



Home Schooling Daily Plan

Year Group: 3

Date: Monday 1st June

Welcome back! I can't quite believe it is now summer 2!! I hope you had a restful half term and enjoyed the weather- it has been lovely!

If you need anything or want to just send an email to let me know how you are, please do!

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This week, I will give you a joke every day!!



What do you call a bear with no teeth?
A gummy bear!

RE: WAGBAT exploring the story of Pentecost

The day of Pentecost was yesterday! So today, we are going to read a version of the story and then you are going to have some questions to think about. You can write your answers or write them down.

When the day of Pentecost came, the Apostles were all together in one place. It was ten days after Jesus had gone back to heaven. Before he had left them, He had made a promise.

"The Holy Spirit will come to you. He will give you power to tell people about me."

For ten days, the Apostles and some other followers of Jesus had stayed together, praying and waiting. But now the great day had come! Suddenly, a noise like a strong wind filled the whole house and the followers saw something that looked like flames of fire, falling on each person there. They were all filled with the Holy Spirit, and they began to speak different languages.

At that time Jerusalem was full of Jewish visitors from all over the world. They were all surprised, because each one of them heard the Apostles speaking in his own language. They were completely amazed at this. They said, "Look! Aren't all these men that we hear speaking from Galilee?... But we hear these men telling in our own languages about the great things God has done!" But others made fun of the Apostles, saying, "They have drunk too much wine."



But Peter stood up with the eleven apostles. In a loud voice he spoke to the crowd: "Listen to me. Pay attention to what I have to say. These men are not drunk, as you think; it is only nine o'clock in the morning!"

Then Peter made a long speech, telling the crowds all about Jesus.

That day, about 3,000 people became followers of Jesus and were baptised. They spent the rest of their time in Jerusalem learning all about Jesus from the Apostles before returning home. And the Apostles continued to meet together to pray and to break bread.

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- 1) What is the power that Jesus said the Holy Spirit would give them?
- 2) How did the Holy Spirit appear?
- 3) Why do you think they spoke different languages?
- 4) Why do you think people were making fun of the apostles?
- 5) What sort of things do you think Peter told the crowd about Jesus in his long speech?
- 6) How do you think the apostles felt about the 3,000 people being baptized and becoming followers?
- 7) How do you think Jesus and God felt watching this?
- 8) The apostles met together to pray and break bread- why do you think they were breaking bread? What does this relate back to?

English: WAGBAT exploring the features of a story opening

During the next few weeks we are going to be looking at different parts of story writing. This week we are focusing on the opening of story.

This is the first bit of the story that the reader will look at so it has to be exciting, set the scene and get the reader interested!

Here is how we could start a story...



- Stories can open with a **character description**.

'Mr Stink stank. He also stunk'.

from *Mr Stink* by David Walliams



- Stories can open with a **description of a setting**.

'There was once a gaggle of mountains, tall and proud, each with a hat of snow.'

from *Stone Goblins*,
by David Melling





- Stories can open with a **description** of both a character and a setting.

'A thousand miles ago, in a country east of the jungle and south of the mountains, there lived a Firework-Maker called Lalchand....'

From *The Firework-Maker's Daughter*
by Phillip Pullman



- Stories can open with **dialogue**.

'Molllly!' Maria shouted to her sister.
'Would you please shut that window....'

from *School for Stars: Second Term*
at L'Etoile by Holly and Kelly Willoughby



- Stories can open with a **question**.
- Good openers sometimes leave the reader with an unanswered question, which can only be answered by reading on.

'Ever had the feeling your life's been flushed down the toilet?'

From *The Toilet of Doom* by Michael Lawrence

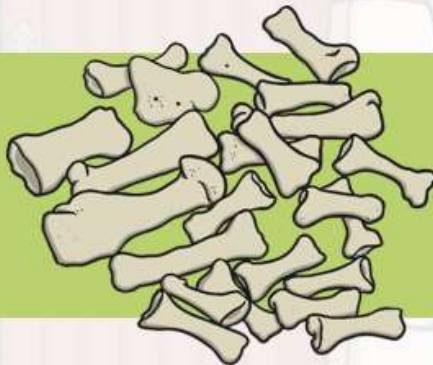




- Stories can open with **action**.

'Jesse was always finding bones in the great bog-oak field where they dug the peat for the winter fires.'

from *The Ghost of Grania O'Malley*
by Michael Morpurgo



- Stories can open with **a statement**.

'In fairy tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.'

from *The Witches*, by Roald Dahl



- Stories can open with **a fronted adverbial**.

'Ages ago, Alex, Allen and Alva arrived at Antibes...'

From *Alphabetical Africa* by Walter Abish





Activity:

Can you work out what type of openings each one is from the descriptions?

"I'm going shopping in the village," George's mother said to George on Saturday morning. "So be a good boy and don't get up to mischief."

The hottest day of the summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet Drive.

Once there were four children whose names were Peter, Susan, Edmund and Lucy.

When I was four months old, my mother went to Spain and my father was left to look after me all by himself.

DIALOGUE

I start with someone talking, perhaps saying something that helps me imagine what could happen in the story.

ACTION

I describe an action, something that happened, perhaps to the main character.

SETTING

I describe the setting of the story, perhaps where I am or when. I may describe the weather or something that makes me imagine the scene.

CHARACTER

I introduce the characters, their names and maybe some relevant information.



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Your task today is to explore your own books and their openings. You could use eBooks online from: <https://home.oxfordowl.co.uk/books/> or other sites you have used, use books that you have or that are in your house/classroom.

Here is an example table you could fill in- or you can gather the information your own way.

Name of the book:	Type of opening:	The first sentence:

Here is a reminder of the different openings for you to use:

- A character description
- A setting description
- Description of both setting and character
- Speech (dialogue)
- Action
- A question
- A statement
- A front adverbial

Maths: WAGBAT exploring 2D shapes

Over this half term we will be looking at shapes, lines, angles and perimeter. To start with we will look at shape. This week will be a slight recap on shape to make sure you remember the terms and how to use shape!



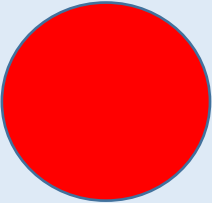
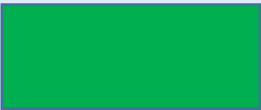
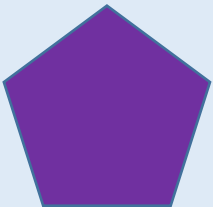
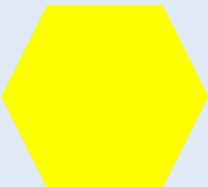
Sides: the sides the lines that form the shape. For example a triangle has 3 straight sides

Vertices: these are the corners of the shape when where two lines meet

Properties: when we talk about the properties of the shapes we are describing the shapes and the different parts of it.

Choose a star and complete the table about the properties of different 2D shapes.

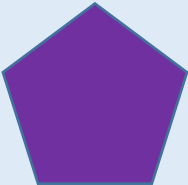
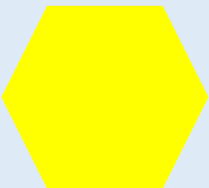
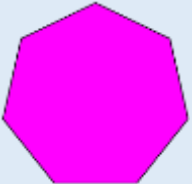
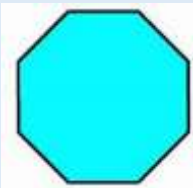
***Task**

Shape	Name of Shape	Number of Sides	Number of Vertices (Corners)
			
			
			
			
	Pentagon		
	Hexagon		

****Task**

Drawing of the Shape	Name of Shape	Number of Sides	Number of Vertices (Corners)
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	Triangle		
	Square		
	Circle		
	Rectangle		
			
			
			
			



***Task

Complete the table by thinking of different 2d Shapes you know and the their properties.

[illegible]



Challenge:

Recognise and Describe 2D Shapes

Diving



Which of these descriptions match this shape?

I have 5 straight sides.

I have 6 angles.

I am a hexagon.

I have 6 straight sides.

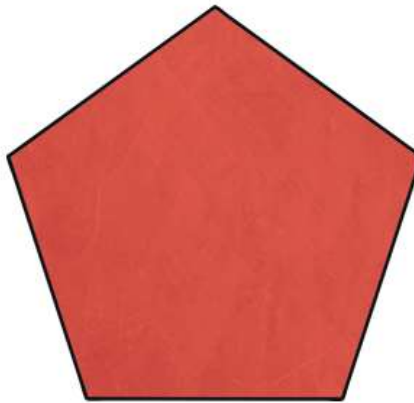
I have 8 angles.

I am a pentagon.

I have 8 straight sides.

I have 5 angles.

I am an octagon.



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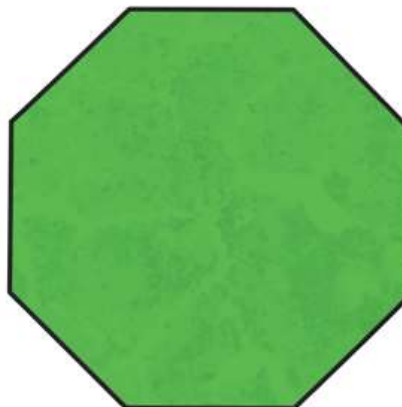
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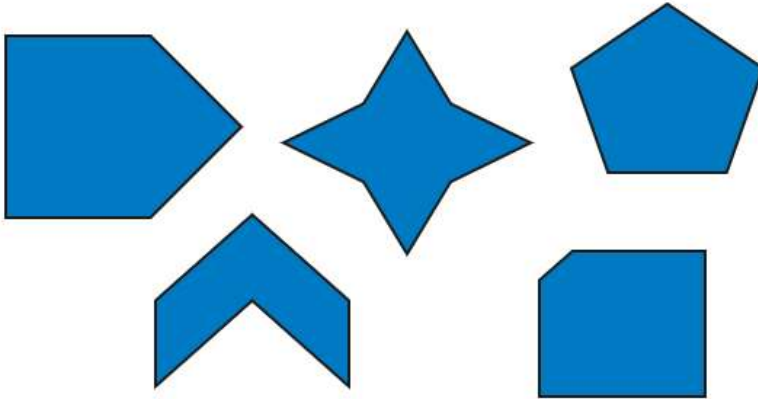


Recognise and Describe 2D Shapes

Deepest



Which shapes below are pentagons?



How do you know?

Topic: WAGBAT exploring athletics and the different events

This half term, we would have been outside on the field practicing athletics. Athletics is a mixture of track and field events that include running, throwing and jumping.

Today, I am going to give you a list of events and I would like you to find out what they are- you might already know! You could make a table, write in bullet points or make a poster about the events!

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- Hurdles
- 100 metre sprint
- Cross country running
- Long jump
- High jump
- Shot put
- Javelin
- Relay race



Website links

<https://www.topmarks.co.uk/maths-games/hit-the-button> - top marks number bonds- practice your quick addition.

https://uk.ixl.com/ela/topics?partner=bing&adGroup=Search%20-%20ELA%20-%20Grade%20Levels%20-%20Exact%20-%20UK+3rd%20Year%20Spelling&msclkid=2b51c700324d1cd7b53099d2bf687429&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20ELA%20-%20Grade%20Levels%20-%20Exact%20-%20UK&utm_term=year%203%20spelling%20games&utm_content=3rd%20Year%20Spelling
lots of English skills on this website with different games and activities to practice.

<https://home.oxfordowl.co.uk/books/> - free eBooks!