

Dear Parents and Children, this is your weekly timetable to start on **Monday 22nd June**. It is so important that all children are 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. For your maths learning this week, please visit <https://whiterosemaths.com/homelearning/year-3/> and select 'week 6' (alternative week) – worksheets will be sent with marvellous me messages and added on to Seesaw. Please see the pages below for accessing White Rose, Bug Club, and the writing activity.

22nd- 26th June 2020		Morning		Afternoon	
	Maths	Reading <i>Username is first name, your password is cat and school code is ssjg</i>	Writing <i>Including daily spelling from Spelling Frame and CGP handwriting</i>		
Timings	At least 30 minutes	At least 30 minutes	<a href="https://www.pobble365.com/lost/">https://www.pobble365.com/lost/</a> See below for large image and guided questions.	CGP Science	Creative learning
Monday	White Rose Maths <b>Week 6, Lesson 1</b> (alternative plan): <a href="https://vimeo.com/420240608">https://vimeo.com/420240608</a>  Add 3 digits numbers	<b>Come Down, Golden - Diana Noonan</b> Access on Bug Club   <b>Chapter 6, Pages 46-52</b> Complete questions for Monday shared on Seesaw and attached on Marvellous Me.	<b>Writing: Plan your writing.</b> Look at the writing page below. Imagine you are alone in a forest, you have been there a while walking through the thick green trees. Write a plan for your story - 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!  <b>Spelling:</b> Words with the //j/ sound spelt ch ( <i>Spelling Tile game</i> ) <a href="https://spellingframe.co.uk/spelling-rule/19/16-Words-with-the-sound-spelt-ch-(mostly-French-in-origin)">https://spellingframe.co.uk/spelling-rule/19/16-Words-with-the-sound-spelt-ch-(mostly-French-in-origin)</a>	<b>CGP Science – Growing Plants</b>  Pages 12-13 <i>Light</i>	<b>Draw a picture for your writing</b> Can you draw 5 things you would like to have with you if you were lost in a forest in the middle of nowhere? You could then explain why each item might be valuable.
Tuesday	White Rose Maths <b>Week 6, Lesson 2</b> (alternative plan): <a href="https://vimeo.com/420240853">https://vimeo.com/420240853</a>  Subtract 3 digits	<b>Come Down, Golden</b> Access on Bug Club    <b>Chapter 7, Pages 53-61</b> Complete questions for Monday shared on Seesaw and attached on Marvellous Me.	<b>Writing: Practising writing with adverbs.</b> Can you add adverbs to my sentences below to make them better? Can you use adverbs in your own writing today?  <b>Spelling:</b> Words ending with the /g/ sound spelt (Spelling Tile game) <a href="https://spellingframe.co.uk/spelling-rule/20/17-Words-ending-with-the-g-sound-spelt-gue-and-the-k-sound-spelt-que-(French-in-origin)">https://spellingframe.co.uk/spelling-rule/20/17-Words-ending-with-the-g-sound-spelt-gue-and-the-k-sound-spelt-que-(French-in-origin)</a>	<b>CGP Science – Growing Plants</b>  Pages 14-15 <i>Temperature</i>	<b>Make a bookmark for your reading book</b> Use this video to help you make a corner bookmark: <a href="https://youtu.be/BEw10fvqo18">https://youtu.be/BEw10fvqo18</a> Can you decorate it with your favourite book characters?
Wednesday	White Rose Maths <b>Week 6, Lesson 3</b> (alternative plan): <a href="https://vimeo.com/420240964">https://vimeo.com/420240964</a>  Subtract 3 digits	<b>Come Down, Golden</b> Access on Bug Club    <b>Chapter 8, Pages 62-70</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 help to get better. Can you help and improve them?  <i>The girl was in a forest. It was a bit scary. The trees were big and tall she couldn't see much sky</i>  <b>Spelling:</b> Words with the /s/ sound spelt sc ( <i>Spelling Tile game</i> ) <a href="https://spellingframe.co.uk/spelling-rule/21/18-Words-with-the-sound-spelt-sc-(Latin-in-origin)">https://spellingframe.co.uk/spelling-rule/21/18-Words-with-the-sound-spelt-sc-(Latin-in-origin)</a>	<b>CGP Science – Growing Plants</b>  Pages 16-19 <i>Keeping a Plant Healthy (Mini Project 2)</i>	<b>Curious Moment: What Can You Create?</b> Seesaw activity - using materials in your home, plan and build something and share it on seesaw - it can be anything you want!
Thursday	White Rose Maths <b>Week 6, Lesson 4</b> (alternative plan): <a href="https://vimeo.com/420241173">https://vimeo.com/420241173</a>  Estimating	<b>Come Down, Golden</b> Access on Bug Club    <b>Chapter 9, Pages 71-80</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> Words with the /ex/ sound spelt ei, eigh, or ey ( <i>Spelling Tile game</i> ) <a href="https://spellingframe.co.uk/spelling-rule/22/19-Words-with-the-sound-spelt-ei-eigh-or-ey">https://spellingframe.co.uk/spelling-rule/22/19-Words-with-the-sound-spelt-ei-eigh-or-ey</a>	<b>CGP Science – Growing Plants</b>  Pages 20 - 21 <i>Reproduction in plants</i>	<b>Virtual Field Trip - San Diego Zoo</b> Seesaw activity - Being stuck at home can be boring. So today we are going to take a virtual Field Trip!! Click on the link and explore the San Diego Zoo
Friday	White Rose Maths - <b>Week 6 Lesson 5:</b>  <b>Friday Challenge</b>	<b>Come Down, Golden</b> Access on Bug Club    <b>Chapter 10, Pages 80-90</b> Complete questions for Monday shared on Seesaw and attached on Marvellous Me.	<b>Writing: 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> Possessive apostrophe with plural words ( <i>Spelling Tile game</i> ) <a href="https://spellingframe.co.uk/spelling-rule/23/20-Possessive-apostrophe-with-plural-words">https://spellingframe.co.uk/spelling-rule/23/20-Possessive-apostrophe-with-plural-words</a>	<b>CGP Science – Growing Plants</b>  Pages 22-25 <i>Mixed Questions</i>	<b>Science Experiments</b> Make a lava lamp or fireworks in a glass! Follow the instructions below to complete either of the science experiments - please ask an adult at home to help and be careful!



**Year 3 - Writing Task** ( <https://www.pobble365.com/lost/>)

Story starter:

*Hours and hours had passed, and she hadn't seen a single person. The loneliness of walking through this seemingly never-ending labyrinth was tiring, and her eyelids felt heavy. The overwhelming scent of the pine leaves and earthy moss added to her tired feeling. She felt as if she could close her eyes and sleep for a thousand years. She knew she couldn't though; being trapped in the woods when night fell wouldn't be a wise move. Making the most of the remaining daylight would be very important, she knew.*

*A great sense of worry filled her, and she had a tight feeling in her chest. The trees around her, like tall guards protecting the gods of the forest, seemed to bear down upon her. The many arms of the trees threatened her from every side. There was only one path forward, and she took it hesitantly, not knowing what awaited her in the distance...*

Imagine you are alone in a forest, you have been there a while walking through the thick green trees. You haven't seen anyone for a long time and you know you need to get out of there before night time! Have you ever been lost? What does it feel like? Who might 'she' be? What is she so afraid of? What might happen in the forest when night falls? Why would 'making the most of the remaining daylight' be crucial? Why is she so tired? How is she going to get out of the forest?

You will write in the third person, telling the story of the girl in the forest and her journey through the forest - what happens to her in forest? why did she get lost there? How will she get out? What happens in the forest at night time? Be as creative and imaginative as you can be.

**22nd June - Monday – PLAN!** Write a plan for your story - this 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!

**23rd June - Tuesday – PRACTICE!** Sentence challenge! Can you add adverbs to my sentences below to make them better? Can you use adverbs in your own writing today?

- The girl was frightened. \_\_\_\_\_, she looked around at the surrounding forest. She began to walk \_\_\_\_\_ along the path, pausing \_\_\_\_\_ to take a sip of water from her canteen.
- From the distance ahead, she heard a scream. The sound echoed \_\_\_\_\_ through the forest.

**24th June - Wednesday – IMPROVE!** These sentences are 'sick' and need help to get better. Can you help and improve them?

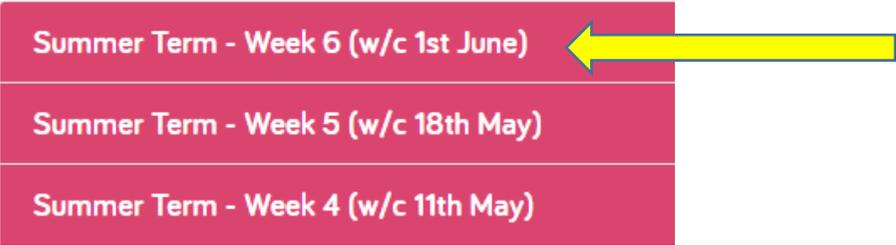
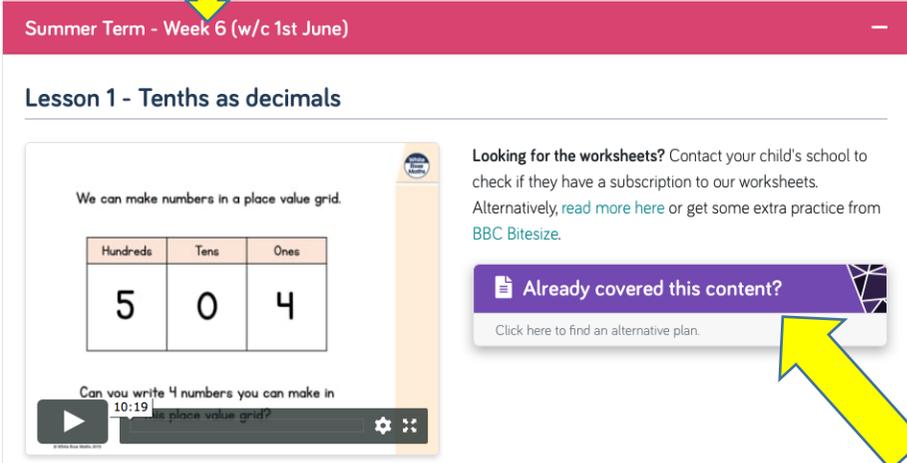
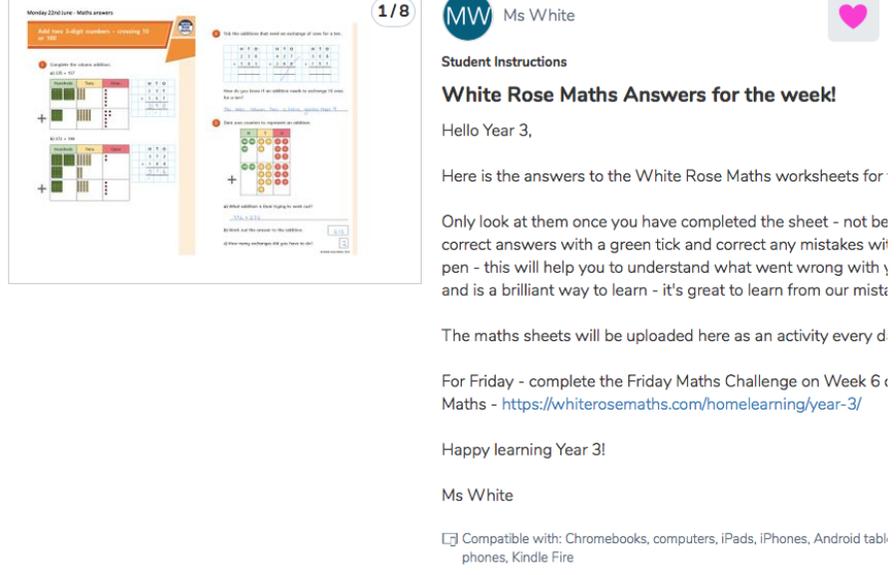
- The girl was in a forest. It was a bit scary. The trees were big and tall she couldn't see much sky
- She started to walk along the path.

**25th June - Thursday – DRAFT!** Write a draft of your story - what happens next? Include descriptions and adjectives and adverbs. 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 all the writing you have already used this week to help.

**26th June - Friday – PUBLISH!** Edit and improve your draft from yesterday - what else can you add and improve to make it better? Check it for punctuation, spelling and grammar. When you are happy and have made tweaks, publish it. Write in your best handwriting! Don't forget to share it on Seesaw!

# Maths - White Rose Maths

We have already completed the week 5 unit earlier in our home learning, so we will be using the alternative plan for this week.

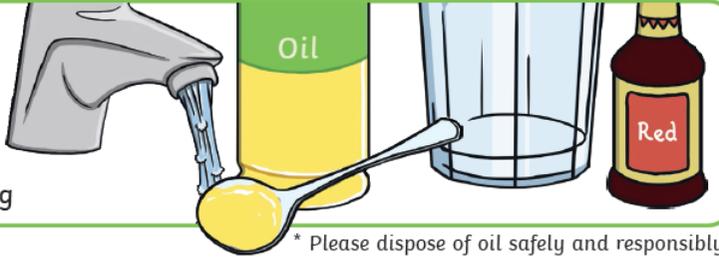
<p><b>Step 1: search White Rose, Home Learning, Year 3. This week, it is week 6.</b>  <a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a></p> 	<p><b>Step 2: select week 6 and click on the 'Already covered this content?' button.</b></p> 															
<p><b>Step 3: Click on the video for the day, and use the worksheets attached on the Marvellous Me message or set as an activity on Seesaw. Alternatively, the next two weeks of sheets are printed out at school, you are welcome to collect them.</b></p>	<p><b>Step 4: Correct your answers using the answer sheet sent on Seesaw and attached to a Marvellous Me message.</b></p>															
<p><b>Already covered this content?</b> Year 3 Week 6 w/c 1<sup>st</sup> June</p> <p>We're aware that some of you will have already covered this content earlier in the lockdown period. If this is the case, here are your alternative lessons for Summer Week 6</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Video</th> <th>Premium Subscriber? Get the worksheet!</th> </tr> </thead> <tbody> <tr> <td>Add 3-digit numbers</td> <td><a href="https://vimeo.com/420240608">https://vimeo.com/420240608</a></td> <td>Autumn Block 2 Add two 3-digit numbers - crossing 10 or 100</td> </tr> <tr> <td>Subtract 3-digit numbers</td> <td><a href="https://vimeo.com/420240853">https://vimeo.com/420240853</a></td> <td>Autumn Block 2 Subtract a 3-digit number from a 3-digit number - no exchange</td> </tr> <tr> <td>Subtract 3-digit numbers</td> <td><a href="https://vimeo.com/420240964">https://vimeo.com/420240964</a></td> <td>Autumn Block 2 Subtract a 3-digit number from a 3-digit number - exchange</td> </tr> <tr> <td>Estimating</td> <td><a href="https://vimeo.com/420241173">https://vimeo.com/420241173</a></td> <td>Autumn Block 2 Estimate answers to calculations</td> </tr> </tbody> </table>	Topic	Video	Premium Subscriber? Get the worksheet!	Add 3-digit numbers	<a href="https://vimeo.com/420240608">https://vimeo.com/420240608</a>	Autumn Block 2 Add two 3-digit numbers - crossing 10 or 100	Subtract 3-digit numbers	<a href="https://vimeo.com/420240853">https://vimeo.com/420240853</a>	Autumn Block 2 Subtract a 3-digit number from a 3-digit number - no exchange	Subtract 3-digit numbers	<a href="https://vimeo.com/420240964">https://vimeo.com/420240964</a>	Autumn Block 2 Subtract a 3-digit number from a 3-digit number - exchange	Estimating	<a href="https://vimeo.com/420241173">https://vimeo.com/420241173</a>	Autumn Block 2 Estimate answers to calculations	
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# Friday Science Experiments

## Fireworks in a Glass

### You Will Need

- Warm Water
- Oil\*
- A Tall Glass
- Food Colouring



\* Please dispose of oil safely and responsibly.

This is a very cool, simple and fun experiment, and also completely safe, just don't drink the water!

### Method

- 1 Fill the tall glass with warm water.
- 2 Pour a small amount of oil into another container and add a few drops of food colouring.
- 3 Give it a good stir, if it doesn't mix, add a bit of water.
- 4 Pour the food colouring and oil mixture into the warm water and watch the fireworks!

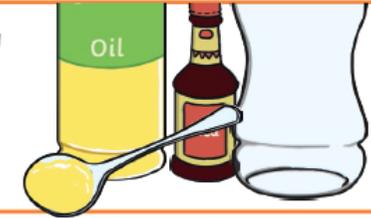
### The Science Bit

Oil and water don't mix. Also oil is less dense than water (meaning there is less of it in the same volume) and therefore floats on top of water in a nice layer. The food colouring we used was water based and therefore does not mix with the oil, instead it sinks through the oil into the water below. Since the addition of the colouring makes the food colouring heavier than the water, it sinks to the bottom leaving trails (resembling fireworks) as some of the colour diffuses into the water.

## Lava Lamp

### You Will Need

- Water
- Vegetable Oil\*
- A Clear Plastic Bottle or Jar
- Food Colouring
- Effervescent Tablets



\* Please dispose of oil safely and responsibly.

### Method

- 1 Fill the bottle or jar a quarter full with water.
- 2 Top up, almost to the top with the vegetable oil
- 3 They should separate into two layers, water at the bottom and oil sitting on top.
- 4 Add about 6-8 drops of food colouring once the oil and water separate.
- 5 The colour will mix with the water at the bottom.
- 6 Pop in half an effervescent tablets and watch the bubbles form. Add more effervescent tablets bit by bit to keep the bubbles rising and falling.

### The Science Bit

Firstly water and oil will not mix – this is because we say that water is a polar molecule – its structure means that it has a positive charge on one end and a negative charge on the other. Water molecules stick together because the positive end of one water molecule is attracted to the negative end of another. Oil molecule structure is different – it is non polar, meaning that its charge is more evenly spread out, so the oil is not attracted to water – in fact we call it hydrophobic (water fearing) so it tries to get as far away from water as possible and will not mix. The reason that oil rests on top of the water rather than underneath is because it has a different density to water.

As the effervescent tablets are added (this is made of citric acid and sodium bicarbonate) it reacts with the water and forms carbon dioxide gas and sodium citrate. It is the carbon dioxide bubbles that carry the coloured water to the top.