






Key Stage 2

Week beginning: 15/6/20

Year 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Reading – 30 mins Chapters 1/2 Magic Actors	Reading – 30 mins The Magic Actors Chapters 3/4	Reading – 30 mins The Magic Actors Chapters 5/6	Reading – 30 mins The Magic Actors Chapter 7 & Quiz	Reading – 30 mins Complete the tasks on the set 2's
Mathletics activity 24 Hour time	Mathletics activity Using Timetables	Mathletics activity Elapsed time	Mathletics activity What time will it be?	Mathletics activity Hours and minutes
BREAK Snack Mindfulness/relaxation	BREAK Snack Mindfulness/relaxation	BREAK Snack Mindfulness/relaxation	BREAK Snack Mindfulness/relaxation	BREAK Snack Mindfulness/relaxation
Times tables	Times tables	Spellings	Spellings	Times tables
Afternoon:				
Project based activity instructions: Chocolate Did you know that the Mayans used chocolate as currency instead of money? What else can you find out about the Mayans? Create a fact file. <ul style="list-style-type: none">https://www.bbc.co.uk/bitesize/topics/zq6svcwhttps://www.ducksters.com/history/maya/daily_life.phphttps://www.dkfindout.com/uk/history/mayans/				
<ul style="list-style-type: none">Useful Links:https://www.bbc.co.uk/bitesize/tags/zmyxyc/year-3-and-p4-lessons (BBC Bitesize - online daily lessons)https://classroom.thenational.academy/subjects-by-year/year-3 (Oak National Academy - online daily lessons)				
Ideas for Physical Activity: Disney 10 Minute Shakeups: https://www.nhs.uk/10-minute-shake-up/shake-ups PE with Joe: https://www.youtube.com/watch?v=cABsHbhqv7Q Build an course at home/play hopscotch! Ideas for Art: Create a piece of art using chocolate wrappers or other bits that would otherwise be thrown away or recycled.		 	Ideas for Science: https://www.geolsoc.org.uk/LessonPlanChocolateRock Can you make different kinds of rocks using chocolate? PSHE: There has been a lot of discussion about race in the news recently. What is discrimination? What is prejudice? What is racism? Design an anti-racism poster. https://www.bbc.co.uk/bitesize/clips/zqvnvcw	
Weekly spellings: Spell words from the year 4 list: To spell prefixes (dis, mis and re) What meaning do the prefixes give to the root word? Words: Disappoint, disagree, disobey, misbehave, mislead, misplace, redo, refresh, sentence, separate and straight.		Weekly times tables: Complete the Purple Mash Times tables assessment set as a 2do! Practise any questions you get incorrect. Play Coconut Multiples: https://www.topmarks.co.uk/times-tables/coconut-multiples		
Writing: We are looking at a new story this week called 'The Impossibly Possible Bookshop'. Explore the story in detail and complete the attached writing activities. Maths: The maths this week is all about making our brains exercise with a variety of strategy games. They all require a dice to play. Make your own dice from a 3d cube net.		Reading: Oxford Owl have a free e-reading library. Just register to access. I would love to know what books you are currently enjoying! https://home.oxfordowl.co.uk/books/free-ebooks/ JK Rowling has started releasing a new story chapter by chapter. Take a look. https://www.theickabog.com/home/ Can you find 5 new words in your book? Write their meaning in your workbook! https://kids.britannica.com/kids/browse/dictionary Can you find 5 adverbs, (words ending in -ly), in your book? https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsqxf		



Maths – This week I want to make your brain itchy! Each day I have a task that will make you think.

Day 1

You don't need dice that are these colours you can just pretend. <https://nrich.maths.org/6717>

If you don't have dice, just use bits of paper with the numbers 1 to 6 on them.



Two dice are RED and one is GREEN.

Roll the dice and add up the numbers on the two RED dice and then subtract the number on the GREEN.

So if one RED is 4 and the other RED is 5 and the GREEN is 3 we should add together 4 and 5 to make 9 and then subtract the 3 so that gives us a final answer of 6.

You'll need to roll these dice many times and see what numbers you make each time by doing the addition and subtraction.

In this game it would be good to find out:-

What are the final answers by doing the addition and subtraction each time?

What are all the different possible numbers?

Is there a good way of making sure you find them all?

How will you record what you've found out?

Now have a go!

Look at your results and write down some questions that you could ask about them. For example, do any of them have the same answers? If so, why?

Then you could ask yourself, "I wonder what would happen if, instead, I ...?"



Day 2

Nims is one of my favourite games. It is a mathematical game of strategy. All you need is seven objects (they can even be seven pieces of paper). <https://www.youtube.com/watch?v=YHsetkgLG4k>

This is a basic form of the ancient game of Nim.

You will need seven objects, such as counters or blocks. It is a game for two players.

Place the 7 counters in a pile and decide who will go first. (In the next game, the other player will have the first turn.)

Each player takes turns to take away either one or two counters.

The player who takes the last counter wins.



Keep playing until you work out a winning strategy.

Does it matter who has the first turn?

What happens when you start the game with more counters?



Day 3

Got It is very similar to Nim. Can you use your strategies from yesterday to win? You can play with someone at home or there is an online version here.

<https://nrich.maths.org/1272>

Got It is an adding game for two players. You can play against the computer or with a friend. It is a version of a well known game called Nim.

Start with the Got It target **23**.

The first player chooses a whole number from **1** to **4** .

Players take turns to add a whole number from **1** to **4** to the running total.

The player who hits the target of **23** wins the game.

Play the game several times.

Can you find a winning strategy?

Can you always win?

Does your strategy depend on whether or not you go first?



Day 4

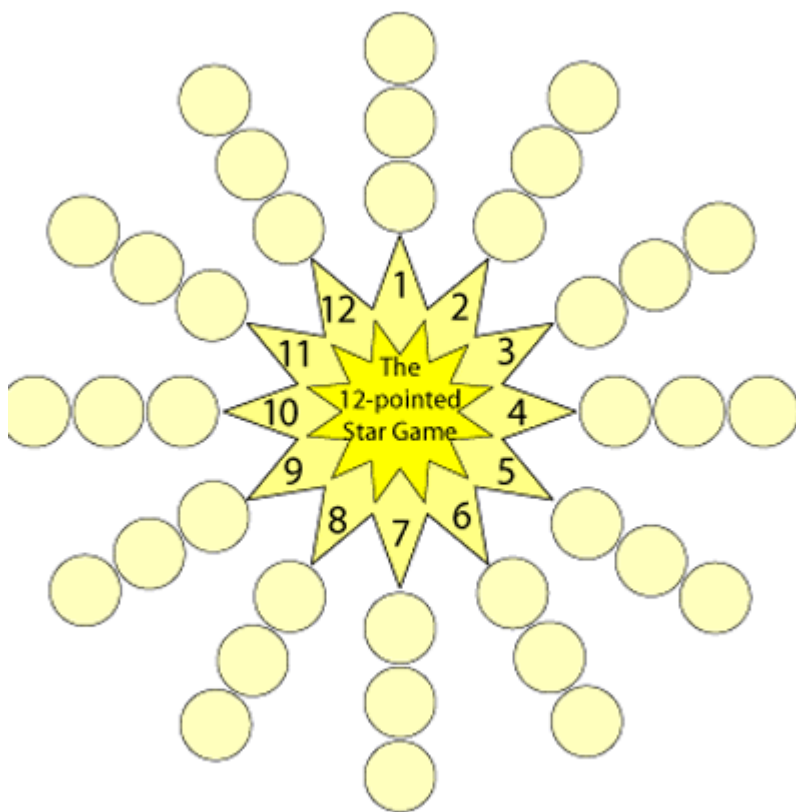
Twelve Point Star Game

(Remember to just use pieces of paper if you don't have dice at home or <https://nrich.maths.org/6717>)

The game is for two or more players.
Each player chooses one, two or three numbers.
Players then take it in turns to roll two dice and add the scores.

The player who has chosen that number puts a counter on the appropriate circle. *(So for example I'm playing with my friend Zac. I choose 2, 4 and 6, Zac chooses 7, 8 and 9. Zac rolls the dice and it's a 4 and a 2 - so I can put a counter on 6.)*

The winner is the first player to have counters on all three circles belonging to one of their chosen numbers.



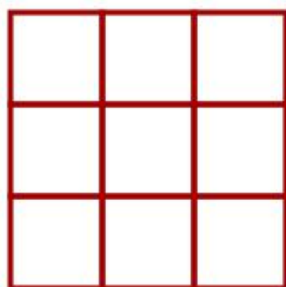
Which are good numbers to choose? Why?
Which are poor numbers to choose? Why?
Which is the worst number to choose? Why?



Day 5

Dotty Six - <https://nrich.maths.org/7337> <https://www.youtube.com/watch?v=zLb36QUZ3E8>

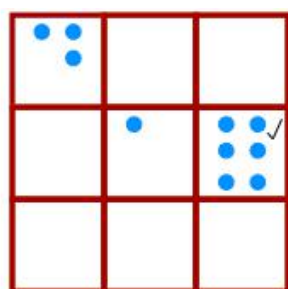
You need a partner, a 1-6 dice and a grid like this;



Take turns to throw the dice and draw that number of dots in one of the boxes on the grid.

Put *all* of your dots in one of the boxes. You can't split them up and you can't have more than six dots in a box.

When a box is full, you could put a tick in the corner like this:



Keep going until there are three ticks in a row or column or diagonal. The winner is the person who puts the last tick.

Now, can you change the game to make your own version?



English

Day 1 -

5 ways to keep yourself amused in lockdown

Have you found any unusual or interesting ways to keep yourself amused during lockdown? Here are twelve things that you can do at home. Put them in an order with the most interesting at the top and the least interesting at the bottom. Then add things that you like doing that I've missed out. Think about things that you really like doing and really hold your attention and select 5 to write about:

- reading comics
- watching TV
- computer games
- looking out of the window
- cooking
- writing stories
- playing with lego
- painting or drawing
- talking to the cat/dog/baby brother, etc
- whistling
- staring at the ceiling
- daydreaming

Here are the 5 ideas that I have had. What ideas have you got? You can use the way that I have written my ideas to write yours, if you want. The hard bit is to make each idea different. I've tried to list unusual ways to keep amused.

Listen to an audio recording of the ideas below here:

<https://soundcloud.com/talkforwriting/5-ways/s-0nciRPDEqS6>

- *You can apply to the Guinness Book of Records for the world record as child couch potato.*
- *You can try surfing TV channels, and see if you can keep up with the plot of 5 programmes at the same time.*
- *When it rains, you can play raindrop races by betting on which drop will reach the bottom of the window pane first.*
- *You can train the spider that lives in the plughole to be an acrobat and develop skills as an arachnid trapeze artist.*
- *You can draw anything from a Gruffalump eating a cheese pasty to a Hippocampus that is stuck in a drain.*

Writing tip: make each idea different and avoid repetition or the reader might get bored. Surprise the reader so each idea is a totally new suggestion.



List poems

Now we have had some fun making a list, I'd like to introduce you to the Japanese poet Sei Shonagon. She wrote list poems. Lists are a great way to write as you can have a long list or a short list. Sei wrote hundreds of lists about shiny things, soft things, hard things, worries, things that make her annoyed, sad things, things that worried her and so on.

Since lockdown started, I've been doing a show called RadioBlogging every day (you can listen to it on www.radioblogging.net). I asked children on RadioBlogging to make lists of secret, special and delicate things. Here is a list of twelve things. Sort them into two groups – delicate and strong.

leaf skeleton lace butterfly wing spider's leg eyeball
fishing line bubble snowflake dried seaweed cat's tail
snake skin cloud rainbow electricity elastic band

Delicate things	Strong things

Delicate things are frail, fragile and easily broken. What would be your list of delicate things? Listing ideas and words is often a good way to start writing. Gather lots of ideas very rapidly. It doesn't matter if they look messy. You won't use all the ideas when you write. Jot them down in your magpie book or writing journal.



Now choose your special ideas. Choose things that only you know about. Look around the room that you are in. Look out of the window. Look into your mind to places that you know well. Try to spot small, delicate things. Make each idea different and choose your words carefully.

Listen to a reading of these three poems here:

<https://soundcloud.com/talkforwriting/delicate/s-WHFBqukqulj>

These are my 6 delicate things:

My cat's whiskers
The peacock feather tucked into the mirror
The old dusty books
The echo of my cat's meow
The shadow of the see-through table in the sun
The white grass on a frosty morning
By Hannah

These are my 6 delicate things:

- the touch of my pheasant feather
- the shoots from my cornflower plant
- my mum's soft orange scarf
- the water in a flowing stream
- a cracked egg shell
- my breath when I exhale

By Hector

These are my 7 delicate things:

The warm cookies in the oven
The flickering flames of the silent candle
The small slither of sun on the wall
The warm feeling when you drink hot drinks
The pages of a book as they feebly blow in the wind
The line between the horizon and the empty sky
The sweet sound of animals rustling in the bushes
By Lila

Writing tip: choose things to write about that only you may have seen or noticed or thought about. That way, your list of ideas will be a



special way of capturing your life. Try to avoid the temptation of borrowing other people's ideas. To get ideas, look around where you are, look out of the window and then look inside your head at places you know well. There will be hundreds of things to notice. Select your choice then make each one special by choosing your words to describe them with care.

Word-pictures - using similes

You probably know about similes. Similes are really useful when you write because they help the reader picture and get a better understanding of what you are writing about. There are two types like and as , for example: *It was as small as a grain of wheat.*

His hands were like claws.

Everyone has heard of the simile as quiet as a mouse . In this activity, you have to create new endings so that instead of as quiet as a mouse , you think of something else really quiet, for example, as quiet as a thief's whisper in a library . Can you make up new similes by completing the following:

as loud as

as red as

as large as

as small as

as tall as

as blue as

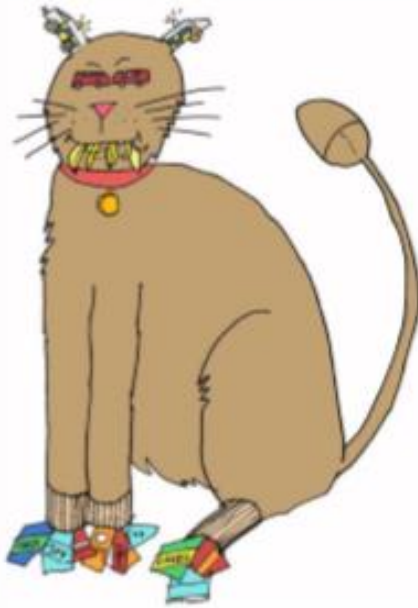
as soft as

as tough as

Let's have some fun by inventing a list of new, crazy similes. They don't have to make sense as you are just playing with the idea. Choose an animal that you like and describe it using invented and silly similes. You could describe your animal's eyes, ears, tail, paws, claws and teeth.



Day 3



My crazy cat has
eyes like red buses,
ears like police cars,
a tail like a computer mouse,
paws like telegraph poles,
claws like crisp packets
and teeth like rotten bananas.

Now try writing exactly the same
poem but use similes that seem to

work, for example:

My cat has
eyes like emeralds,
ears like velvet corners,
a tail like a furry cable,
paws like small cushions,
claws like fishing hooks
and teeth like a necklace of white needles.



Day 4



Which did you find easier to write? Was it when your brain was trying to think of the wrong thing or the right thing?

Which is your best idea and why?

Writing tip: If you are writing a playful list, then it can be fun to write a crazy simile. If you are trying to say what things are really like, then the simile has to work. Remember what we said earlier: there are two types of simile **like** and **as** . A simile is a comparison. It is when you say two different things are **similar** .

What you are - using metaphors

Now we have warmed ourselves up, let's try something that requires you to really think hard. Again, you have to try to make each idea different and not repeat yourself. Remember to **name things** so that you write **Skoda** rather than **car** if you want to suggest it's not posh. In this poem, we are going to write another list of playful ideas, using the phrase **You are** . In my example, I started by writing a list of similes:

You are like a cat ...

Then I removed the word **'like'** and wrote what is called a metaphor. Again, you may well know about these:

You are a cat ...



A metaphor is stronger than a simile. It is when you say that one thing is another thing. It's a little bit of magic. Instead of writing,



The moon is like a smile ...

You write,

The moon is a smile ...



Start by reading my poem. I had a lot of fun writing this. I made a quick list of ideas – different animals, objects, vehicles, things from nature, things from home or the countryside or town. I also listed things like sounds, feelings, smells, moments, delicate things. I allowed myself to be adventurous and tried to write an extended, playful poem.

You can listen to an audio recording of the poem below here:

<https://soundcloud.com/talkforwriting/you-are/s-dvnHTD8ZzH3>

You Are

You are a soft sofa and comforting cushions.
You are a wolfhound panting after a run.
You are a cat stretching his curious claws.
You are a red bus slowing to a full stop.
You are an ancient oak tree, gnarled and misshapen.
You are an ice cream cone with two flakes at different angles.
You are clouds of sheep on a hillside.
You are sunlight sleeping on a windowsill.
You are the Tardis travelling to an unexpected destination.
You are the squeak of a hinge that needs oiling.
You are the moment after a sigh.
You are the worker bee hovering outside the hive.
You are the gurgle gargling in a drain.
You are the scratching of fingernails on wood.
You are anger spun into a knot.
You are the sadness of 'never again'.
You are the nettle sting of a lasting lie.
You are the smell of chips and vinegar on a frosty night.



You are a solitary cloud lost in blue sky.
You are the moment between laughter exploding
and its sudden end with an intake of knowledge.

Add to this ideas list. This will help you get lots of different ideas. You don't have to use all of them. Try to think of unusual ones.

birds
animals
fishes or water creatures
insects
plants
vehicles
coloured things
places
objects

sounds
types of food
natural things
things from a story
delicate or soft things
shiny or bright things
feelings
memories

To write your lines, think of an idea. For example,

You are a ... cat ...

Then extend the idea thinking about what it looks like or is doing:

You are a sleek cat curled asleep in the corner of the kitchen.

Writing tip: read your poem aloud. If there are any places where it is hard for you to read then you can be sure that it will be hard for anyone else to read. Change it – read aloud and tweak the poem so that it sounds good and says what you wanted it to say. Try to avoid repetition of words or ideas so each line is fresh and will surprise the reader.



Listen to an audio recording of this poem here:

<https://soundcloud.com/talkforwriting/didnt-know/s-M7Rqv1VrhKV>

I didn't know I'd miss -
the hum of everyone in assembly
and the joyful sound of us singing together.

I didn't know I'd miss -
Miss Wood on the flipchart writing up our ideas
as we make up a story together
and the room is alive with creativity.

I didn't know I'd miss -
meeting with my friends each morning,
even when the playground was cold.

I didn't know I'd miss -
showing the little ones how to read
and help my friends with tidying up the class.

I didn't know I'd miss -
my pencil case with all my pencils
and the smell of the inside of my school bag.

I didn't know I'd miss -
finding a new book that I love from the class library.

I didn't know I'd miss -
school dinners, especially
the thick layer on top of custard.

By Tina

Writing tip: Make a short list of things that you have missed. Make them real things that matter to you and you look forwards to going back to. Then take each one in turn and add to the idea so that reader understands what you are missing.



Read the extract from *The Selfish Giant* below, and answer the questions.

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

'What are you doing here?' he cried in a very gruff voice, and the children ran away.

'My own garden is my own garden,' said the Giant; 'any one can understand that, and I will allow nobody to play in it but myself.' So he built a high wall all round it, and put up a notice-board.

TRESPASSERS WILL BE PROSECUTED



1. Where did the children used to play?

2. Describe the garden. What did it look like? Use words from the text to help you.

3. Were the children happy or sad in the garden? Why?



4. Who had the giant been visiting?

5. How long had the giant been away?



6. In your own words describe what the giant did when he arrived at the garden.

7. What do you think about what the giant did? Was it good or bad? Why?

8. How did the children feel when the giant told them to leave?



Diary Writing

People write diaries for many different reasons. However, they are mainly used to write about personal events and feelings or as a record for the future. They are normally written in the first person using 'I', e.g. 'Today I visited my grandmother.'

Write short diary entries for the following people. Remember, in order to write convincingly you must imagine what it is like to be that person.

1. A prince of a small kingdom in the mountains. He has just found out that his father is very sick and he may have to become king.

