

English – Poetry

Reading
Complete the reading comprehension on [BBC Bitesize](https://www.bbc.com/bitesize) about Jill Murphy’s book *The Worst Witch* along with three activities that follow, in your book. What did you think of the extracts from the book? Would you want to read the whole book? Perhaps you already have? Write a couple of sentences to explain why or why not referring to the extracts you have read in your answer.

Writing
Today you are going to have a go at writing your own Stone Age poem in the style of *On a grassy hill* and *Ning Nang Nong*. Try to structure your poem in the same way as the poems we have been looking at. Keep the lines the same length and quite short. Include the different features we have been looking at; *rhyme, alliteration, noun and prepositional phrases*. Don’t forget to give it a title. There is a planning sheet below to help you or you might prefer to draw pictures to plan what is happening on each line and then add nouns and rhyme to the pictures. Once you have planned your poem, write it up in your book and practise performing it. Can you perform it to someone in your household or on a videocall to a friend? For some tips on how to perform poetry watch the clips below. It would be great to see your finished poem.

Spelling
This week we are practising our Year 3 Word List words! You should have a copy of these in your spelling folder and might still have some spelling mat activities left to work through. You could pick a few you don’t know yet and practise them in different ways. You can also play some games with them here: <https://spellingframe.co.uk/guest/word-list/32359>
Some of you have a different list of ‘High Frequency’ words, please use this instead. There are some links below for games you can play.

Maths - Fractions

Watch the short video on [Making the Whole](#) with an adult (see links to learning), then answer the questions below.

Complete the missing information.

1 whole is the same as

Teddy says, I have one pizza cut into 6 equal pieces. I have eaten $\frac{6}{6}$ of the pizza.

Does Teddy have any pizza left? Explain your answer.

Complete the sentence.

When a fraction is equal to a whole, the numerator and the denominator are _____

Use pictures to prove your answer.

Follow this link: <https://www.twinkl.co.uk/resource/year-3-diving-into-mastery-making-the-whole-teaching-pack-t-m-31055>
Look through all of the powerpoint, select the horizontal format activity, then complete the questions on the activity sheets.

Complete the sentences to describe the apples.

of the apples are red.

of the apples are green.

and make one whole

Rosie is drawing bar models to represent a whole. She has drawn a fraction of each of her bars.

Can you complete Rosie’s bar models?

Theme – Science – Grouping rocks

Last week, we started exploring rocks and looked at the three types, [Igneous](#), [Sedimentary](#) and [Metamorphic](#). Below you will find a link to an edible rock experiment you might like to try which helps explain how the different types of rocks are formed.

Today you are going to be a **Petrologist** (a scientist who studies rocks) Watch this short video about grouping rocks <https://www.youtube.com/watch?v=iDnklIPVK5o>
Have a look in your garden or when you are out for a walk and collect different kinds of rocks. Now you are going to group the rocks you have found. As well as rock type we can categorise rocks by hardness, whether they can float and whether they absorb water. For each rock carry out the following experiments:

How hard is it? Rub gently with sandpaper – a soft rock will leave a powdery trail a hard rock won’t

How dense is it? Drop each rock into a container of water – does it float (low density) or sink (high density)?

Is it permeable? (does it allow water through)? Drop a small amount of water on it – does it absorb it? (permeable) or does it run off? (impermeable)
Before you start the experiments, can you make any predictions about what you think might happen?
Record the results in your book. What do you notice? Are there any other ways you could group the rocks? Were any of your predictions correct?
You could also try making your own sediment jar, all you need is a jar and some rubble/ rocky earth (dig a bit deeper to find different things) click on the link for details of how to do it. <https://raisinglifelonglearners.com/sediment-jar/>
PSHE: Make a poster about how to [keep safe online](#) & make it as eye-catching as possible.

Links to support this learning

English

The Worst Witch Reading Comprehension <https://www.bbc.co.uk/bitesize/articles/zjk9kmm>
 Constructing noun phrases word mat <https://www.twinkl.co.uk/resource/t2-e-4501-constructing-an-expanded-noun-phrase-word-mat->
 Adjectives word mat <https://www.twinkl.co.uk/resource/t2-e-012-adjective-word-mat>
 Stone Age Word Mat <https://www.twinkl.co.uk/resource/stone-age-word-mat-t2-e-41938>
 How to perform poetry <https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm>
 Poetry tips from poet Michael Rosen <https://www.puffinschools.co.uk/resources/ks2-video-how-to-perform-poems-with-michael-rosen-6-mins/>

Spelling

High Frequency Word Games https://www.spellzone.com/word_lists/games-4586.htm
https://www.spellzone.com/word_lists/games-4587.htm
https://www.spellzone.com/word_lists/games-4588.htm
 The following use words that are a little more tricky – these might be good revision for everyone!
https://www.spellzone.com/word_lists/games-4619.htm
https://www.spellzone.com/word_lists/list-4620.htm
https://www.spellzone.com/word_lists/list-4621.htm

Maths

Making the Whole video- Lesson 2 White Rose <https://whiterosemaths.com/homelearning/year-3/>
 Making the Whole activity pack <https://www.twinkl.co.uk/resource/year-3-diving-into-mastery-making-the-whole-teaching-pack-t-m-31055> Look through all of the powerpoint, select the horizontal format activity, then complete the questions on the activity sheets.
 Fraction Beach Game
http://www.learnalberta.ca/content/me3us/flash/lessonLauncher.html?lesson=lessons/10/m3_10_00_x.swf
 Fraction matching game https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html

Theme

Edible Rock experiment <https://www.earthsciweek.org/classroom-activities/chocolate-rock-cycle>
 Alternative/ Additional rock grouping activity (3 levels of activity mild, medium or spicy)
<https://www.twinkl.co.uk/resource/grouping-rocks-cut-and-stick-activity-sheets-t2-s-714>
 Rock Knowledge Organiser (useful terms and vocabulary) <https://www.twinkl.co.uk/resource/science-knowledge-organiser-rocks-year-3-t-sc-2549674>

PSHE- Staying safe online

<https://www.thinkuknow.co.uk/>
<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

Supporting Information for parents

On the Grassy Hill
 On the grassy hill
 Where the mammoths stay still
 And the fishes all go SPLASH!
 There's a cave on a rock
 Where the cavemen flock
 And firelights flicker and FLASH!
 On the dark cave floor,
 Where the mighty mice roar
 And you just can't catch 'em when they do!
 So it's grassy hill,
 Mammoths stay still,
 Cave on a rock,
 Cavemen flock,
 Dark cave floor,
 Mighty mice roar,
 What a super place to enjoy
 Is the life of a Stone Age boy!

If your child is working below this level for spelling, please focus on the High Frequency words they have been learning this year which they should have a copy of in their spelling folder. You can also access 'SNIP resources' on the school website which you might find helpful.

<https://www.jrs.w-berks.sch.uk/school-life-english>

Some of the children were using this intervention in school and should be able to access the activities independently.

Spelling Word List for Year 3



accident	accidentally	actual	actually	address
answer	appear	arrive	believe	bicycle
breath	breathe	build	business	busy
complete	continue	describe	disappear	early
earth	eight	eighth	enough	extreme
February	forwards	fruit	group	guard
guide	heard	heart	height	island
learn	library	natural	occasionally	often
ordinary	pressure	probably	reign	straight
strange	surprise	weight	woman	women

Poem Title:

Prepositional phrases:

e.g. by the flowing stream, with the sharp spear

Themed nouns:

e.g. caveman, spear, muddy bank, deer

Rhyming Couplets:

e.g. rock, flock

Alliteration:

e.g. firelight flicker

Descriptive adjectives:

e.g. Dilapidated, rugged