

Year 3 Home Learning

Time frame: week beginning: 1.2.2021


We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

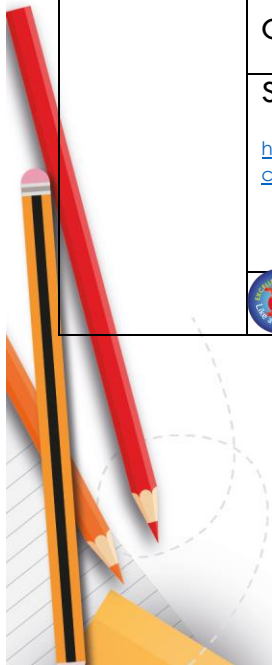
- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



Year 3 Timetable

<p>Zoom</p> <p>Wake up, Shake up</p> <p>8:30am-9:00am</p>	<p>Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays.</p> <p>Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?</p>
<p>Registration</p> <p>10.00am</p>	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained

<p>Maths</p> <p>10:05am-10:30am</p>	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further.
<p>English</p> <p>12:00pm-12:30pm</p>	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further.
<p>Curriculum</p> <p>When you have completed Maths and English</p> <p>1:30pm-2:30pm</p>	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise.
<p>Afternoon Registration</p> <p>2:30pm-3:00pm</p>	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.
	<p>Maths</p>
<p>Monday</p>	<p>Chapter 7, Lesson 6, Worksheet 6: Writing Capacity in Litres and Millilitres</p> <p>Support: Questions a and c</p> <p>https://classroom.thenational.academy/lessons/consolidating-and-reviewing-learning-on-capacity-and-volume-cdhp2r?step=2&activity=video</p> <p> Deepening:</p>



There is a tea urn and a teapot. The bottles next to them show their capacity.



How much more water does the urn hold than the teapot?

Tuesday

Chapter 7, Lesson 7, Worksheet 7: Solving word problems.

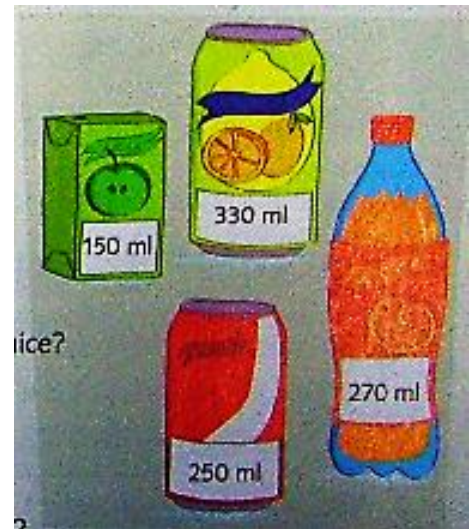
Support: Questions 1 and 2

<https://classroom.thenational.academy/lessons/solving-word-problems-about-capacity-and-volume-part-2-75gkac?step=2&activity=video>



Deepening:

- How many millilitres altogether in:
 - 1 can of lemonade and 1 bottle of orange juice?
 - 1 carton of apple juice and 1 can of cola?
- What is the difference in millilitres between:
 - 1 can of lemonade and 1 carton of apple juice?
 - 1 bottle of orange juice and 1 can of cola?
- Which drink holds:
 - 100ml more than the carton of apple juice?
 - 60ml less than the can of lemonade?



Wednesday

Chapter 7, Lesson 8, Worksheet 8: Solving word problems.

Support: Questions 1 and 2

<https://classroom.thenational.academy/lessons/solving-problems-using-measures-69j32t?step=2&activity=video>



Deepening:

If the car used 325 l of petrol in a week and the motorbike used 69 l less. The lorry used 126 l more than the motorbike. How much petrol was used by each vehicle and how much was used in total?

Explain why your bars represent these numbers. Explain your method.

Thursday

Complete workbook 3A mid-year revision sections A and B, page 207-217

Try to complete these independently and if there is a question you are finding tricky skip it and come back to it if you have time at the end.

Only spend 40 minutes on this task.

You can check your work on the Maths No Problem website and upload your score and any questions you didn't understand on to Seesaw!

Friday

Complete workbook 3A mid-year revision sections A and B, page 218-220

Try to complete these independently and if there is a question you are finding tricky skip it and come back to it if you have time at the end.

Only spend 40 minutes on this task.

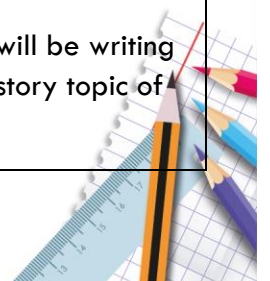
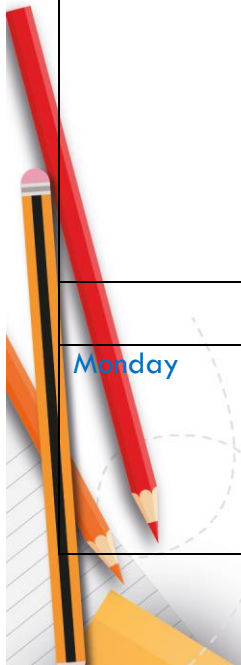
You can check your work on the Maths No Problem website and upload your score and any questions you didn't understand on to Seesaw!

Writing

Monday

What are instructions?

- Over the next two weeks, you will be learning [about](#) instructions. You will be writing your own set of instructions for *How to make a mummy* linked to our History topic of the Ancient Egyptians.



- **Watch** the [lesson video](#) on commands, imperative verbs and adverbs.
- **Read** the [Revolting Recipe](#). This was written by a child at Belleville Wix last year when they were in Year 2! The purpose of the recipe is to instruct. The audience is someone who is going to make the recipe.

Highlight these features in the recipe: introduction, you will need list, commands and numbers to show the order.

Support:



Deepening: In the commands, can you spot imperative verbs and adverbs

Tuesday

Prepositions

- **Think:** what are instructions? What is the purpose of them? Who is the audience?
- **Watch** the [lesson video](#) on prepositions.
Write at least 5 commands using prepositions to tell you where and when. These commands can be telling someone how to make something such a Shaduf that you made in DT, or even your lunch! Look at an example [here](#).

Support: Use [the word bank](#) of adverbs and prepositions to help you write your commands.



Deepening: Experiment with using adverbs and prepositions in different positions in the sentence e.g. at the start of the sentence, middle of the sentence or end of the sentence.

Carefully pour the sauce onto the pasta.

Pour the sauce carefully onto the pasta.

Pour the sauce onto the pasta carefully.

Wednesday

Research

- **Watch** the [video](#) about mummification.
- **Read** the [information pages](#) to find out how to mummify a body.
- **Think:** What are the steps to make a mummy? What order do they need to be completed in?

Create a flow chart, diagram or notes to show the steps for mummification. See [example here](#). Make sure your steps are in the correct order.

Support: Use the [word bank](#) for technical language to help you to clarify tricky words.



Deepening: Whilst completing your research, you could note down specific technical expert language that will be useful in when writing your instructions.

Thursday

Plan your set of instructions

- **Look** at your flow chart, diagram or notes from yesterday. **Think:** How do you make a mummy? What order are the steps in?
- **Read:** Look at the [example plan](#). Today you are going to plan a set of instructions for how to make a mummy.
- **Plan:** First, plan each step using the [planning sheet](#) (red on the example). Include imperative verbs, adverbs and prepositions.
- **Plan:** Next, plan details for each step (black on the example). Details could explain why or give a fact or description for each step.

Remember that when you are planning, you do not need to write in full!

Support: Use the [support plan](#) to help you with your planning.



Deepening: You could add more than one detail on your plan using technical vocabulary.

Friday

Introduction

- **Read** your plan from Friday.
- **Think** - What are we writing this week? Who is our audience? What is the purpose of our instructions?
- **Read** the [example introduction plan, introduction and 'You will need' list](#).
- **Plan** then **write** your introduction using the [planning format](#).

Write your 'You will need' list for your set of instructions.

Support: Use the [writing frame](#) to support you with your instruction writing.



Deepening: You could improve imperative verbs to ensure they are precise and accurate.

Reading

Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

Grammar and Spelling

Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Your spellings to learn are:

Other Curriculum Subjects

Monday

Who is Mary Anning?

<p>Science</p>	<p>You will need a pen and paper</p> <ul style="list-style-type: none"> In this lesson, we will learn about Mary – Anning, her life, achievements and the difficulties she faced. Watch the video for Lesson 9 Create your own fact file about Mary Anning from the video. You can decide yourself how you want to organise your work. <p>You can also use other internet searches to find out about her.</p>
<p>Tuesday History</p>	<p>What can we learn about hieroglyphics and writing systems in Ancient Egyptian society?</p> <ul style="list-style-type: none"> Look at the pictures and read the information about hieroglyphics here. Until relatively recently, we couldn't read or understand hieroglyphics. In 1799, the Rosetta Stone was discovered, which enabled historians to interpret them! Watch the clip here to learn about the Rosetta Stone. <p>Practise writing your name in hieroglyphics. You can find these in the resources below.</p>
<p>Wednesday Science</p>	<p>How do the rocks on our Earth's surface change?</p> <p>You will need a pen and paper</p> <ul style="list-style-type: none"> In this lesson we will learn how rocks change. We will look at erosion, weathering and the movements of tectonic plates. Watch lesson 10. <p>Complete the activities as you watch.</p>
<p>Thursday Music</p>	<p>Miss Stuart will post the link to the Music recorded lesson in the week to seesaw.</p>
<p>Friday French</p>	
<p>Friday</p>	<p>Miss Stuart will post the link to the PE recorded lesson in the week to seesaw.</p>



Monday: Year 2 Revolting Recipe

How to Make Worm Soup

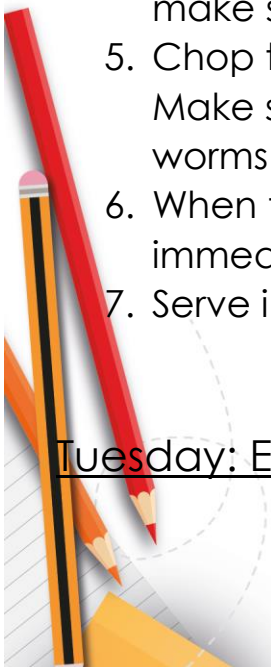
Do you want to make a disgusting worm soup to make your enemy vomit? Follow my instructions and you will know what to do.

You will need:

- 10 fresh earth worms
- 200ml bat's blood
- 1 tbsp slug's slime
- 5 medium scoops dung

1. Place the dung into a large mixing bowl. Make sure you wear gloves to keep the dirt off your hands.
2. Mix in the slug slime and stir. The mixture should be sloppy like porridge.
3. Gradually stir in the bat's blood. Pour in a small amount at a time and mix it well.
4. Pour the mixture into a pan and bring to the boil. Use a low heat to make sure you don't burn the bottom.
5. Chop the earth worms into small chunks and sprinkle them into the pan. Make sure you use a sharp knife and a cutting board to keep the worms chewy.
6. When the mixture is boiled, carefully add the worms and serve immediately. Be careful! The soup will be very hot.
7. Serve in a soup bowl and sprinkle with salt and pepper.

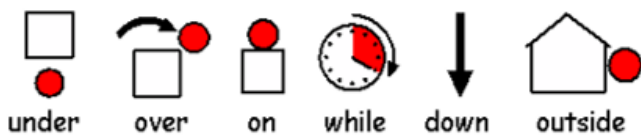
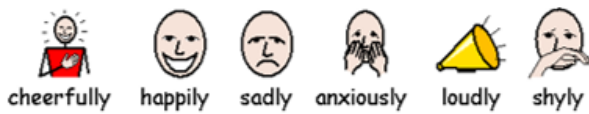
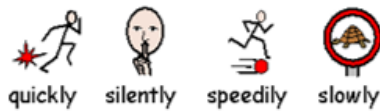
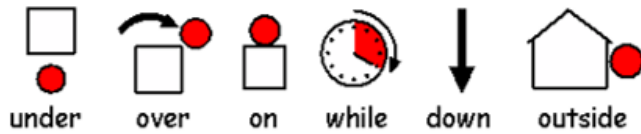
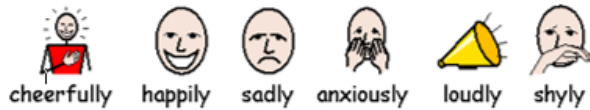
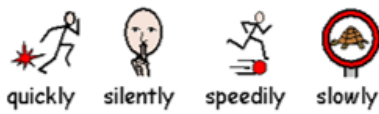
Tuesday: Example of a command with prepositions



Hold the saw block firmly **on** the table and make sure to ask an adult **before** you start. Saw the wood **into** four equal pieces.

adverb
preposition

Tuesday: Support – Word bank

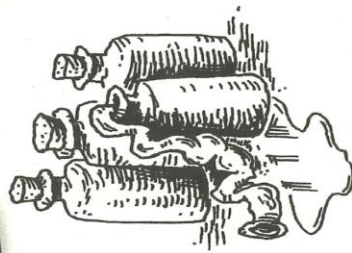


Wednesday: Information pages – How to make a mummy

GRACE'S GUIDE TO MAKING A MUMMY



It could take up to 70 days to mummify a body. Here are the instructions.



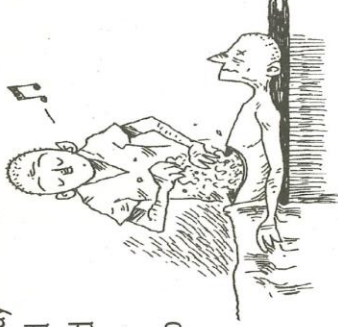
1 First the body was cut open and all the sloppy bits like the liver, lungs, stomach and intestines were taken out and put into special jars.



2 Then a long metal hook was used to pull the brain out through the nose.

3 Then the body was dried out using a salty substance called 'natron' which sucked up all its moisture. This took several weeks.

4 The head and body were then stuffed with sawdust and padding to stop them looking too shrivelled.



5 The eyeballs were pushed back into their sockets and covered with linen pads. Often these pads had eyes painted on them or sometimes the person's eyes were replaced with onions!



6 Onion-skin, wax or peppercorns were used to block up the nostrils.

What was inside a pyramid?

Not much (considering how big pyramids are). The insides are mostly solid stone, with long narrow passages. The pharaohs were buried with all kinds of amazing treasures, but they were all stolen long ago.

What is a mummy?

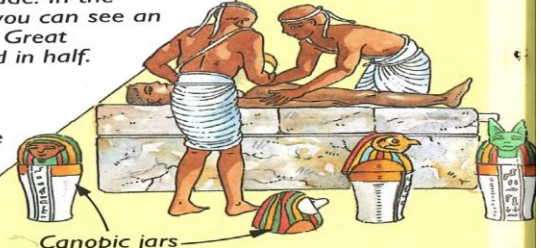
A body that is embalmed or preserved, so it doesn't decay, even over thousands of years. The Egyptians believed that doing this would mean that the person could carry on living in the Next World.

How did they preserve the bodies?

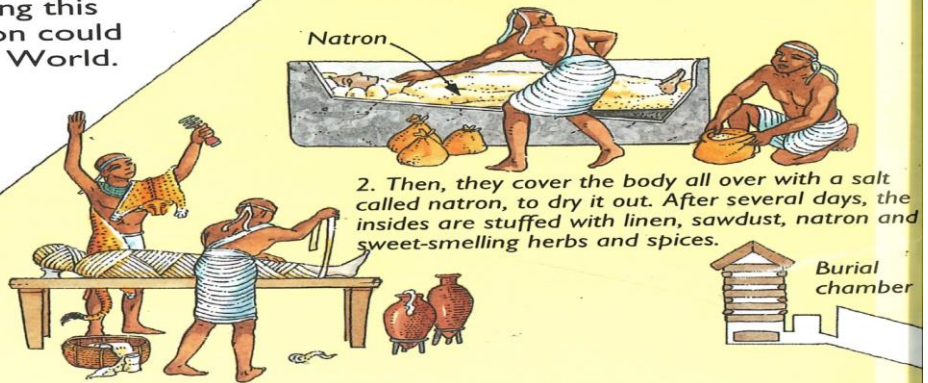
By finding ways of drying them out. Follow the pictures to see how they did this.

These pictures show how a mummy is made. In the background, you can see an outline of the Great Pyramid sliced in half.

1. First, they take out the internal organs, such as the heart and lungs, and put them in jars called canopic jars.



2. Then, they cover the body all over with a salt called natron, to dry it out. After several days, the insides are stuffed with linen, sawdust, natron and sweet-smelling herbs and spices.



3. Next, the body is wrapped tightly with bandages, with lucky charms called amulets between the layers. They use huge amounts of bandages.

Anubis mask



4. Finally, a priest comes to say prayers. He wears a mask on his head to look like the jackal god Anubis, god of the dead.

Passageway



Wednesday word bank:



Mummy



Ancient Egyptians



Embalming



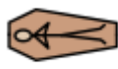
Bandages



Salt



Rotting



Dead



Bodies



Smelly



Gods



Preserves



Hook



Oil



Stuffing



Linen



Organs



Pharaoh



Sarcophagus



Internet links: For links to websites where you can make your own mummy online, and watch movies on how and why mummies were made, go to www.usborne-quicklinks.com

Mummies in the New Kingdom were put in a nest of two or three human-shaped coffins, like these. These were put inside a huge stone coffin, called a sarcophagus.



Painted with pictures of gods and goddesses and picture writing (called hieroglyphics)

Outer coffin

Why is it called a mummy?

The name comes from *mumiyah*, the Arabic word for bitumen, a sort of tar used on modern roads. When archeologists first found the bodies, they thought they must have been dipped in tar because they were so dark.

Didn't the mummies smell bad?

Not if the embalmers worked quickly before the body had a chance to decay. After it had been dried out and properly stuffed, it would have smelled lovely!

Mask fits over face

Bandaged body

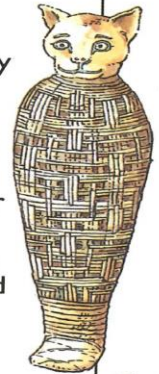
The coffins buried in pyramids would have been simple box-shaped ones, like this one, with much less decoration.

Can you spot a pair of eyes on the coffin? They allow the mummy to look out by magic.



Were ordinary people mummified?

No. It was far too expensive for anyone except the royal family or top officials. But archeologists have found literally millions of animal mummies. These were animals who represented a particular god or goddess. They include cats, dogs, birds, baboons and crocodiles.



Mummified cat



Wednesday: Example

Steps to make a mummy

Wash body



Metal hook up nose into brain – take brain out



Remove organs (not heart)



Fill body with stuffing



Dry body with natron (salt) and oil



Wrap in linen



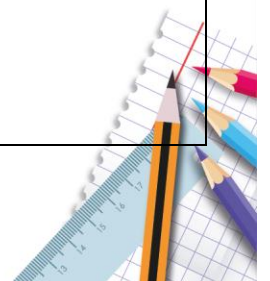
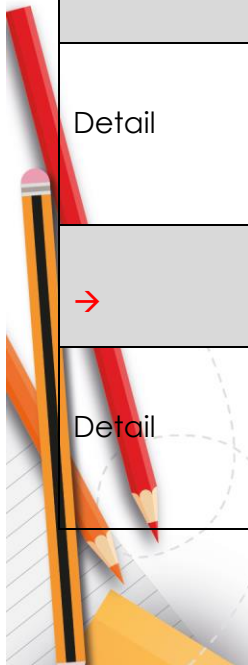
Place in sarcophagus



Thursday: Example plan

Who are you writing for? (Audience)	New embalmers
Why are you writing? (Purpose)	To instruct them how to mummify a body

→First,	Wash body with water
Detail	Must be fresh – mummy is clean Dispose water carefully – stop spread of disease
→Then,	Jab sharp, long, metal hook up nose into brain – take brain out
Detail	Move hook quickly to mush brain – tilt head to side to let brain flow out
→	Remove everything in body with care – including all organs
Detail	Don't remove heart!
→	Once all body parts removed – fill body with stuffing
Detail	Helps to dry body



→	Dry body with natron (salt) + oil
Detail	Wait 40-50 days until can replace stuffing with linen + sawdust
→	Once inside of mummy's body ready – wrap outside in linen
Detail	Wrap tight around corpse – stop bandages falling off
→	Place body in sarcophagus + place pharaoh mask on face
Detail	Mummy now ready for afterlife!



Thursday: Plan for your instructions

Who are you writing for? (Audience)	New embalmers
Why are you writing? (Purpose)	To instruct them how to mummify a body

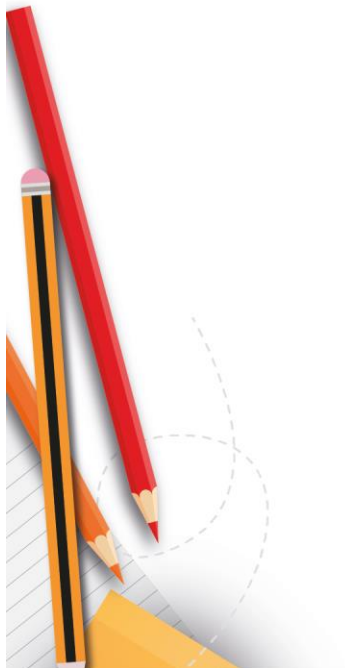
→First,	
Detail	
→Then,	
Detail	
→	
Detail	
→	
Detail	
→	
Detail	





Home Learning

Detail	
→	
Detail	
→	
Detail	



Thursday: Support plan

Who are you writing for? (Audience)	
Why are you writing? (Purpose)	

Introduction	G	
	S	
	V	Follow instructions – learn → embalm mummy
→First,		Wash body
Detail		
→Then,		Jab _____ hook up nose into brain.
Detail		
→		Open up body + pull out organs
Detail		
→		



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	Stuff body with sawdust
Detail	
→	Dry wrapped corpse with natron (salt) + oil
Detail	
→	Wrap in bandages
Detail	
→	Place body in sarcophagus
Detail	



Friday: Example introduction plan:

Who are you writing for? (Audience)	People who want to become an embalmer
Why are you writing? (Purpose)	To instruct people how to make a mummy

Introduction	G	Dead bodies – smelly
	S	Embalming preserves bodies - stops from rotting away
	V	Follow instructions – learn → make mummy



Friday: Example introduction and 'you will need' list:

How to make a Mummy

Dead bodies are rather smelly. Embalming preserves bodies and stops them from rotting away. Follow these instructions to learn how to make a mummy.

You will need:

- Linen
- Long, metal hook
- Natron and oil
- Stuffing
- Sarcophagus
- Pharaoh mask





Home Learning

Introduction planning format

Who are you writing for? (Audience)	People who want to become an embalmer
Why are you writing? (Purpose)	To instruct people how to make a mummy

Introduction	G	
	S	
	V	





Home Learning

Friday Support: Writing frame
How to Embalm a Mummy

Introduction

What you will need:

1.

Detail:



2. _____

Detail: _____

Support

Resources – History

