

KS2

Monday 18th January 2021 – Year 3

9:00 – 10 am <u>Close Reading</u>	10 -11 am <u>English</u>	11-11.15	11.15-12.15 pm <u>Maths</u>	12.15 – 1.15 pm	1.15 -2:15 pm <u>R.E</u>
<p>All reading learning will be linked to a book or text from Fiction Express or Active Learn.</p>  <p>Our text this week is 'Tricks' by Cethan Leahy. We are reading Chapter 1 this week. https://en.fictionexpress.com/book/tricks/</p> <p><u>LO: To discuss my understanding of the meaning of words in context.</u></p> <p>Start by reading Chapter 1 with an adult. Are there any words you are unfamiliar with?</p> <p><u>Activity 1</u> How has the author used these words to create interesting sentences? illusion (p1) deck (p1) exclusive location (p1) mystical (p2) mage (p4) menaced (p5)</p> <p><u>Activity 2</u> Now read the words and tick the correct definitions in activity 2 below.</p> <p><u>Challenge</u> Choose 2/3 of the words and write your own sentences.</p>	<p><u>LO: to read and evaluate poems</u> This week we are going to start a short Poetry unit of work.</p> <p>What is poetry? What is a poem? Can you think of any examples of poems? Talk to an adult about what you think poetry is.</p> <p>Read the following poems. Explain what you think of them. For example, whether you liked the poem, not like it, how the poem made you feel. You may even be able to say what you notice about the poem (eg if it has rhyming words, metaphors or similes).</p> <p><u>Activity 1</u> Choose two poems to read and explain what you thought of them.</p> <p><u>Activity 2</u> Choose three poems to read and explain what you thought of them.</p>	<p>Break</p>	<p><u>MLO: to recall multiplication and division facts</u> Complete ten minutes on TT Rockstars https://play.ttrockstars.com/auth</p> <p><u>L.O. to identify three digit numbers between two others</u></p> <ul style="list-style-type: none"> Watch the short video clip to recap HTO place value https://www.youtube.com/watch?v=XhJVqYbjhSY Discuss with an adult the value of each digit in 364 3 – 300, 6 – 60, 4 – 4 Identify the value of each underlined digit in these numbers <u>2</u>40, 40<u>2</u>, 63<u>0</u>, <u>1</u>98 <p>Activity 1: Complete Place Value Challenge Sheet – copy each question out</p> <p>Activity 2: Complete the Problem Solving Investigation. Record your answers and jottings</p>	<p>Lunch</p>	<p><u>LO: to understand the Christian view of fairness</u> Begin to understand that God's view of fairness and justness is greater and longer lasting than our human viewpoint. What does the Christian story of Jacob and Esau teach us about fairness?</p> <p>Watch the Christian story of Jacob and Esau - follow the link below https://www.youtube.com/watch?v=up5uES5suzU</p> <p>Esau was the first-born and should have had the birthright but Jacob seemed to trick Isaac, their father, into blessing him with this right instead. In terms of Christian history Jacob went on to be known as Israel and was father to the nation, but in human terms, Esau was treated unfairly. Christians believe that God's plans are perfect. God allowed Jacob to become first, which means it must be the best and right thing.</p> <p>Discuss how the different boys felt and how the parents, Rebecca and</p>

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					<p>Isaac, felt. - record your thoughts to email over</p> <p>Well done! To complete today's learning please go and read a book of your choice for 15 minutes - this can be silent reading or reading out loud to someone in your family. If you silent read please tell an adult after what happen or what the story/text was about</p>
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Please send your completed work to 3A@marshill.bham.sch.uk / 3W@marshill.bham.sch.uk

English and Maths to be emailed by 12.30pm. Foundation work to be emailed by 2.30pm. This is to allow staff to respond to work completed daily

Close Reading

Activity 1

How has the author used these words to create interesting sentences?

illusion (p1) deck (p1) exclusive location (p1)

mystical (p2) mage (p4) menaced (p5)

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Close Reading

Activity 2

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LO: to discuss my understanding of the meaning of words in context (Close Reading)

Vocabulary	Definition 1	Definition 2	How do you know? Evidence?
illusion	trickery, where things seem to be something they are not	the name of a card	<hr/> <hr/> <hr/>
deck	the floor of a ship or boat	a pack of cards	<hr/> <hr/> <hr/>
exclusive location	places that everyone can visit	usually a fancy place that only some people can visit	<hr/> <hr/> <hr/>
mystical	looking mysterious and magical	somebody who solves mysteries	<hr/> <hr/> <hr/>
mage	a comedian	magician or wise person	<hr/> <hr/> <hr/>
menaced	a nosey person	threatened and bullied	<hr/> <hr/> <hr/>

English

The Magic Box

I will put in the box

the swish of a silk sari on a summer night,
fire from the nostrils of a Chinese dragon,
the tip of a tongue touching a tooth.

I will put in the box

a snowman with a rumbling belly
a sip of the bluest water from Lake Lucerene,
a leaping spark from an electric fish.

I will put into the box

three violet wishes spoken in Gujarati,
the last joke of an ancient uncle,
and the first smile of a baby.

I will put into the box

a fifth season and a black sun,
a cowboy on a broomstick
and a witch on a white horse.

My box is fashioned from ice and gold and steel,
with stars on the lid and secrets in the corners.
Its hinges are the toe joints of dinosaurs.

I shall surf in my box
on the great high-rolling breakers of the wild Atlantic,
then wash ashore on a yellow beach
the colour of the sun.

By Kit Wright

Sounds like magic

I listened to a sea-shell
and though I could hear
the rushing of the waves
inside my ear.

I held an empty egg-shell
close against my head
and thought I heard a pecking chick
hatching from it's bed.

I found a hollow coconut
and listened for a sound
and thought I heard horse's hooves
pounding on the ground.

I took an empty teacup
to see what I might hear
and thought I heard a giant's voice
booming in my ear.

By Celia Warren

What the giant had for dinner

First
he ate
a hive of bees.

Next
he ate
some chestnut trees.

Then
he ate
a house near me.

Last
of all
he drank the sea.

By Ian McMillan and Martyn Wiley

Snow problem

You can't make friends with a snowman,
so don't give one a cuddle,
or you'll end up
with a wet shirt front
standing in a puddle.

By John Coldwell

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The School Kid's Rap by John Foster

Miss was at the blackboard writing with her chalk

When suddenly she stopped in the middle of her talk

She snapped her fingers, snap! snap! snap!

Pay attention children and I'll teach you how to rap.

She picked up her a pencil, she started to tap,

All together children, now clap! clap! clap!

Just get the rhythm, just get the beat

Drum it with your fingers, stamp it with your feet.

That's right children, keep in time,

Now we got the rhythm, all we need is the rhyme

This school is cool, Miss Grace is ace,

Strut your stuff with a smile on your face.

Snap those fingers, tap those toes,

Do it like they do on the video shows,

Flap it! Slap It! Clap! Snap! Clap

Let's all do the school kids' rap!

Maths

Activity 1

Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

1. Between 161 and 169:

6, 1, 7

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H T O

4. Between 134 and 189:

5, 4, 1

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H T O

2. Between 295 and 311:

9, 2, 9

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H T O

5. Between 576 and 601:

9, 5, 7

--	--	--

H T O

3. Between 392 and 397:

5, 3, 9

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H T O

6. Between 784 and 812:

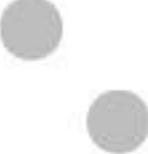
8, 5, 7

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H T O

MathsActivity 2

1. Draw a large place value grid like the one below with 100s, 10s and 1s columns.
2. Take six counters and place them in the grid to show a three-digit number.

100s	10s	1s
		
2	3	1

3. Using all six counters...
 - What is the biggest number you can make?
 - What is the biggest number you can make where there is at least one counter in every space?
 - What is the smallest number you can make?
 - What is the smallest number you can make where there is at least one counter in every space?
4. How many three-digit numbers can you make? How can you be sure you have found them all?

Challenge

Think of another challenge for yourself. For example, what is the closest number to 300 that you can make?

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