Extended Writing (30 mins x 2)

Using the picture and your answers from the questions, can you write a diary entry for one of these children, describing their journey. Remember what we have covered when writing diaries previously: your 5 senses, emotions and thoughts, use a chronological order, informal language and pronouns.

### Art—sketching: (30mins)

Using the picture on the above, can you sketch a picture of what you think their school might look like? Think about how it might be different to yours.



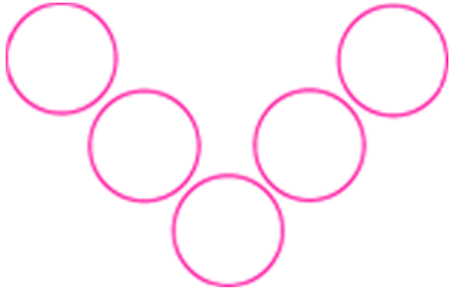
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### Maths: (30mins per day)

The activity below is worth exploring over a few days:

Place each of the numbers 1 to 5 in the V shape below so that the two arms of the V have the same total.



How many different possibilities are there?

What do you notice about all the solutions you find?

- 1) Can you explain what you see?
- 2) Can you convince someone that you have all the solutions?
- 3) What happens if we use the numbers from 2 to 6? From 12 to 16? From 37 to 41? From 103 to 107?

### Maths—Draw it, Write it:

- 1) Work out  $0.7 + 0.8 = ?$
- 2) Write the Roman Numerals XXXV11 in figures
- 3) Which of these fractions are equivalent:  $\frac{1}{3}$     $\frac{1}{2}$     $\frac{3}{6}$     $\frac{4}{9}$     $\frac{5}{8}$     $\frac{2}{6}$
- 4) Fill in the missing numbers:  $481 = 401 + \underline{\hspace{2cm}}$     $5004 = 504 + \underline{\hspace{2cm}}$
- 5) Write down all the factors of 15
- 6) Add together  $6\frac{1}{2}$ , 5 and  $3\frac{1}{2}$
- 7) 7 squared =  $\underline{\hspace{2cm}}$
- 8) A plane journey takes  $6\frac{1}{2}$  hours. I set off at 8:40am (20 minutes to 9 o'clock), what time will I arrive?  $\underline{\hspace{2cm}}$

### Reading: (15 minutes, twice a day)

Continue to read everyday and discuss what you've read with a family member for exactly 120 seconds.

Find **Mr B's Emporium of Reading Delights** on YouTube for high quality stories read aloud. Read a new story every day.

Keep a log of the following aspects:

- 1) In bullet points, a summary of the story in exactly 25 words.
- 2) The main theme or message or moral of the story—what is it trying to teach the reader?
- 3) What you enjoyed (or disliked) about the story and why.

More stories that are read aloud can be found FREE at:

<https://stories.audible.com/discovery>

### Science / PSHE: (60 mins)

*Rainbow in a glass*

Materials needed:

- ⇒ A family size bag of skittles!
- ⇒ Water
- ⇒ A mug
- ⇒ 5 separate cups
- ⇒ A Tablespoon
- ⇒ A clear glass
- ⇒ A dropper or pipette



Instructions:

- 1) Separate the Skittles into the cups, in these amounts: 2 red, 4 orange, 6 yellow, 8 green, and 10 purple.
- 2) Heat a mug of water in the microwave for a minute and a half (or long enough that the water is hot, but not boiling). Be careful removing the water from the microwave—it's hot!
- 3) Measure and pour two tablespoons of hot water into each cup, on top of the Skittles.
- 4) Stir each cup carefully so no water splashes out. The cups need to be cool for the next part of the experiment, so leave them somewhere where they won't get knocked over. Stir them every ten minutes or so until the Skittles are dissolved and the water is room temperature.
- 5) Using the dropper, add the coloured water from the five cups to the clear glass. Start with purple, then add green, then yellow, orange, and red last. Go slowly here, we don't want the different layers to mix.
- 6) Congratulations, you made a rainbow. You didn't even have to go outside!

How does it work?

Skittles are mostly made of sugar. When you add hot water to them, the sugar dissolves and the colouring on the shell of the Skittles turns the water different colours. The cup with only two red Skittles doesn't have as much sugar as the cup with ten purple Skittles, but they both have the same amount of water. The amount of matter packed into a certain amount of space is called the density of the material. The red water is less dense than the purple water, so it will float on top of the purple water.

Further experiments: Add our colours in heaviest-to-lightest order. Does the rainbow still form if you add the red water first, then the orange, yellow, green, and purple? What happens over night?