

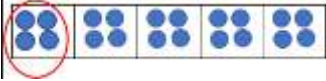




English			
<p>Offline Poetry – Lesson 1 Finding out the meaning of words Read the poem - The Fire Ate the City Can you underline any words you don't know the meaning of? Like when we were in school – your first challenge this week is to read the word in the sentence, can you work out what it means? Try replacing it with another word – does it make sense? Could it mean the same as your replacement word? How many words did you find the meaning of? Did you know/work out all of these: burned to the bone content awoke behold ignited dazed raged</p>	<p>Online&Offline Task available using your child's individual teams' login Poetry – Lesson 2 Answering retrieval questions Re-read the poem – The Fire Ate the City Did you notice yesterday that: a) The poem involved some rhyming couplets (e.g. bright and sight). b) The poem is an acrostic poem (the first letter of each line spells something out!) We have learnt this year that with retrieval questions you can find all the answers in the text and just need to find the information from it.</p>	<p>Online&Offline Task available using your child's individual teams' login Poetry – Lesson 3 Rhyming couplets This lesson's challenge is to write your own poem using rhyming couplets. A rhyming couplet is a pair of successive lines of a verse, usually the same length, that end in words that rhyme. Step 1. Pick a subject you like - I'm going to choose school. Step 2. Write the first line - When I'm at home, I just can't wait Step 3 – think of as many words that rhyme with the last word of your last line as you can (you could always use 2 more of these together later) - Wait - skate, weight, ate debate, great, gate, mate. Step 4 – write your next line and repeat steps 2 – 4 When I'm at home, I just can't wait to get to school because it's great. Challenge – can you find objects in your house that rhyme?</p>	<p>Online/Offline Task available using your child's individual teams' login Poetry – Lesson 4 Acrostic poems The final challenge this week is to make an acrostic poem. An acrostic poem is where the first letter of each line spells something out! Again, pick a subject you like. Write that word down the left of your page. Thoughtful Energetic Amazing Caring Helpful Encouraging Respectful E.g T E A C H E R Can you then think of a word or sentence for each letter that relates to the topic? Can you now create your own acrostic poem?</p>
<p>Grammar Task: Apostrophes for possession Can you add the apostrophe in the correct place to show possession? E.g. the dog's bed (singular) or the girls' jumpers (plural) The cats dinner the boys hats the Gruffalos nose the teachers coffee the dogs leads Tricky one: the childrens basketballs</p>			
Maths			
<p>Offline Subtracting fractions with the same denominator. This model shows you how to subtract fractions with the same denominator: $6/8 - 3/8$ The model is split into 8 as the denominator tells you how many sections altogether. 6 of the sections have been coloured as the numerator on the 1st fraction tells me this is how many sections I need to shade. 3 of the sections have been crossed out. The numerator on the 2nd fraction tells me this is what I need to subtract. So there are 3 shaded sections left which means there are $3/8$ left $6/8 - 3/8 = 3/8$  Complete the task below.</p>	<p>Offline Finding unit fractions of amounts  I want to find $1/5$ of these marbles. First I will need to split the marbles into 5 equal groups (5 groups because the denominator of my fraction tells me I need 5 groups.) So there are 20 marbles in total, I will need to calculate 20 divided by 5. This means $1/5$ of the marbles is 4 marbles. This bar model shows how the marbles have been equally divided into 5 equal groups and that 1 group contains 4 marbles.  Complete the task below.</p>	<p>Offline Finding out non-unit fractions of amounts.  I want to find $2/5$ of these marbles. First I will need to split the marbles into 5 equal groups (5 groups because the denominator of my fraction tells me I need 5 groups.) So there are 20 marbles in total, I will need to calculate 20 divided by 5. Then I will need to multiply my answer by 2 (because I want to find $2/5$'s.) So $2 \times 4 = 8$. This means that $2/5$ of the marbles is 8 marbles. This bar model shows how the marbles have been equally divided into 5 equal groups and that 2 group contains 8 marbles.  Complete the task below.</p>	<p>Offline I can spot equivalent fractions https://nrich.maths.org/6938 You will need another person or people to play this with. You will need to print or draw out the cards. How to play The object of the game is for players to pass cards to other team members in order to help one another complete their set. Rules <ul style="list-style-type: none"> • No one can talk • Each player starts with four cards • Cards can be seen by everyone • Team members can only give cards; they cannot take cards. • Each team member must have at least two cards in front of them at all times. </p>
<p>Recap Task: Complete the task involving reading a bar chart below</p>			
<p>Flashback:</p>			
<p>Geography: In our Geography unit, we learned all about maps, atlases and globes. This week, for your flashback lesson, you are to use recap on your knowledge of the compass points. Create a maze in a clear area with string or ribbon, this could be in your garden, on your living room or kitchen floor. Use your knowledge of the compass points to direct a blindfolded member of your family through your maze. Did they get through without stepping out of your maze?</p>			
<p>New Weekly learning project</p>			
<p>This week's learning project is to describe the movement of animals using music and words. Think about the show "Strictly Come Dancing" – now imagine that show but with animals dancing! Would all animals be about to dance to the same music? Can you explain your opinion? Which animals will need a slower song? Which would need a faster song? I want you to choose an animal. Think of as many words as you can to describe that animal. Then try moving like that animal – how does it move? Afterwards, I want you to think about what music would that animal move or dance to? Can you use what is around you to make some music for the animal to dance to? You could even email your teacher a short clip of the music and see if they can guess the animal!</p>			

The Fire Ate the City

Thomas Farriner thought the fire was out,
He didn't hear the crackling sound.
Every house on Pudding Lane
Got closer and closer to the flames,
Red and orange, hot and bright,
Eating up every house in sight!
All along the street they went,
Those hungry flames were not content.
First thing in the morning as the sun awoke,
It showed a sky that filled with smoke;
Reports came in of three hundred homes,
Every one burned to the bone.
Over the city, the King was told
"Flames are filling London; behold!"
"Lord Mayor!" cried the King, his senses ignited,
"Organise the best way to fight it!"
Never had he seen a fire that size;
Dazed and amazed, he sat rubbing his eyes.
Over the city the fire now spread,
"Nothing will stop it!" the poor people said.

English Lesson 2:

Tick the correct answer.

Thomas Farriner's bakery was on...

pudding Street

Bread Street

Pudding Lane

Bread Lane

The flames were described as...

fast

sleepy

thirsty

hungry

The sky was filled with...

flames

smoke

birds

explosions

The King stood on the deck with the...

Duke of York

Lord Mayor

baker

Fire Chief

How many churches were destroyed?

13,200

80,000

87

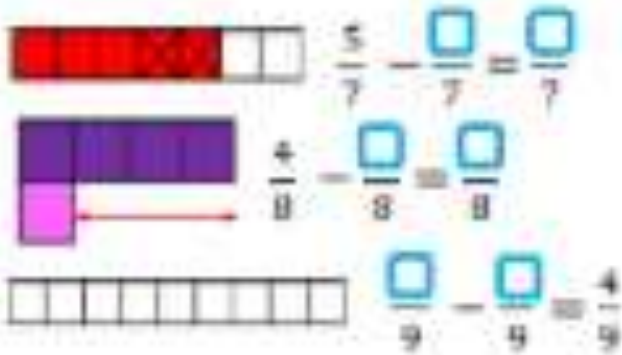
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Use the information in the text to decide whether these statements are true or false.

	True	False
The Great Fire of London began in a bakery on Pudding Lane.		
The flames were red and yellow, hot and dull.		
The fire was fanned by a wind from the south.		
The King sailed up the River Thames.		
Close to one hundred houses an hour ignited.		
100,000 people were left without homes.		

Maths Session 1

Use the models to help you subtract the fractions.



Can you now subtract these fractions up to tenths? Remember to draw a diagram to help you if needed.

1. $\frac{3}{5} - \frac{1}{5}$
2. $\frac{8}{9} - \frac{2}{9} - \frac{3}{9}$
3. $\frac{3}{4} - \frac{1}{4}$
4. $\frac{7}{10} - \frac{3}{10} - \frac{2}{10}$
5. $\frac{6}{7} - \frac{3}{7} - \frac{1}{7}$
6. $\frac{5}{8} - \frac{1}{8} - \frac{2}{8}$

Maths Session 2

Practise this method by using this model to work out $\frac{1}{6}$ of 24



Now find out unit fractions of these amounts:

- $\frac{1}{2}$ of 12
- $\frac{1}{3}$ of 21
- $\frac{1}{4}$ of 36
- $\frac{1}{5}$ of 25
- $\frac{1}{6}$ of 30

Year group: 3

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Maths Session 3

Practise this method by using this model to work out $\frac{3}{6}$ of 24



Now find non-unit fractions of these amounts:

$\frac{2}{3}$ of 24

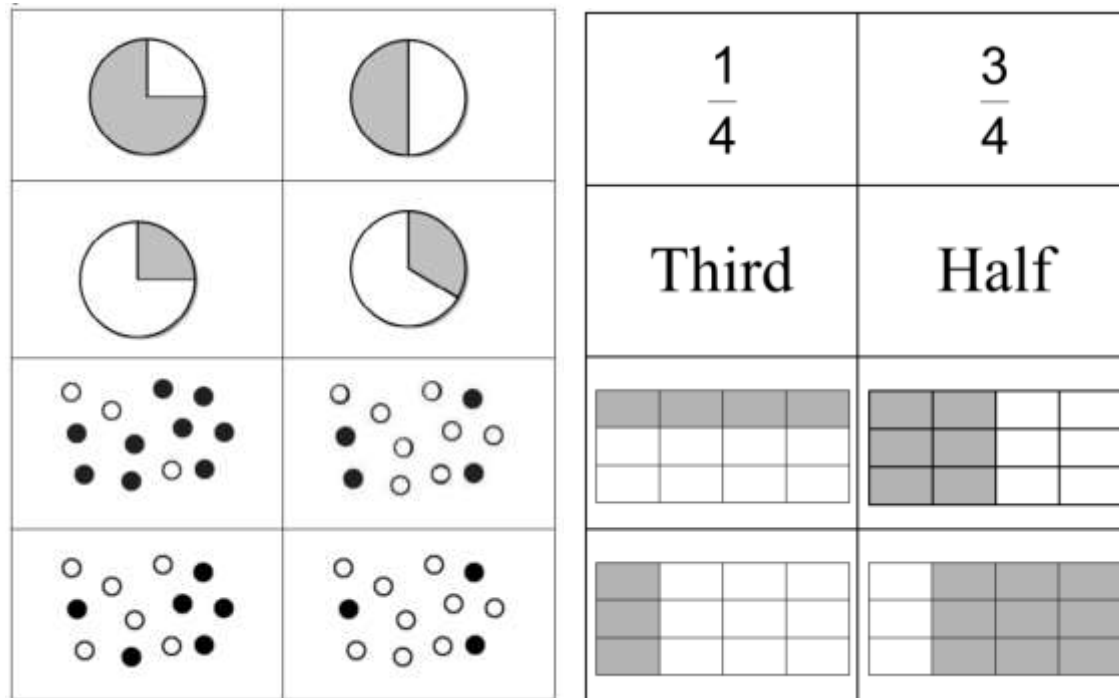
$\frac{3}{4}$ of 40

$\frac{2}{5}$ of 30

$\frac{4}{6}$ of 36

$\frac{5}{8}$ of 56

Maths Session 4



Year group: 3

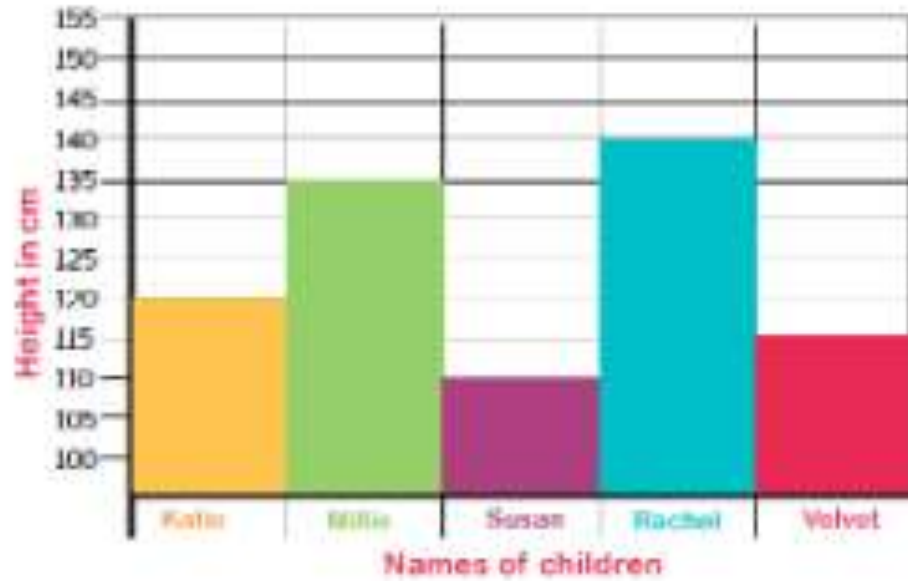
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Maths Flashback Task



1. How tall is Rachel?
2. Who is taller Velvet or Susan?
3. How tall is Susan?
4. How much taller is Rachel than Katie?
5. How tall are Susan and Katie combined?