

Dear Year 3

We hope you and your families are keeping well and have had a good week.

Here are the suggested activities for this week for you to follow and complete.

Please also remember to take time to relax, exercise and be kind to yourselves.

Take care and keep smiling,  
Miss Baggott, Mrs Chafer, Mrs Roberts and Miss Baker



# Reading

As always, you should be aiming to read for at least 20 minutes everyday. Find some time today to sit quietly and read.

Keep reading and exploring new worlds and adventures!



# Spellings for this week

Use the read, cover, write strategy to learn the words:

answer

complete

extreme

increase

occasionally

purpose

though

**Monday 8th June**



# English

## LO: To identify the meaning of key vocabulary

### Steps to success

1. Read Lego Star Wars Game Description.
2. Remind yourself about the features of Non-Chronological Reports.
3. Read some more reports.
4. Look at Technical Language to Spot. Can you write an explanation of at least three of these pieces of vocabulary?

### Try these Fun-Time Extras

- Can you pick one more of these games and research more about it? Try to find five more facts.
- Can you make an illustration that would go with one of these reports?

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 4 to download a zip file of this week's work

Pages of unit to complete: Year 3 Week 4 Day 1



# Maths

## LO: To tell the times to 15-minute intervals

### Key vocabulary

O'clock, past, quarter past, half past, noon, midnight, afternoon and evening.

### Steps to success










1. Remind yourself about the words: o'clock, quarter past and half past.
2. The big hand on the clock counts the minutes and is called the minute hand.
3. The little hand on the clock counts the hours and is called the hour hand.

### Try these Fun-Time Extras

- Can you tell the time throughout the day?
- Look on this interactive clock online to test yourself!
- <https://www.visnos.com/demos/clock>



Parent self-evaluation

 <p>3 o'clock</p>	 <p>half past 4</p>	 <p>quarter past 2</p>
 <p>half past 10</p>	 <p>7 o'clock</p>	 <p>quarter to 7</p>
 <p>half past 12</p>	 <p>quarter to 10</p>	 <p>half past 3</p>



# Creative Curriculum

LO: To compare different ways of life in the past

## Steps to success

1. Find out about the way of life in Athens and Sparta using the PowerPoint slides
2. Sort the information into the correct columns



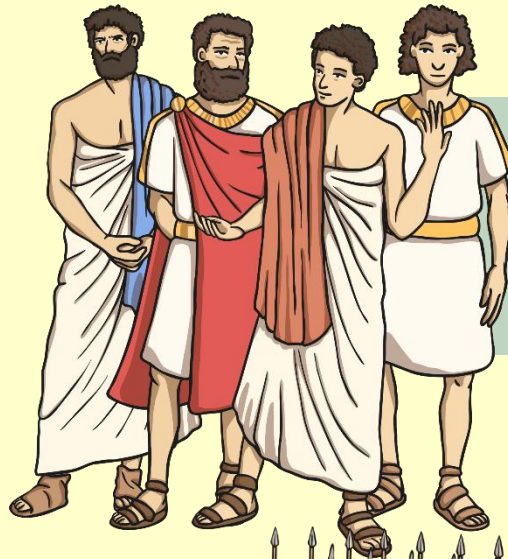
# Athens and Sparta



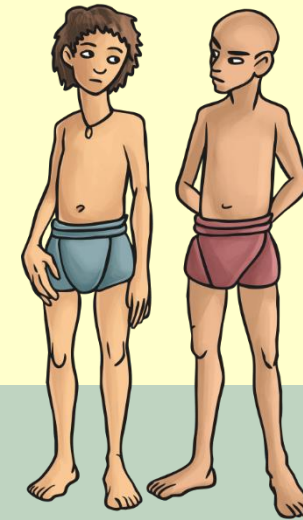
Athens and Sparta were both Greek city states. They were very different.



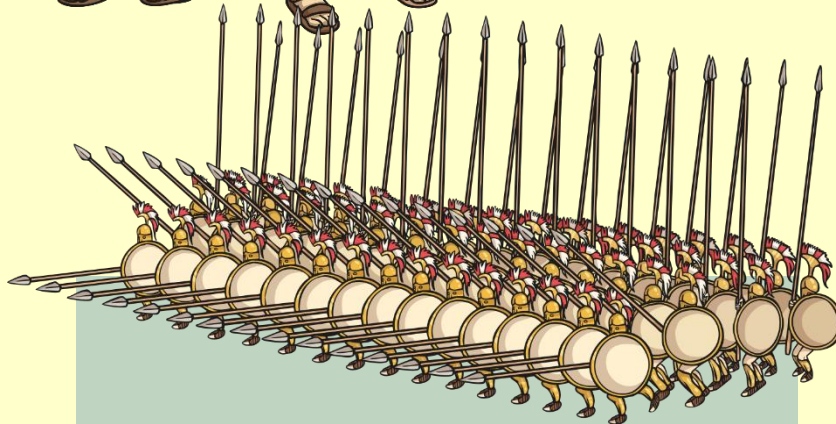
# Athens



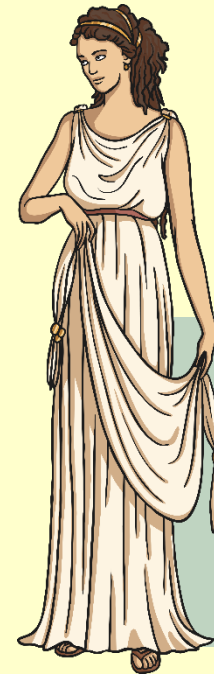
Athens was ruled by a democracy and believed the city should be run fairly.



They believed in education but only for boys.



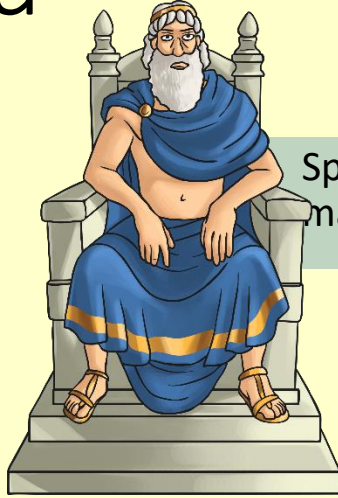
The Athenians wanted to expand their lands which led to many battles.



Women and girls didn't have the right to an education and couldn't participate in business. wealthy girls could be educated at home.

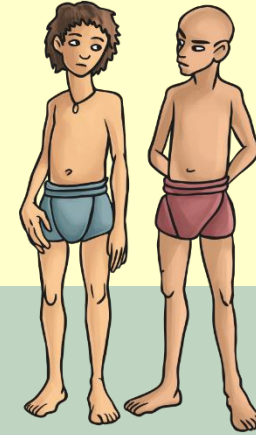


# Sparta

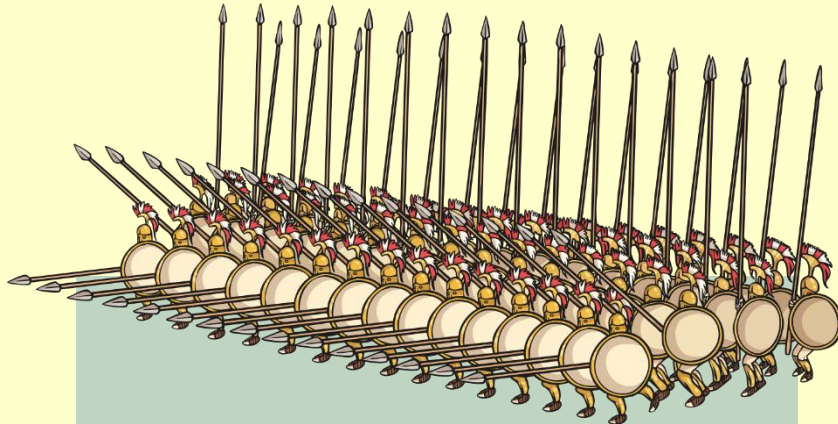


Sparta was ruled by one king who made all of the decisions.

Their army was famous in Ancient Greece because it was so powerful.



Spartans were raised to be in the army. Boys would learn to train from a young age. It was very strict.



Sparta did not try to invade other cities or claim more land.



Women were not allowed to join the army but had to train and had to be fit and healthy.

Cut out the statements, decide whether they are about Athens or Sparta and stick them in the correct column.

Athens	Sparta

It is ruled by a King who makes all of the decisions.	Boys had to train to fight. They didn't have to go to school.
This state was very powerful but didn't get involved in many wars or battles.	This state wanted to increase its size and often ended up in wars.
Girls were not important. They didn't receive an education and didn't get to take part in any democracy.	It has a system of democracy, where many different citizens get to take part.
Education was very important and so boys were very well educated.	Girls were not allowed to fight but were encouraged to train and to keep fit.

Print this slide to cut and stick the statements in the correct column or copy the table and write the statements in the correct column.

Check your work by looking back at the information on the slides.



**Tuesday 9th June**



# English

## LO: To use the features of a non-chronological report

### Steps to success

1. Read another non-chronological report.
2. Make notes about a game.
3. Write a report about the game that you chose.

### Try these Fun-Time Extras

- Can you find out what games other people in your class chose? Could you read their reports and try out their games?
  - Can you try out some of the other games?
- You could make a table to show how they are similar or different to the one that you chose.

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 4 to download a zip file of this week's work  
Pages of unit to complete: Year 3 Week 4 Day 2



# Maths

## LO: To tell the times to 5-minute intervals (past)

### Key vocabulary

O'clock, past, quarter past, half past, noon, midnight, afternoon and evening.

### Steps to success

1. We are looking at the 'past' side of a clock face
2. Remind yourself about the words: o'clock, quarter past and half past.
3. The big hand on the clock counts the minutes and is called the minute hand.
4. The little hand on the clock counts the hours and is called the hour hand.

### Try these Fun-Time Extras

- Can you tell the time throughout the day?
- Look on this interactive clock online to test yourself!
- <https://www.visnos.com/demos/clock>





E.g. 10 minutes past 2.

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## Self-evaluation



**E.g. 10 minutes past 2.**

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**Half past 9.**

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**5 minutes past 12.**

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**10 minutes past 4.**

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**25 minutes past 7.**

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**20 minutes past 11.**

---



**10 minutes past 12.**

---



**Quarter past 10.**

---



**25 minutes past 11.**

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# Creative Curriculum

## LO: Sequence historical events

### Steps to success

1. Find out about The Battle of Marathon on the next slides.
2. Order the statements to show what happened in this famous battle.



# The Greek and Persian Empires





# The Battle of Marathon



In 490BC, the Persian Empire was very big. King Darius wanted to continue to expand the empire so he decided to invade Athens.

The commander, Datis, and his fleet of 25,000 sailed to Marathon which was a few miles from Athens.

The Athenian army was massively outnumbered!



# Help!

The Athenians needed to ask for help! So they decided to ask the Spartans. Although they often fought against each other, when faced with an outside enemy the Greek city states usually joined forces. The Spartan army was very famous and would have been very useful to the Athenians. They sent a runner, Pheidippides, to Sparta to ask. He ran for 2 days and nights from Athens to Sparta, running 240km in total.

The Spartans were celebrating a festival and so said they would help, only once the festival was over. Pheidippides then ran back to Athens with the news that they would need to wait!

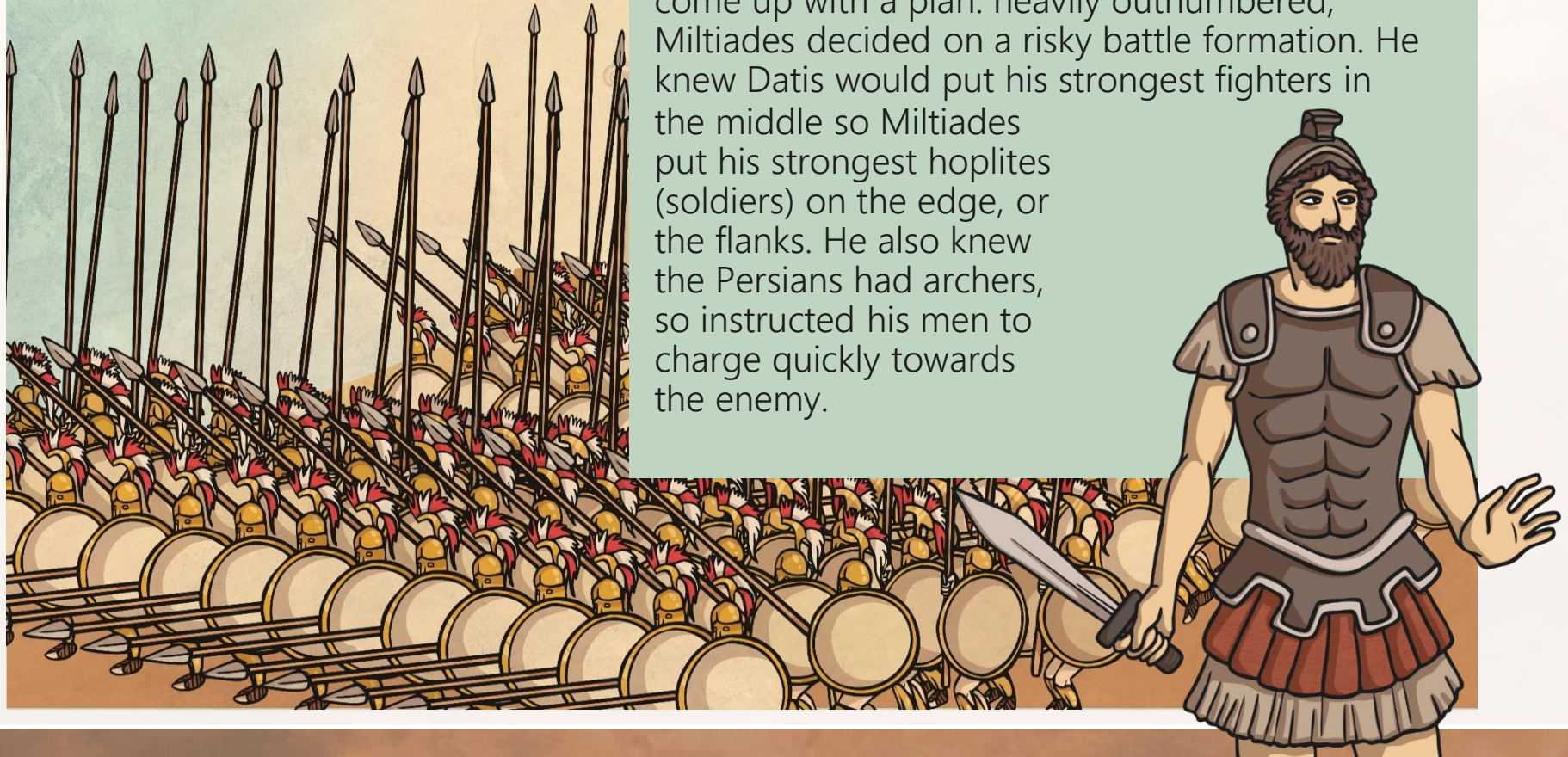


In pairs, role play the conversation between the Athenians and the Spartans. Why didn't the Spartans help? How do the Athenians feel about the Spartans' reason for not helping?



# Let Battle Commence!

The Athenian army, led by General Miltiades, tried to wait for the Spartan army but they knew they would have to fight on their own. He had to come up with a plan. heavily outnumbered, Miltiades decided on a risky battle formation. He knew Datis would put his strongest fighters in the middle so Miltiades put his strongest hoplites (soldiers) on the edge, or the flanks. He also knew the Persians had archers, so instructed his men to charge quickly towards the enemy.







## Surprise!

The Persians were shocked at this strategy and Athenian hoplites quickly ran past the line of arrows flying towards them. They charged straight at the Persians! The stronger fighters on the flanks quickly attacked the much weaker Persian soldiers on their flanks. This left the Athenians free to close in and trap the rest of the Persian army.

The remaining Persians then ran away to their ships!



The Persian army lost over 6,000 soldiers compared to only 192 Athenians!

Pheidippides then ran 26 miles to Athens to tell of their victory, and also to warn them of a possible second Persian attack.

He shouted out:

*'Joy to you, we've won!'*

As he said these words, he died.



Cut out the statements and put them in the correct order.

The Athenians surrounded the Persians. Many Persians died.	The Athenians were not trained fighters but followed orders to run to the Persian army.
Pheidippides arrived in Sparta, but the Spartans refused to help.	The Athenians began to prepare after seeing King Darius' ships approaching.
Pheidippides, who was a runner, was sent to Sparta to ask for help as they were legendary fighters. It took him 2 days to run the 150 miles.	King Darius of Persia wanted to invade Athens to increase his empire.
6400 Persian soldiers died, while only 192 Athenian soldiers died.	After the battle, Pheidippides ran all the way back to Athens to tell the Athenians they had won. He then sadly died.

Print this slide to cut and stick the statements in the correct order or copy the statements in the correct order.

Check your work by looking back at the information on the slides.



**Wednesday 10th June**



# English

## LO: To use the present tense to write a poem

### Steps to success

1. Read the Portrait Poem.
2. Remind yourself about the present and past tense.
3. Complete Past/Present Tense practice.
4. Use the Portrait Poem template to write about one of your friends.

### Try these Fun-Time Extras

- Can you send your poem to your friend?
- Can you write two more Portrait Poems about people in your family?

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 4 to download a zip file of this week's work and the PowerPoint about the past and present tense

Pages of unit to complete: Year 3 Week 4 Day 3



# Maths

## LO: To tell the times to 5-minute intervals (to)

### Key vocabulary

O'clock, past, quarter past, half past, noon, midnight, afternoon and evening.

### Steps to success

1. We are looking at the 'to' side of a clock face
2. Remind yourself about the words: o'clock, quarter past and half past.
3. The big hand on the clock counts the minutes and is called the minute hand.
4. The little hand on the clock counts the hours and is called the hour hand.

### Try these Fun-Time Extras

- Can you tell the time throughout the day?
- Look on this interactive clock online to test yourself!
- <https://www.visnos.com/demos/clock>



E.g. 10 minutes to 2.

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## Self-evaluation



**E.g. 10 minutes to 2.**



**9 o'clock.**



**5 minutes to 12.**



**10 minutes to 4.**



**25 minutes to 8.**



**20 minutes to 12.**



**5 minutes to 1.**



**Quarter to 10.**



**25 minutes to 12.**

# Creative Curriculum

LO: To write a recount of a historical event

## Steps to success

1. Think about the events of the Battle of Marathon from the point of view of someone involved in the battle. You could be an Athenian or a Spartan.
2. Write a recount of what happened to them in the battle.
3. Remember to include key events from the battle in your recount.



Check your work by looking back at the information on the slides. Underline the key events you included in your recount.





**Thursday 11th June**



# English

## LO: To use the progressive tense to write a poem

### Steps to success

1. Read the shape poem.
2. Learn about the progressive tense using the PowerPoint or the revision card.
3. Complete Progressive Tense Practice.
4. Plan some Action Poem Ideas.
5. Use some of your ideas to write a poem.

### **Try these Fun-Time Extras**

- Can you send your poem to somebody else?
- Can you make up some more Action Poems so that you have a whole-series of them.
- Can you find some more information about Colin West?

<https://www.colinwest.com/about/>

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 4 to download a zip file of this week's work and the PowerPoint about the progressive tense

Pages of unit to complete: Year 3 Week 4 Day 4



# Maths

## LO: To tell the times to 1-minute intervals (past)

### Key vocabulary

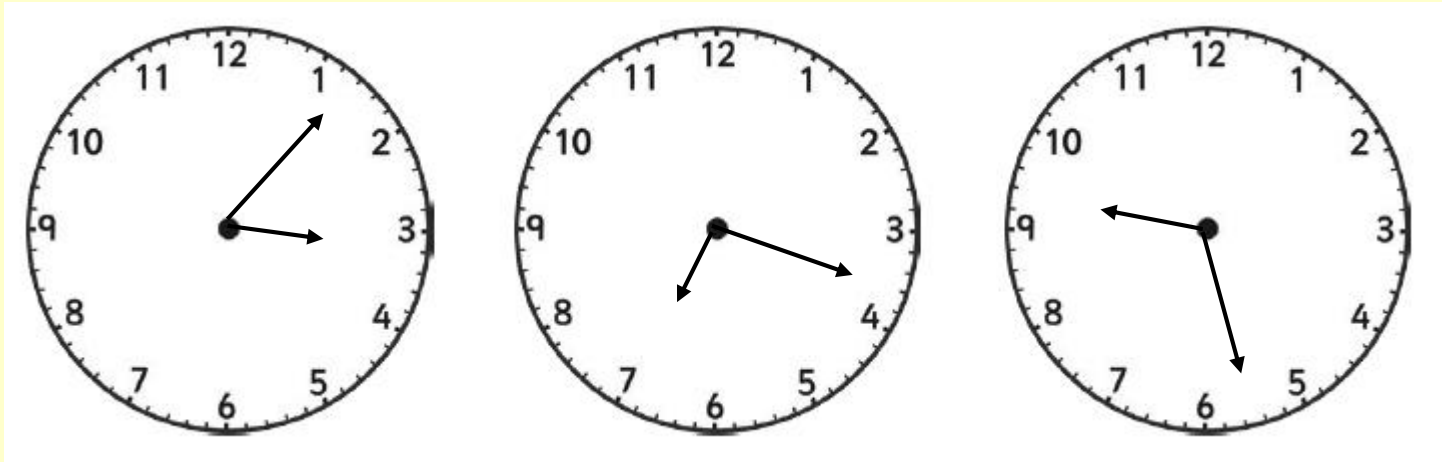
O'clock, past, quarter past, half past, noon, midnight, afternoon and evening.

### Steps to success

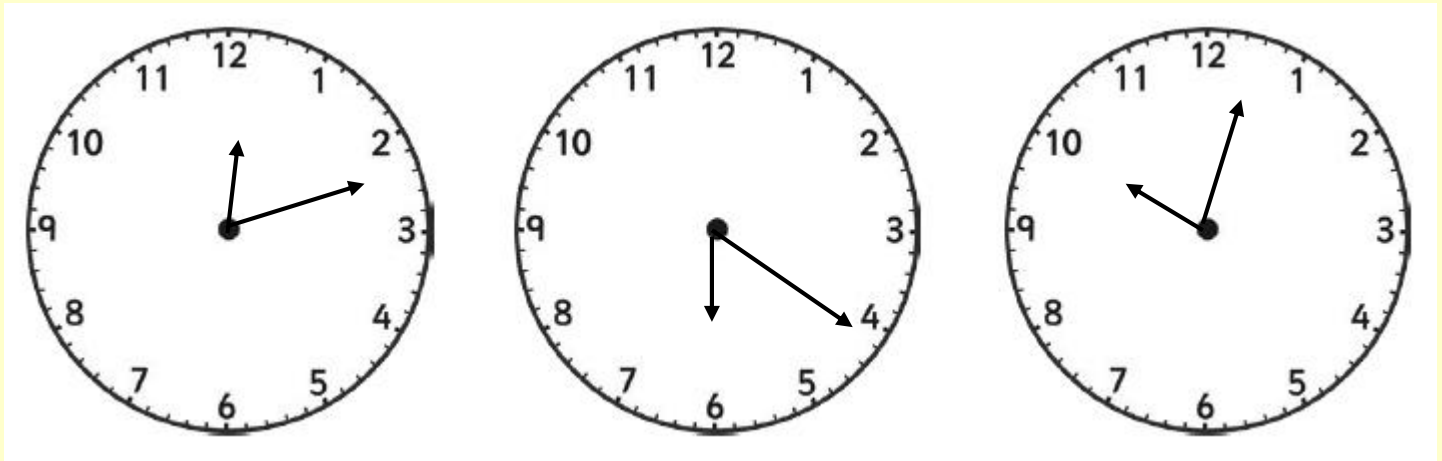
1. We are looking at the 'past' side of a clock face
2. Remind yourself about the words: o'clock, quarter past and half past.
3. The big hand on the clock counts the minutes and is called the minute hand.
4. The little hand on the clock counts the hours and is called the hour hand.

### Try these Fun-Time Extras

- Can you tell the time throughout the day?
- Look on this interactive clock online to test yourself!
- <https://www.visnos.com/demos/clock>



Remember the hour we say on the '**past**' side is the hour that we have gone **past**.



## Self-evaluation



7 minutes past 3



18 minutes past 7



27 minutes past 9



12 minutes past  
12



21 minutes past 6



3 minutes past 10

## Creative Curriculum

LO: To research and understand key facts of light and shadows.

### Steps to success

- Read through the information paragraph.
- Look through the vocabulary that is the possible answer.
- Research online to find the different words.
- Fill in the missing words.
- Read back through the sentences for understanding

## An Amazing Fact a Day

# Light and Shadow

### Amazing Fact

You can buy a torch which is 20 000 times brighter than a regular torch. It can be used to start fires, melt polystyrene and even fry eggs!

Do you know how light travels?

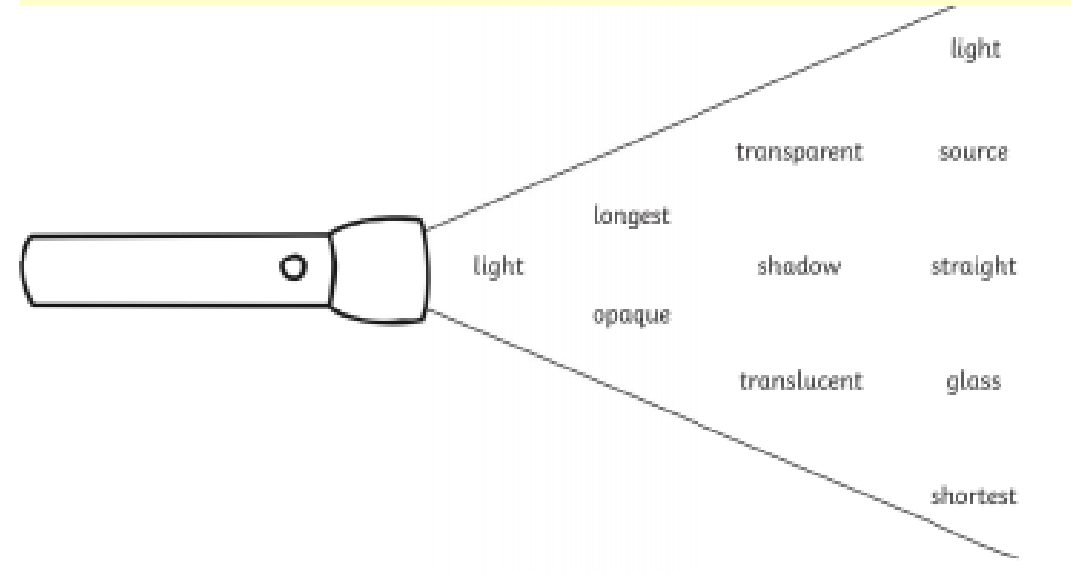
Select the missing words from the torch below and fill in the gaps.

### Challenge 1

Do you know how light travels?

Select the missing words from the torch below and fill in the gaps.

Light travels in \_\_\_\_\_ lines from a \_\_\_\_\_ of light, which bounces off an object. We can see the object because the \_\_\_\_\_ enters our eyes. Wood and cardboard are \_\_\_\_\_ objects, which light cannot travel through. \_\_\_\_\_ is a \_\_\_\_\_ material which allows light to pass through. Tissue paper is \_\_\_\_\_ which will let some light travel through. When an object blocks out the \_\_\_\_\_, a \_\_\_\_\_ is formed. Shadows are \_\_\_\_\_ at midday and \_\_\_\_\_ at the end of the day.



## Parent self-evaluation

Light travels in straight lines from a source of light, which bounces off an object. We can see the object because the light enters our eyes. Wood and cardboard are opaque objects, which light cannot travel through. Glass is a transparent material, which allows light to pass through. Tissue paper is translucent, which will let some light travel through. When an object blocks out the light, a shadow is formed. Shadows are shortest at midday and longest at the end of the day.



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



# English

## LO: To use the perfect form to write a poem

### Steps to success

1. Read the Poem.
2. Learn about the Perfect Form using the PowerPoint or revision card.
3. Sort the Past Tense and Perfect Form sentences.
4. Think of ideas for a new poem: I have had a dreadful day.
5. Write out your poem carefully, setting it out with a sad and a happy face.

### Try these Fun-Time Extras

- Can you send your poem to somebody else?
- Can you interview people to find out what cheers them up on a bad day?

Go to

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Click on English Year 3 Week 4 to download a zip file of this week's work and the PowerPoint about the perfect form

Pages of unit to complete: Year 3 Week 4 Day 5



# Maths

## LO: To tell the times to 1-minute intervals (to)

### Key vocabulary

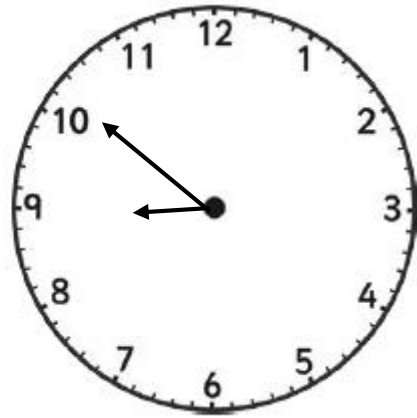
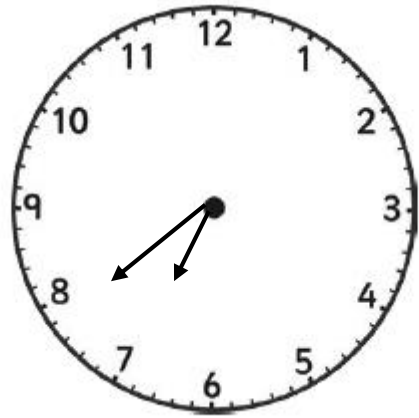
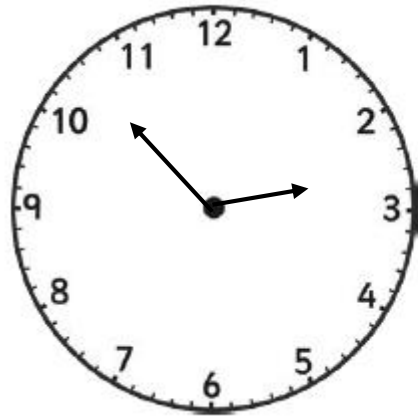
O'clock, past, quarter past, half past, noon, midnight, afternoon and evening.

### Steps to success

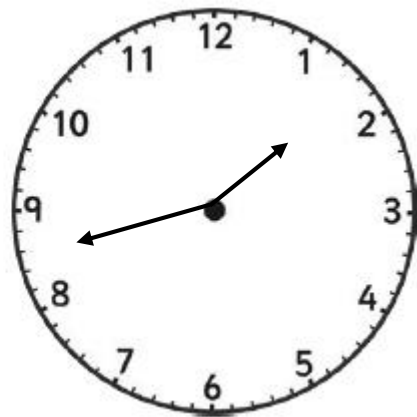
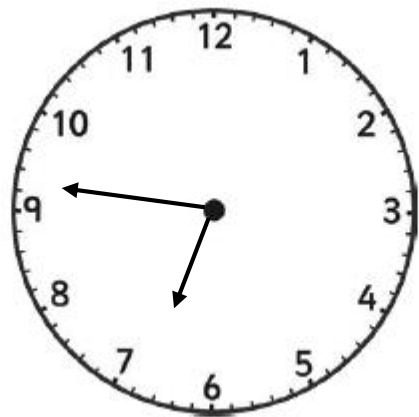
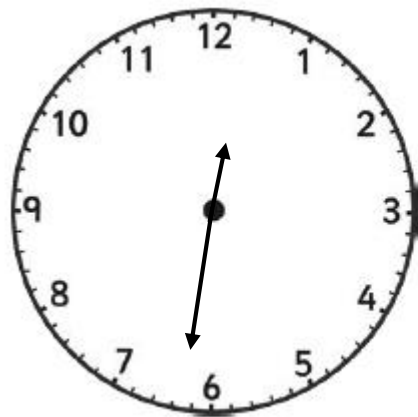
1. We are looking at the 'to' side of a clock face
2. Remind yourself about the words: o'clock, quarter past and half past.
3. The big hand on the clock counts the minutes and is called the minute hand.
4. The little hand on the clock counts the hours and is called the hour hand.

### Try these Fun-Time Extras

- Can you tell the time throughout the day?
- Look on this interactive clock online to test yourself!
- <https://www.visnos.com/demos/clock>



Remember the hour we say on the '**to**' side is the hour that we are going to get **to**.



## Parent self-evaluation



7 minutes to 3



22 minutes to 7



9 minutes to 9



28 minutes to 1



14 minutes to 7



18 minutes to 2



## Creative Curriculum

LO: To understand and match how light travels through objects.

### Steps to success

- **Look at the different materials.**
- **Go back to yesterday's lesson to understand the meaning of transparent, translucent and opaque.**
- **Put the materials into the correct column.**
- **Extension**
- **Research and find out the answers to the questions on the last slide. You can present this in anyway you like!**

## Challenge 2

Sort the materials into 3 groups: opaque, transparent and translucent.

Transparent	Opaque	Translucent

paper



ice cubes



window



pencil



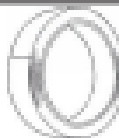
sandwich bag



glass bottle



sticky tape



chair



tin can



## Extension

You could also try to find out:

- what the brightest light on Earth is;
- how far searchlights can cast their beams;
- how far your torch at home will shine;
- about the relationship between light and heat.

**You could present your findings on a fact sheet!**