



## Week 10 (W.b. 01.06.20) —Home Learning Menu



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

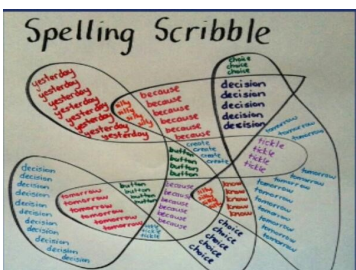
[kiwi@grove.cambs.sch.uk](mailto:kiwi@grove.cambs.sch.uk) or [kookaburra@grove.cambs.sch.uk](mailto:kookaburra@grove.cambs.sch.uk)

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: Spelling scribble

Look back at the spellings you have learnt so far. Choose 10 words that you have found difficult and practise them by creating a spelling Scribble.



**Task 2: Spelling Bee!** Ask an adult or a sibling to test you. They can ask you to spell any word you have learnt during lockdown. You can spell them out loud or write them down. You get a bonus point for putting the word into a sentence. You can use your 'Peek' lifeline twice for a 10secs peek at the word if you are stuck. Use it wisely!

### PE: Family scavenger hunt

Each player is given a food bag and gloves. Go on a scavenger hunt around your house/garden/street and find an item for each letter of the alphabet. Eg; A = apple, P = petal, S = stone.

When everyone is back in the house, display your items and the person with the most creative item for each letter gets a point.



### History & English —Egyptian Gods: (30mins)

#### The River Nile

<https://www.bbc.co.uk/education/clips/z3rwmp3>

#### Why was the Nile so important to the Ancient Egyptians and today?

Create mind map to record your research. What did the Ancient Egyptians use the River for? Is the river still important today and why? Why would fishermen be worried that the population is growing in Egypt?

#### Challenge:

Draw a map of the River Nile, taking note of the key towns and cities along the Riverbed.

**Extension:** Imagine you are an Egyptian farmer, draw a plan of your farm. What crops would you grow? What animals would you have? Where would you keep your tools? Would your house be beside your farm?



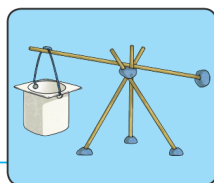
### DT—Link to History: Egyptians (30 mins x 2)

Let's have a go at making a Shaduf—a farming tool used to collect water from the Nile. [https://www.youtube.com/watch?v=i5X\\_jwnb-Ok](https://www.youtube.com/watch?v=i5X_jwnb-Ok)

Using the picture and your knowledge of levers from earlier this year, can you use trial and error to build your own Shaduf.

You can use lolly sticks, straws, twigs, string and more.

<https://www.youtube.com/watch?v=WvILjffByq2E>



**Art (30 mins):** The scarab Beetle was believed to be an incarnation of the Sun God Khepri and can be seen on many Egyptian pieces of art.

<https://www.youtube.com/watch?v=cekwzCIOVV8>

Follow the instructions to sketch your own symmetrical scarab beetle.



### English - SPaG: (30mins, x2)

Apostrophes are used for two reasons, to show possession and contractions. Watch the following videos to recap each rule:

<https://www.bbc.co.uk/bitesize/articles/z4p2mfr> (contraction)

<https://www.bbc.co.uk/bitesize/articles/zmq9kmm> (Possession)

#### Task 1:

Use an apostrophe to contract the following words and then write a sentence for each contraction.

- 1) can not =
- 2) should not =
- 3) did not =
- 4) He will =
- 5) will not =
- 6) It is =

#### Task 2:

Put the apostrophe into the sentences to show possession:

- 1) It is Janes birthday next week.
- 2) Andys bike is very smart.
- 3) I hope the dogs bark will not wake the neighbours baby.
- 4) Marys watch has a loud alarm.
- 5) The rainbows colours are very bright.

**Extension:** Write the shortened form of each phrase:

EG: the bike belongs to the girl = the girl's bike.

- 1) The car belongs to the man =
- 2) The ball belongs to the children =
- 3) The pencils belong to the young girls =

### English: Instructional writing (30 mins x 2):

Write a page of instructions on how you made your shaduf.

What you need to include:

- \* Title
- \* Introduction— explain what a shaduf is and what it is used for
- \* Materials needed
- \* Method—numbered steps of what to do.
- \* Closing sentence.



## Home Learning Menu—Page 2



### Maths: (30mins per day)

Grid multiplication: <https://www.youtube.com/watch?v=rQFdBKAXUuM>

Take a couple of days to complete these questions.

Watch the recap video and answer the following questions in your book using the grid method.

(For number 9 and 10 use three columns)

$$71 \times 5 =$$

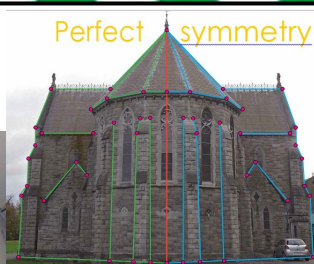
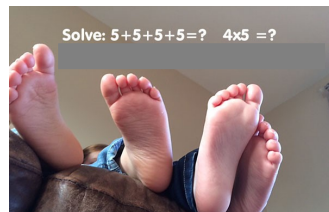
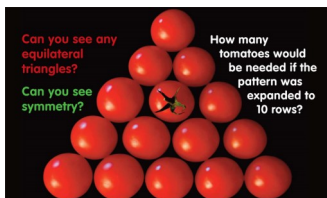
×	70	1
5		

- 1)  $71 \times 5 =$
- 2)  $11 \times 4 =$
- 3)  $23 \times 3 =$
- 4)  $12 \times 5 =$
- 5)  $39 \times 4 =$
- 6)  $13 \times 8 =$
- 7)  $32 \times 6 =$
- 8)  $54 \times 4 =$
- 9)  $123 \times 3 =$
- 10)  $452 \times 4 =$
- 11) Lucy has 36 CDs in each rack. She has 3 racks. How many CDs has she altogether?
- 12) 3 children have completed their sticker card. Each card holds 24 stickers. How many stickers has the teacher given out?
- 13) Caitlin buys 3 pairs of shoes costing £32 each. How much does she spend?
- 14) Jay's class are collecting shoes to send to Malawi. His class collected 26 pairs of shoes. How many individual shoes were collected altogether?
- 15) There are 12 eggs in each egg tray and I bought 5 trays. I used 2 trays of eggs this weekend, how many individual eggs do I have left? (You will need to do two calculations for this question.)

### Maths eyes!

In school we carryout Maths eyes activities, looking for maths in photographs, this week it is your turn to take photos of maths all around you. Your challenge is to find 10 examples of maths in your house/garden or street, use the photos as examples.

Share your photos on Facebook and ask others to spot the maths in your photos.



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

Continue to read everyday and discuss what you've read with a family member. Do you like the book you are reading? Why? What has happened so far in the story? What do you think will happen next?

Follow the link to read stories with lots of celebrities! <https://www.youtube.com/user/StorylineOnline/videos>

Challenges:

- 1) Record yourself reading a short book or a chapter of a novel and share the video with friends, family and your teacher.
- 2) Draw a picture of your favourite part of one of the online stories, underneath write a few sentences explaining why it's your favourite part.
- 3) After you have read for 15mins in the morning, imagine you are now the author and continue writing the story. Before going to bed, read the next part of your book and see if your story ending matches the book.

### Science (60 mins)

Making Quicksand

Materials needed:

- 1 cup of cornflour
- Half a cup of water
- Food colouring (optional)
- A spoon
- A plastic container



Instructions:

1. This one is simple, just mix the cornflour and water thoroughly in the container to make your own instant quick sand. Before stirring, add a few drops of your chosen food colouring to make the quicksand colourful.
2. When showing other people how it works, stir slowly and gently press you hand into the quicksand to show it is a liquid.
3. To make the quicksand act like a solid, punch or poke it quickly (this works better if you do it fast rather than hard).
4. Remember that quicksand is messy,, try to play with it outside and don't forget to stir just before you use it.

How does it work?

If you add just the right amount of water to cornflour it becomes very thick when you stir it quickly. This happens because the cornflour grains are mixed up and can't slide over each other due to the lack of water between them. Stirring slowly allows more water between the cornflour grains, letting them slide over each other much easier.

Poking it quickly has the same effect, making the substance very hard. If you poke it slowly it doesn't mix up the mixture in the same way, leaving it runny. It works in much the same way as real quicksand.

The quicksand we have made would normally be found in humid jungles, however in 1926 a pilot called Winston Havelock crashed his plane into dry quicksand in Egypt and his whole plane disappeared under the sand! Can you research the what the difference is between normal quicksand and dry quicksand?

Further experiments:

<http://www.sciencefun.org/kidszone/experiments/crystal-candy/>

Have a go at making rock candy crystals and post your results on Facebook.