



Victoria Dock Primary School Home Learning Plan

Year 3



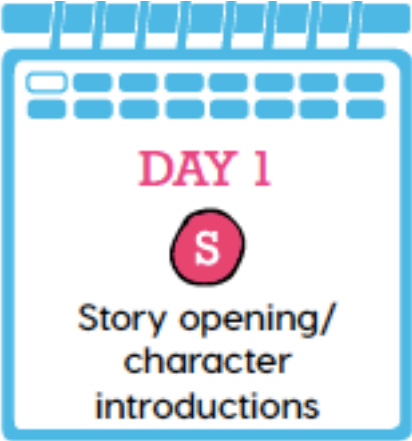



Week Commencing 5th January 2021

As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by school staff following a quarantine period.

Year 3 Maths – Online Learning

Lesson 1 Equal groups	https://vimeo.com/469786596	https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y3-Autumn-Block-3-WO1-Equal-groups-2019.pdf
Lesson 2 Multiplication using the symbol	https://vimeo.com/469787342	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO4-Multiplication-sentences-using-the-x-symbol-2019.pdf
Lesson 3 Using arrays	https://vimeo.com/469787855	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO6-Use-arrays-2019.pdf
Lesson 4 2 times-table	https://vimeo.com/469788481	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO7-The-2-times-table-2019.pdf

Writing

Writing			
 <p>DAY 1</p> <p>S</p> <p>Story opening/ character introductions</p>	 <p>DAY 2</p> <p>S</p> <p>Introducing the Minotaur (half man, half bull)</p>	 <p>DAY 3</p> <p>S</p> <p>Theseus joins the sacrificial group</p>	 <p>DAY 4</p> <p>S</p> <p>Meeting their fate</p>
<p>Story opening</p> <ul style="list-style-type: none"> • Set the scene with a dramatic photograph of a Greek skyline. • Explore ways of expressing that the Gods ‘stirred up trouble between’ the two kings – made mischief for; caused trouble between; drove a wedge between; caused a rift between; played them against one another; pitched them against one another. <p>Teacher model: Long, long ago, when the Gods ruled the Earth, they caused trouble between two kings.</p>	<p>Preposition</p> <ul style="list-style-type: none"> • Share an image of the palace of King Minos with the underground labyrinth. • Gather a bank of prepositional phrases – e.g. beneath the bustling city; next to the palace; near to the sea; deep underground. <p>Teacher model: Beneath his island’s bustling capital city, King Minos had imprisoned a creature that was half man, half bull.</p>	<p>Adjectives & ‘who’ clause</p> <ul style="list-style-type: none"> • Show an image of Theseus and gather positive adjectives for his appearance and personality – adventurous, brave, clever, intelligent, bright, handsome, dashing, tall. • Explore additional information about Theseus for a ‘who’ clause – who loved a challenge; who wanted to end the carnage; who wanted to ease his father’s torture. <p>Teacher model: Theseus, the son of King Aegeus, was a brave, clever man who loved adventures and could never resist a challenge.</p>	<p>Action</p> <ul style="list-style-type: none"> • Show a clip of an ancient Greek ship with sails blowing. • Gather verbs for the movement of the wind on the sails – billowed, rippled, blasted. <p>Teacher model: Wind billowed through the ship’s sails as Theseus and his companions travelled to Crete.</p>

<p>Adjectives & conjunction</p> <ul style="list-style-type: none"> • Share an image of King Aegeus and collect positive adjectives – kind, gentle, caring, thoughtful. • Show an image of King Minos and gather negative adjectives – cruel, vengeful, malicious, angry. • Share a bank of contrast conjunctions – e.g. whereas, however, conversely, on the other hand. <p>Teacher model: King Aegeus of Athens was kind and caring; on the other hand, King Minos of Crete was cruel and vengeful.</p>	<p>Noticing</p> <ul style="list-style-type: none"> • Display various images of the Minotaur • Zoom into its body and gather words and phrases – e.g. hairy, muscly, powerful, heavy arms, bulky, matted fur, broad chest, cloven hooves. • Collect synonyms for a ‘beast’ – creature, monster, monstrosity. <p>Teacher model: The beast had a powerful, hairy chest, enormous fists and sharp claws.</p>	<p>Synonym</p> <ul style="list-style-type: none"> • Gather alternative words/phrases for him being ‘determined to’ kill the Minotaur – e.g. adamant about, intent on, committed to, resolute about, stubbornly set upon. <p>Provided sentence: One year, he offered to sail to the island of Crete as one of seven young men sent as a sacrifice.</p> <p>Teacher model: Theseus was determined to kill the Minotaur.</p>	<p>Dialogue & adverb</p> <ul style="list-style-type: none"> • Share an image of King Minos and freeze-frame a child as the evil king. • Pupils to suggest his dialogue when he greets the Athenians – e.g. You will be slaughtered by the minotaur; I’m sending you to meet your doom; You will die a slow and painful death. • Collect adverbs for Minos’ manner of addressing them – coldly, chillingly, heartlessly, frostily, inhospitably. <p>Provided sentence: King Minos and his daughter Ariadne greeted the Athenians at the harbour. Teacher model: “Time to meet your fate!” King Minos declared matter-of-factly.</p>
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<p>Adverbial opener</p> <ul style="list-style-type: none"> • Display an image of King Minos, Explain that he is seen as evil, but are, in fact, hurting because his son was killed in a war with King Aegeus. • Collect adverbial openers for a sentence about his son's death – tragically, regrettably, sadly, distressingly, heartbreakingly. <p>Teacher model: Tragically, the son of King Minos had been killed in a battle with King Aegeus.</p>	<p>Noticing & repetition</p> <ul style="list-style-type: none"> • Zoom into an image of the Minotaur's face and gather adjectives and phrases – e.g. horns (viciously sharp, pointy); neck (wide, veiny); veins (bulging, pulsating); fur (coarse, bloodmatted); teeth (sharp, yellow, powerful, pointed); eyes (dark, empty, piercing). <p>Teacher model: Its teeth were sharp – broken and sharp. Its horns were wide – strong and wide. Its eyes were empty – cold and empty.</p>	<p>Feelings</p> <ul style="list-style-type: none"> • Explore King Aegeus' feelings about his son's quest – concerned, worried, anxious, devastated, heartbroken. <p>Teacher model: King Aegeus felt devastated and in turmoil about his son's decision. He told him to fly white sails on his return, to show the mission had been successful.</p>	<p>Show don't tell</p> <ul style="list-style-type: none"> • Gather a bank of involuntary actions that show how the Athenians were feeling – e.g. dry mouths, trembling knees, sweaty palms, quivering lips, pounding hearts. <p>Teacher model: As the Athenians were marched down to the labyrinth, their knees trembled, their palms sweated and their hearts pounded.</p>
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Teacher Model

Long, long ago, when the Gods ruled the Earth, they caused trouble between two kings. King Aegeus of Athens was kind and caring; on the other hand, King Minos of Crete was cruel and vengeful. Tragically, the son of King Minos had been killed in a battle with King Aegeus.

Beneath his island's bustling capital city, King Minos had imprisoned a creature that was half man, half bull. The beast had a powerful, hairy chest, enormous fists and sharp claws. Its teeth were sharp – broken and sharp. Its horns were wide – strong and wide. Its eyes were empty – cold and empty.

In retribution for the death of Minos' son, the Athenians had to sacrifice fourteen citizens to this terrifying Minotaur every year. Theseus, the son of King Aegeus, was a brave, clever man who loved adventures and could never resist a challenge. One year, he offered to sail to the island of Crete as one of seven young men sent as a sacrifice. Theseus was determined to kill the Minotaur. King Aegeus felt devastated and in turmoil about his son's decision. He told him to fly white sails on his return, to show the mission had been successful.

Wind billowed through the ship's sails as Theseus and his companions travelled to Crete. King Minos and his daughter Ariadne greeted the Athenians at the harbour. "Time to meet your fate!" King Minos declared matter-of-factly. As the Athenians were marched down to the labyrinth, their knees trembled, their palms sweated and their hearts pounded.

Ariadne, whose eyes did not sparkle like sapphires and whose lips were not as red as roses, had fallen in love with Theseus at first sight. "How can I rescue my brave, handsome love from the bloodthirsty beast?" she thought. "If you will marry me, I will help you escape the Minotaur," she whispered to him.

Ariadne gave Theseus a ball of string and told him to unravel it as he walked through the maze, so he could use it as a path back to safety. Deep in the maze, the opponents fought ferociously. BANG! KAPOW! CRASH! WALLOP! Theseus battled, defeated and killed the Minotaur. Theseus, who was exhausted but elated, escaped.

The victors raced like the wind to their awaiting boat. Theseus' heart sank when Ariadne said, "Remember, you promised to marry me." As the boat carried them back across the sea to Athens, Theseus felt distraught and trapped.

Halfway home, they stopped on an island to collect supplies. Whilst Ariadne brushed her hair, the others swam in the sea. Theseus thought, 'Now is my chance to escape her. She is not the girl of my dreams.' The Athenians all crept back to the boat and silently slipped away from the shore.

Skipping happily, Ariadne decided to gather food for the group. The berries she collected were bursting with a rich sweetness – fresh, delicious, juicy. Yet when she returned to show the others her produce, everyone had gone. Theseus was gone; her love was gone!

As days turned into nights, Theseus sailed closer to home. However, he forgot to fly white sails to show his father he was safe. The sails were black, like a tragic crow's wing. King Aegeus gazed out to sea and realised his son was dead.

Believing his only son had been slain by the Minotaur, he was distraught, devastated, desperate. The oppressive, dark thunderclouds mirrored the despair in his desolate, breaking heart. With nothing left to live for, the grieving father was lured and swallowed by the angry, tempestuous sea. King Aegeus had tragically died in vain.

SENTENCE STACKING LESSON 1

STEPS TO SUCCESS:

STORY OPENING

ADJECTIVES & CONJUNCTION

ADVERBIAL OPENER

STORY OPENING



ADJECTIVES & CONJUNCTION

King Aegeus (Athens)
positive adjectives



King Minos (Crete)
negative adjectives



ADVERBIAL OPENER



King Minos is seen as evil,
but are, in fact, hurting
because your son was
killed in a war with King
Aegeus.

SENTENCE STACKING LESSON 2

STEPS TO SUCCESS:

PREPOSITION

NOTICING

NOTICING & REPETITION FOR EFFECT

PREPOSITION

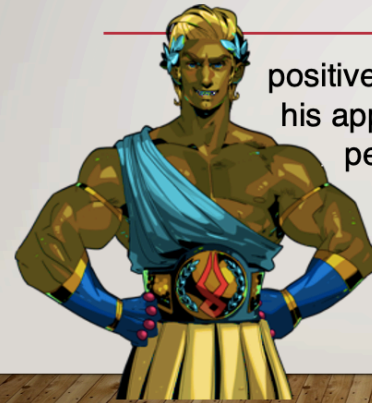
the palace of king Minos
with the underground
labyrinth



SENTENCE STACKING LESSON 3

STEPS TO SUCCESS:
ADJECTIVES & 'WHO' CLAUSE
SYNONYM
FEELINGS

ADJECTIVES AND 'WHO' CLAUSE



positive adjectives for
his appearance and
personality

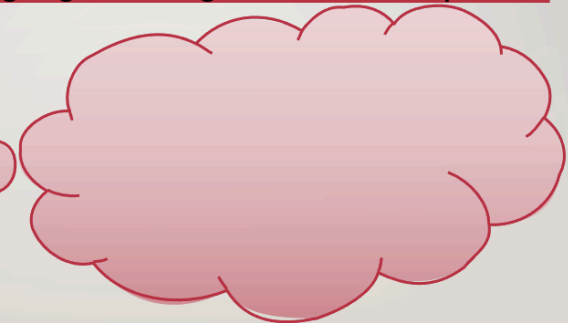


SYNONYMS – THESAURUS

determined to

FEELINGS

Explore King Aegeus' feelings about his son's quest



SENTENCE STACKING LESSON 4

STEPS TO SUCCESS:

ACTION

DIALOGUE & ADVERB

SHOW DON'T TELL



DIALOGUE & ADVERB
SUGGEST HIS DIALOGUE WHEN HE GREETS THE ATHENIANS

King Minos and his daughter Ariadne greeted the Athenians at the harbour.



SHOW DON'T TELL



Athenians were feeling anxious and nervous. What physical things happen to their bodies?

Reading/Phonics

This week we are starting to look at Greek Myths and Legends. This week we are looking at Apollo and the Chimera. Read the text and read it again. Retell the myth to a grown up or friend/sibling. Read the questions carefully and write the answer into full sentences with cursive handwriting.

Non-fiction Friday is attached below.

I would also like you to read a book for pleasure. Tell me about the book. For example, a book review or a character profile of your favourite character. Maybe you could send me a video of you reading on dojo or teams.

Long ago in Ancient Greece, there was a strong and handsome soldier called Apollo. Apollo had a beautiful wife called Athena, who had been kidnapped by an old king called Minos. Apollo was devastated and vowed to rescue Athena. He knew that the king would have taken her to his palace in Crete, but a monster called the Chimera, guarded this palace.

The Chimera was a ferocious monster with the head of a lion, the body of a goat and a long serpent as a tail. Many heroic men had travelled to his cave and tried to beat the Chimera but had been burnt to death by his fiery flame breath. Although



Although Apollo was a brave man, he did not know how to kill this enormous monster. His father told him to go to Mount Olympus and ask the great God Zeus for advice. Apollo set off immediately and soon reached the great mountain, where the twelve gods lived. Apollo called for Zeus and begged for his advice. Zeus appeared before him and explained that although the Chimera was fierce and strong, his heart was full of poisoned blood. If Apollo could pierce his heart, the blood would leak into his body and the monster would die an agonising death. Zeus then gave Apollo a shield to keep the Chimera's flames away, a sharp sword to pierce the evil heart and a pair of shoes. These shoes were shoes of swiftness that made the wearer faster than the speed of light. Apollo thanked Zeus and set off on the long journey to Crete.

Apollo walked on dry roads, climbed mountains and sailed the great sea until at last he reached the palace of King Minos. He entered the cave that was home to the monster and could hear his blood-chilling roar. Apollo crept through the tunnels and edged closer to the monster's lair. When he was close enough to

hear the serpents hissing, he put on the shoes of swiftness and got his sword and shield ready. With a deep breath he ran towards the Chimera with his sword in the air.

The Chimera roared and flames surrounded Apollo. He held up his shield and ran in every direction trying to confuse the monster. The serpent hissed, the lion's head roared, and the flames soared into the air. He kept darting around and soon the Chimera was dizzy. Apollo ran forward and plunged his sword into the monster's heart. The Chimera let out a furious roar and fell to the floor. The monster was dead at last.

Apollo ran past the body and found his way to the tower where Athena was being held. He knocked down the door and saw his beautiful wife chained up. Quickly, he cut the chains and with the help of the shoes of swiftness, Apollo whisked Athena off to his kingdom and there they lived together happily for the rest of their lives.



Tuesday 5th January 2021

Myths and Legends
Apollo and the Chimera

"The Read"

- To listen and respond appropriately to adults and their peers.
- To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Wednesday 6th January 2021

Myths and Legends
Apollo and the Chimera

- to skim and scan a text to find information.
- to draw inferences, such as inferring character's feelings, thoughts and motives for their actions.

Read the given text carefully with your partner, then answer the questions using joined cursive writing in full sentences.

1. What was Apollo's main job before he found the Chimera?
2. a) What verb describes how Apollo was feeling when he found out that Athena was gone?
b) Can you think of another word meaning the same feeling?
3. Describe the way the Chimera killed the heroic men who travelled to kill it.
4. Three gifts were given to Apollo by Zeus. What were they and how would they help him?
5. Zeus told Apollo how to kill the Chimera. Identify the part of the sentence that told him how to kill it.

Thursday 7th January 2021

Myths and Legends
Apollo and the Chimera

- to skim and scan a text to find information.
- to draw inferences, such as inferring character's feelings, thoughts and motives for their actions.

Read the given text carefully with your partner, then answer the questions using joined cursive writing in full sentences.

4. In what way did Apollo confuse the Chimera as he fought it?
5. Describe how the Chimera died.
6. Pretend you are Athena in the tower. Describe what you hear and feel.

Challenge

If you went to Mount Olympus, what three gifts would you like to receive? Give reasons for each gift.

RECYCLE OLD PHONES AND HELP GORILLAS

VISITORS to Chessington World of Adventures can help gorillas this week by bringing in an old phone for recycling.

The theme park is offering half-price tickets to visitors who bring an old mobile phone to the park to be recycled. The scheme began on 24th September, to mark World Gorilla Day.

The aim is to make people aware of the link between mobile phones and the fate of gorillas. Mobile phones contain a metal found in the rock coltan. Mining for coltan is one of the main causes of the destruction of the African forests where many gorillas live.

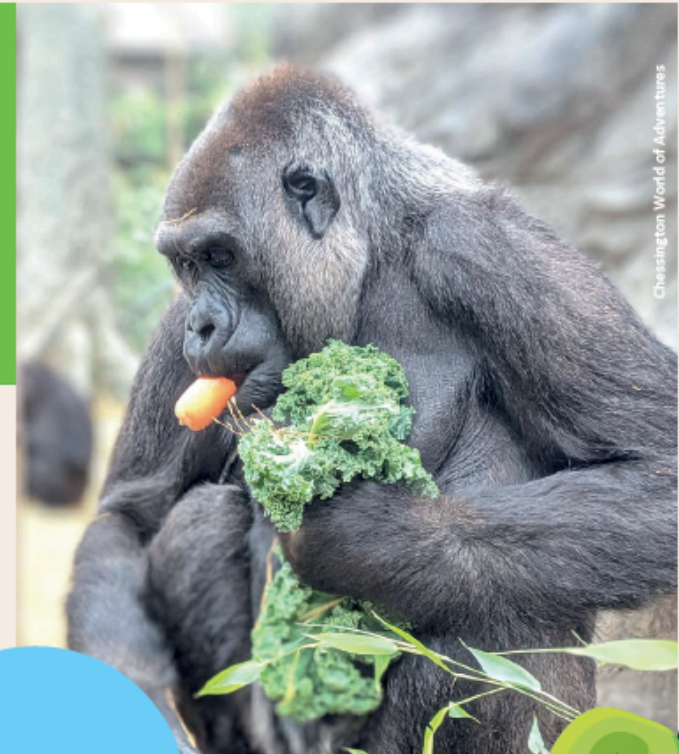
Rwanda and the Democratic Republic of the Congo (DRC) mine more coltan than any other countries in the world. The world's

largest gorilla only lives in the Democratic Republic of the Congo. Its numbers have fallen by 80% in the last 20 years. It is now at great risk of extinction.

The Chessington offer runs until 11th October, but don't worry if you miss it. There are many other ways to reuse or recycle mobile phones. The charity shop Oxfam recycles old mobile phones, Fonebank might give you some money for your old phone, and your local council tip will also recycle small electrical items.

DRC

Rwanda



What is coltan?

Coltan is a rock containing a metal called tantalum. This metal is used to make tiny, but very important, electrical parts found in mobile phones and other gadgets.



First News - Recycle old phones and help gorillas
 To retrieve and record information from non-fiction.

1. What activity is destroying the forests where gorillas live in the DRC?

	mining
	People starting fires
	Farming

2. Why is a rock called coltan in such high demand these days?
3. Find two facts about the **Democratic Republic of the Congo**.
4. Fill in the gaps with the correct word.

A metal called _____ is essential for making small electrical items. It is found in a rock called _____. We need to make sure we _____ our phones, so that the forests where _____ live aren't destroyed just so that we can buy the _____ we love.

Choose from:

recycle gorillas coltan gadgets tanatalum

5. Chessington's special offer is to remind people that there is a link between two things that seem very different. What are they?

Challenge

Old phones can be reused or recycled in different ways. Match the options correctly

Recycle and donate to charity

Take it to the tip

Make money

Take it to Oxfam

Recycle

Use Fonebank

Other Subjects

Topic (geography) –

Children to label a modern map of Europe. What countries can they find and label?

Who were the Ancient Greeks? Where is Greece? Look at a map of Greece now and compare to the size of the empire.

Colour in the Greek Empire Children to colour in (and label) a map showing the Greek empire at its biggest stage. (Alexander the Great).

<https://www.the-map-as-history.com/Ancient-Greece-Hellenistic-world/Territorial-evolution>

Topic (history) –

Look at the major events of the Greek period and order the events onto a timeline.

PE/Dance- Keep yourself active indoors...

Cosmic Kids Yoga

Joe Wicks PE

Go Noodle

Wellbeing/jigsaw- 2020 to 2021

Let's reflect on 2020 and look forward to 2021. Complete the activity below.

Ancient Greece Timeline Ordering

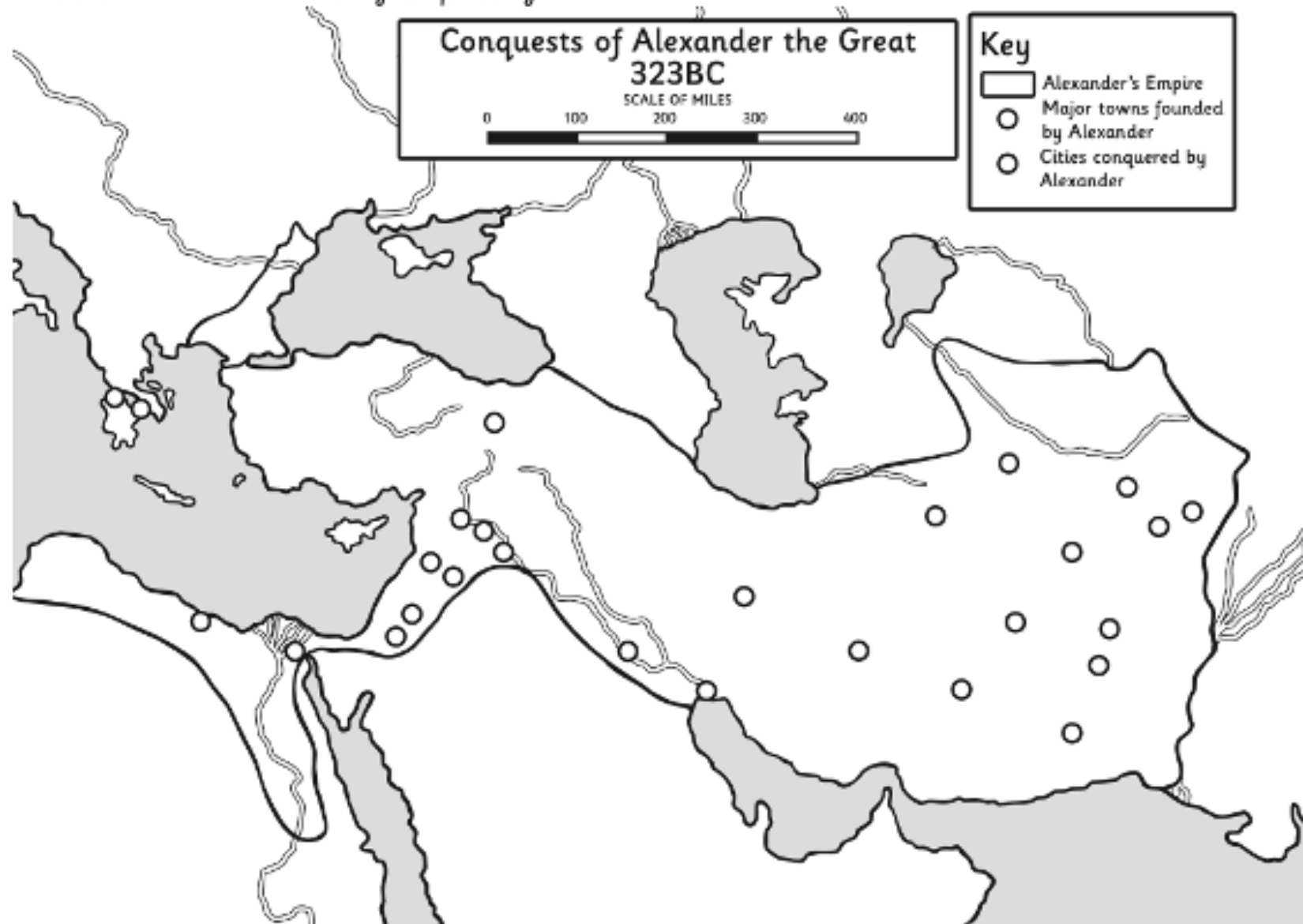
- To understand how and why empires grow
- To understand the chronology of a timeline

Order the pictures on the timeline below.



Labelling the Ancient Greece Empire

- To understand how and why empires grow.



WC: 5.1.2021

Comparing modern Europe to the Ancient Greece Empire

- To understand how and why empires grow.

Can you label any of the countries in Europe?



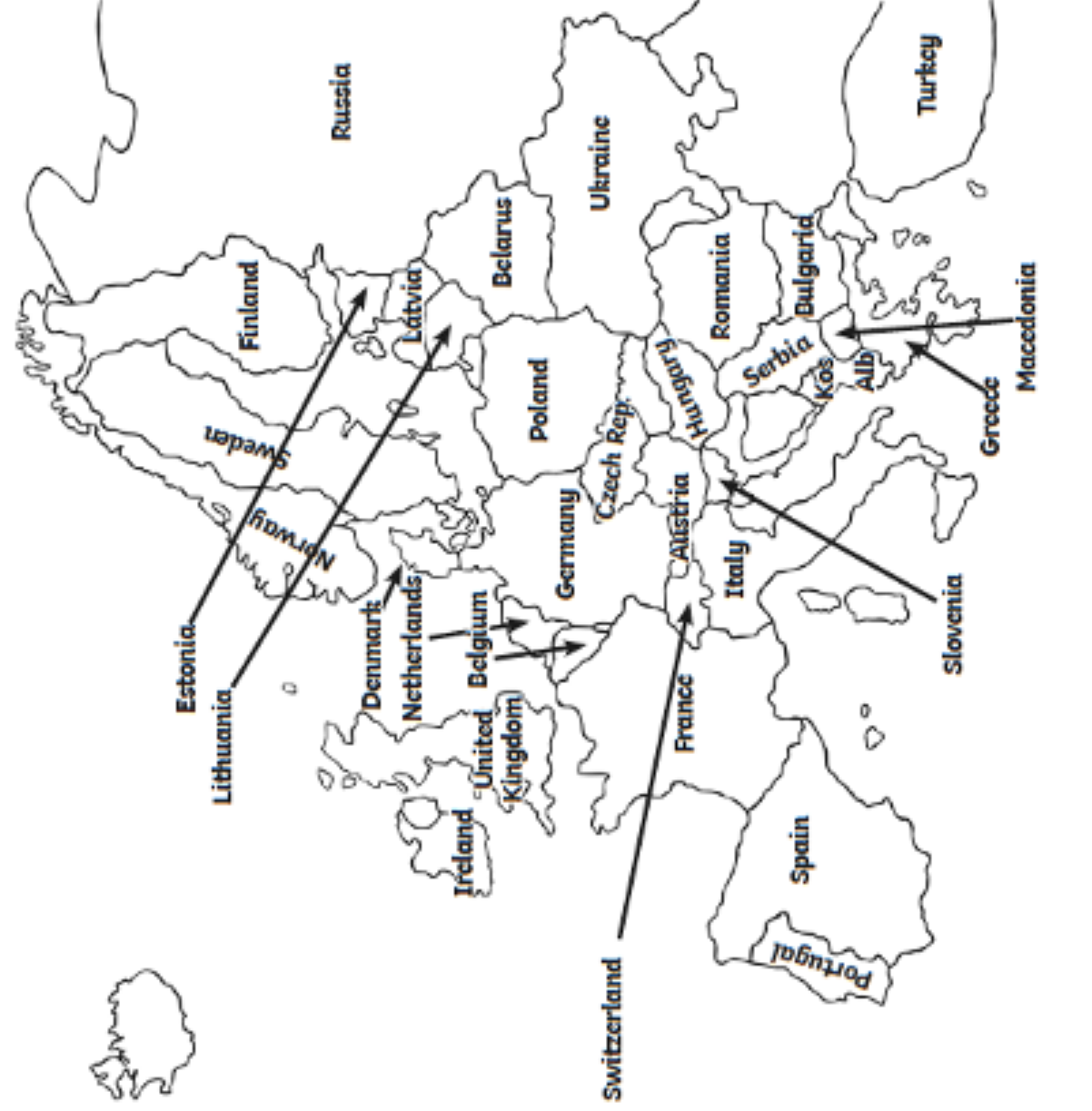
Challenge

Look at a map of Greece now and compare to the size of the empire.

How did empires grow?

Why did they want to grow?

Can you label any of the countries in Europe?



Happy New Year!



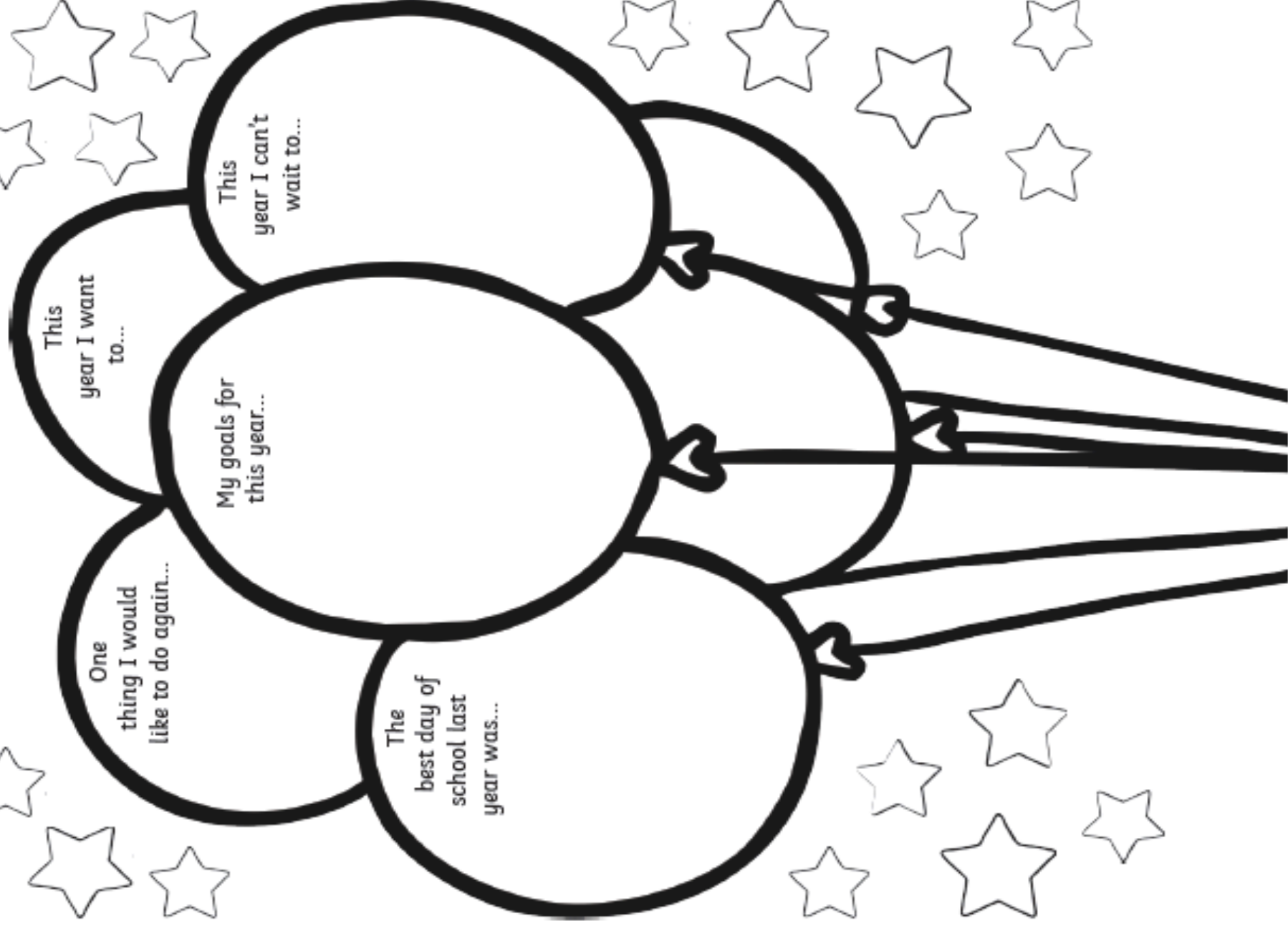
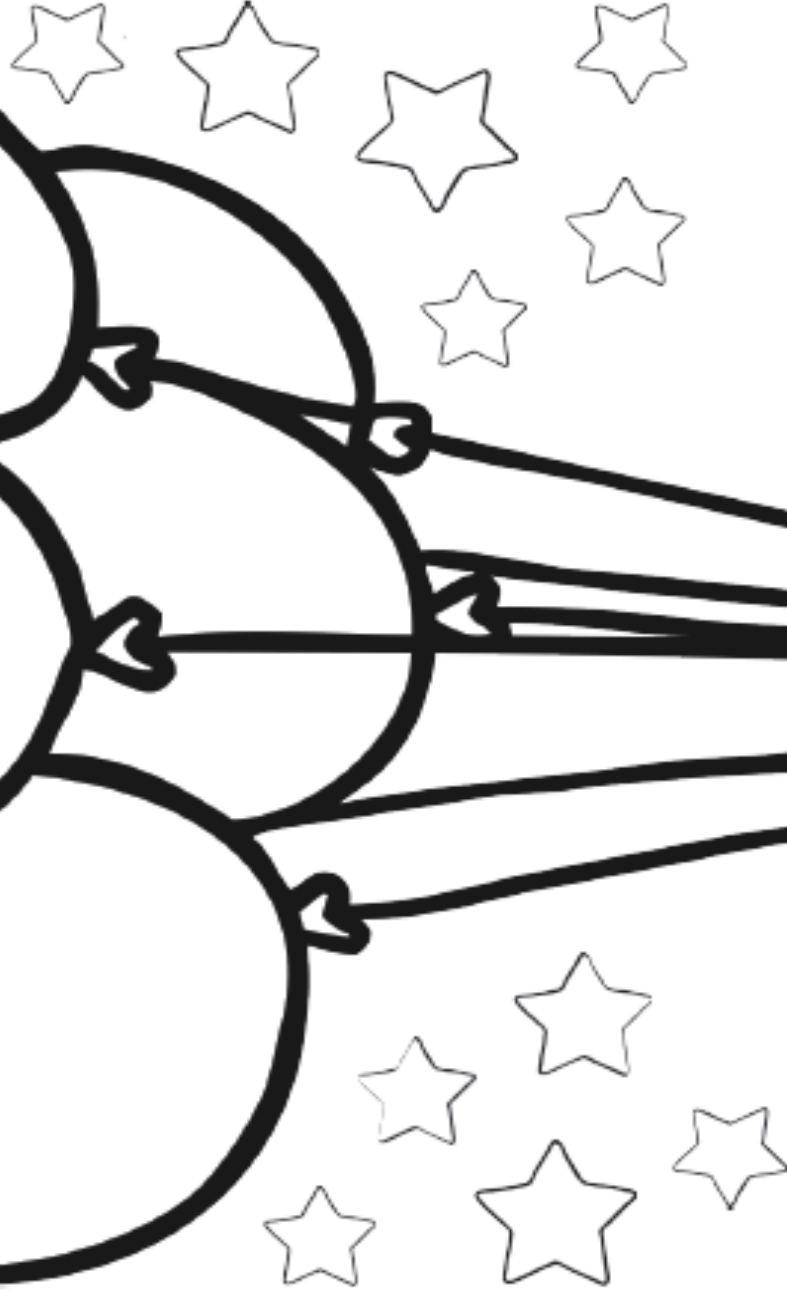
This
year I want
to...

One
thing I would
like to do again...

My goals for
this year...

This
year I can't
wait to...

The
best day of
school last
year was...



Jino

