

Monday 8<sup>th</sup> June 2020

LO: to use the text to determine meaning of vocabulary.

Steps to Success:

- ✓ Discuss with a parent 'The lion, the witch and the wardrobe' or check out this link <https://cut.ly/2yv1v0q>
- ✓ Read passage on Page 3 or listen using this link: <https://soundcloud.com/talkforwriting/jungle/s-4Ye8khPyx1x>
- ✓ Explore vocabulary through activities on page 4-6
- ✓ Read definitions from the glossary
- ✓ Try to use the text to determine the meaning of new words by swapping with similar words to see whether the sentence still makes sense.

English

'Journey to the Jungle'

Link to story and work:

<https://www.talk4writing.com/wp-content/uploads/2020/05/Y3-Jungle.pdf>

Pages of unit to complete: 2-6



Monday 8<sup>th</sup> June 2020

LO: to recognise the /l/ or /əl/ sound spelt '-el' at the end of words.

Steps to Success:

- ✓ Read the spellings – recognising that sometimes the sound looks like '-el' but it can also be spelt '-le'
- ✓ Read each spelling and identify the /l/ or /əl/ sound
- ✓ Place all the words spelt '-el' in a group
- ✓ Put all the words spelt '-le' in a different group
- ✓ Say some sentences verbally using the '-el' spellings
- ✓ Challenge – try to include more than one of the spellings in each sentence

<b>middle</b>	<b>tickle</b>	<b>apple</b>	<b>little</b>
<b>circle</b>	<b>table</b>	<b>giggle</b>	<b>puddle</b>
<b>camel</b>	<b>tunnel</b>	<b>towel</b>	<b>tinsel</b>
<b>parcel</b>	<b>angel</b>	<b>squirrel</b>	<b>label</b>

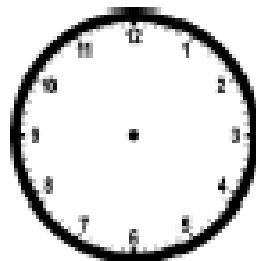
LO: to tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

### Steps to Success:

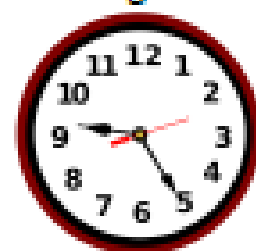
- ✓ Short hand represents the hour
- ✓ Longer hand represents the minutes
- ✓ Read the questions carefully
- ✓ On a number line, write the time the question starts at
- ✓ Count the jumps earlier or later on the number line
- ✓ Write answer carefully or draw onto the clock provided in the question
- ✓ Extra challenge: have a go at the problem solving column (don't worry if you don't get to this stage – it's not a problem, as it does get challenging)

## Fluency

- Lily starts school at 8:45am. She arrives 10 minutes early. Show what time she arrived on the clock.



- What time is the clock showing?



- Complete the missing times.  
James wakes up at 6:50am. 15 minutes later, he eats his cereal. This takes him 5 minutes. It is now \_\_\_\_\_. Half an hour later the time is \_\_\_\_\_. This is when he arrives at work.

## Reasoning

- At a supermarket, the workers take turns to have a break. All breaks start at either quarter past and quarter to and end at either quarter past or quarter to. What are the two lengths of break times? How do you know?

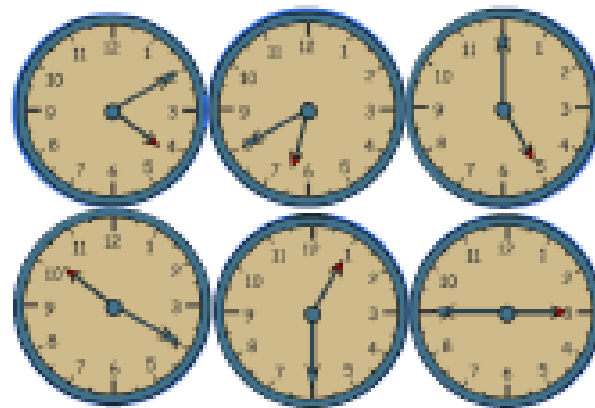
- The big hand on the clock is pointing to the 8 and small hand is pointing to the 8. What time is it? How do you know?

- Which clock is showing 10 past 5? Explain why.

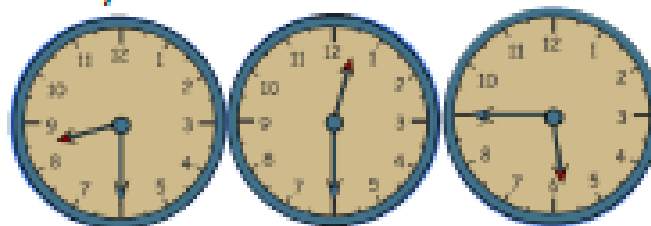


## Problem Solving

- Put these clocks in order



- Look at these 3 clocks. What might you be doing at these times in the day?



- Sammy starts her questions at 11:10. It takes her 5 minutes per question. She finishes at 11:55. How many questions did she complete?

**Monday 8<sup>th</sup> June 2020**

**LO: to understand what animals need to survive.**

**Creative**

**All things bright and beautiful**

**On paper or computer**

## **Steps to Success:**

- ✓ **Think about the creatures you have seen**
- ✓ **What you think minibeasts need to survive?**
- ✓ **Complete a table or annotate pictures of the minibeasts with information under the following headings:**
  - **What do I eat and drink?**
  - **How do I breathe?**
  - **What do I live in/under?**
  - **How do I protect myself?**

**Tuesday 9<sup>th</sup> June 2020**

**LO: to use the text to retrieve information.**

**Steps to Success:**

- ✓ Read the first question on page 7
- ✓ Go back to the text on page 3
- ✓ Start reading the text, looking for the answer to the question
- ✓ When you think you've found the answer highlight it (if printed)
- ✓ Read the question again to check your answer responds directly to it
- ✓ When you think you are correct, copy the answer from the text
- ✓ Repeat the process for the next questions

**English**

**'Journey to the Jungle'**

**Link to story and work:**

<https://www.talk4writing.com/wp-content/uploads/2020/05/Y3-Jungle.pdf>

**Pages of unit to complete: 7**

Tuesday 9<sup>th</sup> June 2020

LO: to recognise the /l/ or /əl/ sound spelt '-el' at the end of words.

Steps to Success:

- ✓ Write the suffix '-el' on a post-it note and place it at one side of the room or garden
- ✓ Write the suffix '-le' on a post-it and place it on the opposite side
- ✓ Get an adult to read out the spellings from yesterday
- ✓ When they read out a spelling, decide which way the suffix is spelt and run to that side of the room or garden
- ✓ Any spellings that you didn't get correctly, do a speed spell afterwards (write it out correctly quickly as many times as you can in 30 seconds)



**9.6.20**

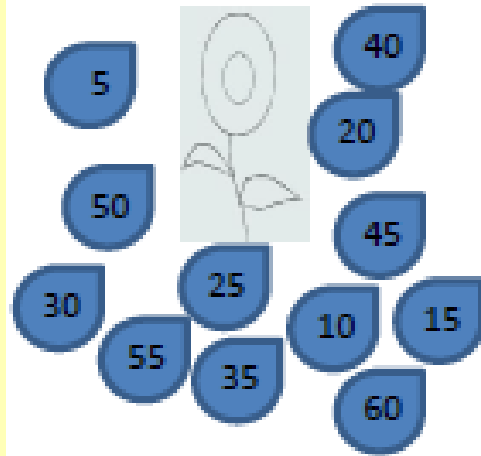
Maths  
Time

**LO: to know the number of minutes in an hour & the number of hours in a day.**

**Steps to Success:**

- ✓ **Short hand represents the hour**
- ✓ **Longer hand represents the minutes**
- ✓ **Read the questions carefully**
- ✓ **On a number line, write the time the question starts at**
- ✓ **Count the jumps earlier or later on the number line**
- ✓ **Write answer carefully or draw onto the clock provided in the question**
- ✓ **Adults may support as this can be tricky and there are some new concepts e.g. number of minutes in an hour and number of hours in a day.**
- ✓ **Column on the right is an extra challenge so don't worry if you don't manage this column**

- The petals of the flower that shows how many minutes have passed the hour have fallen off. Can you put them back in the right order?



- Amie arrives to a party at 4:30pm. She leaves at 5:30pm. How long did she stay?  
Tell me in hours and then in minutes.
- Tell me:  
The number of minutes in an hour.  
The number of hours in a day.

- Nick is looking at the amount of minutes in one hour and two hours.

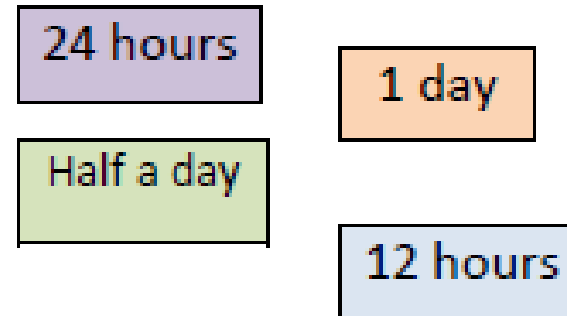
1 hour = 60 minutes  
2 hours = 120 minutes

He says, "The amount of minutes are doubling each time. To find how many minutes are in 3 hours I will double 120 minutes."

Is he correct?

- True or false?  
There are more minutes in the day than there are hours.  
Explain why.
- Kim says "If you are looking at a clock and adding 3 hours on, the minutes do not change".  
Is she correct? Prove it!

- Show all the different ways you can calculate how many hours are in 2 days.
- Play pairs – create a set of cards with time facts. When two cards are turned over that equal the same length of time then that person wins those cards e.g.



Tuesday 9<sup>th</sup> June 2020

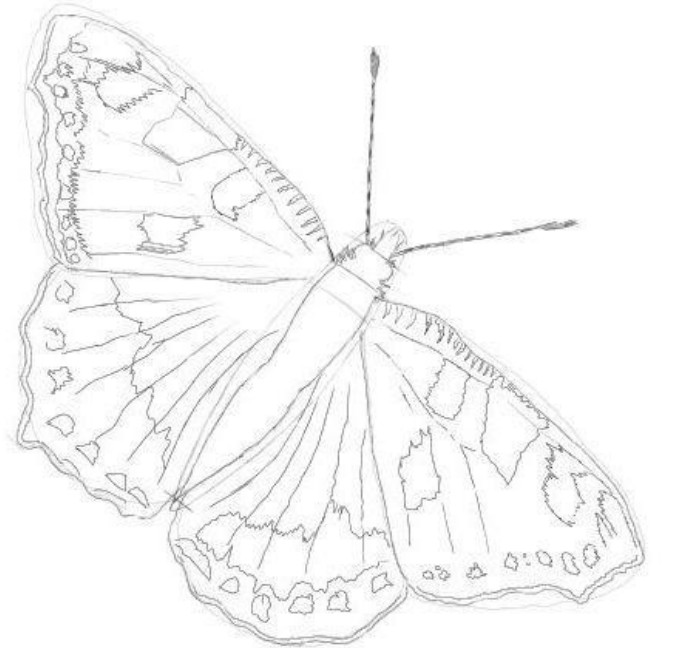
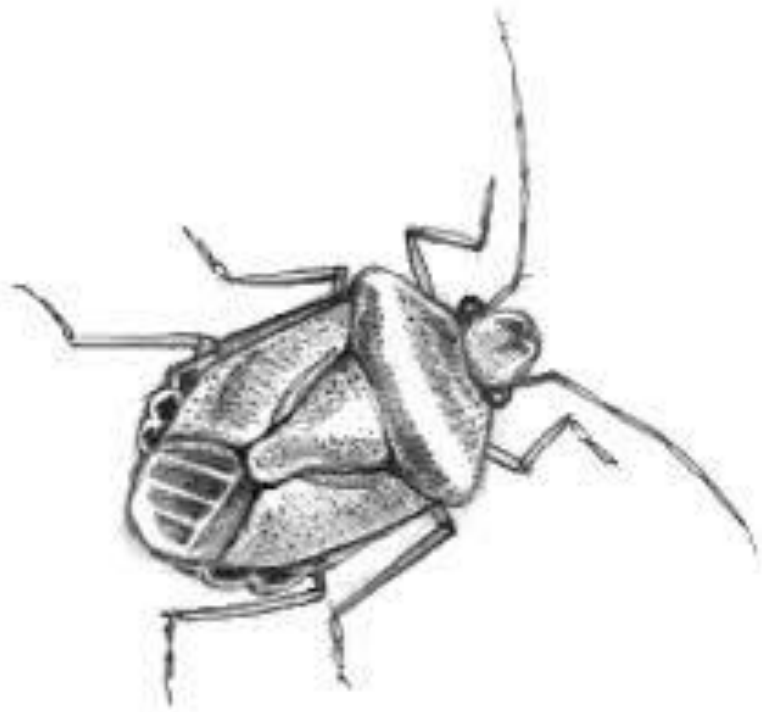
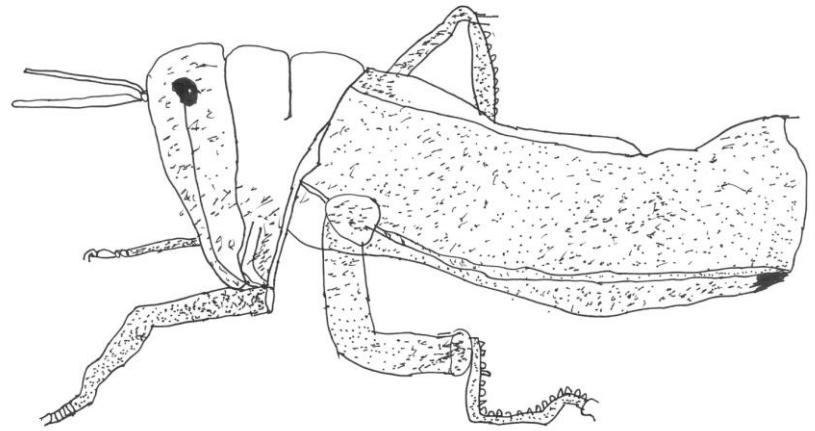
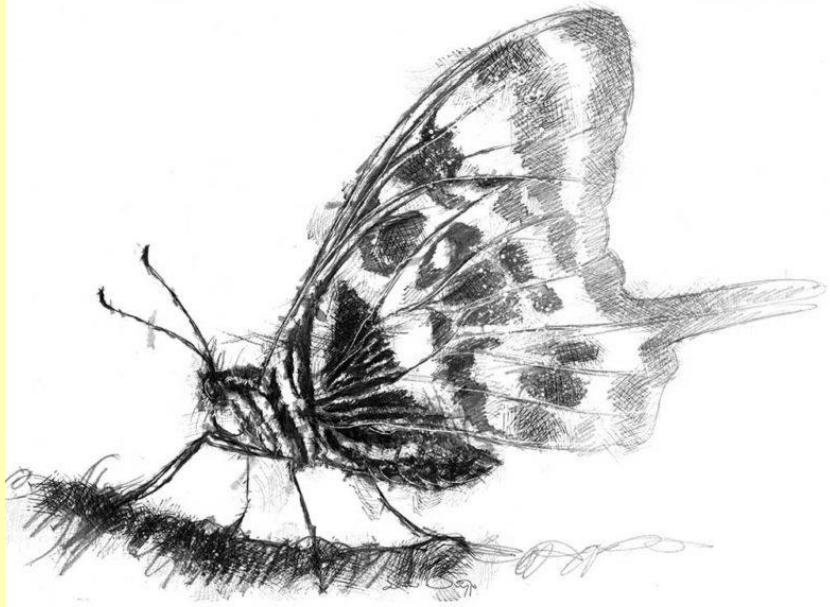
LO: to draw scientific observations with a degree of accuracy.

Creative

All things bright and beautiful

## Steps to Success:

- ✓ Go into the garden and collect some minibeasts e.g. lady bird, worm, butterfly (do this under the guidance of an adult) and remember to return them to where they were found and treat them with care.
- ✓ Draw detailed sketches of collected minibeasts using pencil:
  - Draw the outline first
  - Then focus on one area at a time to add detail
- ✓ Use a hand lens or digital microscope to look closely at each specimen collected.
- ✓ Make careful line drawings of their observed features.



**Wednesday 10<sup>th</sup> June 2020**

**LO: to plan a poem.**

**Steps to Success:**

- ✓ Read the poem on page 8
- ✓ Read the instructions – you will write your own poem about magical things you'd want in your rucksack
- ✓ On page 9, use the table to plan your ideas for your poem
- ✓ Try to use alliteration (use words that start with the same letter) e.g. sizzling sun
- ✓ Use powerful verbs to make it more exciting e.g. scorching, glittering
- ✓ Choose unusual things to add to your back e.g. a hat made of stars or boots made of spiders' webs
- ✓ Exaggerate things e.g. the biggest, the tallest, the fastest
- ✓ Invent new things using your imagination e.g. the smell of clouds

**English**

**'Journey to the Jungle'**

**Link to story and work:**

<https://www.talk4writing.com/wp-content/uploads/2020/05/Y3-Jungle.pdf>

**Pages of unit to complete: 8-9**

Wednesday 10<sup>th</sup> June 2020

LO: to recognise the /l/ or /əl/ sound spelt '-el' at the end of words.

Steps to Success:

- ✓ Look at the list of words on the next slide
- ✓ Decide which suffix should be used to complete each word – is it '-el' or '-le'?
- ✓ Ask the question 'Does it *look right*?' or 'Have I seen this word written in a book before?'
- ✓ Go through the answers at the end
- ✓ Any answered incorrectly, speed spell (write out correctly as many times as you can in 30 seconds)

<b>Root word</b>	<b>-el or -le</b>	<b>Root word + suffix</b>
<b>midd</b>	<b>le</b>	<b>middle</b>
<b>cam</b>		
<b>bott</b>		
<b>padd</b>		
<b>tunn</b>		
<b>app</b>		
<b>squirr</b>		
<b>ang</b>		

LO: to compare and sequence intervals of time.

### Steps to Success:

- ✓ Short hand represents the hour
- ✓ Longer hand represents the minutes
- ✓ Read the questions carefully
- ✓ On a number line, write the time the question starts at
- ✓ Count the jumps earlier or later on the number line
- ✓ Write answer carefully or draw onto the clock provided in the question
- ✓ Adults may support as this can be tricky and there are some new concepts e.g. number of minutes in an hour and number of hours in a day.
- ✓ Column on the right is an extra challenge so don't worry if you don't manage this column



- Which is greater?

Half an hour	45 minutes
--------------	------------

60 minutes	1 hour
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- Order these from the earliest time to the latest time:

Half past 2

3 o'clock

1 o'clock

Quarter to 3

- Andy worked from half past 10 until 2 o'clock.  
Kat worked from 3 o'clock till 6 o'clock.  
Who worked the shortest amount of time?

- Beth needs to be in Leeds for a film showing that starts at 4 o'clock. She can either:

- Get the 3:20 bus that takes half an hour or
- Get the 3:30 train that takes 30 minutes.

Which should she take and why?

- Kassie records the time every half an hour. Her sequence looks like this 11:15, 11:45, 12:15, 12:45, 1:15, 1:45

What do you notice?

Can you explain why this happens?

- Which is time is longer?  
43 minutes or 10 minutes less than an hour.  
Explain how you know.

- Ameer is planning her birthday. She wants to plan something to do from 9am to 5pm.

Here are the things she wants to do:

- visit the zoo (3 hours)
- go to Pizza Hut (1 hour and a half)
- Have breakfast (half an hour)
- Play party games (1 hour)
- Watch a film (2 hours)

Create a timetable for Ameer's day.  
Share and compare with a friend.

- A football match kicks off at 1pm.  
Half time is 45 minutes later.  
Full time is 2:50pm.  
The first and second half are equal in length.  
How long was half time?

Wednesday 10<sup>th</sup> June 2020

LO: to determine the difference between living, alive or never alive.

Creative

All things bright and beautiful

Steps to Success:

- ✓ Go to: <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82>
- ✓ Gather information from this page
- ✓ Create an information page about things that are dead, alive or never alive
- ✓ Use diagrams and subheadings to set your work out clearly
- ✓ A simple template is on the next slide to give you an idea about how to set it out

# Living, Dead and Never Alive - How Can You Tell?

Group Names:

1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_

Draw your item:

Is it living, dead or has it never been alive?  
How can you tell? Give three reasons:

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

Draw your item:

Is it living, dead or has it never been alive?  
How can you tell? Give three reasons:

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

Draw your item:

Is it living, dead or has it never been alive?  
How can you tell? Give three reasons:

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

**Thursday 11<sup>th</sup> June 2020**

**LO: to plan a recount (jungle log).**

**Steps to Success:**

- ✓ Read instructions on page 10
- ✓ Draw the magical jungle you would see through the telescope – be creative
- ✓ Use your imagination to make your jungle magical
- ✓ Give your jungle a name
- ✓ Next, move onto page 11
- ✓ Structure your journey using the log
- ✓ Use time conjunctions e.g. First, next, after that
- ✓ Now have a go at practising some sentences using conjunctions (BOBS sentences) on page 12 and 13 – these will help you tomorrow

**English**

**'Journey to the Jungle'**

**Link to story and work:**

<https://www.talk4writing.com/wp-content/uploads/2020/05/Y3-Jungle.pdf>

**Pages of unit to complete: 10-13**

**Thursday 11<sup>th</sup> June 2020**

**LO: to recognise the /l/ or /əl/ sound spelt '-el' at the end of words.**

**Steps to Success:**

- ✓ Write a short story/passage
- ✓ Include all the spellings from this week
- ✓ Check focus spellings at the end
- ✓ Practise any spellings that were incorrect

11.6.20

Maths  
Time

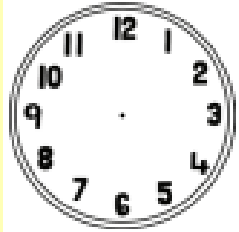
LO: to recognise 'quarter to' and 'quarter past' the hour.

Steps to Success:

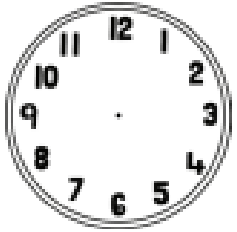
- ✓ To show 'quarter to' the hour, first place the minute hand (long hand) pointing at the 9 because that shows there is only  $\frac{1}{4}$  of a turn until o'clock
- ✓ Place the hour hand (short hand) just before the hour it is 'quarter to' e.g. if it is quarter to 3, then the hour hand will be just before the 3 as it is almost 3 o'clock
- ✓ Check the hands are the right way round
- ✓ Move onto 'quarter past' the hour by placing the minute hand (long hand) pointing at the 3 to show that it is a quarter turn past the hour
- ✓ Place the hour hand (short hand) just after the hour it is 'quarter past' e.g. if it is quarter past 5, then the hour hand will be just after the 5 as it is just after 5 o'clock
- ✓ Check your work and draw all lines with a ruler

# Drawing the Times: Quarter To

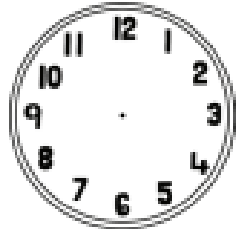
Draw the time on each clock.



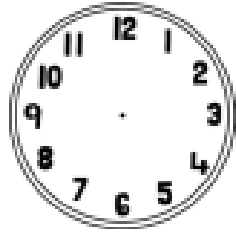
quarter to 9



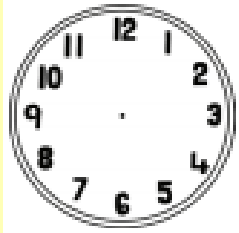
quarter to 3



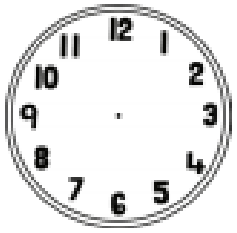
quarter to 5



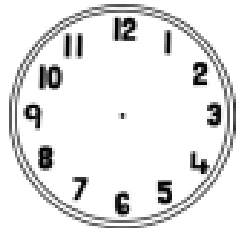
quarter to 1



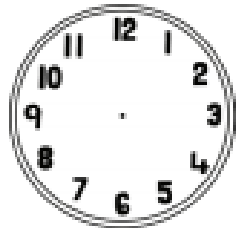
quarter to 7



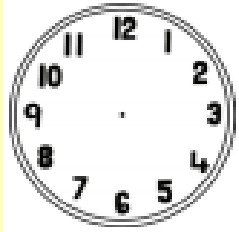
quarter to 8



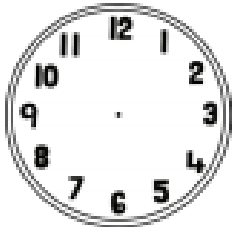
quarter to 10



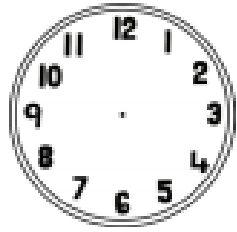
quarter to 12



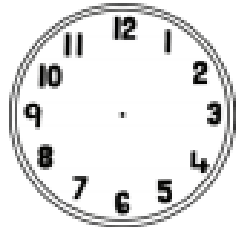
quarter to 11



quarter to 4



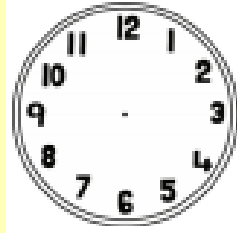
quarter to 6



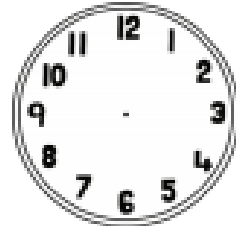
quarter to 2

# Drawing the Times: Quarter Past

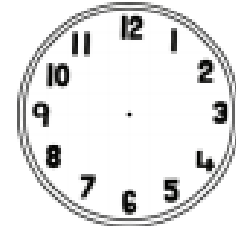
Draw the time on each clock.



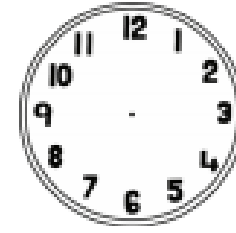
quarter past 9



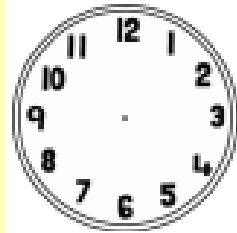
quarter past 3



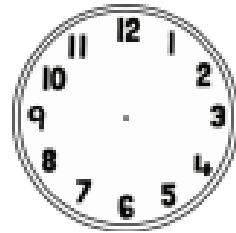
quarter past 5



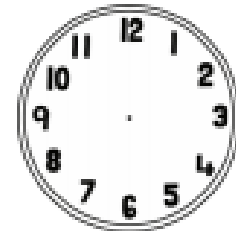
quarter past 1



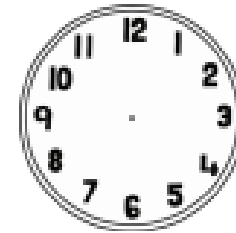
quarter past 7



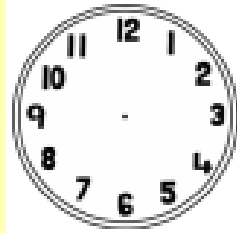
quarter past 8



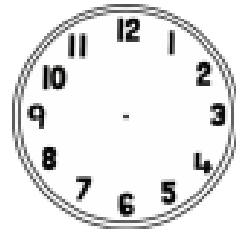
quarter past 10



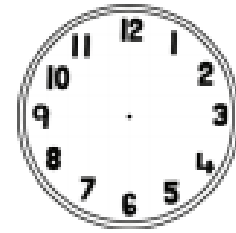
quarter past 12



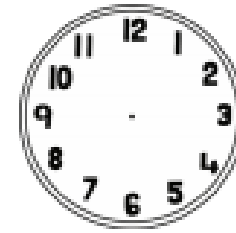
quarter past 11



quarter past 4



quarter past 6



quarter past 2

**Thursday 11<sup>th</sup> June 2020**

**LO: to explore the lifecycle of animals.**

**Creative**

**All things bright and beautiful**

## **Steps to Success:**

- ✓ **Learn about the life cycle of a honey bee, including their:**
  - **Egg**
  - **Larvae**
  - **Pupa**
  - **Adult stage**
- ✓ **Draw the bee's life cycle in a diagrammatic form and label accordingly, adding short captions to explain each stage**
- ✓ **Try to include scientific vocabulary e.g. cell, cocoon**
- ✓ **There are information slides after this slide to support you**



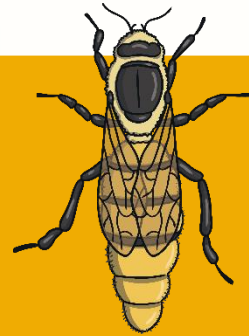
An illustration of a beehive with three stacked boxes, each with a circular entrance hole. A bee is flying near the top hole of the middle box, and another is near the top hole of the rightmost box. A third bee is flying in the sky to the left. To the right of the beehive is a large yellow sunflower with a bee on its center. The background features green hills and a blue sky. The title text is overlaid on the beehive boxes.

# All About the Life Cycle of a Bee

twinkl

# Different Bees

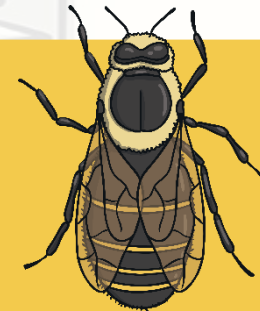
In a beehive, there are three different types of bee.



**queen bee**

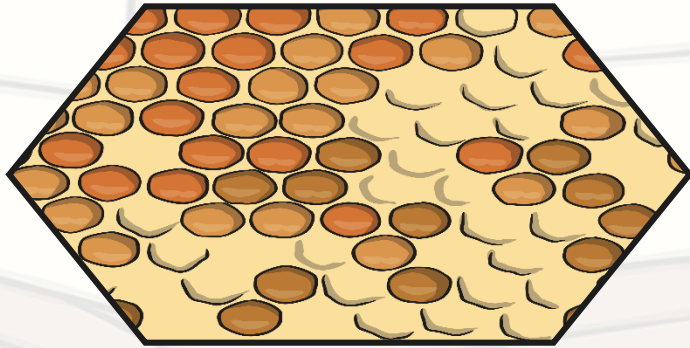


**worker  
bee**



**drone bee**

# The Egg



The first stage in the life of a bee is when the queen bee lays a single egg in a **cell** of the honeycomb.

A cell is a small hole in the honeycomb.

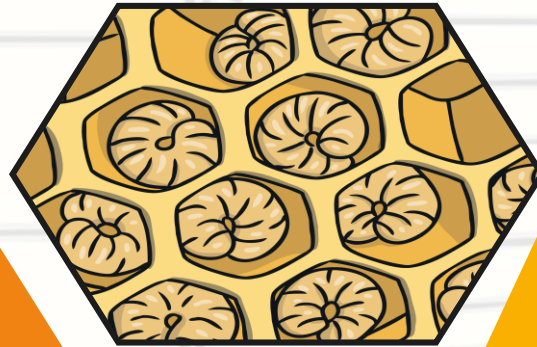
The honeycomb is made by the worker bees.

The egg is long, thin and white.



# The Larvae

After around three days, the egg hatches into a larvae.



The larvae is fed royal jelly, which is made by the worker bees. This is like a white liquid.

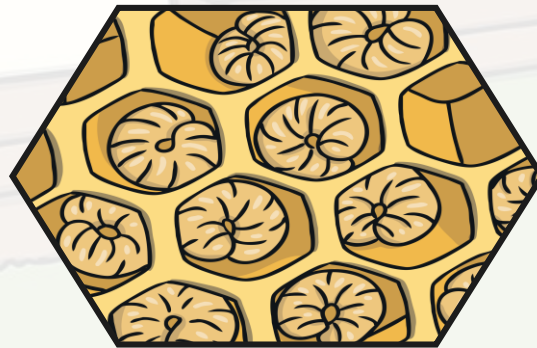
The larvae looks like a white worm.

# The Larvae

Then, the larvae is fed bee bread. This is a mixture of honey and pollen.

This is called the pupa stage.

After a few days, the cell is sealed by the worker bees with a lid of wax.



# The Pupa

The pupa grows but is no longer fed.

The pupa spins a cocoon and begins to change. Its legs, eyes and wings grow in the cocoon.

After 21 days from being a new egg, the pupa has become an adult bee.





# The Adult Bee



The fully grown bee bites the lid off the cell and climbs out.

It is a light grey colour. It stays in the hive for 21 days.

At 22 days old, the bee becomes a forager bee. This means it will fly to flowers and look for pollen.

An adult bee can live for up to six weeks in the summer.

# Life Cycle of a Bee

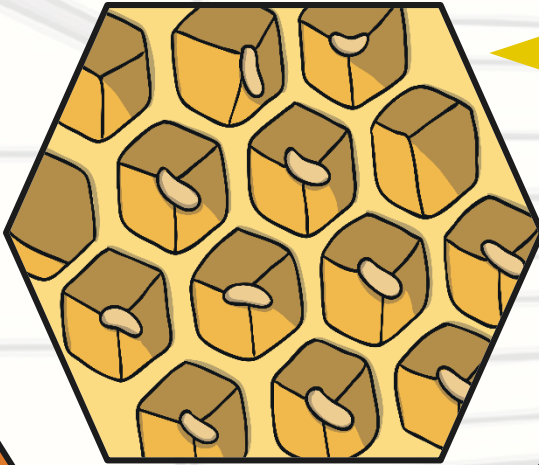
4  
adult



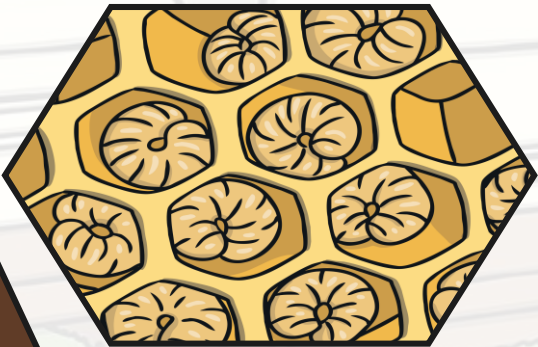
3  
pupa



1  
egg

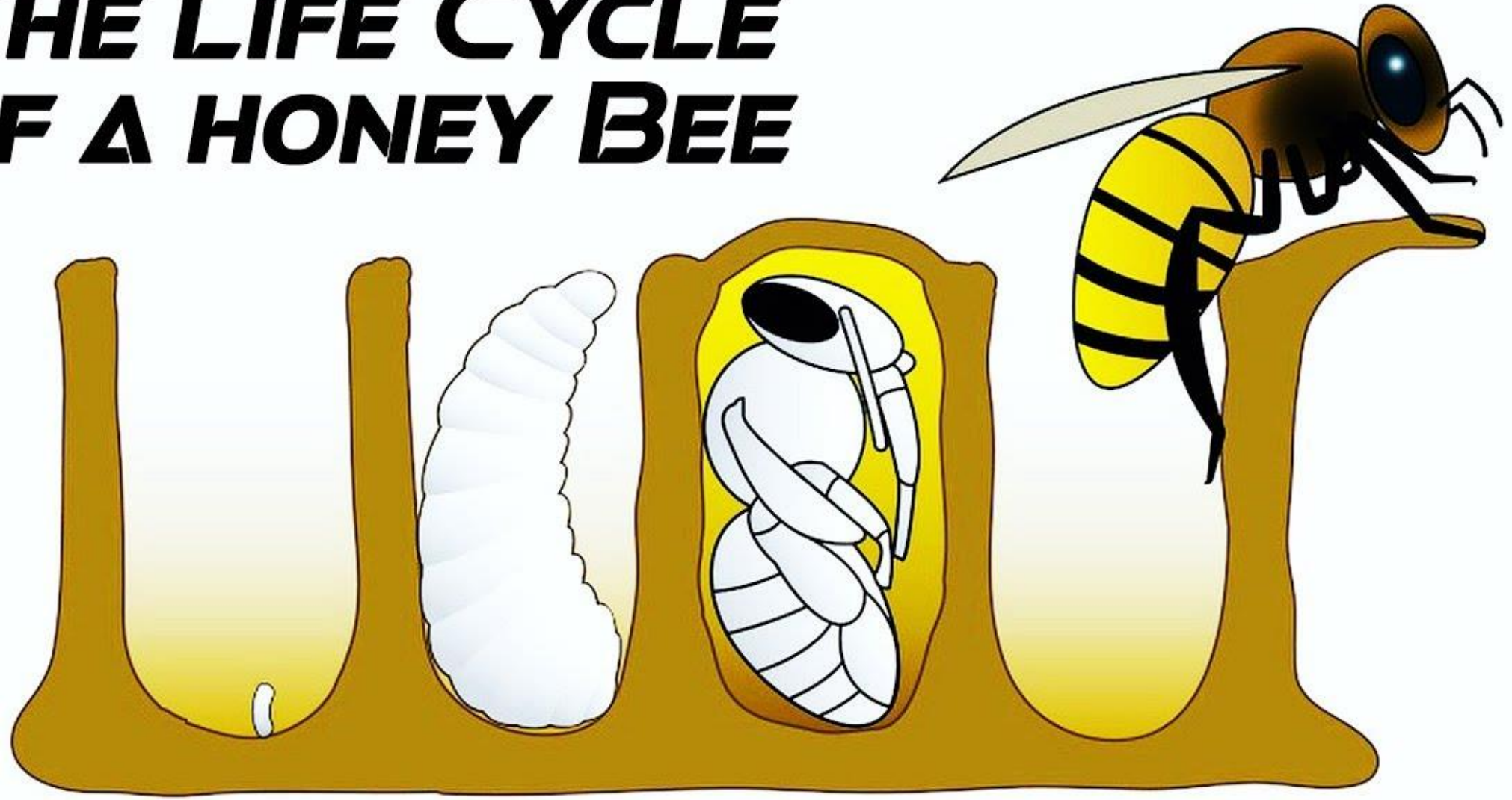


2  
larvae





# ***THE LIFE CYCLE OF A HONEY BEE***



**Egg**

**Larva**

**Pupa**

**Adult**

**Friday 12<sup>th</sup> June 2020**

**LO: to write a recount (jungle log).**

## **Steps to Success:**

- ✓ Read instructions on page 14
- ✓ Use your plan and drafted sentences to help
- ✓ Use time conjunctions e.g. first, next, after that
- ✓ Use conjunctions to extend your sentences (BOBS) – but, or, so, because
- ✓ Capital letters for the start of sentences and names
- ✓ Commas for lists
- ✓ 2A(2 adjectives) sentences e.g. The scorching, sizzling sun.
- ✓ Check you spelling and full stops
- ✓ You must aim for at least a page

**English**

**'Journey to the Jungle'**

**Link to story and work:**

**<https://www.talk4writing.com/wp-content/uploads/2020/05/Y3-Jungle.pdf>**

**Pages of unit to complete: 14**

Friday 12<sup>th</sup> June 2020

LO: to recognise the /l/ or /əl/ sound spelt '-el' at the end of words.

Steps to Success:

- ✓ Get someone in your household to test you on the spellings you have learnt this week
- ✓ Sound out the spellings to yourself
- ✓ Choose accurate graphemes to represent each sound
- ✓ Read spellings back to yourself to check
- ✓ Mark the spellings
- ✓ Write your own corrections for any incorrect answers

**12.6.20**

**LO: to interpret data.**

**Steps to Success:**

- ✓ **Look at the information in the chart or graph**
- ✓ **Make notes about the information it is telling you**
- ✓ **Read the question carefully – underline key words**
- ✓ **Use the data to find the answer**
- ✓ **Write your answers clearly**
- ✓ **Check**

**Maths**

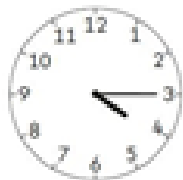
**Interpreting data**

Q1.

Match each clock to the time it shows.



twenty-five past four



quarter to four



quarter past four

Q2.

Kemi goes to four clubs each week.

Which club lasts the longest?

Circle it.

Swimming  
45 minutes

Art  
2 hours

Music  
75 minutes

Drama  
1 hour

Q3.

Draw lines to match the correct times to the clocks.

One has been done for you.

Nine o'clock



Five past eight



Twenty to one



Quarter to six



Q4.

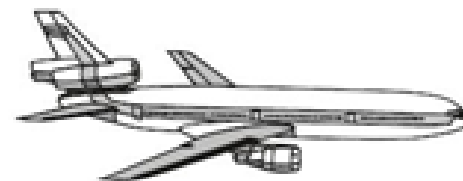
Tick the clock face that shows ten past twelve.



Q5.

One plane lands every minute.

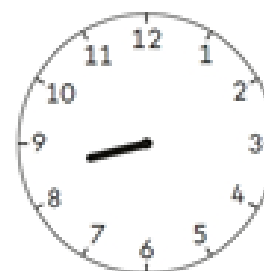
How many planes land in 1 hour?



planes

Q6.

Draw the minute hand on the clock to show twenty-five past eight.



Q7.

Circle the shortest time.

73 minutes

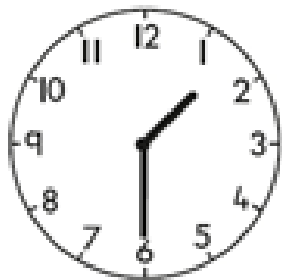
10 minutes

45 minutes

1 hour

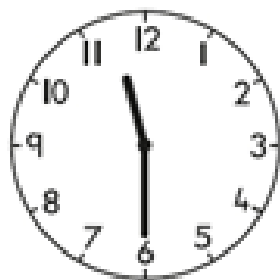
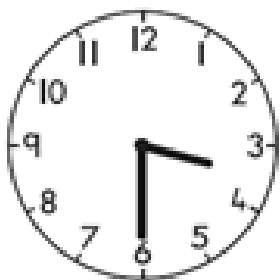
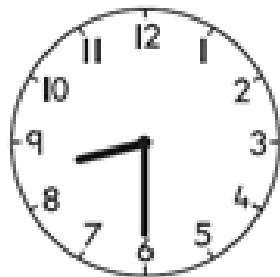
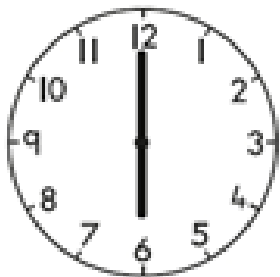
Q8.

Look at this clock.

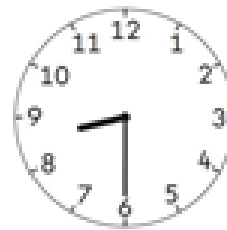


What time will the clock show two hours later?

Tick (✓) it.



Q9.



What time does the clock show?

Tick the correct box.

twenty to 6

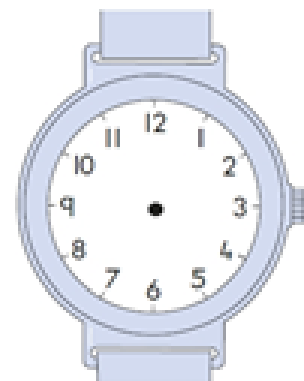
half past 9

half past 8

quarter to 6

Q10.

Sita's watch shows this time.



Harry's watch shows the same time.

Draw the hands on his watch.

**Friday 12<sup>th</sup> June 2020**

**Creative**

**All things bright and beautiful**

**LO: to use the natural environment to make a concoction.**

## **Steps to Success:**

✓ Watch this clip about food chains:

<https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb>

✓ Now have a go at drawing and labelling a food chain of your choice

✓ Start with the sun (energy)

✓ Then a plant (producer)

✓ Then a prey (consumer)

✓ Finally, a predator (consumer)

✓ Label each stage of the food chain



# Food Chains





# Aim

- I can use a food chain to show how animals get their food.

# Success Criteria

- I can name some sources of food.
- I can give examples of carnivores, herbivores and omnivores.
- I can order living things in a food chain.

# Sources of Food

Do you remember the 7 life processes?  
These are the things that all living plants and animals have to do.  
These processes tell us if something is alive.

Characteristics of living things

**M**ovement

**R**espiration

**S**ensitivity

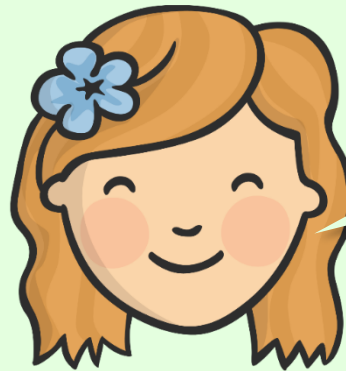
**G**rowth

**R**eproduction

**E**xcretion

**N**utrition

**MRS GREN**

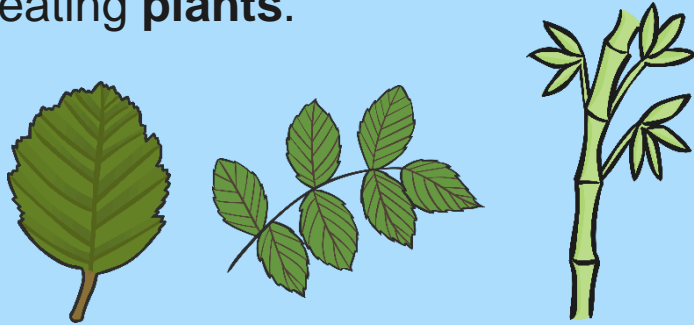


Today we are going to look at **nutrition**.

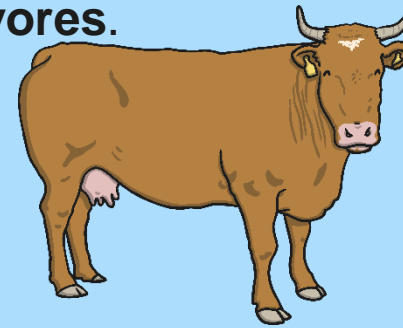


# Sources of Food

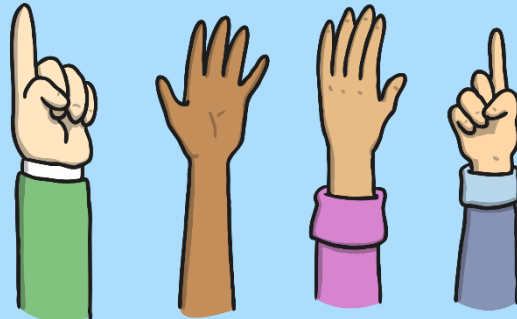
Some animals get their food from eating **plants**.



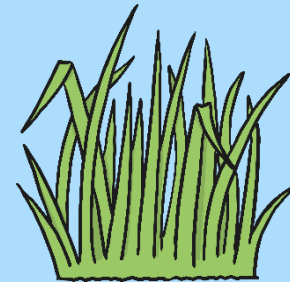
These animals are called **herbivores**.



Can you think of some **herbivores**?



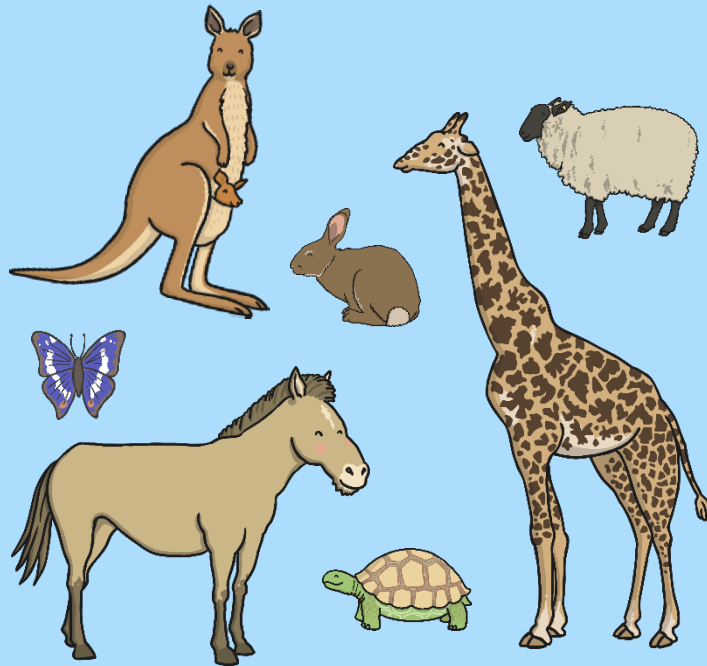
Can you think of some of the different things they could eat?





# Sources of Food

These animals are **herbivores**.



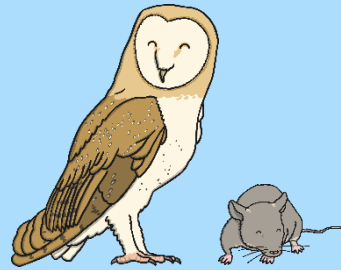
They eat **plants**.





# Sources of Food

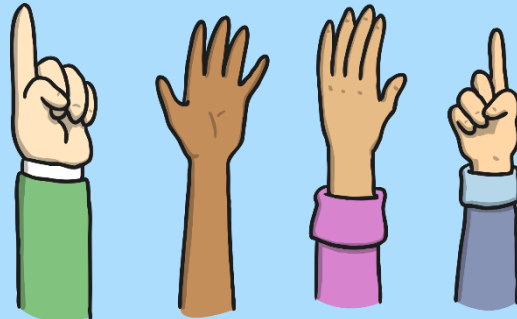
Some animals get their food from eating other **animals**.



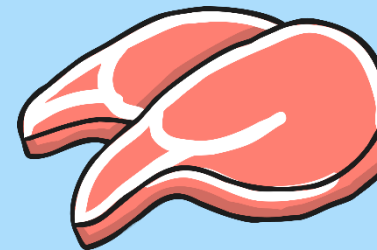
These animals are called **carnivores**.



Can you think of some **carnivores**?



Can you think of some of the different things they could eat?



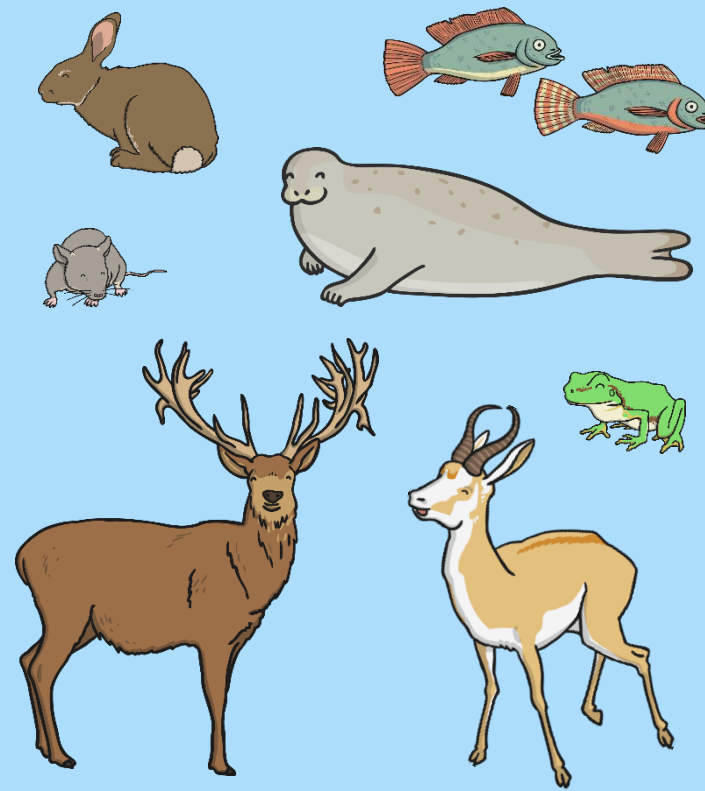


# Sources of Food

These animals are **carnivores**.



They eat **animals**.

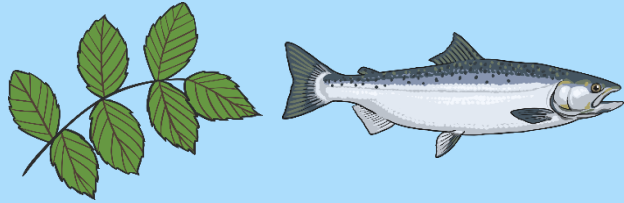




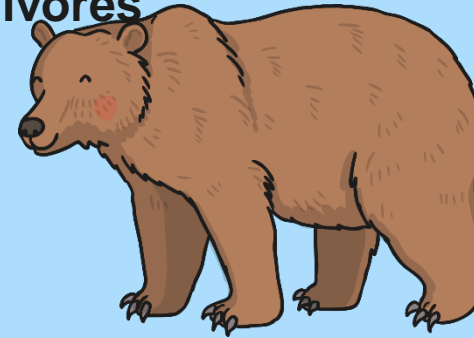


# Sources of Food

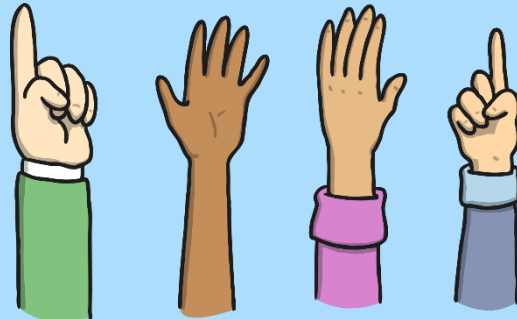
Some animals get their food from eating some **plants** and some other **animals**.



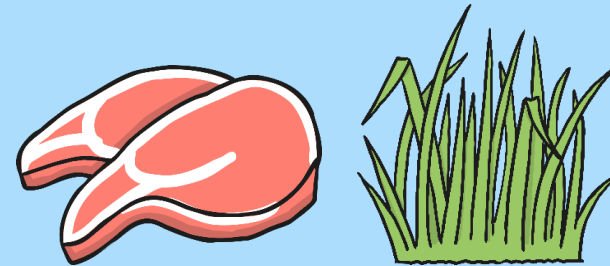
These animals are called **omnivores**.



Can you think of some **omnivores**?



Can you think of some of the different things they could eat?



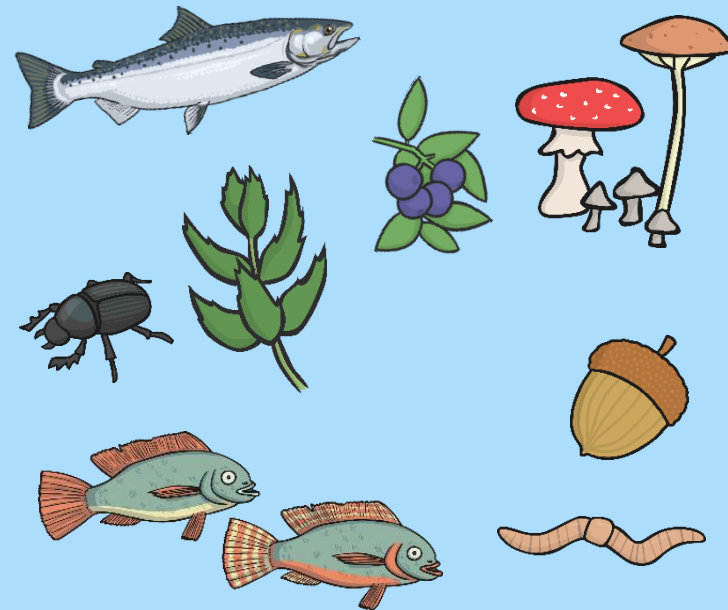


# Sources of Food

These animals are **omnivores**.



They eat **plants** and **animals**.





# Sources of Food



Are humans  
**herbivores,**  
**carnivores**  
or  
**omnivores?**



What do we  
eat?

# What Is a Food Chain?

The arrows in a food chain mean **'is eaten by'**.

Can you name which animal is eating which in the food chain below?



# What Is a Food Chain?

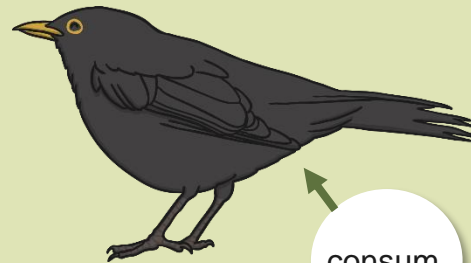
Each food chain starts with a green plant.

Green plants are called **producers** because they **produce** their own food.



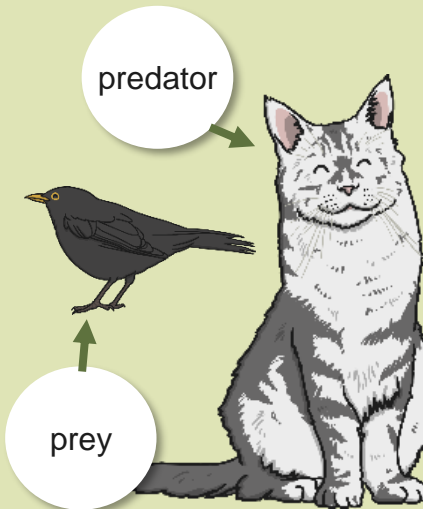
produce  
r

All animals are called **consumers** because they **consume** their food by eating plants and other animals.



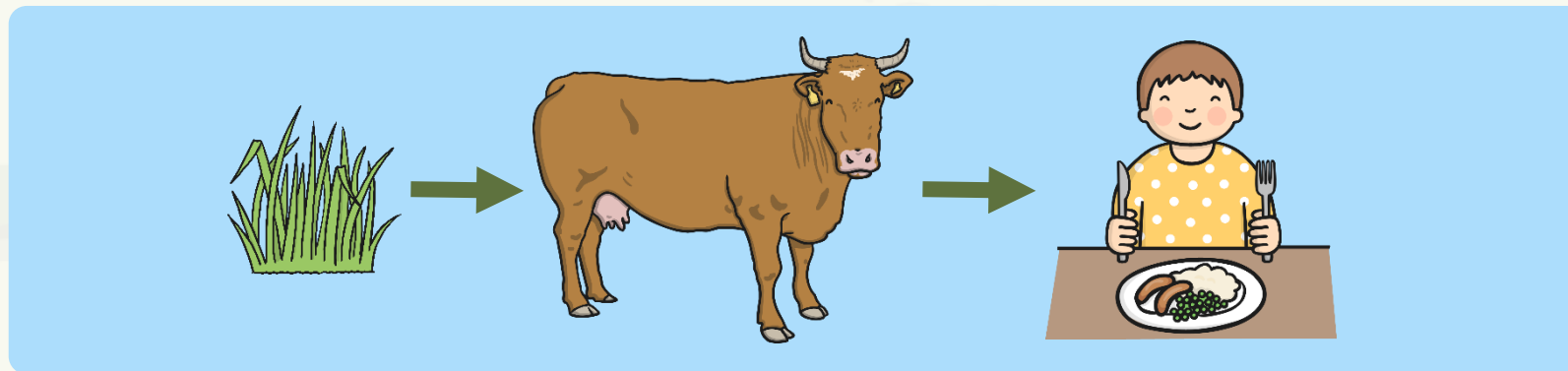
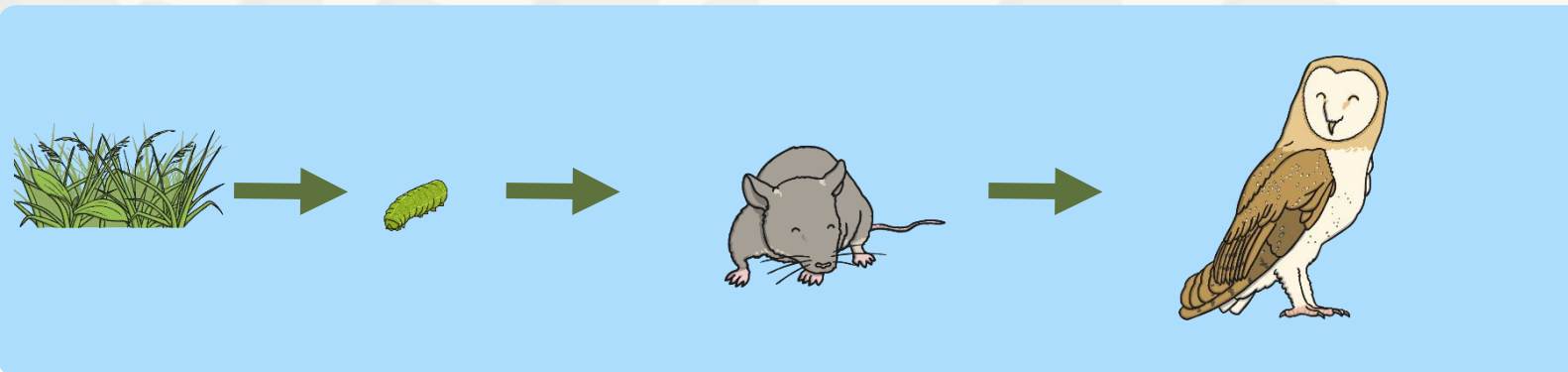
consum  
er

Animals that eat other animals are called **predators**. The animals that they eat are called **prey**.



# What Is a Food Chain?

There are food chains in all kinds of habitats.



# What Is a Food Chain?



Use some of these living things to draw a food chain on your whiteboards.

Remember to draw the arrows to show what eats what!

