


Year 3 Home Learning Spring 1 Week 3

Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:


- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning




Stay safe online

English

Live explanations at 9am each day

<p>Monday Explanation video</p>	<p>READ: Make inferences</p> <ul style="list-style-type: none"> • Watch this video of a teacher reading up to page 15 of <i>A Midsummer Night's Dream: A Shakespeare Story</i> by Andrew Matthews and Tony Ross. • Think – Which characters have we met so far? Who are they in love with? Look at the cast list to help you. • Watch this video of a teacher reading up to page 33. • Think – Which characters have we now met? Who are the characters in love with now? • Watch this video of a teacher reading up to page 40. • Think – Why has Titania fallen in love with Bottom? • Watch this lesson video on making inferences. • Write answers to the questions, remembering to give evidence from the text to support your answers. • Read this resource to check/improve your answers.
<p>Tuesday Explanation video</p>	<p>EXPLORE/PLAN: Ask questions</p> <ul style="list-style-type: none"> • Think – Why does Titania fall in love with Bottom? How does Bottom respond? Why does he react like this? • Watch this lesson video on asking questions. • Think – What open questions could we ask Titania and Bottom to find out their experiences of what happened? • Write at least 3 open questions you would ask Titania in an interview. • Write at least 3 open questions you would ask Bottom in an interview.
<p>Wednesday Explanation video </p>	<p>WRITE: Understand a character's thoughts and feelings</p> <ul style="list-style-type: none"> • Choose whether you are going to be Titania or Bottom in your interview this week. • Think – How would Titania/Bottom respond to the questions you wrote yesterday? What would they say? • Read the model interview questions and answers with Titania and Bottom. • Write in role as either Titania or Bottom, answering the questions you wrote yesterday. • Remember to use the pronoun I when writing your answers, think about what the character would say and give detailed responses with reasons.

<p>Thursday Explanation video</p>	<p>IMPROVE/PRESENT: Interview</p> <ul style="list-style-type: none"> • Think – <i>What is an interview? Who is the audience? What is the purpose of this interview with Titania/Bottom?</i> • Check and improve your interview questions and answers work using the CUPS and ARMS poster. • Watch an interview here to help you see how an interview is presented. • Present your interview. Either publish your interview on lined paper and add a picture to go in a magazine, <u>or</u> record your interview as a video.
<p>Friday Explanation video </p>	<p>READ: Summarise the main events</p> <ul style="list-style-type: none"> • Think – <i>What has happened so far in A Midsummer Night's Dream?</i> • Watch this video of a teacher reading the rest of the book. • Think – <i>What are the key events that happened that night?</i> • Create a storyboard showing the key events of the night. Make sure they are in the right order.
<p>Spelling</p>	<ul style="list-style-type: none"> • Watch Spelling Video. • See root words and suffixes for your independent activity here. • Check your answers here. <p><u>Words to Learn:</u> fairness kindness wickedness painful colourful dreadful flour flower here hear</p>

Reading Group Links – please attend on your child’s usual reading day

3N	2.30pm	Links on Parentmail
3D	2.30pm	Links on Parentmail
3CB	12.00pm	Links on Parentmail
3C	12.00pm	Links on Parentmail
3SB	12.00pm	Links on Parentmail






Maths


Live explanations at 10.30am each day


For Wednesday Lesson B (will show as 'Curriculum'):


Live explanation at 12pm for 3D and 3N

Live explanation at 2.30pm for 3C, 3CB and 3SB

Monday Explanation video 	Textbook 3A, Chapter 6, Lesson 6: Solving word problems Solve word problems relating to mass using multiplication
	Video link Multiplication word problems
	Deepening activity The Breakfast Special for 2 people uses: 5 x 50g eggs 100g toast 60g tomatoes 40g mushrooms a) What quantities are needed to make The Breakfast Special for 4 people? b) Find the total mass of this order.
Tuesday Explanation video 	Textbook 3A, Chapter 6, Lesson 7: Solving word problems Solve word problems relating to mass using division
	Video links Division video 1 Division video 2
	Deepening activity Workbook 3A, Chapter 6, Mind Workout. Look at the scales in the workbook. Which is heavier, the watermelon or the cantaloupe?
Wednesday A Explanation video 	Workbook 3A, Workbook mid-year revision: Sections A and B Assessment lesson – this covers everything that we have learnt so far in Year 3
	Video links If you need to recap any topics covered in the mid-year revision, watch the relevant videos: Place value Addition Subtraction Multiplication Division Measuring length Measuring mass
	Deepening activity Look back at the questions in sections A and B where you needed to add or subtract. Check your own answers using the inverse.
Wednesday B Explanation video 	Workbook 3A, Workbook mid-year revision: Section C Assessment lesson – solving word problems
	Video links If you need to recap word problems, watch these videos: Addition and subtraction word problems Multiplication word problems Division formal written method
	Deepening activity Write your own 'In Focus' and 'Let's Learn'. First, write your own word problem for the 'In Focus'. Then, create a 'Let's Learn' demonstrating how to solve the problem. Remember to include bar models, calculations and explanations for how to solve it.
Thursday Explanation video 	Textbook 3A, Chapter 7, Lesson 1: Measuring volume in millilitres Measure volume in millilitres
	Video links Introduction video Video 2 (up to 3 minutes 55 seconds)
	Deepening activity You can find today's deepening activity here .
Friday	Textbook 3A, Chapter 7, Lesson 2: Measuring capacity in millilitres Measure capacity in millilitres

Explanation video 	Video link Video
	Deepening activity You have three milk jugs. Jug A holds 400ml. Jug B holds 700ml. Jug C can hold much more than Jug B. How can you use Jugs A and B to measure 1 litre of milk into Jug C?

Curriculum Live explanations at 12pm for 3D and 3N Live explanations at 2.30pm for 3C, 3CB and 3SB *Special Event* Geologist talk at 2pm on Friday 22 nd January	
Science Monday Explanation video	How is metamorphic rock formed? You will need a pen, a ruler and paper <ul style="list-style-type: none"> In this lesson, we are going to learn about metamorphic rock and how it is made. Then we will look at some different examples of metamorphic rock and discuss how their properties make them fit for their uses. Watch the video for lesson 5. Complete the activities as you watch.
Science Tuesday Explanation video	How is sedimentary rock formed? You will need a pen and paper <ul style="list-style-type: none"> In this lesson, we will learn about sedimentary rock and how it is formed. Watch the video for lesson 6 until 19:18. Complete the activities as you watch. Note: We will come back to fossils next week for a separate lesson.
Special Event Geologist Talk Friday	Geologist talk <ul style="list-style-type: none"> On Friday 22nd January at 2pm, we are very lucky that a geologist is going to talk to Year 3 – the link is above. This is a fantastic opportunity to learn the importance and relevance of geology and really enrich our science topic. We look forward to seeing you there!
History Thursday Explanation video 	What do the buildings tell us about Ancient Egyptian civilisation? <ul style="list-style-type: none"> Watch the clip and take a tour around some Ancient Egyptian ruins here. Look at these monuments. What were these buildings? What do they tell you about the Egyptians? Choose one of the monuments and create a fact page for the monument. Include this information: What is it? Where is it? Who was it built for? When was it built? Why was it built? How was it built? What size is it?

Curriculum You can complete these independently over the week e.g. when you are not reading with your teacher	
RE Explanation video 	How do Christians and Jewish people believe the world was created? <ul style="list-style-type: none"> Watch the video explaining what Christians and Jewish people believe about the creation of the world in seven days with God as the creator. Read the information about how Christians and Jewish people believe the world was created. What do you notice? Draw your own version of the 7 days of creation from these stories.

<p>PSCHE Explanation video</p>	<p>Why is it important to look at the positives in a situation?</p> <ul style="list-style-type: none"> • Think – what does the word 'positive' mean? What synonyms do you know for the word 'positive'? Why is it important to be positive? • Sometimes it can be hard for us to think positively and that's OK. Sometimes we might need to rely on those around us such as our family and friends to help us. • Read <i>Misery Moo</i> or listen to the story here. • Answer the questions. • Read the scenario cards. For each scenario, think of a positive way to respond.
<p>Art</p>	<p>'Say Something' – express yourself through art</p> <ul style="list-style-type: none"> • Watch this video to see Ms Green and listen to Peter H. Reynolds (author and illustrator of 'The Dot and 'Ish') read his new book 'Say Something'. • Think about what is important to you and that you want to say to the world. • Make an artwork to say something because your voice matters. Ms Green will show you some of her ideas.
<p>Music</p>	<p>Au Claire de la Lune</p> <ul style="list-style-type: none"> • You will need your recorder. • Follow and join in with Ms Hughes on this video <p>If you do not have your recorder at home and need one from school, please email enquiries@bellevilleschool.org</p>
<p>French</p>	<p>At School</p> <ul style="list-style-type: none"> • Open video 1 about 'At school' from Madame Lambert. • Complete the activities below. • Play the game in order to practice the vocabulary from today and the use of prepositions.
<p>PE</p>	<p>Warm up: Sitting Yoga</p> <ul style="list-style-type: none"> • Have you ever completed yoga in a chair? Let's give it a go! All you need is a chair and some space in front of you. Click here to watch the video. • This is a great way to start your day before sitting down for classes or to do at the end of the day to stretch and relax. Have fun! <p>Physical Activity: Strength</p> <ul style="list-style-type: none"> • Let's give you some more exercises. This time can you do the following exercises 20 times: squat jacks, lunges, opposite elbow to knee hop, downward dog with leg lift and cross jacks. Follow the video here to see the exercises. • Can you remember all the exercises? If not, watch the first exercise, <u>pause the video</u>, complete 20, then play the second exercise, pausing each time. Try the video again another day, is it easier to do? <p>Dance:</p> <p>We're in the boxing ring so get ready to pack some punches and watch the video here</p> <p>You have 4 key movements to perform;</p> <ul style="list-style-type: none"> • Punches • Jumps • Sumo • Knee crunches <p>Remember to perform the movements with lots of energy. Which movement is the jerkiest?</p>

How could you make the punches sharper? (Make sure you fully extend/straighten the arms).
Which movements were easiest/hardest to fit with the beat/rhythm?
Cool Down:
Try it again and don't forget to cool down and have a drink of water.
Click [here](#) for the video.

Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week.

3N	12.00pm	Links on Parentmail
3D	12.00pm	Links on Parentmail
3CB	2.30pm	Links on Parentmail
3C	2.30pm	Links on Parentmail
3SB	2.30pm	Links on Parentmail

English

Lesson 1: Cast List



[Back to English lesson](#)

Comprehension Questions

Read page 36 below and then answer the question about it.

Immediately Bottom's face began to sprout hair, and his nose and ears grew longer and longer. His body was unchanged, so Bottom had no idea that anything was wrong, until he heard his cue and stepped out from behind a tree.

Bottom had meant his entrance to be dramatic, and it certainly was. The other actors took one look at the donkey-headed monster coming towards them, and raced away screaming and shouting.

1. How do you know that Puck has turned Bottom into a donkey?

Read page 38 below and then answer the two questions about it.

And to prove how brave he was, Bottom began to sing. His voice was part human, part donkey and it sounded like the squealing of rusty hinges. It woke Queen Titania from her sleep on the bank of violets. "Do I hear an angel singing?" she said, and she raised herself on one elbow and gazed at Bottom. "Adorable human, I have fallen wildly in love with you!" she told him.

2. What does the word **adorable** tell us about how Titania feels about Bottom?

3. Why does Queen Titania think she hears an angel singing?

Read page 39 below and then answer the two questions about it.

"Really?" said Bottom, not the least alarmed by the sudden appearance of the Fairy Queen. He was sure it was all part of the trick his friends were playing.

"Sit beside me, so I can stroke your long, silky ears!" Titania purred. "My servants will bring you anything you desire."

"I wouldn't say no to some supper," said Bottom. "Nothing fancy – a bale of hay or a bag of oats would suit me fine!"

From up above came the sound of Puck's laughter, like the pealing of tiny bells.

4. How do we know that Bottom is hungry?

5. Why is Puck laughing?

Read page 40 below and then answer the question about it.

*Oberon's laughter set every owl in the wood hooting. "My proud Queen, in love with a donkey?" he cried. "Well done, Puck! Titania will think twice before she **defies** me again! But what of the humans?"*

6. What word can replace the word **in bold** and keep the meaning of the sentence?

[Back to English lesson](#)

Answers to Comprehension Questions

Read this resource and **check/improve** your answers.

1. I know that Puck has turned Bottom into a donkey because when Bottom steps out from behind the tree, it says, "The other actors took one look at the donkey-headed monster".

Also it says, "Immediately Bottom's face began to sprout hair, and his nose and ears grew longer and longer."

[Either piece of evidence is correct].

2. The word *adorable* tells us that Titania loves Bottom and thinks he is handsome.

3. Queen Titania thinks she hears an angel singing because she has fallen in love with Bottom. Because of the love spell that has been cast on her, she thinks his singing voice is beautiful just like an angel.

4. We know that Bottom is hungry because Bottom says, "*I wouldn't say no to some supper.*"

5. Puck is laughing because Oberon's trick has worked. Queen Titania has fallen in love with Bottom, who has been turned into a donkey.

6. You can replace **defies** with the word *disobeys* or *challenges*.

[Back to English lesson.](#)

Lesson 3: Model interview with Queen Titania

What happened last night?

You won't believe it! I can hardly believe it myself! I was walking in the woods and suddenly, I felt extremely tired. I was so tired, in fact, that I had to lie down and sleep in the grass. I'm not sure how long I was asleep for. When I woke up, I saw the most beautiful creature I have ever seen. The moment I saw him, I just knew that I was in love.

What is he like?

His name is Bottom and he has the singing voice of an angel. When I first heard it, I was bewitched! He has incredibly soft, brown fur covering his head, and two long ears. Bottom is also incredibly funny. He told me that he is an actor. I would love to see him in a play!

How do you feel now?

I really do feel like the luckiest fairy alive! If you heard him sing, you would understand exactly how I feel. I am completely in love with Bottom.

Model interview with Bottom

What happened last night?

It really was the strangest night of my life. I was rehearsing for a play in the woods with my fellow actors when, suddenly, they all looked at me, screamed and ran away! I couldn't understand why! As far as I knew, nothing had changed., When I reached up to scratch my chin, I felt that my chin was a little different than usual. It felt furry! I felt all over my face and not only was it covered in fur, but I also had two, long ears like a donkey's ears! I didn't know what to do, so I started to sing to try and be brave. The next thing I knew, Queen Titania came up to me saying she was in love with me! It really was a very strange night!

How did you feel when you were turned into a donkey?

I couldn't believe it at first. I thought this couldn't be happening. I was trying to speak and sing and I kept making donkey noises instead. I just couldn't help it. I was starting to panic a bit, but when Queen Titania was stroking my ears it calmed me down. She seemed to like my donkey ears so I suppose I can live with them!

How do you feel about Queen Titania?

It was quite strange when she came up to me saying she was in love with me, but Queen Titania is very beautiful. She is the queen of the fairies! I'm quite happy with her being in love with me really!

[Back to English lesson](#)

Lesson 4: CUPS and ARMS poster

REVISING	EDITING
The 'content' checking	The SPAG checking
A.R.M.S.	C.U.P.S.
Add Add interesting or precise sentences and words	Capitalise First word in a sentence and proper nouns: names, places, titles, days, months
Remove Remove sentences you don't need	Usage Inflection of nouns and verbs. E.g. we was were / One dogs
Move Move words or sentences to a more suitable place	Punctuation . ! ? , - ; '
Substitute Change words and sentences for new ones to avoid repetition or use of boring words	Spelling Check words you are not sure how to spell, including homophones

[Back to English lesson](#)

Lesson 5: Storyboard

[Back to English lesson](#)

Spelling: Root words and suffixes

wish	fair	ful ness
hope	kind	
forget	lovely	
pity	nasty	
hate	fit	
beauty	foolish	
pain	tidy	
success	happy	

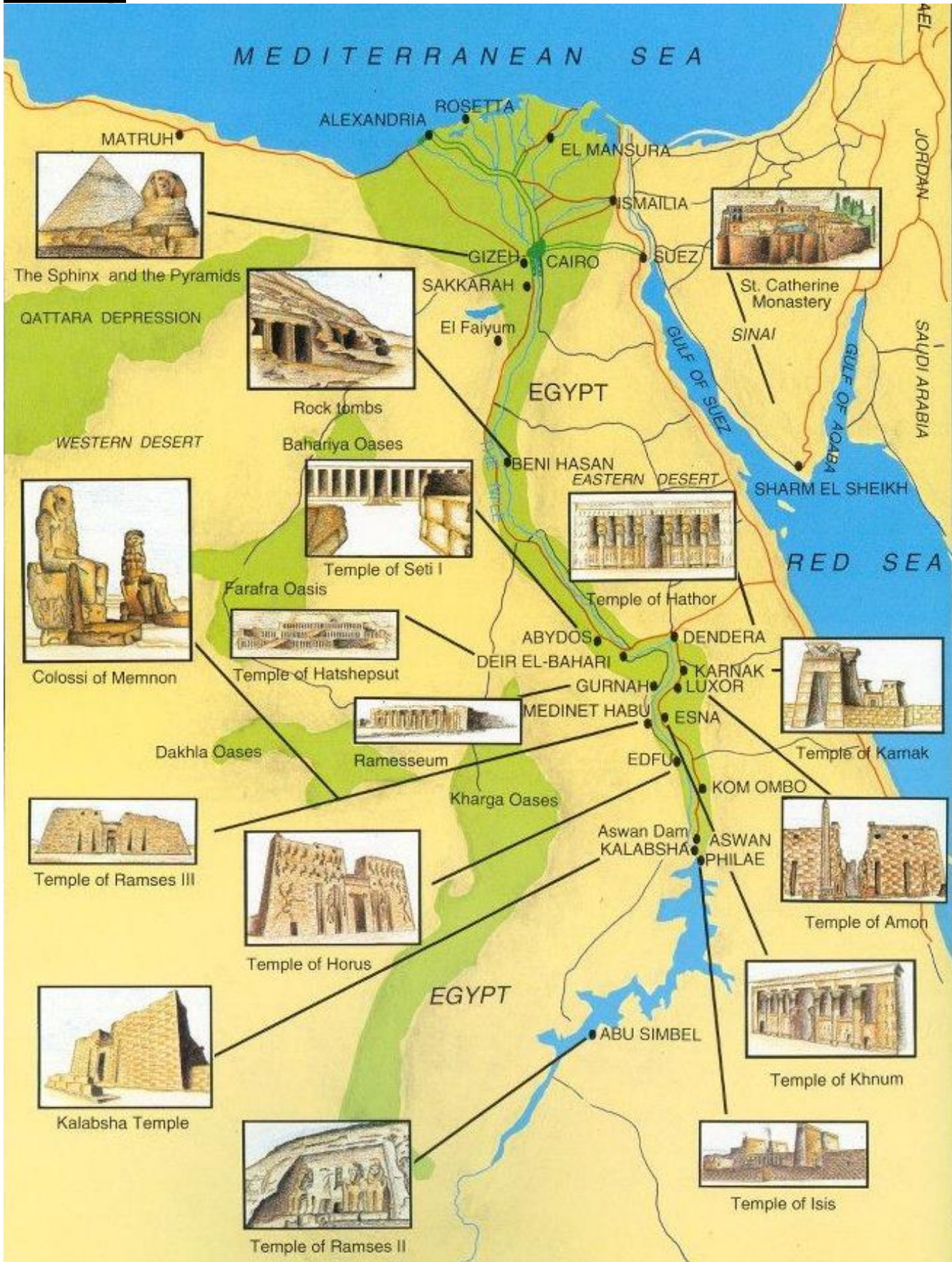
[Back to spelling lesson](#)

Spelling Answers

wishful	fairness	hopeful	kindness	forgetful	loveliness
pitiful	nastiness	hateful	fitness	beautiful	foolishness
painful	tidiness	successful	happiness		

[Back to spelling lesson](#)

History



[Back to History lesson.](#)

Christian Creation story

In the very beginning, a long long time ago, there was nothing but darkness. Everything was covered in deep water and all was quiet.

Then God said 'Let there be light!'. All of a sudden there was a bright glow. Everything shone brightly. God divided this light from the darkness, which he called Night. And so the first day was created. God made sure that it was good.

On the second day God created the sky above the waters. He called the sky Heaven.

On the third day, dry land rose up from the waters. God called the land Earth and the waters Sea. He ordered the Earth to make plants with fruits and seeds. God made sure that everything turned out right.

On the fourth day, God made the Sun to shine brightly during the day. He then made the Moon and placed it in

the night sky. He surrounded it with sparkling stars.

On the fifth day, God commanded the air to come alive with birds. He then filled the sea with fish to swim through the waters.

On the sixth day, God made animals to live on the land. From big elephants to tiny ants, the Earth was covered with new life. God was pleased with the result. But there was still something missing...

And so God made a man and a woman. The man was called Adam and the woman was called Eve. God placed them gently down onto the land. He told them to love one another and take good care of all the animals he had created.

God had been working very hard for six days. He was very tired now. So on the seventh day, God decided to rest.

Judaism and Christianity Creation story

In the beginning, God created the heavens and the earth. God said, "Let there be light". And there was light and God saw that it was good, God divided the light from the darkness, naming them ' day' and 'night'. Evening and morning came - the first day.

The morning came- the second day. God said, "Let the waters be divided". And God made the arch of the sky to hold back the waters from the earth. He placed some above the arch and some below.

Morning came and God said, "Let the waters under heaven come together, and dry land appear". Thus the earth arose, and plants and trees grew, and God saw that it was good.

Morning came - the third day. God said, "Let the great light and the small light appear in heaven to govern day and night. God saw that it was good.

Morning came - the fourth day. God said. "Let the waters fill with creatures and the sky with birds". God saw that it was good, and blessed them.

Evening came and then morning came - the fifth day. God said "Let the earth bring forth every kind of living creature". God saw that it was good.

Then when all when the earth was ready God said. "Let us take dust and create man, Adam, to be master over all creatures". So Adam was created in God's own image.

God saw that Adam needed a friend - woman. Finally, putting Adam in a deep sleep, God took one of Adam's ribs and made Eve, and placed the couple in Paradise.

On the seventh day, God finished his work and rested.

[Back to RE lesson.](#)

PSCHE

Questions about *Misery Moo*

1. What does the word 'miserable' mean? How is it different to 'sad'?
2. What does 'moan' mean? Is there anything you have moaned about before?
3. What is the lamb trying to do?
4. How does the lamb feel when the cow is miserable?
5. Can you think of a situation where you have felt miserable because of how someone else was feeling? Why did you feel upset too?
6. What is the message of the story?

[Back to PSCHE lesson.](#)

Scenario cards

You have just begun a maths test and you don't know the answer to the first two problems.	You are trying to go to sleep but it is dark and you are afraid.
You walk by a group of girls at school and they laugh.	You have woken up from a nightmare about a giant spider and you are very scared.
You ask your mum if your friend can spend the night and she says, "No, I already have plans for us."	Your teacher asks you to get up in front of the class and read a sentence aloud.
You wake up in the morning and your favourite shirt is dirty so you can't wear it.	You are walking through the lunchroom and you trip and fall over, in front of everyone.

[Back to PSCHE lesson.](#)

French

[Return to Plan](#)

Mots clés/ Key words

un bus / autobus = a bus

un car = a coach

un train = a train

un avion = a plane

un bateau = a boat

un vélo= a bike

un taxi= a taxi

une moto = a motor bike

une voiture= a car

une trottinette= a scooter

à pied= by foot

Je vais à l'école= I am going to school...

Word List: Comment vas-tu à l'école?



English

French

Copy the French words...

on foot

à pied

.....

by bus

en bus

.....

by car

en voiture

.....

by train

en train

.....

by bicycle

à vélo

.....

by plane

en avion

.....

by boat

en bateau

.....

How do you go to school? Comment vas-tu à l'école?

Comment vas-tu à l'école.

.....

I go to school...

Je vais à l'école...

.....

I go to school by bus.

Je vais à l'école en bus.

.....

How do you go to school?

Q1 Read these French sentences and colour in the correct picture to match each sentence.

Je vais à l'école en voiture.



Je vais à l'école en bateau.



Je vais à l'école en bus.



Q2 Look at the pictures and fill in the blanks to complete the sentences.



Je vais à l'école en t _ _ i _ .



Je vais à l'école en _ _ i _ n .

Q3 And you, how do you go to school?
Et toi, comment vas-tu à l'école?
Je _____.

Draw the transport



Activity 1: Copy in French the vocabulary.

Word List: Comment vas-tu à l'école?



English

French

Copy the French words...

on foot

à pied

.....

by bus

en bus

.....

by car

en voiture

.....

by train

en train

.....

by bicycle

à vélo

.....

by plane

en avion

.....

by boat

en bateau

.....

How do you go to school?

Comment vas-tu à l'école?

Comment vas-tu à l'école.

.....

I go to school...

Je vais à l'école...

.....

I go to school by bus.

Je vais à l'école en bus.

.....

Comment vas-tu à l'école?

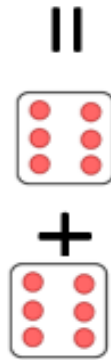
1- Throw your dice twice

2- Make up 5 sentences

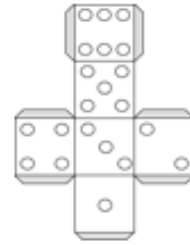
Exemple:



Je vais à l'école en bateau.



Je vais à l'école à pied.



		by bike		à vélo		by scooter		by scooter		by taxi		à pied		by foot
		by scooter		en bateau		by motorcycle		by scooter		by taxi		à pied		by foot
		by plane		en bateau		by scooter		by scooter		by taxi		à pied		by foot
		by bike		à vélo		by motorbike		by motorbike		by coach		à pied		by foot
		by scooter		en bateau		by motorcycle		by motorcycle		by taxi		à pied		by foot
		by plane		en bateau		by scooter		by scooter		by taxi		à pied		by foot