


| 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 and Music</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 2 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 2 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? alas (p1) spindly (p1) tyranny (p2) spine chilling (p2) cowered (p3) morphed (p3)</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 identify adjectives, verbs and adverbs in a poem</u></p> <p>What are adjectives? What are verbs? What are adverbs? Can you think of any examples?</p> <p>Look below at the definitions of adjectives, verbs and adverbs.</p> <p>Today your task is to underline the adjectives, verbs and adverbs in a poem using three different colours.</p> <p>Have a look at my example below. It is taken from the poem, 'Windy Nights,' by Robert Louis Stevenson.</p> <p>After that you have a go with the poem, 'Sounds like magic.'</p> | <p>Break</p> | <p><u>MLO: to recall multiplication and division facts</u></p> <p>Complete ten minutes on TT Rockstars https://play.ttrockstars.com/auth</p> <p><u>L.O. to recall place value</u></p> <p>Activity 1: Recalling our place value learning from last week can you think of three digit numbers to go in between these</p> <ul style="list-style-type: none"> • 256 <u>278</u> 378 • 612 _____ 1000 • 345 _____ 354 • 613 _____ 631 • 845 _____ 887 <p>714 _____ 741</p> <p>Activity 2: <u>L.O. to place numbers on a number line</u> Complete Activity 2 – Filling in Missing Numbers on a Number Line. Recall our learning from last week – counting up in 100's Remember to use place value to help you work out where on the number line you need to place them</p> <p>Challenge: Using the numbers 3, 5, and 4 make different three digit numbers</p> | <p>Lunch</p> | <p><u>LO: to understand how Muslims show the importance of fairness.</u></p> <p>Explore the concept of fairness through the Islamic story of The Black Stone. How do Muslims show that being fair is important? Start by listening to the story of The Black Stone - click on link below https://www.youtube.com/watch?v=u3Vt0TCRJ2Q</p> <p>Discuss how everyone felt, once they realised they would all be involved. How would everyone have felt if only one person had been chosen?</p> <p>Retell the story in your own words or use bullet points to record the main points of the story. Include how the characters felt and why they were feeling that way. You can illustrate your recount if you would like to.</p> <p>Remember that Muslims do not draw the picture of any prophet because this is seen as disrespectful. Muslims believe</p> |

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e.g. 354, 435 and then place them onto Number Line 1 from Activity 2 where you think they should sit.

Remember to use place value to help you work out where on the number line you need to place them

Allah treats everyone equally and with patience.

Music –
L.O. to understand pulse and rhythm

Today you can join in with a Understanding Pulse and Rhythm music lesson with Oak Academy - follow the link below

<https://classroom.thenational.academy/lessons/understanding-pulse-and-rhythm-chj3cr?activity=video&step=1>

As part of the lesson you will need to clap, click and tap some rhythms back, if you can ask someone at home to do a short video clip of you doing this to email over that would be brilliant. If not it's ok and enjoy the lesson.

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

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?

alas (p1)

tyranny (p2)

cowered (p3)

spindly (p1)

spine chilling (p2)

morphed (p3)

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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? |
|-----------------------|--|--|----------------------------|
| alas | used to express grief, pity or concern | name of a spell | <hr/> <hr/> <hr/> |
| spindly | thin and gangly | a type of magic wand | <hr/> <hr/> <hr/> |
| tyranny | a person who rules over a place or country | cruel rule over a place or country | <hr/> <hr/> <hr/> |
| spine chilling | disease of the spine | feeling of terror | <hr/> <hr/> <hr/> |
| cowered | to back away or hide in fear | the opposite of brave | <hr/> <hr/> <hr/> |
| morphed | changed into a human | to change smoothly from one image to another | <hr/> <hr/> <hr/> |

English

Adjectives

An adjective describes a noun or a pronoun.

Example:

happy dog

tired boy

seven girls

An adjective answers:
 What kind?
 Which one?
 How many?

Verbs are doing or action words

drive

write

read

walk

talk

jump

run

swim

Adverbs

An adverb describes a verb, an adjective, or another adverb and answers the questions below.

| How? | How Often? | When? | Where? |
|----------|------------|-----------|------------|
| easily | always | after | away |
| happily | every day | before | everywhere |
| loudly | frequently | early | here |
| quickly | never | now | home |
| quietly | often | since | inside |
| sadly | once | soon | near |
| silently | seldom | today | outside |
| slowly | sometimes | yesterday | there |

Example: The boy plays the drums loudly!

Windy Nights

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and the wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

by Robert Louis Stevenson

adjectives

verbs

adverbs

Now you have a go with this poem

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 its 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

Maths

Activity 2

Filling in Missing Numbers on a Number Line

The number lines below are not quite complete. Use your knowledge of the number system and fill in the missing numbers.



5. On the number line below, mark A, B, C, D and E in the estimated position.

A = 200 B = 400 C = 350 D = 900 E = 700

