



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

HEADTEACHER: Mr A.G. Neenan

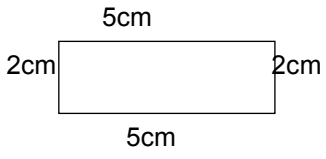
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### WEEKLY HOMEWORK LETTER

YEAR GROUP	3	NO.	5	DATE:	04.05.20
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FOCUS	TASK(S)	GUIDANCE	
ENGLISH	This week there will be 5 different activities to complete. Please use your homework book to complete these activities.	Complete daily activities in homework books, unless activity set in on <a href="http://www.purplemash.com">www.purplemash.com</a>	
	<p><b>Spellings:</b> Spelling rule: tion and ch (with k and sh sound)</p> <p>Complete <b>Spelling Activity Sheet</b></p> <p>e.g. <u>action</u> <u>chef</u></p>	<p>Note: Strange and surprise are words from the Year Three Statutory Word List so do not fit the rule this week.</p> <p>Copy the word twice. Then cover and write the word twice more. Ask an adult to read the word to you when you are covering them.</p>	
	<b>Task One:</b> Reading Comprehension. Activity set on <a href="http://www.purplemash.com">www.purplemash.com</a> Read 'Around the World in 80 minutes – Chapter Two' and then answer the questions in 'Chapter Two – Quiz' You will find these in your 2Dos on purple mash.		
	<p><b>Task Two:</b> Using apostrophes to indicate contraction. <b>Complete English Activity Sheet One</b> by rewriting the sentences adding the correct contractions from the word bank at the top of the page.</p> <p>Please watch this video for support before completing the activity: <a href="https://www.youtube.com/watch?v=gubPH3WEurg">https://www.youtube.com/watch?v=gubPH3WEurg</a> (Contractions!   English Grammar Practice   Scratch Garden)</p>	<p><b>Key Word</b> Contraction: A word or phrase that has been shortened by dropping one or more letters. An apostrophe is used to indicate the place of the missing letters.</p>	
	<b>Task Three:</b> Reading Comprehension. Complete <b>English Activity Sheet Two</b> by reading through the text and answering the questions.		<p><b>Strategy:</b> Read the questions first and then find and highlight the information in the text to find the answers.</p>
	<p><b>Task Four:</b> Using apostrophes to indicate contraction. <b>Complete English Activity Sheet Three. Part One:</b> Add a possessive apostrophe to each of the sentences.</p> <p>Please watch this video for support before completing the activity: <a href="https://www.youtube.com/watch?v=h8Ms5zj4AOk">https://www.youtube.com/watch?v=h8Ms5zj4AOk</a> (Possessive Nouns - It's all about the Apostrophe!   Grammar For Kids   Roving Genius)</p>	<p><b>Key word</b> Possessive noun: Nouns that show possession (belonging)</p> <p><b>Strategy:</b> In singular nouns we add an apostrophe and 's' after the noun.</p> <p><b>Example:</b> The monkeys took all the <b>pirates hats</b>. = The monkeys took all the <b>pirate's hats</b>.</p>	
<b>Task Five:</b> Write a book review. Choose your favourite book and complete <b>English Activity Sheet Four</b> .		<p><b>Key Words</b> Fiction: Something that is invented or untrue. Non-fiction: Something that is</p>	

<b>MATHS</b>	<p>This week there will be 5 different activities related to shape. Please complete one activity per day.</p>	<p>Complete daily activities in homework books, unless activity set in on <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> or <a href="http://www.purplemash.com">www.purplemash.com</a></p>
	<p><b>Task One:</b> Sort the 2D and 3D shapes. <b>Complete 2D &amp; 3D shape sorting</b> 2Do on <a href="http://www.purplemash.com">www.purplemash.com</a></p>	<p><b>Key Words</b>  2D shape: A flat shape that has two dimensions  3D shape: A solid shape that has three dimensions.</p>
	<p><b>Task Two:</b> Name the 2D and 3D shapes. <b>Complete 2D and 3D shapes</b> n <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> . Please complete the lesson before completing the activity.</p>	
	<p><b>Task Three:</b> Identify the features of 3D shapes. <b>Complete 3D shapes</b> n <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> . Please complete the lesson before completing the activity.</p>	<p><b>Key Words</b>  Vertices: The corners where the edges meet on a 3D shape.  Edges: The lines where the faces meet on a 3D shape.  Faces: The 2D shapes that make up the 3D shape.</p>
	<p><b>Task Four:</b> Lines of symmetry. <b>Complete Lines of Symmetry</b> 2Do on <a href="http://www.purplemash.com">www.purplemash.com</a></p>	<p><b>Key Word</b>  Symmetry: When an object looks the exact same on one side as the other.</p>
	<p><b>Task Five:</b> Measure the perimeter of shapes. <b>Complete 2D shape perimeters</b> 2Do on <a href="http://www.purplemash.com">www.purplemash.com</a></p>	<p><b>Strategy:</b>  Each box is 1cm.  Work out the length of each side and add them together to find the total length of each shape.</p> <p><b>Example:</b></p>  <p>Perimeter = 5cm + 5cm + 2cm + 2cm = 14cm</p>
	<p>There will also be 5 sessions on <a href="https://play.ttrockstars.com">https://play.ttrockstars.com</a> Please log in each day and complete one session.</p>	
<b>R.E.</b>	<p>Retell the story of the Road to Emmaus.</p> <p>Watch the clip:  <a href="https://www.youtube.com/watch?v=5ucK3U3nnOI">https://www.youtube.com/watch?v=5ucK3U3nnOI</a> (Road To Emmaus   Stories of Jesus   Animated Children's Bible Stories  Holy Tales Bible Stories)</p> <p>Think about:</p> <ol style="list-style-type: none"> <li>1. Why did the disciples not recognise Jesus?</li> <li>2. Why were they surprised to see him?</li> <li>3. How did they realise it was Jesus?</li> <li>4. How do you think they felt when they realised they were eating with Jesus?</li> </ol> <p>Once you have watched the clip and thought about these things, retell the story of the Road to Emmaus in your homework book. You could write this as a diary entry from the perspective of one of the disciples or as a narrative.</p>	
<b>RESEARCH</b>	<p><b>Science: Rocks and Soils</b></p> <p>Read through 'Rocks and Soils Information Booklet', which can be found on the Year Three curriculum page.</p> <p>Once you have read through the booklet, create a poster which explains each of the following:</p>	

Granite	Marble	Sand	Chalk	Clay
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2. Which form of rock each rock is: Igneous, metamorphic or sedimentary.
3. What each rock tends to be used for. (For example, pottery/building, etc.)

Dear Year Three,

Thank you for all of your letters! I have thoroughly enjoyed reading them and hearing all of the things you have been up to at home. I hope you enjoyed some baking and have kept the instructions you wrote so you can bake some more in the future! ☺

Mrs Slevin and I are still missing you very much and cannot wait to see you when we are back in school.

This week you have a special task you may want to complete! I have attached a template for a poster you can display in your window at home. Colour this in and pop it in your window to join in with the eye spy a rainbow game! ☺

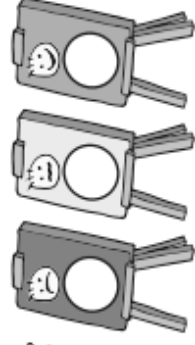
Keep safe!

Miss Villers



Spelling patterns **-tion, ch** (with **k** and **sh** sound), **extension, word list**

Action stations!  
Weigh the anchor!



Spellings	Write	Write	Cover and write	Cover and write
act				
<b>action</b>				
relate				
<b>relation</b>				
anchor				
<b>chef</b>				
<b>attraction</b>				
<b>chemist</b>				
May				
June				

Name: \_\_\_\_\_



**I can use an apostrophe for contraction.**

Use the contractions from the pieces of wood to rewrite each sentence.

- We're
- We'll
- They're
- Don't
- I'm
- won't

1 I am tired out after all that running.

.....

2 They are fast runners for such small men.

.....

3 We will hide in the cave up ahead.

.....

4 We are going to be safe there.

.....

5 Do not make a sound until the coast is clear.

.....

6 The pirates will not get caught again!

.....

**Extension**

Write what else you think the pirates might say using contractions.



## **The Enchanted Wood by Enid Blyton**

*Joe, Beth and Frannie are exploring the woods near their new house.*

"I feel as if there are adventures about," said Joe. "Come on! Over the ditch we go – and into the Enchanted Wood!"

One by one the children jumped over the narrow ditch. They stood beneath the trees and peered about. Small freckles of sunshine lay here and there on the ground, but not very many, for the trees were so thick. It was dim and green there, and a small bird nearby sang an odd little song over and over again.

"It really *is* magic!" said Frannie suddenly. "I can feel magic about somewhere, can't you, Beth? Can't you, Joe?"

"Yes," said the others, and their eyes shone with excitement. "Come on!"

They went down a little green path that looked as if it had been made for rabbits, it was so small and narrow.

"Don't let's go too far," said Joe. "We had better wait till we know the paths a bit better before we go deep into the wood. Look about for a place to sit down and eat our sandwiches, girls."

"I can see some wild strawberries!" cried Beth, and she knelt down and pressed back some pretty leaves, showing the others deep red strawberries below.

"Let's pick some and have them with our picnic too," said Frannie. So they picked hard, and soon had enough to make a fine meal.

"Let's sit down under the old oak tree over there," said Joe. "It's all soft moss beneath. It will be like sitting on a green velvet cushion."

So they sat down, and unpacked their sandwiches. Soon they were munching away happily, listening to the dark green leaves overhead saying "Wisha-wisha" all the time.



1 *"I feel as if there are adventures about," said Joe. "Come on!"*

What does this quotation tell you about Joe? Choose **one**.

He is scared of the woods.

He thinks he is a hero.

He likes adventures.

He thinks it is dangerous.

2 Look at the paragraph beginning *"One by one ..."*.

**Find and copy one** word or group of words that tell you that the woods were not brightly lit.

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3 What made the path look as if it was made for rabbits?

---

4 The writer describes the moss as being like *"a green velvet cushion"*.

How does this make the reader feel about the moss?

---

5 The children were enjoying being in the woods.

**Find and copy one** piece of evidence for this statement.

---

6 Number the events to show the order in which the children did them in this extract.

They went down a little green path.

They had their picnic.

They jumped over a ditch.

They picked strawberries.

---

Question	Answer	CD/Mark
<p>1. At the start of this extract, Little Billy was nervous. Explain this statement using ideas from the text. You do not have to copy words.</p>	<ul style="list-style-type: none"> <li>• He hesitated before walking into the forest.</li> <li>• The fact that he said “<i>I’m not in the least bit nervous</i>” to himself shows that he was.</li> <li>• He was walking very, very slowly when he entered the forest.</li> </ul>	<p>2d 1 mark</p>
<p>2. Look at the paragraph beginning “<i>Very, very slowly ...</i>”. What does the phrase “<i>blotting out</i>” mean? Tick one.</p> <p><input type="checkbox"/> dimming <input type="checkbox"/> hiding <input type="checkbox"/> mopping up <input type="checkbox"/> spoiling</p>	<p>hiding</p>	<p>2a 1 mark</p>
<p>3. Find and copy one word or group of words in the paragraph beginning “<i>When he had ventured ...</i>” that tells you what Billy could hear.</p>	<p>Accept any of:</p> <ul style="list-style-type: none"> <li>• “<i>nothing</i>”</li> <li>• “<i>Nothing at all</i>”</li> <li>• “<i>absolute silence</i>”</li> </ul>	<p>2b 1 mark</p>
<p>4. The writer describes the forest as like “<i>being among the dead men</i>”. How does this make you feel about the forest?</p>	<p>Accept answers that recognise it is:</p> <ul style="list-style-type: none"> <li>• scary</li> <li>• threatening</li> <li>• like being in a cemetery.</li> </ul>	<p>2g 1 mark</p>

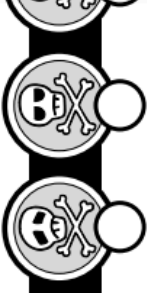


<p>5. “Or was there? Hold on just one second. What was that?”</p> <p>Why does the writer use short paragraphs here? Tick <b>one</b>.</p> <p><input type="checkbox"/> He is trying to describe something but he doesn’t know what it is.</p> <p><input type="checkbox"/> He is trying to explain something that is difficult to explain.</p> <p><input type="checkbox"/> He is trying to give the reader information about what Billy heard.</p> <p><input type="checkbox"/> He is trying to help the reader understand Billy’s frightened thoughts.</p>	<p>He is trying to help the reader understand Billy’s frightened thoughts.</p>	<p>2f 1 mark</p>
<p>6. The thing making the noise gets closer to Billy during this extract. <b>Find and copy one</b> group of words that is evidence for this statement.</p>	<p>Accept any of:</p> <ul style="list-style-type: none"> <li>• “Then it grew louder.”</li> <li>• “Every second it was growing louder”</li> <li>• “as it galloped towards him.”</li> </ul>	<p>2d 1 mark</p>
<p>7. Number the events to show the order in which they happened in this extract.</p> <p><input type="checkbox"/> Little Billy turned and ran.</p> <p><input type="checkbox"/> Little Billy stopped and stood still.</p> <p><input type="checkbox"/> Little Billy walked into the great forest.</p> <p><input type="checkbox"/> Little Billy heard a faint noise.</p>	<p>Little Billy turned and ran.           4</p> <p>Little Billy stopped and stood still.   2</p> <p>Little Billy walked into the great forest.   1</p> <p>Little Billy heard a faint noise.       3</p>	<p>2c 1 mark</p>

## Red Pirates

Name: \_\_\_\_\_


**I can use the apostrophe for possession.**

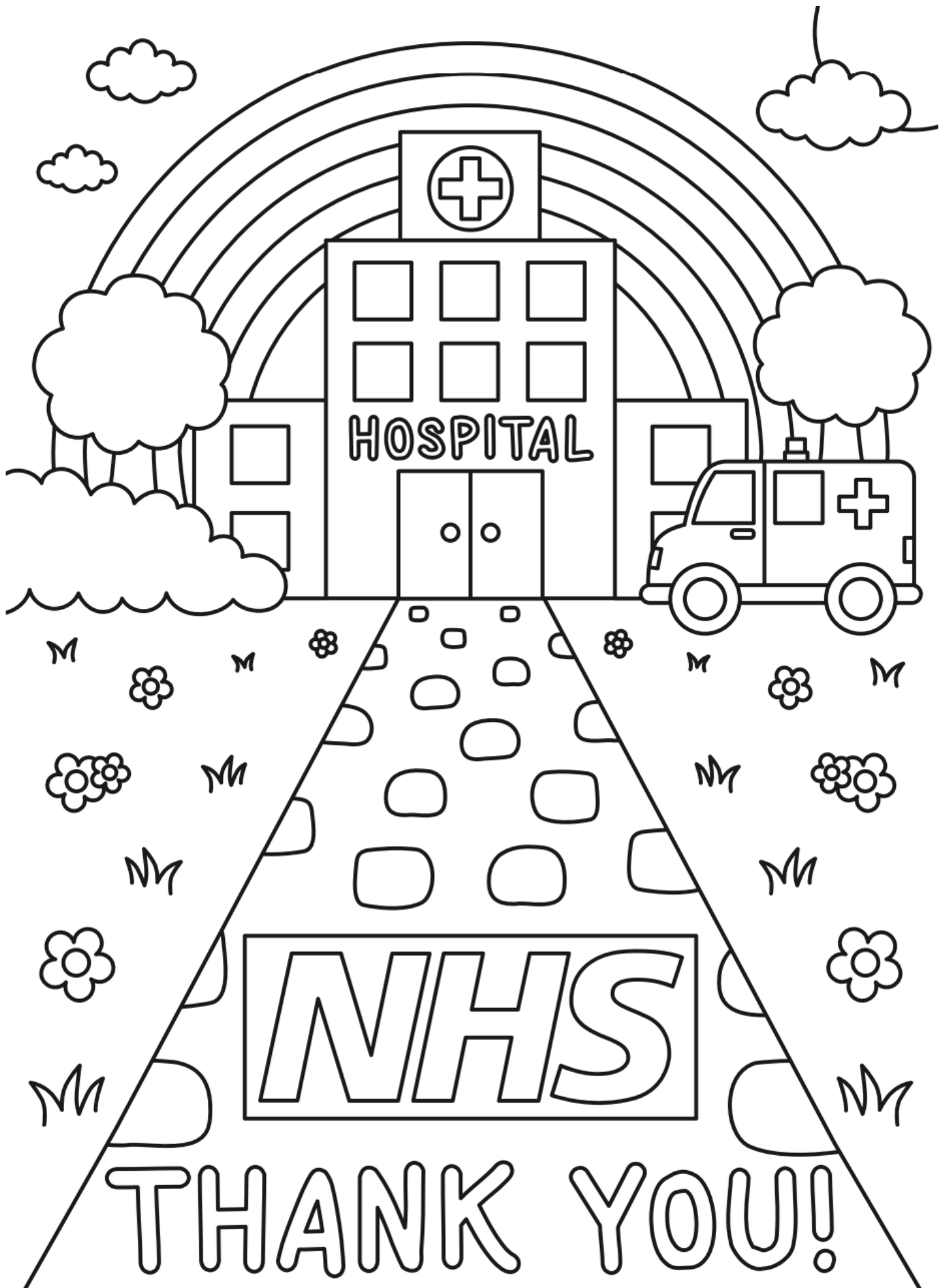


**Write an apostrophe where it is needed.**

- 1** The monkeys took all the pirates hats.
- 2** They took Captain Blackhearts hook.
- 3** They stole the first mates belt.
- 4** They took Skulls earring.
- 5** They even tried to take Horaces wooden leg, but made do with the pirates shoe instead.
- 6** They took the captains cutlass and one of the pirates pistols.
- 7** However, they did leave the pirates shovels and spades.

**Rewrite each phrase using the possessive form of the noun.**

<p>Book Title: _____</p> <p>Author: _____</p> <p>Fiction or Non-fiction: _____</p>	<p>What is the book about?</p>	<p>Who would you recommend the book to? Why?</p>
<p>Rating:</p> <p></p>		
<p>What ages and interests is this book suitable for? Why?</p>	<p>Book Illustration</p>	



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THANK YOU!