



Term: Summer 1

Teacher & Year Group: Miss McInnes, Year 3, Week 9.

Wow Week 9 already, I have missed seeing all of your lovely, little faces. I hope you are behaving for your adults at home and doing lots of kind acts. Here are some more activities to be getting on with at home. Take care and stay safe.

Daily Activities.

This week we are focusing on the Lorax.

English

Monday

Watch the clip about The Lorax

<https://www.youtube.com/watch?v=EdWesdMfyd4>

Here are a few questions, write down your answers in your Home Learning book.

- What is greed?
- How does the Onceler prove he is greedy?
- What makes us greedy?

Some people get mixed up with needs and wants. Can you record some ideas below each heading about what you need and what you want? E.g. You need food, but you might want a Nandos.

Tuesday

Retell the story of The Lorax in your own words.

Can you include paragraphs, a range of sentence openers, conjunctions, time connectives, adjectives, alliteration, and similes?

Wednesday

As the story talks about the environmental influences from the Onceler's work, I would like you to think about what different forms of pollution there are in the world today and how we contribute to causing air pollution.

Can you create a poster about pollution with pictures and a few words explaining how we can reduce it?

Thursday

Today I would like you to write a diary entry from the Onceler about how he started his business. How did he feel when his business started to grow?

Remember to include the date of the diary entry and write it in first person narrative "I". I have included a template on 'English - Thursday to help you'.



	<p>Friday</p> <p>As you may have noticed there are lots of funny words used in the story.</p> <p>Today, I would like you to have a look at the words below on 'English – Friday' and come up with definitions for each word. They can be as sensible or silly as you like.</p>
Maths	<p>This week, I have included some worksheets on money. Go on to TT rockstars and practise your times tables.</p>
Science	<p>You need to watch this video to help you complete the work. https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/zcjmp39</p> <p>For your science task, can you write a description of each part of the plant. Remember to write the name of each part and then explain what each part of the plant does. Find the science sheets in the pack to help you.</p> <div data-bbox="470 662 974 946" data-label="Image"> </div> <p><i>There is a quiz you can complete on this weblink, you can complete after you have finished your work, or it might even help you to complete your work 😊</i></p>
Religious Education	<p>We are going to look at the story of Joseph and his technicolour dream coat. https://www.youtube.com/watch?v=MKW6ylouF1s</p> <p>Please feel free to skip the video to 1:14 to hear the story. There is a little activity below to fill in the blanks about the story.</p>
P.E	<p>https://www.youtube.com/user/thebodycoach1 Every morning at 9am, Joe Wicks streams a live PE lesson. It is 30minutes long, if you don't tune in at that time, you can access it at any time on his YouTube channel, follow the link above.</p>
PSHE	<p>This week we are looking at influences and decisions. It would be good to sit with an adult to complete this work; you can discuss the questions together.</p>



English Monday.

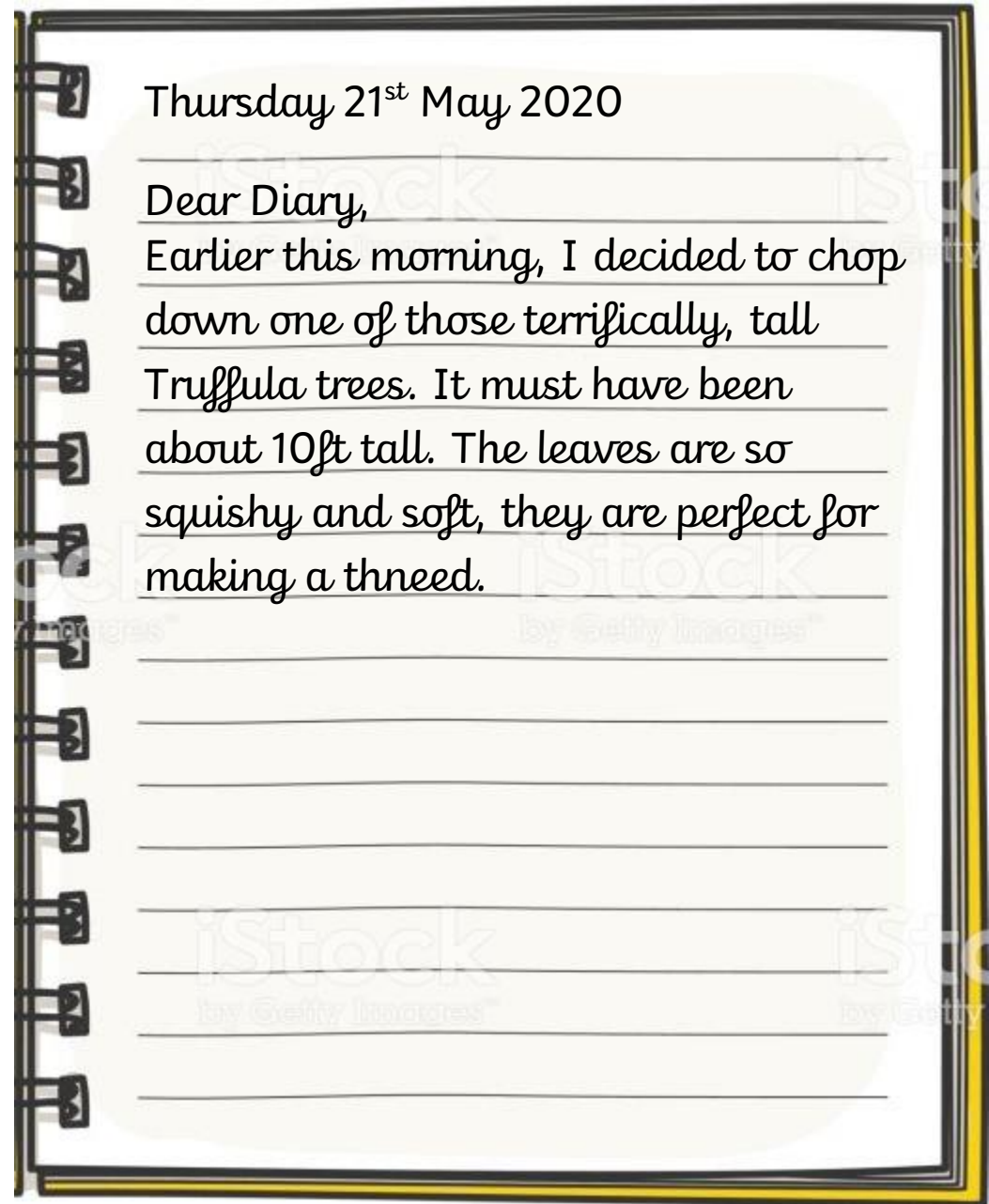
Need	Want



English - Thursday

Today I would like you to write a diary entry from the Onceler about how he started his business. How did he feel when his business started to grow?

Remember to include the date of the diary entry and write it in first person narrative "I".



Thursday 21st May 2020

Dear Diary,

Earlier this morning, I decided to chop down one of those terrifically, tall Truffula trees. It must have been about 10ft tall. The leaves are so squishy and soft, they are perfect for making a thneed.



English – Friday

Can you come up with definitions for each of these words

Whispermaphone	
Gricklegrass	
Swomee	
Barbaloots	
Miff-muffled	
Slupp	
Snergelly	
Smogulous	
Glupity-glupp	
Schloppity-schlopp	

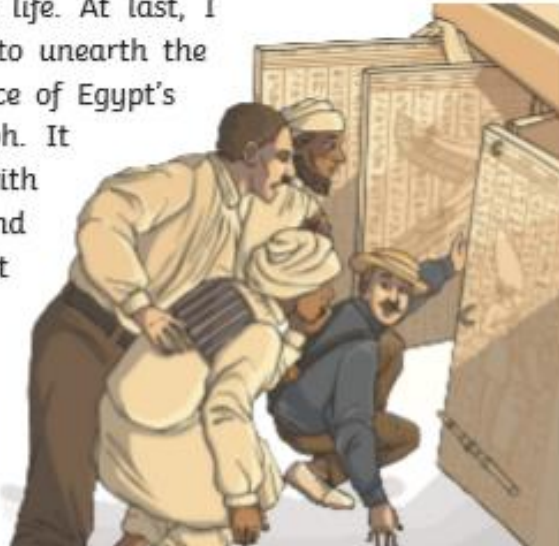


Reading comprehension

An Extract from Howard Carter's Diary

4th November 1922

11 After the discovery of the first step, we exposed fifteen more
 20 steps leading down to an ancient doorway, still sealed
 31 after all these years. The name on the door was clear:
 41 Tutankhamen. They say this tomb is cursed; they say that
 49 the ancient pharaoh threatened anyone who disturbed his
 62 peace in the afterlife but that will not stop me. For five years
 72 we have been digging through the inhospitable desert and I
 80 am finally about to make the most important
 87 discovery of my life. At last, I
 94 will be the one to unearth the
 99 final resting place of Egypt's
 102 youngest pharaoh. It
 106 will be filled with
 108 treasures beyond
 110 anyone's wildest
 111 dreams.



Quick Questions



1. In what year was this text written?



2. Do you think Howard Carter was scared? Use evidence from the text to support your answer.



3. Sum up the main points of this extract in 20 words or less.



4. What do you think happened next?



Spellings

Stage: 3	Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
List: 26	Name:



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
scheme					
chorus					
chemist					
echo					
character					
stomach					
monarch					
school					
anchor					
chaos					



Year 3 - Spelling activity.

Stage: 3	Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
List: 26	



	Quiz	Answer
1	In a song, this is the part that is repeated after each verse.	
2	A place where you go to buy medicines or get prescriptions.	
3	You usually have a main _____ in a book who is the star.	
4	An object that ships drop to stop them moving.	
5	What you can hear when you shout in the mountains.	
6	A place you go to learn.	
7	Complete disorder or confusion!	
8	The generic name for a king or queen.	
9	The biological name for your tummy.	
10	To make plans, often in a devious way or when you might do something you shouldn't.	



Grammar Year 3

Underline all of the direct speech in the sentences below: **a**

“Get out your spelling books, please,” requested the teacher politely. “Does everyone have a pencil?”

Draw lines to the correct word endings. **c**

-gue or -que?

anti

gue

lea

que

Place a tick in each row to show how you would form the plural version of the noun: **e**

	Add just -s	Add -es	Add -ies
kettle			
grass			

Mr Whoops has made two silly spelling mistakes. Can you help him to correct them? Use a dictionary if you need to. **b**

I always struggle to remembur important and speshial dates.

Can you think of an adjective and a preposition beginning with... **d**

	adjective	preposition
a consonant?		
a vowel?		

Can you underline the main clause in this sentence? **f**



Stone Age men were very skilled hunters because they had to catch their own food to survive.



a) Circle £1

50p's



b) Circle £1



20p's

c) Circle £1



10p's

d) Circle £10



£2

How many 1p's make 10p?

How many 1p's make £1?

How many 10p's make £2?

How many 5p's make £2.50?


How many £1 make £10?

How many £2 make £10?




Write each amount in pounds and pence.

Write the price of each item in pence.




£1 and 24p

p



£2 and 24p

p



£6 and 45p

p

a) 274p = £ and p

374p = £ and p

474p = £ and p

What amount is represented in each box?

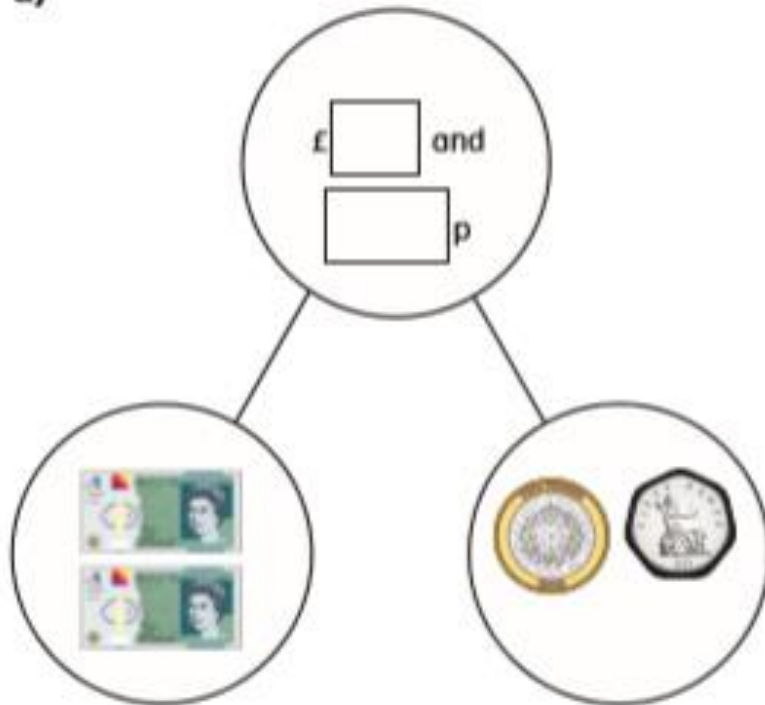


£ and p

£ and p

Complete the part-whole models.

a)



<u>£5</u>	<u>£5.63</u>

Brett has £6 and 55p.

Aisha has £2 and 55p.

How much money do they have altogether?

Mo buys a cap for £6 and 50p.

He also buys a key ring.

He spends £10 in total.

How much does the key ring cost?





Year 3 – Mental Maths

Section 1

A flower bed has 56 yellow flowers and 34 red flowers. How many flowers are there altogether?

Section 2

$$\square \times 10 = 60$$

$$\square \times 5 = 25$$

Section 3

Halve these numbers:

$$24 \longrightarrow \square$$

$$20 \longrightarrow \square$$

$$18 \longrightarrow \square$$

Section 4

If the perimeter of this shape is 12cm, what is the length of one side?



Section 5

How many 4s make 20?

What is 5 times 6?

Section 6

The time is half past 4 in the afternoon. Write this using am or pm.

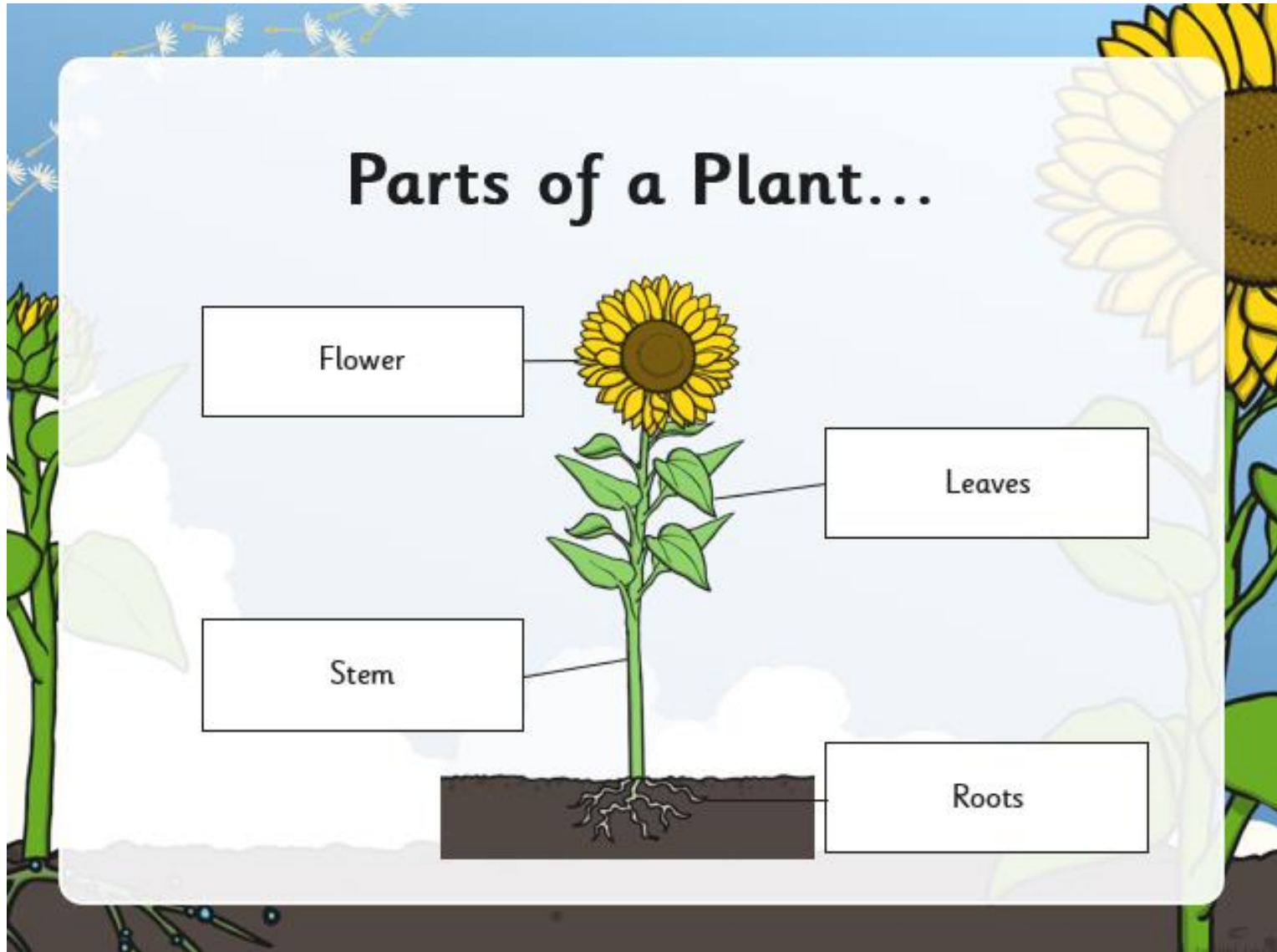
Section 7

There are 22 slices of bread in one loaf. How many slices are there in 3 loaves?

Section 8

Use the column method to work this out:

$$54 \times 2$$

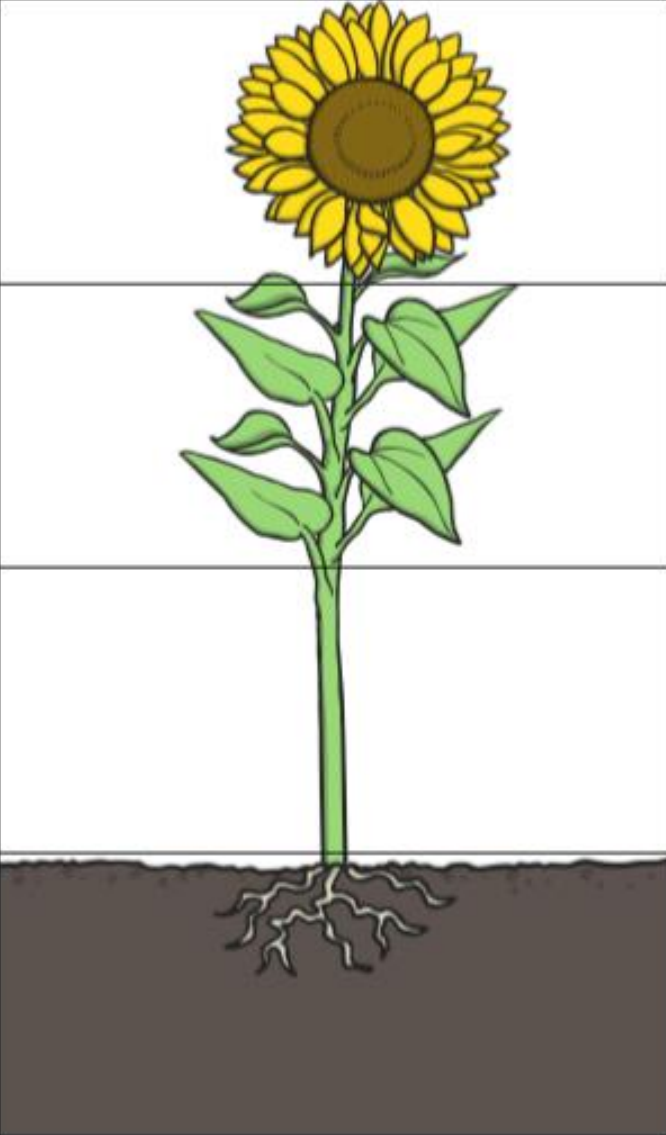


Watch this video to help you complete your task

<https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/zcjnp39>

For your science task, can you write a description of each part of the plant. Remember to write the name of each part and then explain what each part of the plant does.


Parts of a Plant



Part 1

Glue part 1 here.

Fill in the gaps to explain the different jobs.



Part 2



BibleWise

Joseph Facts

Use the word bank below to fill in the blanks and learn about Joseph.

Joseph had _____ brothers.

Jacob gave a colorful _____ to Joseph.

The Pharaoh asked Joseph to interpret his _____.

Joseph's brothers threw him in a _____.

Joseph _____ his brothers instead of punishing them.

_____ helped Joseph through every situation.



WORD BANK

PIT

COAT

DREAMS

GOD

ELEVEN

FORGAVE





KS2

Home learning: Influences and decisions

Remember! You can use your own paper to do the activities on, or type on the worksheets. You don't have to print them off.



We are learning about what influences our opinions and decision-making



We will be able to:

- ✓ Identify who or what may influence our opinions or decisions.
- ✓ Recognise situations where people may be positively or negatively influenced.
- ✓ Identify steps we can take to manage negative influences on our opinions or decisions.



Influences on opinions and decisions

We all have opinions about things and these can affect the decisions we make. Some of our opinions and the decisions we make may be a result of someone or something influencing us.

Influence means when someone or something affects someone else's opinions or decisions.

What's our starting point?

Make a list of **who** or **what** you think might influence a person's opinions or decisions, (e.g. parents, family members, teachers).





Influences on opinions and decisions

Your list might look like this...

Who might influence someone	What might influence someone
<ul style="list-style-type: none">• Parents/carers• Sisters/brothers• Faith leaders (priest, imam, rabbi)• Best friend, friends• Teachers• Grandparents• Aunties/Uncles• Pop stars/celebrities	<ul style="list-style-type: none">• School• Advertising on TV or online• Online content (e.g. social media)• TV programmes• Video games• A story someone is told about something

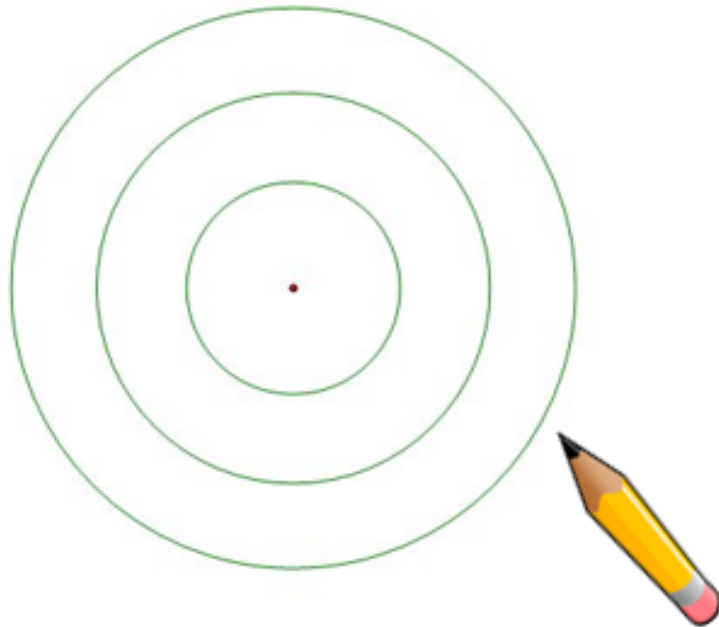


Task

People and things that influence us

Who and what are the influences in your life?

Draw three circles like the ones below



In the centre, draw or write the people and things that you think most influence your opinions and decisions.

In the next ring, draw or write the people and things that you think have some influence, but not as much as the those you put in the centre.

In the outer ring, draw or write the people and things that have some influence, but not very much.



Positive influences on opinions and decisions

Influences can be positive and can help us:

- ✓ make good decisions/choices
- ✓ recognise what is right and what is wrong
- ✓ to feel confident about ourselves and the things we do



Can you think of any other ways in which people or things might influence us?

Share your ideas with a family member.



Task

Giving opinions and recognising consequences

Read these situations

Put a tick in the columns to show the extent to which you agree or disagree (*you can type on the sheet or print it off*).

Statements	Strongly agree	Agree	Disagree	Strongly disagree
It is ok to tell a lie to someone, as long as they don't find out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone finds 50p down the back of the sofa, it is acceptable for them to keep it for themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone saw a £20 note sticking out of a cash machine on the street, it would be okay for them to take the note and put it in their pocket.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 years old is too young to own a smartphone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone accidentally loses or breaks something that doesn't belong to them, they should tell the person it belongs to immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone should be paid the same amount of money, no matter what their job is (e.g. teachers, footballers, shopkeepers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Underneath each one, or on a separate piece of paper, write the reasons for your opinion, including any consequences or ways in which people might be affected by each statement or action.



Statements	Strongly agree	Agree	Disagree	Strongly disagree
<p>It is ok to tell a lie to someone, as long as they don't find out. Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>Everyone should be paid the same amount of money, no matter what their job is (e.g. teachers, footballers, shopkeepers). Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Remember!

- In different situations, some influences are stronger than others.
- Influences can be positive or helpful in some cases and negative or unhelpful in others.
- We can use different strategies in different situations, to manage influences that might affect our decisions.



But it is always a good idea to consider:

- ✓ who or what may be influencing our decisions,
- ✓ whether the influence is helpful or unhelpful
- ✓ why they might be trying to influence us (e.g. because they really want to help us, or to encourage us to spend money on something)



St Paul's Peel C.E. Primary School

