



Holy Name

Catholic Primary School

"With Jesus as our guide; we love, live and learn together."

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## WEEKLY HOMEWORK LETTER

YEAR GROUP

3

NO.

13

DATE:

06.07.20



Good morning Year Three!

How has your week been? I hope you have managed to have some time outdoors despite the weather.

Last week in school we made our Hawaiian leis and on Friday did the limbo while listening to Hawaiian music! It was very fun. Did you make a Hawaiian lei at home?

This week we are going to be learning all about Holland, a country in the Netherlands. I have given you some of the activities we will be doing in school. It would be lovely if you completed them and sent some photos into the school website!

I hope you have a fantastic week. Keep up the hard work – I am very proud of you all and hope to see you very soon!

Keep safe and keep smiling,

Miss Villers

# Maths

This week there will be 5 different activities related to time. Please complete one activity per day.

Complete daily activities in homework books, unless activity set in on [www.mymaths.co.uk](http://www.mymaths.co.uk) or [www.purplemash.com](http://www.purplemash.com)

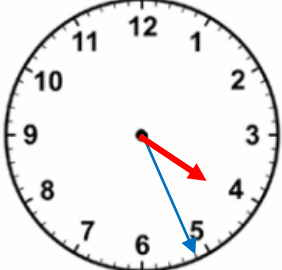
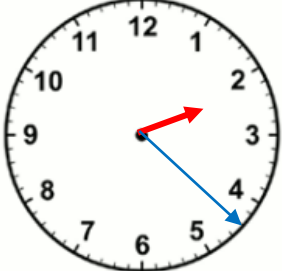
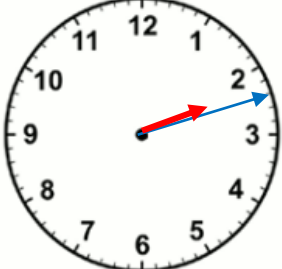
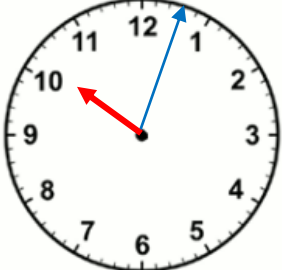
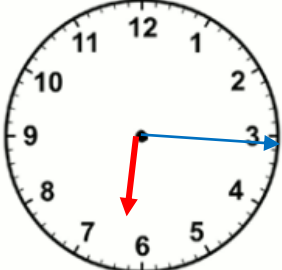
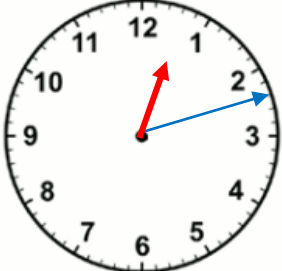
For activities set on [www.mymaths.co.uk](http://www.mymaths.co.uk) please complete the lesson before the activity.

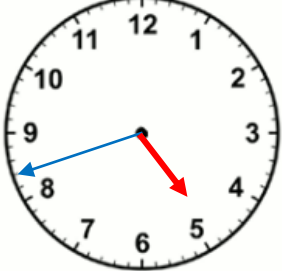
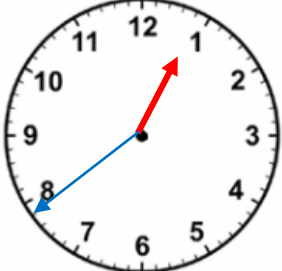
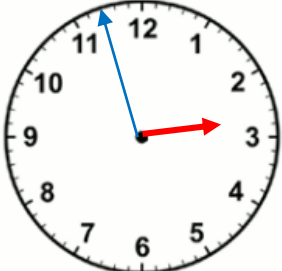
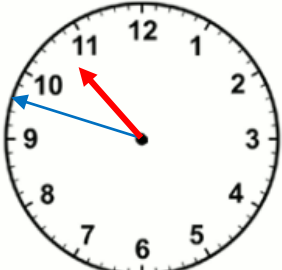
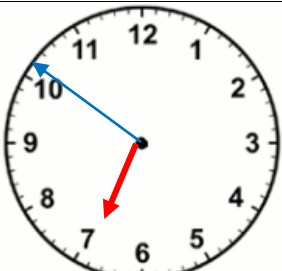
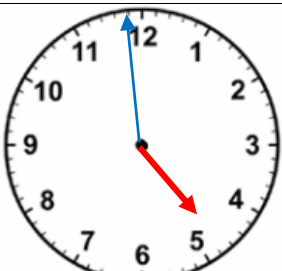
Tasks	Guidance
<p><b>Task One:</b> Reading an analogue clock to the nearest minute <b>past</b> the hour. Complete <b>Maths Activity One</b> by writing down the times shown on the analogue clock face. One has been completed as an example. Remember these times only show <b>minutes past the hour</b>.</p> <p>Please watch the following video before completing the activity:  <a href="https://www.youtube.com/watch?v=hxIWDSKRAXc">https://www.youtube.com/watch?v=hxIWDSKRAXc</a></p>	<p><b>I have colour coded the hands on the clocks faces.</b></p> <p><b>Long (blue) hand = minute hand</b></p> <p><b>Short (red) hand = hour hand</b></p> <p><b>Strategy for minutes past:</b></p> <ol style="list-style-type: none"> <li>1. Read the hour hand.</li> <li>2. Count forwards from 12 in 5s and 1s until you get to the minute hand.</li> <li>3. Record time (see example)</li> </ol> <p><b>Strategy for minutes to:</b></p> <ol style="list-style-type: none"> <li>1. Find where the hour hand is nearly reaching.</li> <li>2. Count backwards from 12 in 5s and 1s until you get to the minute hand.</li> <li>3. Record time (see example)</li> </ol>
<p><b>Task Two:</b> Reading an analogue clock to the nearest minute <b>to</b> the hour. Complete <b>Maths Activity Two</b> by writing down the times shown on the analogue clock face. One has been completed as an example. Remember these times only show <b>minutes to the hour</b>.</p> <p>Please watch the following video before completing the activity:  <a href="https://www.youtube.com/watch?v=N2z9CGzAypc">https://www.youtube.com/watch?v=N2z9CGzAypc</a></p>	
<p><b>Task Three:</b> Reading an analogue clock to the nearest minute <b>past and to</b> the hour. Complete <b>Maths Activity Three</b> by writing down the times shown on the analogue clock face.</p>	<p><b>Key Words:</b></p> <p>AM: In the morning            PM: In the afternoon/evening</p> <p>Guidance: The digital clock reads hours:minutes</p> <p><b>Strategy for minutes past the hour:</b></p> <ol style="list-style-type: none"> <li>1. Read the minutes (after the :), write down ... minutes past</li> <li>2. Read the hour time (before the :), finish the sentence with the hour. (e.g. 20 minutes past 1)</li> </ol> <p><b>Strategy for minutes to the hour:</b></p> <ol style="list-style-type: none"> <li>1. Read the minutes, count up from the minutes to 60 (e.g. if 50, count from 50 to 60 – 10 minutes to) write down 10 minutes to...</li> <li>2. Read the hour, add one to it (e.g. if hour says 4, +1 = 5) finish the sentence of by writing down the next hour (10 minutes to 5)</li> </ol>
<p><b>Task Four:</b> Reading a digital clock past the hour. Complete <b>Maths Activity Four</b> by writing the time shown on the digital clock using words. One has been completed as an example.</p>	
<p><b>Task Five:</b> Reading a digital clock to the hour. Complete <b>Maths Activity Five</b> by writing the time shown on the digital clock using words. One has been completed as an example.</p>	

## Times Tables

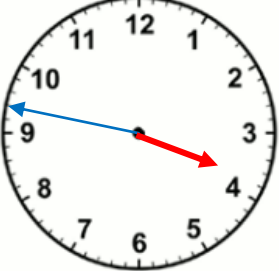
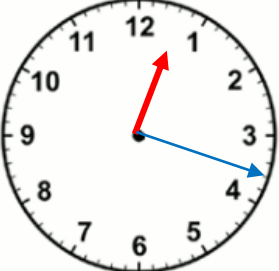
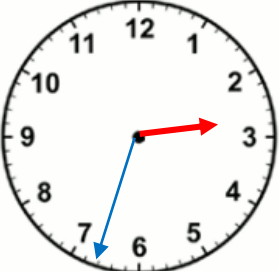
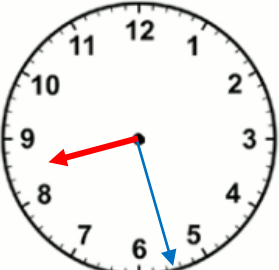
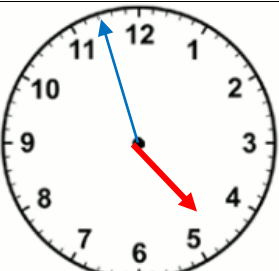
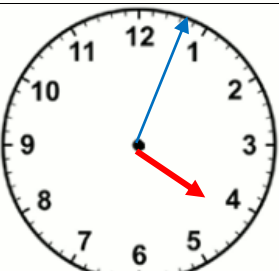
There will also be 5 sessions on <https://play.trockstars.com> Please log in each day and complete one session.

Maths Activity One: Minutes past the hour

Analogue Clock	Time in Words
	<ol style="list-style-type: none"><li>1. The hour hand is pointing just past the 4.</li><li>2. Counting forwards from the 12 to the minute hand – 26 minutes.</li><li>3. Time = 26 minutes past 4.</li></ol>
	
	
	
	
	

Analogue Clock	Time in Words
	<ol style="list-style-type: none"> <li>1. The hour hand almost reaching the 5.</li> <li>2. Counting backwards from the 12 to the minute hand – 18</li> <li>3. Time = 18 minutes to 5.</li> </ol>
	
	
	
	
	

Maths Activity Three: Minutes past and to the hour

Analogue Clock	Time in Words
 An analogue clock face with numbers 1 to 12. The red hour hand is between 3 and 4, closer to 4. The blue minute hand points to 9.	
 An analogue clock face with numbers 1 to 12. The red hour hand is between 1 and 2, closer to 1. The blue minute hand points to 3.	
 An analogue clock face with numbers 1 to 12. The red hour hand is between 2 and 3, exactly halfway. The blue minute hand points to 6.	
 An analogue clock face with numbers 1 to 12. The red hour hand is between 8 and 9, closer to 9. The blue minute hand points to 9.	
 An analogue clock face with numbers 1 to 12. The red hour hand is between 10 and 11, closer to 10. The blue minute hand points to 3.	
 An analogue clock face with numbers 1 to 12. The red hour hand is between 3 and 4, very close to 3. The blue minute hand points to 1.	

Maths Activity Four: Reading a 12-hour digital clock (past the hour)

Digital Clock	Time in words
<p data-bbox="113 309 751 461">12:10pm</p>	<p data-bbox="783 253 1378 304">10 minutes past 12 in the afternoon</p>
<p data-bbox="113 613 751 766">06:15am</p>	
<p data-bbox="113 918 751 1070">01:25pm</p>	
<p data-bbox="113 1223 751 1375">03:05pm</p>	
<p data-bbox="113 1527 751 1680">04:20am</p>	
<p data-bbox="113 1832 751 1984">02:05am</p>	

Maths Activity Five: Reading a 12-hour digital clock (to the hour)

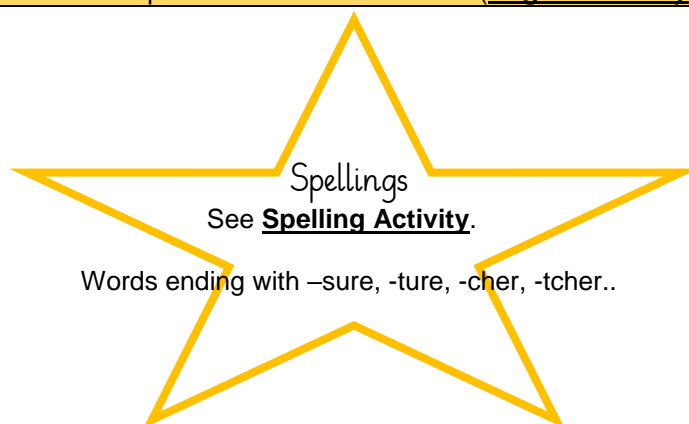
Digital Clock	Time in words
<div data-bbox="113 311 751 461" style="border: 1px solid black; padding: 10px; text-align: center;">12:50pm</div>	<ol style="list-style-type: none"><li>1. Minutes = 50 (<math>60 - 50 = 10</math>) 10 minutes to ...</li><li>2. Hour = 12 (the next hour on is 1) 10 minutes to 1</li></ol>
<div data-bbox="113 616 751 766" style="border: 1px solid black; padding: 10px; text-align: center;">03:45am</div>	
<div data-bbox="113 920 751 1070" style="border: 1px solid black; padding: 10px; text-align: center;">08:55pm</div>	
<div data-bbox="113 1225 751 1375" style="border: 1px solid black; padding: 10px; text-align: center;">03:50pm</div>	
<div data-bbox="113 1529 751 1680" style="border: 1px solid black; padding: 10px; text-align: center;">11:35am</div>	
<div data-bbox="113 1834 751 1984" style="border: 1px solid black; padding: 10px; text-align: center;">12:40am</div>	

## English

This week there will be 5 different activities to complete. These activities will lead up to your 'big write' where you will write a poem of your own. It would be lovely if you sent these letters in to school for me to read! 😊

Please complete daily activities in homework books, unless activity set is on [www.purplemash.com](http://www.purplemash.com)

Tasks	Guidance
<p><b>Task One:</b> Identify the rhyming scheme.</p> <p>Complete <b>English Activity One</b> by highlighting the rhyming words using matching colours.</p> <p>This poem has an A B A B rhyming scheme.</p>	<p><b>Key Words:</b></p> <p>Imperative verbs: Words which tell the read what to do (e.g. dig, put, turn)</p> <p>Adverbs: Words which describe how or when a verb should happen (e.g. carefully, soon, next, first)</p> <p>A B A B rhyming scheme: The first and third lines of each verse rhyme and the second and fourth rhyme.</p>
<p><b>Task Two:</b> Using rhyming words. Complete <b>English Activity Two</b> by finding as many rhyming words as you possibly can for each given word.</p>	
<p><b>Task Three:</b> Plan your poem. Complete <b>English Activity Three</b> by planning your own version of the poem 'We're Going to the Seaside.'</p>	
<p><b>Task Four:</b> Writing your own poem. Complete <b>English Activity Four</b> by writing your own version of the poem 'We're Going to the Seaside.' Your poem should use an A B A B rhyming scheme, like the poem you have been given.</p> <p>You could draw pictures around the poem to create a border.</p> <p>You could then perform your poem to your family – be creative! It would be lovely if you sent some photos of you performing your poem into school too! 😊</p> <p>A modelled example text can be found below (<b>English Activity One</b>)</p>	
<p><b>Task Five:</b> Reading comprehension. Complete <b>English Activity Five</b> by reading the poem and answering the questions base don't he poem.</p> <p>Method: Read the questions and then find the answer in the text. You can use a highlighter to do this.</p> <p>A modelled example text can be found below (<b>English Activity One</b>)</p>	

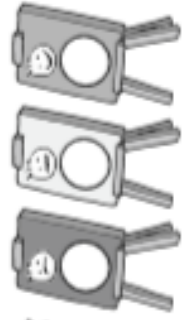




Spelling patterns **-sure, -ture, -cher, -tcher, extension, word list**



In the future, I will use my voucher before the date expires.



Spellings	Write	Write	Cover and write	Cover and write
enclosure				
nature				
future				
vulture				
voucher				
stretcher				
sculpture				
snatcher				
sentence				
special				

.....

**Total**    /10



## We're Going to the Seaside

We're going to the seaside,  
We're going on the train,  
"I can see the sea," I cried,  
"I hope it doesn't rain."

Shoes off, feet bare,  
Sand between my toes,  
My family hire deck chairs,  
We set them up in rows.

I'm hungry now, I lick my lips,  
I wonder what's for lunch.  
Sand in the fish and chips,  
Crunch, crunch, crunch.

How many verses are there in this poem? \_\_\_\_\_

Can you think of another word that rhymes with...?

Seaside	Train	Bare	Toes	Lunch

English Activity Two:

hand	foot	smell	tall	cat	dog

English Activity Three:

I can hear...

I can smell...

We're going to...

I can see...

I can feel...

We're going to \_\_\_\_\_

A large rectangular area with a dashed yellow border, containing multiple horizontal lines for writing. The area is divided into four sections by vertical yellow bars, each section containing three horizontal lines. The top and bottom edges of the entire area are dashed yellow lines.

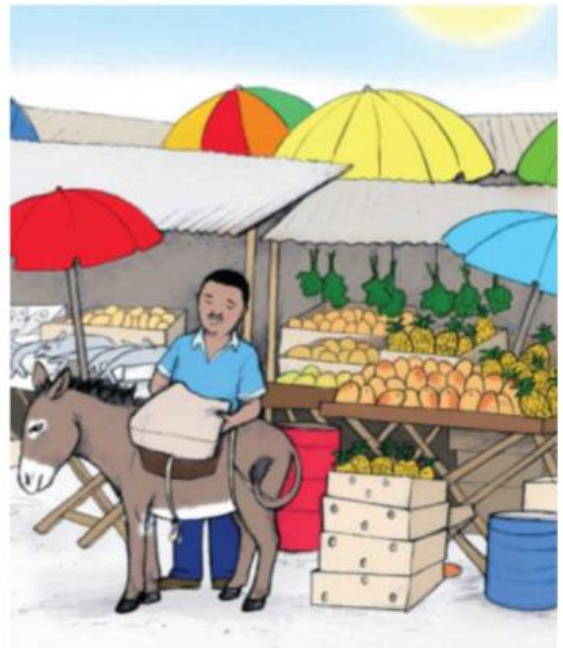
## Childhood Tracks by James Berry

Eating crisp fried fish with plain bread.  
Eating sheared ice made into 'snowball'  
with syrup in a glass.  
Eating young jelly-coconut, mixed  
with village-made wet sugar.  
Drinking cool water from a calabash gourd  
on worked land in the hills.

Smelling a patch of fermenting pineapples  
in stillness of hot sunlight.  
Smelling mixed whiffs of fish, mango, coffee,  
mint, hanging in a market.  
Smelling sweaty padding lifted off a donkey's back.

Hearing a nightingale in song  
in moonlight and sea-sound.  
Hearing dawn-crowing of cocks, in answer  
to others around the village.  
Hearing the laughter  
of barefeet children carrying water.  
Hearing a distant braying of a donkey  
in a silent hot afternoon.  
Hearing palm trees' leaves rattle  
on and on at Christmas time.

Seeing a woman walking in loose floral frock.  
Seeing a village workman with bag and machete  
under a tree, resting, sweat-washed.  
Seeing a tangled land-piece of banana trees  
with goats in shades cud-chewing.  
Seeing a coil of plaited tobacco  
like rope, sold, going in bits.  
Seeing children playing in schoolyard  
between palm and almond trees.  
Seeing children toy-making in a yard  
while slants of evening sunlight slowly disappear.  
Seeing an evening's dusty hour lit up  
by dotted lamplight.  
Seeing fishing nets repaired between canoes.



1 Choose the senses the poem mentions.

hearing

sight

tasting

smelling

touching

2 In verse 2, why do you think the poet remembers these particular smells?

---

---

3 In verse 4, where were the goats and what were they doing?

---

4 Where did the poet live?

Choose **one**.

city  town  village

Explain how you know.

---

5 These memories are not from the UK.

Find **two** pieces of evidence from the poem to support this statement.

---

---

6 Each stanza (verse) in this poem has a different theme. Write the theme of each stanza.

The first one has been done for you.

Stanza 1: taste

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R.E.



As part of our Holy Communion learning, we would now be looking at the story of the 10 lepers.

**First Holy Communion Topic: The 10 lepers**

The Sacrament of First Holy Communion is the Sacraments of Thanksgiving. We offer thanks to Jesus for the sacrifice he made for us when he died on the cross and the other things he did throughout his life. One thing Jesus did during his life was heal 10 lepers.

Lepers were people who had a disease called leprosy. Nobody wanted to help them or go near them because they were worried they would get ill too. Jesus did not fear the lepers and instead decided to help them.

Watch the following video: [https://www.youtube.com/results?search\\_query=the+10+lepers](https://www.youtube.com/results?search_query=the+10+lepers)

- Once you have watched the video, complete **RE Activity** by writing the lepers thoughts and feelings before and after Jesus healed them.

**RE Activity**

Before	After



## Research: Science

This week you are going to explain how a fossil is formed

Read through **Science Information Sheet** below. Once you have read it, complete **Science Activity** by ordering the pictures and words.

### Science Information Sheet

## How fossils are formed

Outstanding Science Year 3 - Rocks - OS3C004

National Curriculum Statutory Requirements

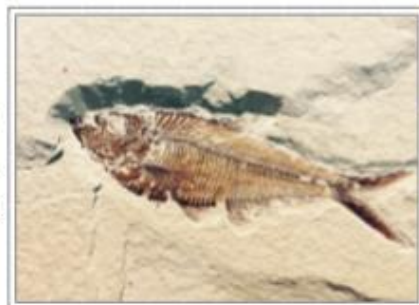
3C2 - describe in simple terms how fossils are formed when things that have lived are trapped within rock.

**Learning Objective**  
I can explain how fossils are formed.

Me:    Teacher:

### Fossils

Fossils are the remains of **organisms** that lived millions of years ago. Fossils are formed when an organism dies and is covered by **sediment**. Over millions of years, the shape of the organism is preserved in the rock.



Fossils are important to **palaeontologists** because they give us clues about organisms that lived millions of years ago, many of which are now **extinct**.

### Glossary

#### Organism (noun)

A living thing, such as an animal or a plant.

#### Sediment (noun)

Loose materials that settle and form new layers of rock.

### How fossils are formed

1. The organism dies.
2. The organism is covered with layers of sediment. This needs to happen soon after the organism's death or no fossil will be formed.
3. Over millions of years, the sediment is compressed and forms new layers of sedimentary rock. The shape of the organism creates a shape in the rock. The organism might decay completely, leaving a hole or mould.
4. The rock is broken either naturally or deliberately, and the fossil is discovered.



#### Palaeontologist (noun)

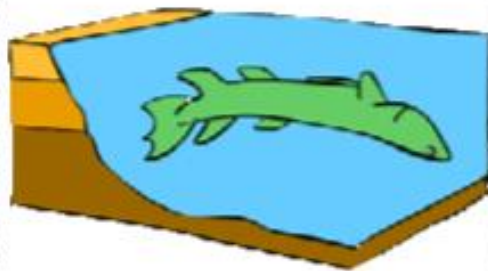
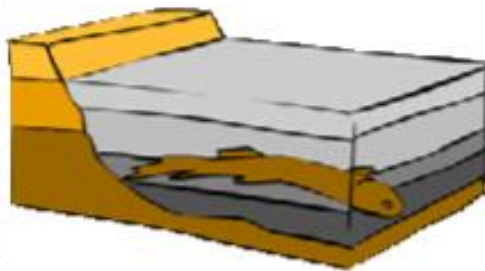
A scientist who studies the ancient past. When you go to university you can learn how to become a palaeontologist.

#### Extinct (adjective)

Has no living examples - there are none of them left alive.

### Activity

Carefully cut out the pictures and descriptions. Place them in the right order to create an explanation text showing how fossils are formed. For an extra challenge, draw some of your own pictures and write some of your own descriptions.



The rock containing the fossil is exposed, either naturally or deliberately. This might be caused by erosion (rain, wind or sea wearing away the rock). The fossils are used by humans to help them find out about animals that lived millions of years ago.

The organism is buried by layers of loose material, called sediment. This needs to happen soon after the organism's death or a fossil will not be formed. This process is rare, and only a small fraction of dead organisms end up as fossils.

The organism (animal or plant) dies. If it is on land, it falls to the ground. If it is in the sea, it falls through the water and lands on the sea bed.

Over millions of years, the sediment is gradually compressed (squashed) by layers of material that form above it. It forms new rock, called sedimentary rock. The shape of the animal is preserved inside the rock. Sometimes all of the animal material is lost, leaving an empty mould-like shape. Sometimes the empty shape is filled with other solid material.



## Reading

There are 5 2Dos set on [www.purplemash.com](http://www.purplemash.com). Please read through each chapter and then answer the quiz questions, which match (for example, read 'The Ice-cream Villain Chapter One' and then complete 'Chapter 1: Online Multiple Choice.'

Read: The Ferocious Cake Off Chapter 1  
Quiz: Chapter 1: Multiple Choice

Read: The Ferocious Cake Off Chapter 2  
Quiz: Chapter 2: Multiple Choice

Read: The Ferocious Cake Off Chapter 3  
Quiz: Chapter 3: Multiple Choice

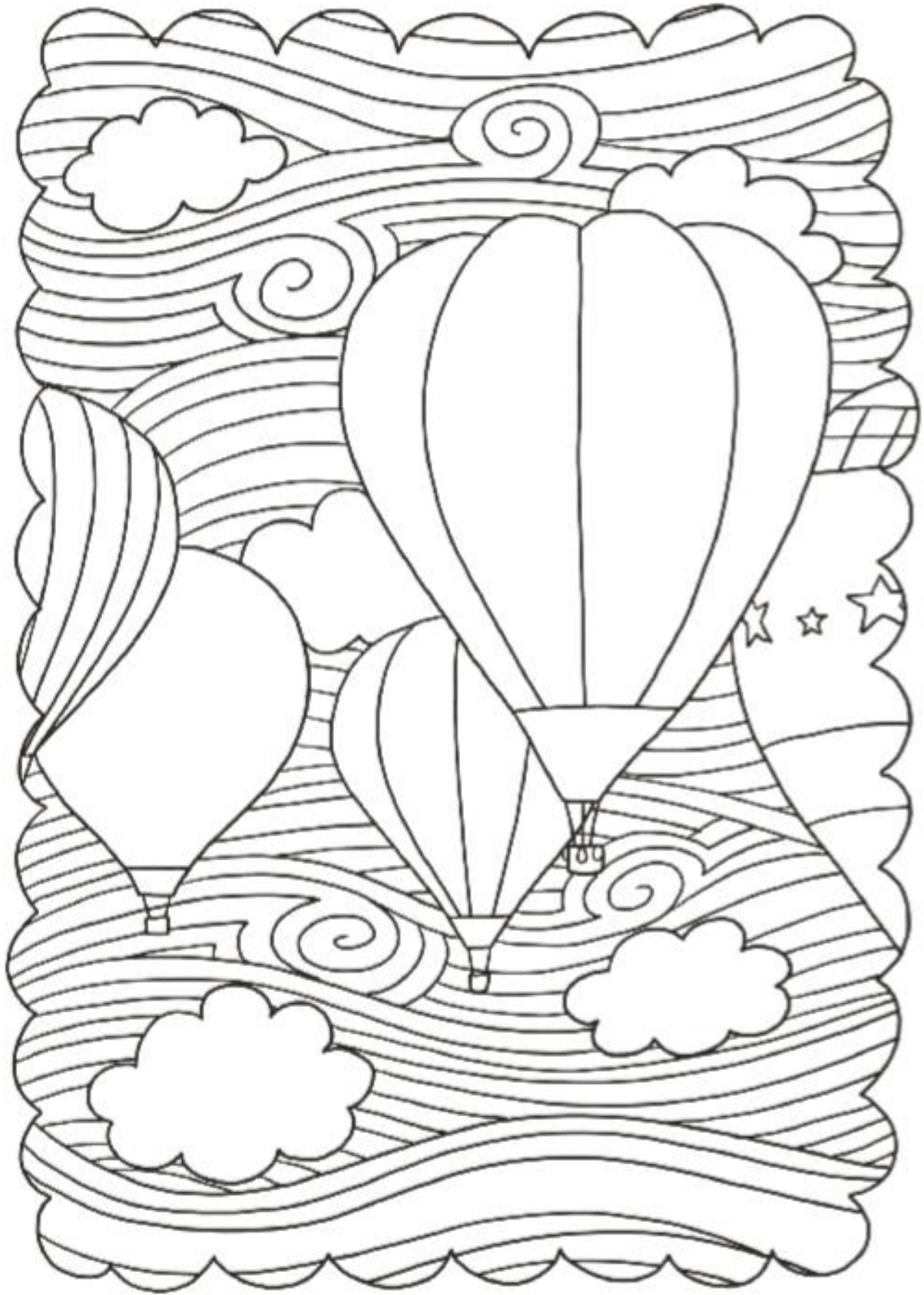
Read: The Ferocious Cake Off Chapter 4  
Quiz: Chapter 4: Multiple Choice

Read: The Ferocious Cake Off Chapter 5  
Quiz: Chapter 5: Multiple Choice

### PSHE: Magical Mindfulness

This week I have given you a mindfulness colouring to complete. When you complete this, you could play some relaxing music and take some time to yourself to enjoy a peaceful environment.

It would also be nice to reflect on the things you are grateful for whilst you are colouring.



## Extra Activities



### Holland:

Research Holland. You could find out:

- The population of people living in Holland.
- The capital city of Holland.
- The language spoke in Holland.

You could even make some pancakes – something people often have as a sweet treat when visiting the Netherlands (Holland)!



### Arts and Crafts

In school, we are going to make tulips. These are the flower people associate with Holland. You could have a go at making some, just like we are!

You will need:

Different green card and different coloured card, scissors, straws and a pencil.



### P.E/Exercise



Monday

Joe Wickes: <https://www.youtube.com/user/thebodycoach/>

Tuesday

Cosmic Yoga Disco: <https://www.youtube.com/watch?v=dw-ObmtDPnk&list=PL8snGkhBF7ngQQa7SmlglfQy54KYlx92>

Wednesday

Kids Circuits: <https://www.youtube.com/watch?v=S9Yd9eV3RqQ>

Thursday

Just Dance: <https://www.youtube.com/watch?v=RYgIVc5JvJg>

Friday

Cosmic Yoga: <https://www.youtube.com/watch?v=O2E14-68SdHg>

# Awe and Wonder Slime!

## Cornflour Slime

### You will need:



A large bowl



Food colouring



200ml water

200-300g cornflour

Aprons

Large covered table or area where mess is not a problem



### Method:

1. Pour the cornflour into the bowl.
2. Pour the water in, mixing slowly as you go. Keep adding more water until the mixture becomes thick (and hardens when you tap on it).
3. Add a few drops of food colouring to make your slime the colour you want it.
4. Put your hands in the slime and experiment with handling it.
5. What happens when you pick the slime up, squeeze it or even punch or slap it?
6. Do you think it is a solid or a liquid?
7. How is it different to water?



### The Science

The slime is a non-Newtonian liquid which means it is different to 'normal' liquids. It gets thicker when it is pushed or pressed down. The cornflour is not actually dissolved in the water so when pressure is put on the mixture, the water molecules are pushed away. Other non-Newtonian liquids react in different ways to pressure. Tomato ketchup gets runnier if you shake it. If you whip cream for a long time, it gets thicker and thicker.