









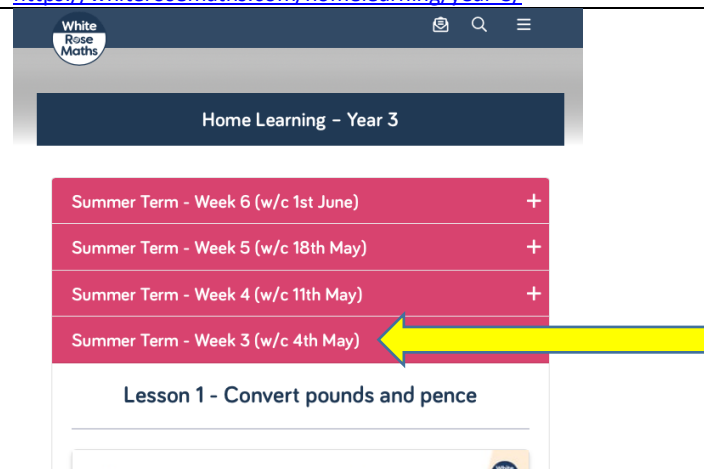
Dear Parents and Children, welcome back – we hope you had a restful half-term break from home learning. This is your first new weekly timetable to start on **Monday 1<sup>st</sup> June**. As it is now term time, it is important that all children are back in a routine for learning at home and completing the daily work we set in line with the National Curriculum. This will help them to continue to make progress so they are confident and ready for learning when they re-join us. We will continue to be in touch to discuss your child’s home learning with you and appreciate all your support. For your maths learning this week, please visit <https://whiterosemaths.com/homelearning/year-3/> and select ‘week 3’. Please see the pages below for accessing **White Rose, Wordsmith, writing support and CGP for geography**.

1 <sup>st</sup> -5 <sup>th</sup> June		Morning		Afternoon	
	Maths	Reading <small>Username is first name, your password is cat and school code is ssjg</small>	Writing <small>Including daily spelling from Spelling Frame and CGP handwriting</small>		
Timings	At least 30 minutes	At least 30 minutes	<a href="https://www.pobble365.com/robin-hood">https://www.pobble365.com/robin-hood</a> See below for large image and guided questions.	CGP Geography	Creative learning
Monday	White Rose home learning - <b>Week 3, Lesson 1:</b>  <b>Convert pounds and pence</b>	<b>Active Learn – Bug Club</b> <b>The Cloud Rider - Tina Shaw</b> <b>(We will be reading a chapter a day for the next two weeks)</b>  <b>Chapter 1, Pages 5-11</b> Complete questions for Monday shared on Seesaw and attached on Marvellous Me.  	<b>Writing: Plan your writing.</b> What is Robin Hood doing there? Who is he pointing his bow and arrow at? How did he get there? Why is he in the forest? What is the disturbance behind him? How does he feel? What does he look like? <b>Spelling:</b> Adding Suffixes (Complete the <i>Spelling Tile</i> game) <a href="https://spellingframe.co.uk/spelling-rule/8/1-Adding-suffixes-beginning-with-vowel-letters-to-words-of-more-than-one-syllable">https://spellingframe.co.uk/spelling-rule/8/1-Adding-suffixes-beginning-with-vowel-letters-to-words-of-more-than-one-syllable</a>	<b>CGP United Kingdom</b>  Pages 2-3 <i>Meet the UK</i> . Read pages 2 and 3 in your coloured Study Book and complete pages 2 and 3 in your Activity Book.	<b>Meet the UK</b> On a piece of paper draw a map of the UK - include the country lines of England, Scotland, Wales and Republic of Ireland. Include on your map major cities, then colour it in and share on Seesaw!
Tuesday	White Rose home learning <b>Week 3, Lesson 2:</b>  <b>Add money</b>	<b>Active Learn – Bug Club</b> <b>The Cloud Rider - Tina Shaw</b>  <b>Chapter 2, Pages 12-19</b> Complete questions for Monday shared on Seesaw and attached on Marvellous Me.  	<b>Writing: Practicing similes</b> Sentence challenge! Similes are a great way to describe one object by comparing it to another. Can you find any similes in the story starter? Can you attempt to use similes to describe something the picture? <b>Spelling:</b> I sounds like 'Y'(Complete the <i>Spelling Tile</i> game) <a href="https://spellingframe.co.uk/spelling-rule/9/2-The-I-sound-spelt-y-elsewhere-than-at-the-end-of-words">https://spellingframe.co.uk/spelling-rule/9/2-The-I-sound-spelt-y-elsewhere-than-at-the-end-of-words</a>	<b>CGP United Kingdom</b>  Pages 4-5 <i>The Organisation of the UK</i> . Read pages 4-5 in your coloured Study Book and complete pages 4-5 in your Activity Book.	<b>Weather Forecast</b> Seesaw activity - can you create a weather forecast for the UK? Listen to a weather forecast on the news and then make your own and record it!
Wednesday	White Rose home learning - <b>Week 3 Lesson 3:</b>  <b>Subtract money</b>	<b>Active Learn – Bug Club</b> <b>The Cloud Rider - Tina Shaw</b>  <b>Chapter 3, Pages 20-27</b> Complete questions for Monday shared on Seesaw and attached on Marvellous Me.  	<b>Writing: Improve these sentences:</b> These sentences are ‘sick’ and need your help to get better. Can you help? Robin crouched on the rock. Robin drew an arrow from the quiver and put it on the string. Robin drew the bow. He was strong. <b>Spelling:</b> The 'ou' sound (Complete the <i>Spelling Tile</i> game) <a href="https://spellingframe.co.uk/spelling-rule/10/3-The-sound-spelt-ou">https://spellingframe.co.uk/spelling-rule/10/3-The-sound-spelt-ou</a>	<b>CGP United Kingdom</b>  Pages 6-7 <i>In the City</i> . Read pages 6-7 in your coloured Study Book and complete pages 6-7 in your Activity Book.	<b>Grid Map</b> Seesaw activity - following the instructions and complete the map using the grid letters and numbers. You could also create your own and ask someone at home to complete it!
Thursday	White Rose home learning – <b>Week 3 Lesson 4:</b>  <b>Multiply and divide by 3</b>	<b>Active Learn – Bug Club</b> <b>The Cloud Rider - Tina Shaw</b>  <b>Chapter 4, Pages 28-34</b> Complete questions for Monday shared on Seesaw and attached on Marvellous Me.  	<b>Writing: Drafting</b> Draft your writing. As you write, consider the best vocabulary choices and use a range of punctuation. Write in paragraphs and make it as gripping as possible! Look at how we have started. <b>Spelling:</b> Prefixes (Complete the <i>Spelling Tile</i> game) <a href="https://spellingframe.co.uk/spelling-rule/11/4-More-prefixes-1-of-3">https://spellingframe.co.uk/spelling-rule/11/4-More-prefixes-1-of-3</a>	<b>CGP United Kingdom</b>  Pages 8-9 <i>In the Country</i> . Read pages 8-9 in your coloured Study Book and complete pages 8-9 in your Activity Book.	<b>Learning about the UK</b> <a href="https://www.bbc.co.uk/bitesize/articles/z42pnrd">https://www.bbc.co.uk/bitesize/articles/z42pnrd</a> Watch the BBC videos about the UK then complete the activities to see how much you have learnt!
Friday	White Rose home learning - <b>Week 3 Lesson 5:</b>  <b>Friday Challenge</b>	<b>Active Learn – Bug Club</b> <b>The Cloud Rider - Tina Shaw</b>  <b>Chapter 5, Pages 35-42</b> Complete questions for Monday shared on Seesaw and attached on Marvellous Me.  	<b>Editing and Publishing</b> Now you have written your first draft, check it for punctuation, spelling and sense. When you are happy and have made tweaks, publish it. You could write it in your best handwriting, type it or record yourself reading it. <b>Spelling:</b> Prefixes (Complete the <i>Spelling Tile</i> game) <a href="https://spellingframe.co.uk/spelling-rule/43/5-More-prefixes-2-of-3">https://spellingframe.co.uk/spelling-rule/43/5-More-prefixes-2-of-3</a>	<b>CGP United Kingdom</b>  Pages 10-11 <i>Changes in Land Use</i> . Read pages 10-11 in your coloured Study Book and complete pages 10-11 in your Activity Book.	<b>Cooking</b> Find a traditional British food and make it at home - it could be biscuits, fish and chips, bangers and mash. Complete the worksheet below to give yourself some ideas!

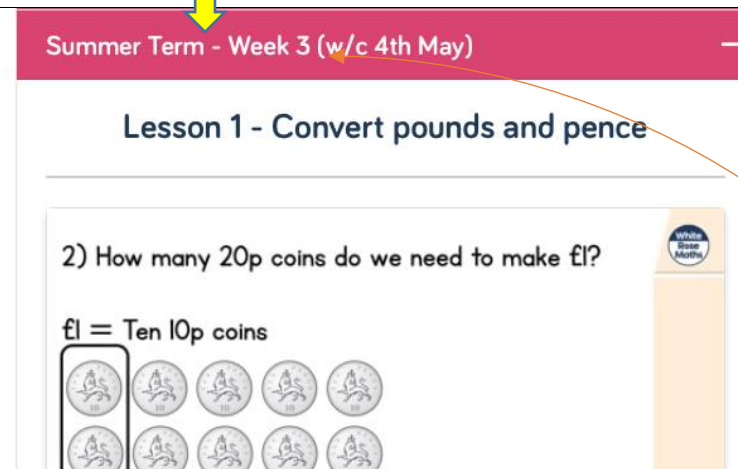
## Maths – how to access White Rose

**Step 1: search White Rose, Home Learning, Year 3. This week, it is week 3.**

<https://whiterosemaths.com/homelearning/year-3/>

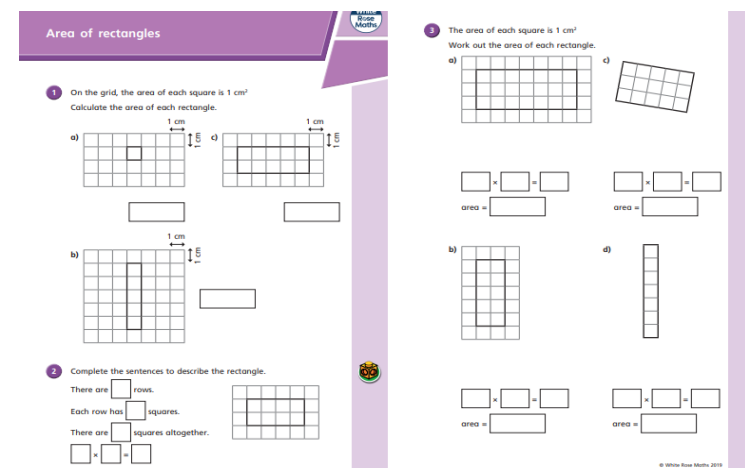


**Step 2: select week 3 and watch the video every day to start your maths**



**Step 3: complete the work on the worksheet**

We have now subscribed to White Rose to continue to be able to access the worksheets. The worksheets are available for this week on the website.

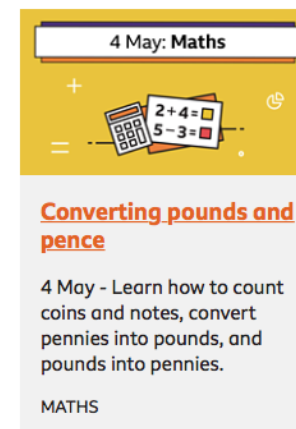


**Step 4 (optional):**

**Find more explanation and support on BBC Bitesize**

Visit the BBC bitesize website and search for Year 3 lessons. Select The date which matches your White Rose learning for the day. This may be useful for adults working with you at home.

<https://www.bbc.co.uk/bitesize/articles/znf4kmn>



## Reading –how to access Bug Club texts

Please note, this is your child's daily reading so it is important that they access it every day. Teachers will monitor your child's access and provide support with any issues you have logging in. They should also read their own independent reading book for 30 minutes each day.

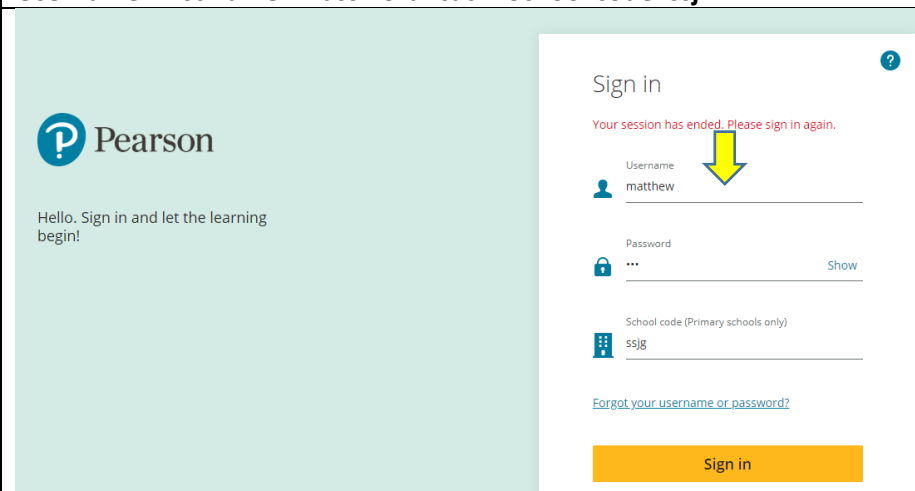
### Step 1: search Active Learn and select 'log in'

<https://www.activelearnprimary.co.uk/login?c=0&l=0>

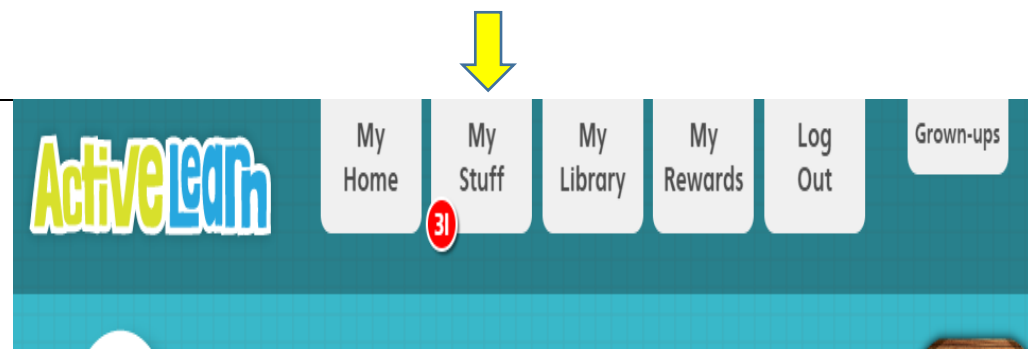


### Step 2: enter your login details

Username: first name Password: cat School code: ssjf

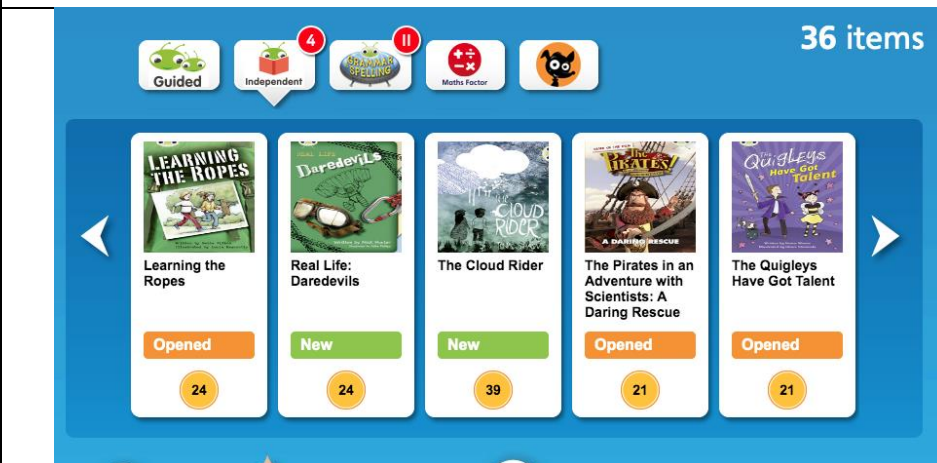


### Step 3: select 'my stuff'



### Step 4: select the independent tab.

Then scroll to find the text for the day and click on it to open. Read the pages your teacher has allocated and answer the questions shared on Seesaw and Marvellous Me.



## Writing inspiration

Imagine you are in Sherwood forest and in front of you is Robin Hood. He is aiming his bow, ready to fire. But at what? At who? And why? How do you think Robin Hood feels at this moment? Suddenly, a rustle in the treeline to his lefts disturbs him. He turns to face the disturbance. What is it? Is it friendly or dangerous? How does it make Robin Hood feel? Scared? Excited? Is he in danger? What happens to the target he was aiming his bow at? What happens next is up to you!

You will write in the third person, telling the story of Robin hood, and what happens to him in Sherwood forest. Be as creative and imaginative as you can be.



*Story starter:*

*Robin exhaled slowly. As an archer, this final exhalation, almost a ritual, was the calm before the storm; the final moment before releasing the arrow and wreaking havoc on its target.*

*Like all bowman, Robin was as strong as an ox. Daily training had seen to that. Hours upon hours of drawing back the beautifully curved yew bow had thickened Robin's muscles like hempen rope, to the point where he could now draw the massive bow with ease.*

*The thousands of arrows that he had loosed since the age of 6, when he had been given his first bow, made Robin a professional, and like his ancestors, a bowman of his skill didn't miss. The yew bow was so familiar that it was like an extension of his body; when it was not in his hands he didn't feel alive.*

*He was the bow. The bow was him.*

*He didn't need to aim; all he had to do was glance at his target and he knew the missile would find its mark.*

*A rustle from the treeline to his left disturbed Robin's thoughts...*

**Monday** - Plan your writing means that you write down your ideas, it could be words, sentences - just get some ideas on paper and don't worry if it doesn't make a full story yet, that will come later in the week!

**Tuesday** - Practice writing similes - look at the story starter, can you find any similes? Can you write your own similes for your story?

**Wednesday** - Improve the sentences by including more imaginative words and descriptions - an adjective or expanded noun phrase, even a simile or metaphor!

**Thursday** - Write a draft of your story - what happens next to Robin Hood? Include descriptions and similes and senses.

**Friday** - Edit and improve your draft from yesterday - what else can you add and improve to make it better? Write in your best handwriting and share on Seesaw!



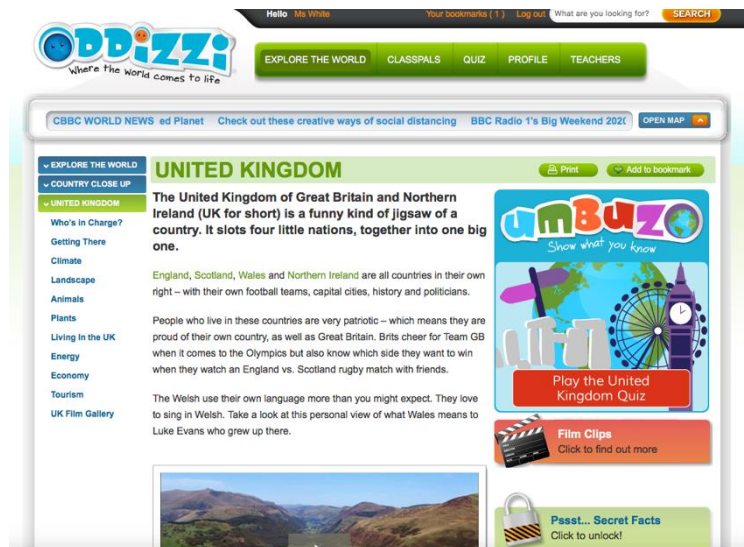
## CGP geography

Please collect the new CGP books as soon as possible from school from 1st June!

Read the allocated pages from the colour 'study book' and complete the corresponding pages

in the black and white 'activity' book. The pages will be listed on your child's weekly home

learning timetable. Your child may also wish to complete extra research on *Oddizzi* (Username: Springfield Year 3, password Springfield1)



## British Food

by Prof.NativoGratis



Tray - Baked - Wrapped - Batter - Softened - Soaked - Oven - Topped - Sliced - Yeast - Layers - Ubiquitous - Floury - Yolk - Minced - Chunks

a) One of the most ..... foods in Britain. It is eaten for breakfast, lunch and dinner; cooked in the ..... and served with tomato sauce.

b) The famous English 'cream tea' is served with these small ..... cakes, which are ..... open and filled with jam and cream – delicious!

c) Layers of cream, fruit, sponge cake ..... in sherry, custard (a sweet sauce made of egg ....., sugar and cream) and jelly - perfect for summer.

d) This was miners' food: a full meal of potato, beef and onion ..... in pastry.

e) Similar to (d), but served with potatoes or chips: ..... of beef and kidney, mushrooms and gravy ..... in the oven. It has a strong taste.

f) Traditionally part of a Sunday roast, this is basically a ..... made of beaten eggs, flour, milk and meat juices in a baking ..... and left to rise in the oven.

g) Potatoes boiled and then ..... with butter and cream, served with sausages.

h) ..... beef and vegetables are cooked together, then ..... with mashed potato and grated cheese. 'Shepherd's Pie' is a variant with lamb.

i) A soft and spongy alternative to toast, made of flour and ....., served with butter and cheese. A mouthwatering snack!