



# **Victoria Dock Primary School Home Learning Plan**

## **Year 3**



### **Week Commencing 11<sup>th</sup> 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.

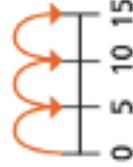
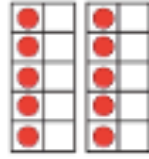
<b>Year 3 Maths – Online Learning Video links</b>	
Lesson 5 5 times-table	<a href="https://vimeo.com/469788983">https://vimeo.com/469788983</a>
Lesson 6 Make equal groups - sharing	<a href="https://vimeo.com/471009909">https://vimeo.com/471009909</a>
Lesson 7 Make equal groups - grouping	<a href="https://vimeo.com/471009909">https://vimeo.com/471009909</a>
Lesson 8 Divide by 2	<a href="https://vimeo.com/471011802">https://vimeo.com/471011802</a>
Lesson 9 Divide by 5	<a href="https://vimeo.com/471012335">https://vimeo.com/471012335</a>

Recap 5 times-table

- Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Use known multiplication tables to calculate 2-digit times 1-digit.

Fluency 1 (I/S)

a) Match the picture to the times-table fact.



$3 \times 5$

$2 \times 5$

$1 \times 5$

$5 \times 5$

b) Draw a picture to show  $4 \times 5$

Fluency 2 (I/S)

Complete the number sentences.

a)  $5 \times 5 = \square$

f)  $\square = 11 \times 5$

b)  $\square = 9 \times 5$

g)  $5 \times \square = 5$

c)  $5 \times 6 = \square$

h)  $5 \times 0 = \square$

d)  $5 \times \square = 40$

i)  $10 = 5 \times \square$

e)  $35 = \square \times 5$

j)  $\square \times 5 = 60$

Fluency 3 (I/S)

How much money does Ron have?



Complete the multiplication.

$\square \times \square = \square$

Fluency 4 (1/5)

Write the multiplication for each image.



Application 1 (1/5)

Write  $<$ ,  $>$  or  $=$  to compare the calculations.

$7 \times 5$              $5 \times 8$

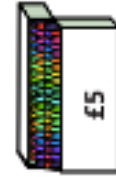
$6 \times 5$              $4 \times 5 + 2 \times 5$

$2 \times 5$              $3 \times 5 - 1 \times 5$

$12 \times 2$              $2 \times 12$

Application 2 (1/5)

A sandwich costs £2 and a box of crayons costs £5



Jack buys 5 sandwiches and 3 boxes of crayons. How much does he spend in total?

Application 3 (1/5)

Spot the mistake!

$$5 \times 10 = 2$$

$$5 \times 2 = 10$$

$$2 \times 5 = 10$$

Explain how to correct it.

Application 4 (1/5)

Look at the image...

Darcey



This shows the 2 times table because there are 5 lots of 2.



It shows the 5 times table.  
It is  $5 \times 2$ .



Caleb

Who do you agree with?  
Explain why!

Problem solving (1/5)

Asha has these coins:



Anita says...



I only have 5 pence coins.  
I have more coins than Asha.  
I have less than double the amount of coins Asha has.

How much money could Anita have?

**Recap Make equal groups – sharing**

- Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Use known multiplication tables to calculate 2-digit times 1-digit.

**Fluency 1 (I/S)**

Annie has 12 apples.



She shares them equally into 2 boxes.

Show how Annie shares the apples equally.

Complete the sentences.

There are 12 apples.

There are  boxes.

There are  apples in each box.

**Fluency 2 (I/S)**

Take 20 cubes.

**a)** Share them into 2 equal groups.

Complete the sentences.

There are 20 cubes.

There are  groups.

There are  cubes in each group.

**b)** Share the cubes into 5 equal groups.

Complete the sentences.

There are 20 cubes.

There are  groups.

There are  cubes in each group.

**c)** You can share 20 into other equal groups.

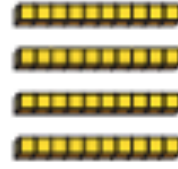
Is this true?

How do you know?

Fluency 3 (I/S)

Work out the divisions.

Use base 10 to help you.



- a)  $40 \div 2$     b)  $40 \div 4$     c)  $40 \div 5$     d)  $40 \div 10$

Did you have to make any exchanges?

Fluency 4 (I/S)

30 flowers are shared equally between 5 vases.



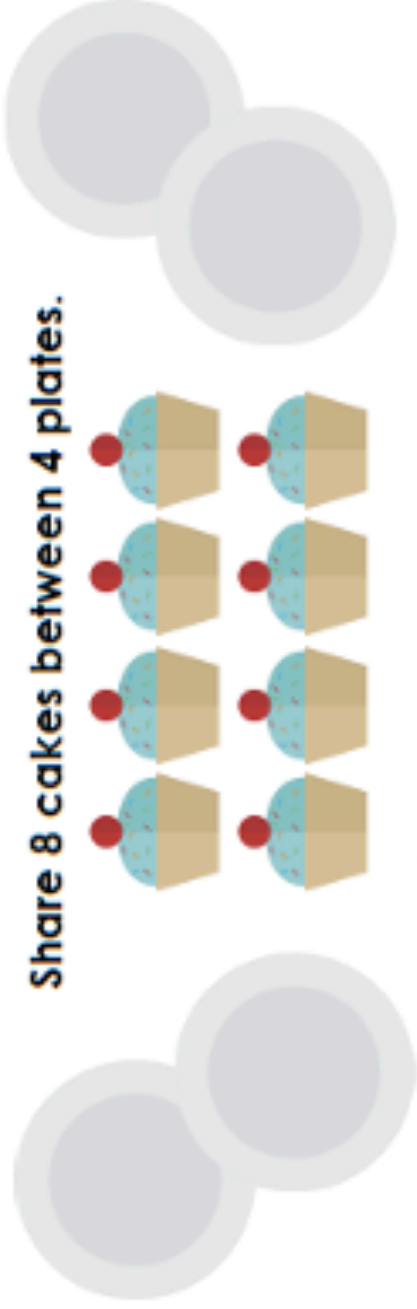
- a) Complete the division.

$$\square \div \square = \square$$

- b) What does each part of the division represent?

Fluency 5 (I/S)

Share 8 cakes between 4 plates.



There are \_\_\_\_ cakes.

There are \_\_\_\_ plates.

There are \_\_\_\_ plates on each cake.





**Recap - Make equal groups - grouping**

- Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Use known multiplication tables to calculate 2-digit times 1-digit.

**Fluency 1 (I/S)**

Annie has 10 apples.



Annie has some plates.

She wants to put 2 apples on each plate.

Show how Annie groups the apples.

Complete the sentences.

There are  apples.

There are  apples on each plate.

There are  plates.

**Fluency 2 (I/S)**

Take 15 counters.



Put the counters into groups of 3

Complete the sentences.

There are 15 counters.

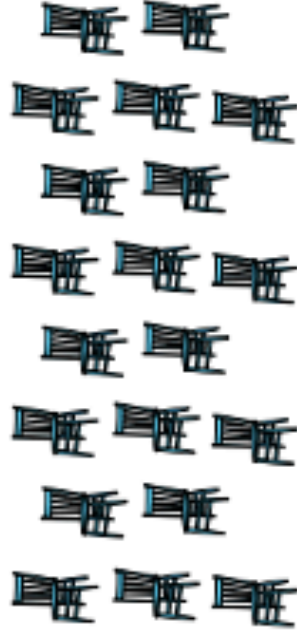
The counters are in groups of

There are  groups.

**Fluency 3 (I/S)**

Mo has 20 chairs.

a) Circle groups of 5 chairs.



b) How many groups did you circle?

c) Complete the number sentence.

$$\square \div \square = \square$$

Fluency 4 (1/5)

Complete the number sentences.

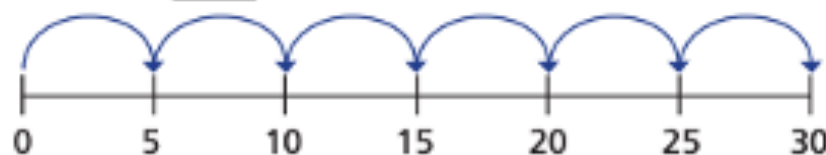
Use the number line to help you.

a)  $30 \div 10 = \square$



30 is made of  equal groups of

b)  $30 \div 5 = \square$



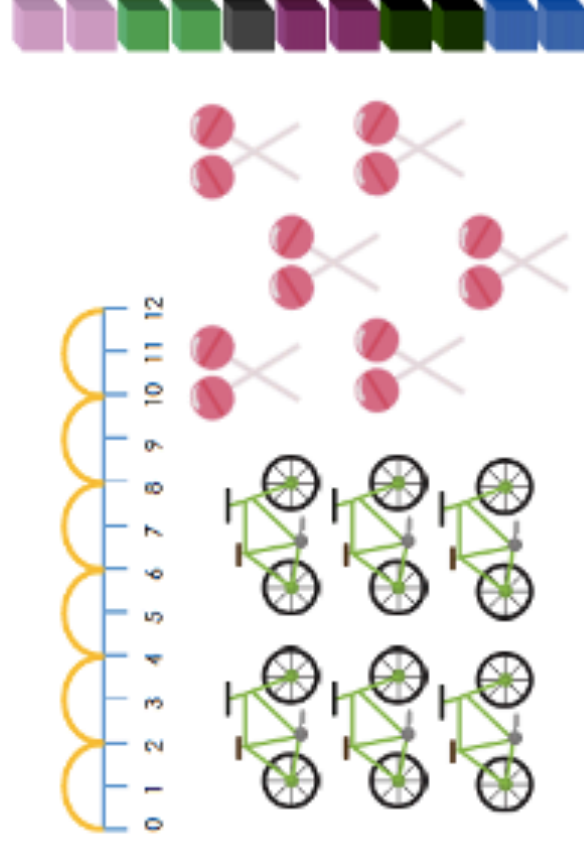
30 is made of  equal groups of

c) Investigate other equal groups you could make with 30.

Application 1 (I/S)

Which visual does not represent the calculation?

$$12 \div 2 = 6$$



Application 2 (I/S)

Eva is putting 24 pencils into pots.



She puts 2 pencils into each pot.

How many pots does Eva need?

Application 3 (I/S)

With 40 counters  
you can only make equal  
groups of 4 and 10

Is Ron correct?

Use counters to show how you know.



### Problem Solving

Asha plays team games at Brownies.

Below are the games they play and how many children are allowed in each team.



Teams of 10



Teams of 4



Teams of 5



Teams of 6

Today, there are more than 14 but less than 21 children there.

Work out how many children could be at Brownies and what sports they would be able to play.

For each sport, note how many teams there might be.

Find all possibilities!

Recap Divide by 2

- Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Use known multiplication tables to calculate 2-digit times 1-digit.

Fluency 1 (1/5)

Complete the sentences.

a) There are 12 cherries.

There are  groups.There are  cherries in each group.

$$12 \div 2 = \square \quad 2 \times \square = 12$$

b)



There are 10 muffins.

There are  muffins in each group.There are  groups.

$$10 \div 2 = \square \quad \square \times 2 = 10$$

Fluency 2 (1/5)

Complete the number sentences for each array.

a)



$$\square \times 2 = 8$$

$$8 \div 2 = \square$$

b)



$$\square \times 2 = 16$$

$$16 \div 2 = \square$$

Fluency 3 (I/S)

There are 14 socks.



Amir puts them in pairs.

- a) How many pairs of socks does he have?  
b) Complete the number sentence.

$$\square \div \square = \square$$

Fluency 4 (I/S)



Alex has 22 pencils.  
She puts them into pots.  
Each pot has 2 pencils.  
How many pots does Alex need?

Fluency 5 (I/S)



If I know my  
2 times-table, I can use this  
to help me divide by 2

Do you agree with Dora?

### Application 1 (I/S)

Three children are discussing two representations.



Darcey

The representations both show the same division calculation.



Asha

The representations are different. One shows 6 groups of 2 and the other shows 2 groups of 6.



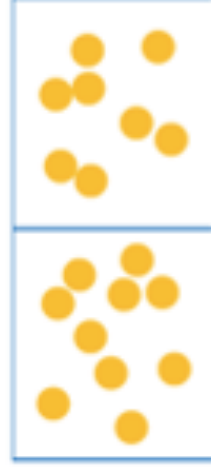
Alfie

I only need 2, 6 and 12 to write multiplication and division number sentences for the representations.

Who do you agree with? Explain why!

### Application 2 (I/S)

Anifa is dividing by 2....



$$18 \div 2 = 10$$

Explain the mistake she has made.

### Application 3 (I/S)

True or False?

Finding half of a number is the same as dividing by 2.

Explain your reasoning.

Problem Solving 1 (I/S)



Jane has three 2 pence coins in her right hand.

She has less than 20p altogether.



How many 2 pence coins could be in her other hand?

Problem Solving 2 (I/S)



Millie has a box to keep her cars in.

The box is 24 cm long and each car is 2cm long.

Millie knows she has enough cars to fill between 20cm and the whole box.

How many cars could she have?

Find all possible answers.



## Recap Divide by 5

- Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Use known multiplication tables to calculate 2-digit times 1-digit.

## Fluency 1 (1/5)

Here are some counters.



a) Draw circles around groups of 5

b) Complete the sentences.

There are 30 counters.

There are  counters in each group.

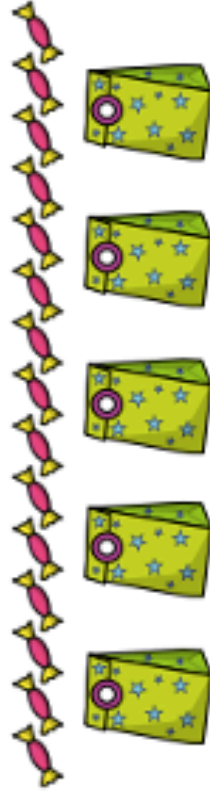
There are  groups.

$$30 \div 5 = \square$$

$$\square \times 5 = 30$$

## Fluency 2 (1/5)

Share the sweets between the party bags.



There are  sweets.

There are  party bags.

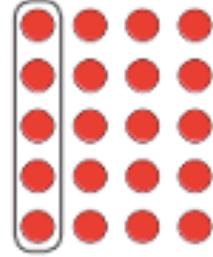
There are  sweets in each bag.

$$15 \div \square = \square$$

Fluency 3 (I/S)

Complete the number sentences for each array.

a)



$$\square \times 5 = 20$$

$$20 \div 5 = \square$$

b)



$$\square \times 5 = \square$$

$$\square \div 5 = \square$$

Fluency 4 (I/S)

Draw an array to show that  $10 \div 5 = 2$

Fluency 5 (I/S)

A boat can fit 5 people.

Work out how many boats are needed for 45 people.

Fluency 6 (I/S)

Complete the divisions.

a)  $15 \div 5 = \square$

e)  $\square \div 5 = 7$

b)  $25 \div 5 = \square$

f)  $\square \div 5 = 11$

c)  $50 \div 5 = \square$

g)  $\square \div 5 = 8$

d)  $60 \div 5 = \square$

h)  $\square \div 5 = 0$

Application 1 (I/S)

Annie buys 5 lollipops.



This costs her 50p.

How much do 2 lollipops cost?

Application 2 (I/S)

Who do you agree with? Explain why!



Caleb

Any odd number can be divided equally by 5.



Only numbers that end with a 5 can be divided equally by 5.

Darcey



Alfie

Numbers ending in 5 or 0 can be shared or grouped into 5 equally.



Millie

Any number can be divided by 5 equally.

Application 3 (I/S)

Marlon has written 4 calculations using these number cards .

20

5

4

$$4 \times 5 = 20$$



$$20 \div 5 = 4$$

$$20 = 5 \div 4$$

$$5 = 20 \div 4$$

Which one is wrong?

Why?

Application 4 (I/S)

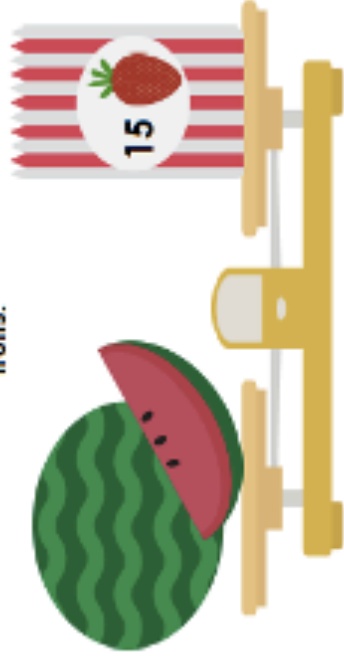
**True or False?**

5 divided by 5 is 0.

Use equipment or drawings to prove your answer.

Problem Solving 1 (I/S)

Here is a balancing scale to compare the weight of fruits.



If...

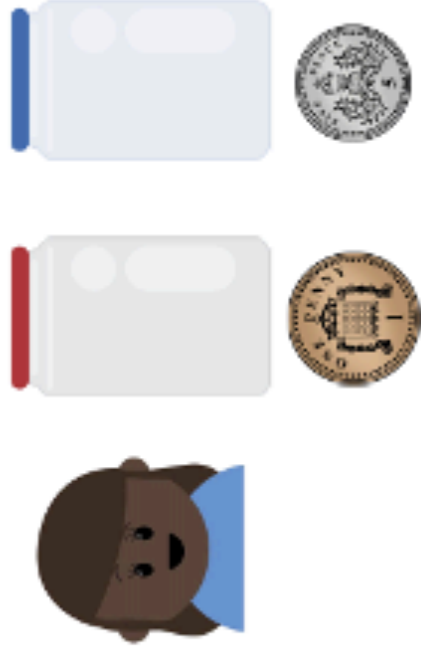


How many bananas will balance the watermelon?

Problem Solving 2 (I/S)

Anita has less than 36p.

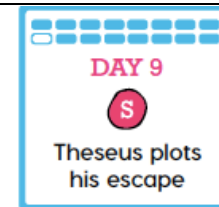
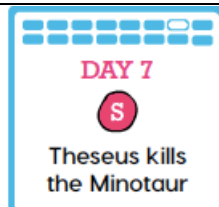
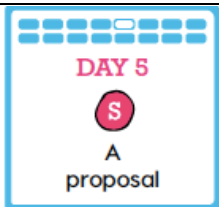
She has a jar of 1p coins and a jar of 5p coins.



How many 5p coins could she have in the blue jar?

Can you find all possibilities?

## Writing



<p><u>Inner thought question</u> Ariadne was thinking of a plan to rescue the handsome Theseus from the jaws of the Minotaur.</p> <p>Use the question openers (who, what, where, when, why, how) to voice her inner thoughts – e.g. How can I rescue him? What can I do to save him? Will he be safe if I...? Also collect synonyms for ‘thought’ – pondered, wondered, mused.</p> <p>Let’s write inner thought dialogue. “How can I rescue my brave, handsome love from the bloodthirsty beast?” she thought.</p>		<p><u>Onomatopoeia</u> Look at the 1970s-style action comic with onomatopoeic sounds – e.g., kapow, crunch, pow, boom, bang, thump, wallop, bash, crash, thud.</p> <p>Let’s describe Theseus’ battle with the Minotaur.</p> <p><b>BANG! KAPOW! CRASH! WALLOP!</b> Theseus battled, defeated and killed the Minotaur.</p>	<p><u>Show not tell &amp; dialogue</u> Look at the image of Theseus and Ariadne talking. Theseus is not exactly happy that he promised to marry Ariadne.</p> <p>Explore ways we can ‘show not tell’ that Theseus is not overjoyed at this reminder – e.g., his heart sank, shoulders slumped, smile disappeared, frowned, closed his eyes, sighed, grimaced.</p> <p>Let’s write Ariadne’s dialogue and Theseus’ reaction.</p> <p>Theseus’ heart sank when Ariadne said, “Remember, you promised to marry me.”</p>	<p><u>Inner thought</u> Look image of Theseus. What do you think his inner thoughts of having to marry Ariadne? – e.g.</p> <ul style="list-style-type: none"> <li>• She has tricked me</li> <li>• I don’t want to marry her</li> <li>• She’s not the girl of my dreams.</li> </ul> <p>Let’s write Theseus’ inner thoughts.</p> <p>Theseus thought, “Now is my chance to escape her. She is not the girl of my dreams.”</p>
<p>Conditional sentence</p> <ul style="list-style-type: none"> <li>• a conditional sentence, using ‘if’ – e.g. If you study hard, you will pass your tests.</li> </ul> <p>What will Ariadne say to Theseus? – e.g. If you want to be saved, agree to marry me. If you agree to marry me, I will help you.</p>		<p>‘Who’ clause Look at the simple sentence.</p> <p><b>Theseus escaped.</b></p> <p>We are going to add ‘who’ clauses to add to this sentence – e.g.</p> <ul style="list-style-type: none"> <li>• who was victorious</li> <li>• who had won the battle</li> </ul>	<p>Feelings How is Theseus feeling? List some... e.g. unhappy, sad, dejected, devastated, distraught, traumatised.</p> <p>Let’s write a sentence to describe his feelings as he sailed away with Ariadne.</p>	<p><i>So, Theseus decided to sneak off and leave Ariadne on the island.</i></p> <p><u>Precise verb</u></p> <ul style="list-style-type: none"> <li>• Collect ‘sneaky’ verbs for the Athenians returning to the ship without Ariadne e.g. crept, tiptoed, slipped, edged, inched, skulked</li> </ul>

<p>Let's write some dialogue.</p> <p>"If you will marry me, I will help you escape the Minotaur," she whispered to him.</p>		<ul style="list-style-type: none"> <li>• who was blood-soaked</li> <li>• who was exhausted</li> <li>• who was overjoyed with his success</li> </ul> <p>we are going to 'sandwich' this who clause into our simple sentence. Remember it needs commas before and after the clause.</p> <p>Let's write the sentence.</p> <p>Theseus, who was exhausted but elated, escaped.</p> <p>Theseus, who was blood-soaked, escaped.</p>	<p><u>As the boat carried them back across the sea to Athens,</u> Theseus felt distraught and trapped.</p> <p>Underlined is a fronted adverbial. Remember to use a comma after.</p>	<p>Let's write the sentence to describe what to Athenians decided to do.</p> <p>The Athenians all crept back to the boat and silently slipped away from the shore.</p>
---	--	--	---	--

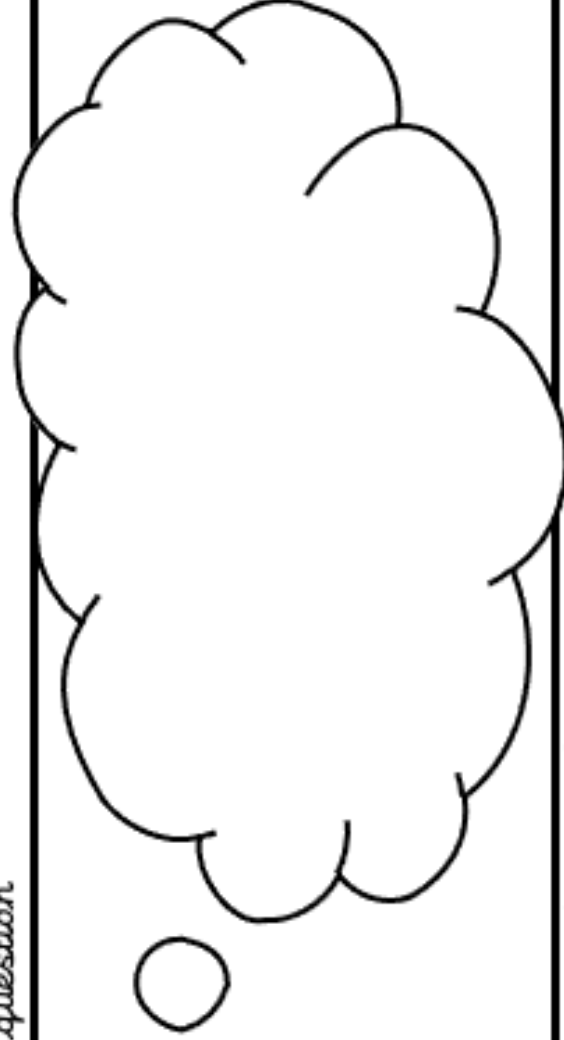




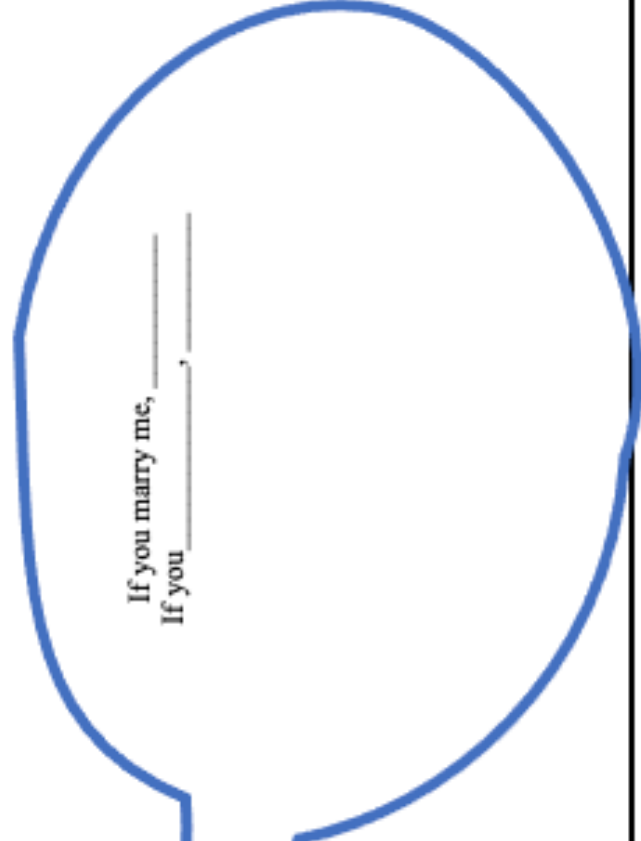
*Anti-simile*



*Inner thought question*



*Conditional sentence (dialogue)*



If you marry me, \_\_\_\_\_  
If you \_\_\_\_\_, \_\_\_\_\_

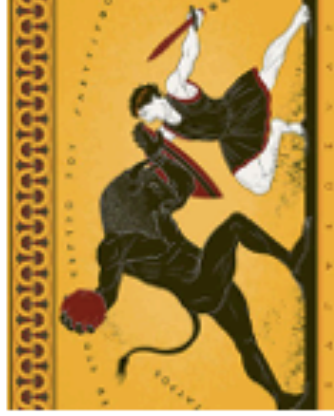
Labyrinth game cards

<p>You swipe at the Minotaur's face and blind him (6 points).</p>
<p>You lunge at the Minotaur with your sword and injure him (8 points).</p>
<p>You trip, but fortunately your sword slices the Minotaur's cloven hoof (4 points).</p>
<p>You dodge the Minotaur as he lunges towards you. His horn impales on a wall so you can escape (3 points).</p>
<p>CONGRATULATIONS! You have defeated the Minotaur (10 points).</p>
<p>The Minotaur lacerates your chest with his horn (minus 4 points).</p>
<p>You trip into the path of the Minotaur (minus 1 point).</p>
<p>You drop your ball of string and it rolls away (minus 6 points).</p>
<p>You crash into the wall and alert the Minotaur to your presence (minus 4 points).</p>



*Alliteration*

*Explore alliterative adverbs for these actions.*



*Onomatopoeia*



*'Who' Clause*

*Theseus escaped.*





*Verb & Simile*

*Synonyms - thesaurus*

**rushed**

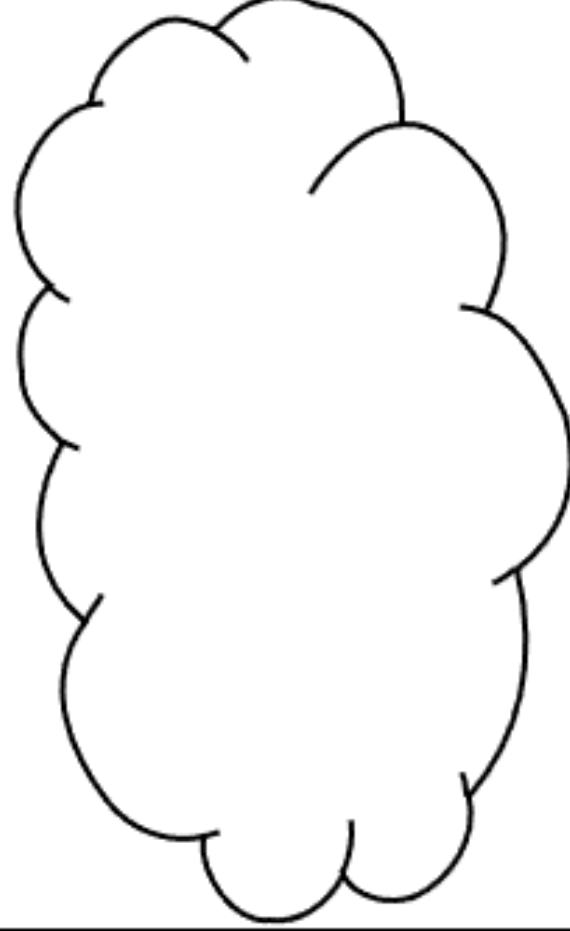
*Explore similes for their speedy departure*



*Show not tell & dialogue*



*Feelings*





*Conjunction*

as

whilst

while

*Inner thought*

How does he feel  
about having to  
marry Ariadne?



*Precise Verb*

sneaky



# 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 5

---

STEPS TO SUCCESS:

ANTI-SIMILE

INNER THOUGHT QUESTION

CONDITIONAL SENTENCE (DIALOGUE)



## INNER THOUGHT QUESTION

thinking of a plan to rescue the handsome Theseus from the jaws of the Minotaur



## CONDITIONAL SENTENCE

---

If you marry me,  
\_\_\_\_\_



# EXPERIENCE DAY

---

TO TAKE PART IN A THEMED LABYRINTH  
GAME.



# SENTENCE STACKING LESSON 7

---

STEPS TO SUCCESS:

VERB & SIMILE

SHOW NOT TELL & DIALOGUE

FEELINGS

## VERB & SIMILE

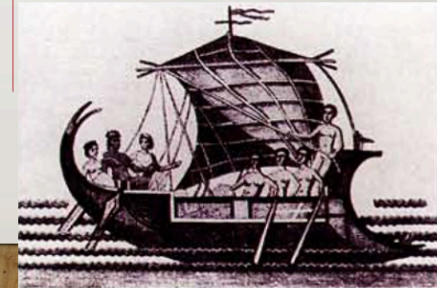
---

Synonyms – thesaurus

**rushed**



Explore similes for their speedy departure



## SHOW NOT TELL & DIALOGUE

---

Theseus and Ariadne talking



## FEELINGS



# SENTENCE STACKING LESSON 8

---

STEPS TO SUCCESS:

CONJUNCTION

INNER THOUGHT

PRECISE VERB

## CONJUNCTION

---

as

whilst

while

These conjunctions are used to show that two things are happening at the same time.

## INNER THOUGHT



How does he feel about having to marry Ariadne?

## PRECISE VERB – THESAURUS

---

sneaky

## Reading

This week we are continuing to look at Ancient Greece. This week we are looking at 'Ancient Olympics Adventures'.

Read the questions carefully and write the answer into full sentences with cursive handwriting. There is a set of questions for Monday and Tuesday and a set of questions for Wednesday and Thursday.

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.

Look at the 'Storytime online'. These are QR codes and will take you to the story being read (usually by its author). I want you to pick a story and write a review and suggest who else might enjoy the story as well. <https://www.booksfortopics.com/storytime-online-7-9>

## Phonics

### Monday

#### Yellow Group-

ea sound (reading)- <https://schools.ruthmiskin.com/training/view/wTxeD7W2/ScpyyAEW>

ea sound (spelling)- <https://schools.ruthmiskin.com/training/view/jVKUbXu5/rSM3L8Wr>

Red words- <https://schools.ruthmiskin.com/training/view/7y8qQq4g/WBrkl4GG>

#### Grey Group-

ea sound (reading)- <https://schools.ruthmiskin.com/training/view/wTxeD7W2/ScpyyAEW>

ea sound (spelling)- <https://schools.ruthmiskin.com/training/view/jVKUbxu5/rSM3L8Wr>  
Red words- <https://schools.ruthmiskin.com/training/view/2ntGdWtH/CHDYC10X>

Tuesday

Yellow Group-

oi sound (reading)- <https://schools.ruthmiskin.com/training/view/a0nvjSeP/APSfw5mX>

oi sound (spelling)- <https://schools.ruthmiskin.com/training/view/KvLoSVb1/6rU8K2bz>

Red words- <https://schools.ruthmiskin.com/training/view/pzLSu3Uh/OMP5HAN6>

Grey Group-

oi sound (reading)- <https://schools.ruthmiskin.com/training/view/a0nvjSeP/APSfw5mX>

oi sound (spelling)- <https://schools.ruthmiskin.com/training/view/KvLoSVb1/6rU8K2bz>

Red words- <https://schools.ruthmiskin.com/training/view/WtCwXBi2/71Kv91XR>

Wednesday

Yellow Group-

a-e sound (reading)- <https://schools.ruthmiskin.com/training/view/cbitOTyo/Uiy9cjkM>

a-e sound (spelling)- <https://schools.ruthmiskin.com/training/view/yXMABsvm/0QxKx44V>

Red words- <https://schools.ruthmiskin.com/training/view/O5rtzr5z/lz4VHdk3>

Grey Group-

a-e sound (reading)- <https://schools.ruthmiskin.com/training/view/cbitOTyo/Uiy9cjkM>

a-e sound (spelling)- <https://schools.ruthmiskin.com/training/view/yXMABsvm/0QxKx44V>

Red words- <https://schools.ruthmiskin.com/training/view/gE16zNO1/JAkxGG64>

Thursday

Yellow Group-

i-e sound (reading)- <https://schools.ruthmiskin.com/training/view/hOl469fk/dztewjFY>



i-e sound (spelling)- <https://schools.ruthmiskin.com/training/view/FKKBO91i/ik0qllqc>  
Red words- <https://schools.ruthmiskin.com/training/view/k7SRMweO/kAtjwQmi>

Grey Group-

i-e sound (reading)- <https://schools.ruthmiskin.com/training/view/hOI469fk/dztewjFY>  
i-e sound (spelling)- <https://schools.ruthmiskin.com/training/view/FKKBO91i/ik0qllqc>  
Red words- <https://schools.ruthmiskin.com/training/view/Jlfzs6FI/CMwJPHC9>

Friday

Yellow Group-

o-e sound (reading)- <https://schools.ruthmiskin.com/training/view/dRHGTBYx/brpcSSjl>  
o-e sound (spelling)- <https://schools.ruthmiskin.com/training/view/X27lp8GN/jXZFcPvl>  
Red words- <https://schools.ruthmiskin.com/training/view/3I0gUljC/mE3LkjR2>

Grey Group-

o-e sound (reading)- <https://schools.ruthmiskin.com/training/view/dRHGTBYx/brpcSSjl>  
o-e sound (spelling)- <https://schools.ruthmiskin.com/training/view/X27lp8GN/jXZFcPvl>  
Red words- <https://schools.ruthmiskin.com/training/view/vnjHul2R/ttCddeJ0>

Please also remember to access Oxford Owl for free ebooks to read. We encourage children to try and read daily either by themselves or with an adult. <https://home.oxfordowl.co.uk/reading/free-ebooks/>



*His heart thumping in his chest, Alexius knew this was his chance, his chance to prove to the crowd that he was the best charioteer the Olympic Games had ever seen. Gripping the reins of his trusted horses - Hector and Homer - Alexius cast a quick sideways glance at his rival Pollux. Rolling his eyes, Alexius saw that his arch-enemy was gazing at his reflection in the mirrored plate upon his leather-clad arm. Typical. Even when they were practising back in their little village, Pollux had always been more concerned about his hair than training. Alexius had no idea how Pollux had actually gained the skill to steer a chariot around a dust track let alone compete in the toughest, yet most prestigious competition there was.*

*Letting out his breath in steely determination, Alexius turned his head forwards and sharpened his gaze on the crowds before him. All around him and filling the huge hippodrome were thousands of people who looked like a sea of white in their togas. Alexius could hear the roar of the crowd as they cheered wildly in anticipation. This was his moment...*

*It had taken nearly three days of hard travelling under the hot, blazing sun but finally Alexius had arrived. He had excitedly explored the valley*

of Olympia until finally he had reached the magnificent Temple of Zeus. It was a rectangular building, with 13 limestone columns spanning each of the four sides that held up the huge roof. Inside was an ornate mosaic floor with a special hexagonal marble section where the victors were crowned. Feeling overwhelmed and rather insignificant, Alexius had respectfully stepped inside and it was then that he stopped in awe. For before him, towering up high - six times the size of a man - was the huge statue of Zeus sitting majestic on his giant throne. With eyes that seemed as if they were alive Zeus stared at all below him. He was resplendent in gold and ivory and clutched a golden sceptre in his hand. Alexius had whispered a soft wish before stepping outside once more into the heat of the Greek sunshine...

"Alexius Patronia" The roar of the crowd thundered in Alexius' ears as his name was announced by the herald. He barely heard, immersed in those few tense moments before a race - where a second felt like forever - but he could feel the electric energy of his supporters as they cheered his name. He knew that he and Pollox were the two favourites - he couldn't let his supporters down.

Alexius briefly scanned the competition. In Lane 1 was a tall, stick-thin man with black oily hair, who was apparently the best charioteer in Eastern Greece. Next to him in Lane 2 was a small but stocky man who was adjusting the leather belt and straps that criss-crossed his robe of cloth. In Lane 3 was Pollox, still admiring his reflection. Alexius himself was in Lane 4, which was the furthest away from the centre of the racetrack. He had not been lucky in the draw but he still had hope.

There was a momentary hush from the crowd as the herald raised his arm to start the race. Holding his breath too, Alexius waited and watched...in a flash the arm dropped. The signal had been given. The race had started! They were off!

In a blur of galloping hooves and dust clouds spiralling off the wheels, the four charioteers urged their horses into action. With a flick of the reins, Alexius drove his loyal horses along the long, dusty track of the hippodrome, trying desperately to manoeuvre himself into a good position. To his left, the man with black, beady eyes was glaring

menacingly at him, to his right was the shorter, stouter competitor and straight ahead was Pollox who was cackling with glee as he led the pack. Onwards he pushed his horses, if he could just overtake one at a time... Skillfully, Alexius weaved his way in front of the stick thin guy, who suddenly lost control of his chariot and went skidding off the track. So then it was down to three...

"Ah ha, I'm beating you little boy. Eat my dust!" the short man cried as he drove his horses to the right, practically taking the whole space where Alexius was heading. With a cry, Alexius held his breath: surely they were going to collide! However, the man's plan went horribly wrong: just at that moment a bolt flew out of one of his wheels and with a crash the chariot tumbled over sideways. Gasping in relief, Alexius grabbed the reins tighter. Phew that had been close! Just one more split-second and...but he wasn't going to think about that now: it was now down to two and there was a race to win!

"Go boys, you can do it!" Hearing the pleas of their Master and as if fuelled by super-strength magic horse feed, Hector and Homer burst into action, their hooves a flurry in the dust...but was there time? There was the corner...it was going to be tight! Closing his eyes and holding his breath, Alexius dove to the left the way he had practised 1000 times at home. His horses instinctively reacted and careered in perfect unison around the bend, over-taking Pollux as they did so. It was the crescendo of the crowd that told him: he was winning!! His eyelids flashing open, he looked. Yes! Only 100 metres ahead and coming rapidly towards them was the finishing line...all he had to do was hold on....

"Run boys, RUN!" Alexius cried as he held firm upon the chariot. There was the line, there was the herald with the flag...sensing Pollux was hot upon his wheels he gave one last cry and in a flourish of hooves, wheels and dust he crossed the line first. Victory! He had done it!!

As Alexius stood upon the winner's mosaic tile, the wreath of glistening, glossy leaves with sprigs of gold being lowered onto his head, he grinned a grin so wide, so beaming that he felt sure his mother and father back home would be able to see it. Still grinning, he looked up and thanked Zeus for making his wish come true.

Targeted Vocabulary and Word Meaning Questions

This set of questions is based upon the text 'Ancient Olympics Adventure' by Laura Curtis.

1. Find and copy the word in the first paragraph which shows Alexius wanted to be better than the others.
2. What does the phrase 'Letting out his breath in steely determination...' tell you about how Alexius is feeling?
3. Circle the word from the third paragraph which means 'highly decorated'.

insignificant

golden

ornate

special

4. Draw lines to match the following words to the correct definition.

stocky
momentary
blur
loyal

lasting for a very short time
showing support to someone
broad and sturdily built
something that cannot be seen easily

5. Find and copy the word in the seventh paragraph which means 'encourage to move quickly'.

6. '...they were going to collide!'

Circle the meaning of the word 'collide'.

touch lightly

colour in neatly

crouch down

crash into

7. Find and copy a phrase in paragraph 6 that shows us the herald moved his arm quickly.

8. '...their hooves in a flurry in the dust...'

Circle the synonym of the word 'flurry'.

crawl

skip

jump

rush

Targeted Inference Questions

This set of questions is based upon the text 'Ancient Olympics Adventure' by Laura Curtis.

1. Looking at the 1st paragraph, how is Alexius feeling? Support your thoughts with evidence from the text.
2. Find and copy a phrase that tells us how Alexius feels about Pollux.
3. What can we infer about Pollux's character from the description below?

*'Alexius saw that his arch-enemy was gazing at his reflection in the mirrored plate upon his leather-clad arm. Typical. Even when they were practising back in their little village, Pollux had always been more concerned about his hair than training.'*

4. Why was Alexius feeling '...overwhelmed and rather insignificant...' at the Temple of Zeus?
5. Find and copy two phrases from paragraph 4 that build anticipation for the start of the race.
6. Find and copy a phrase which implies that Alexius is pleased to have won the race.
7. Why did Alexius thank Zeus?
8. Do you think Alexius will want to race again? Tick yes or no and then explain your answer.

yes	no

Explain why using the text to support your answer.

## UK NEWS

### CAMBRIDGESHIRE



Twitter @WJ\_UK

#### ● Robot on the road

A robot is being used to paint white lines on UK roads. The robot is working on a road in Cambridgeshire. The robot can work up to 20 times as fast as the humans it replaces. It is also believed to save time, reduce traffic jams and to be safer for workers.

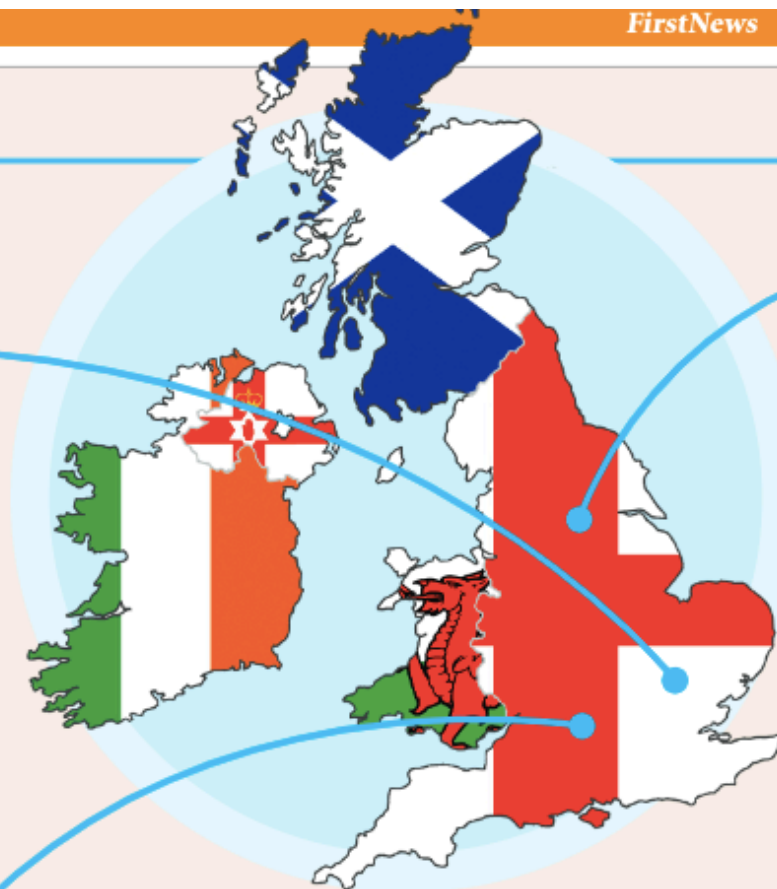
### BERKSHIRE



Getty

#### ● VR school trial

As part of a four-year trial, a school is using virtual reality to help pupils with special educational needs. The technology cost 1.5 million pounds. Headsets introduce simulations such as swimming or using an escalator to pupils without overwhelming them. And tablets track how pupils are doing. The school hopes the trial will help pupils develop their creativity, vocabulary and speech.



### DERBYSHIRE

#### ● Wi-Fi in the sky

Stargazers across the county were surprised to see a new pattern of stars in the night sky. The photo below – showing an almost perfect line of lights – was taken in the Peak District. The lights seen across Europe turned out to be satellites, launched by Elon Musk's SpaceX Company in 2019 to provide high-speed internet.



A satellite



Twitter @MTNielson

## Questions on: UK News

1) Match the location to the story

Cambridgeshire

Wi-Fi in the sky

Derbyshire

VR school trial

Berkshire

Robot on the road

2) Which headline uses alliteration?

- Robot on the road
- Wi-Fi in the sky
- VR school trial

Look at the story 'Robot on the road'.

3) What job is the robot doing?

4) Identify **two** benefits of using a robot to do this job instead of a human.

1: \_\_\_\_\_

2: \_\_\_\_\_

Look at the story 'Wi-Fi in the sky'.

5) What were the lights spotted in the sky?

- Satellites
- Stars
- Aeroplanes

Look at the story 'VR school trial'.

6) What do the letters VR stand for?

7) What is VR being used for in the school?

Consider all the stories.

8) Explain how digital technologies can benefit our everyday lives.



## Spelling

This week we are continuing to look at year 3 and 4 common exception words. Complete the 4 spelling activities below.

Monday 11<sup>th</sup> January

Year 3: Spellings: Common Exception Words

**Word list**

calendar

caught

centre

century

certain

circle

complete

consider

continue

Task 1: Read the words aloud to another person. Make sure you pronounce them correctly.

Task 2: Can you think of a sentence with each of these words in? For example, My eye was **caught** by a large **circle** in the **centre** of the 21<sup>st</sup>-**century calendar**. Say it aloud to an adult.

Task 3: Look at the words. Write two or three with the tricky bit, e.g. calendar, caught, centre.

Have a practise at writing them and then underline the bits you have found tricky.

Tuesday 12<sup>th</sup> January

Year 3: Spellings: Common Exception Words

**Word list**

calendar

caught

centre

century

certain

circle

complete

consider

continue

Task 1: Read the words – make sure you can read them independently. Your first task is to put the words in order of their initial sound. Group them together. There is a table below to help you.

Add card/cell/citrus/comic to your groups – which group are they added to?

What do you notice about the initial sound /c/ in each group?

Century	Complete	Calendar
---------	----------	----------



Wednesday 13th January

ANSWERS

**Word list**

calendar

caught

centre

century

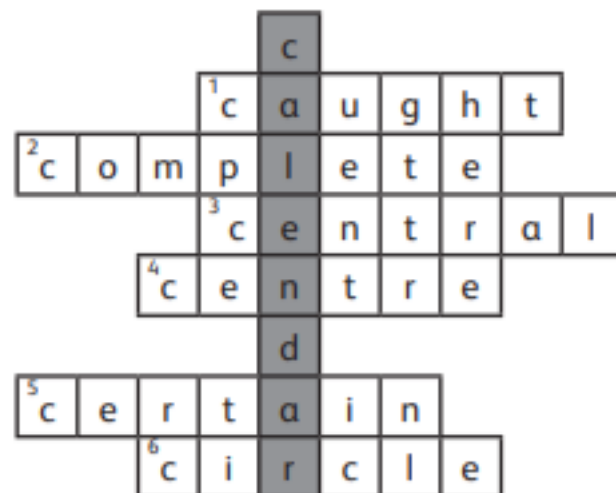
certain

circle

complete

consider

continue



Task: Watch the video of Mrs Hague reading the passage. Can you spell the missing words in the passage? If you can't access the video a crib sheet is included for an adult to read.

## The race of the century

I was \_\_\_\_\_ that I was being followed as  
I ran through the \_\_\_\_\_ of the forest. I  
stopped to \_\_\_\_\_ what I should do and  
decided to \_\_\_\_\_ on my way. After a while  
I was convinced that I had run in a \_\_\_\_\_  
\_\_\_\_\_ and that I would soon be  
\_\_\_\_\_.  
I must not fail. This was the race of the  
\_\_\_\_\_. The one that had been on my  
\_\_\_\_\_ for months.



Thursday 14th January

Year 3: Spellings: Common Exception Words

CRIB SHEET FOR THURSDAY

## **The race of the century (answers)**

I was **certain** that I was being followed as I ran through the **centre** of the forest. I stopped to **consider** what I should do and decided to **continue** on my way. After a while I was convinced that I had run in a **complete circle** and that I would soon be **caught**.

I must not fail. This was the race of the **century**. The one that had been on my **calendar** for months.

## Other Subjects

Topic – How was Ancient Greece organised?

Look at the Oak Academy Lesson and complete the quiz.

<https://classroom.thenational.academy/lessons/how-was-ancient-greece-organised-6mv3jr>

Extra task – Write 5 fantastic facts that you have learnt. You could start a fact file for our Greek topic.

If you do not have internet to watch the video, please let me know and I will provide another activity.

PE/Dance- See attached the PE at home activities. We would love to see some videos of you completing the challenge.

Remember to keep yourself active indoors using...

Cosmic Kids Yoga, Joe Wicks PE, Go Noodle

RE/Wellbeing – this week we are going to be finishing Christianity. We discussed just before Christmas that Christians believe god gifted Jesus to the world. I want you to think of gift that you would give to the world to make the world a better place.

Jigsaw- Read the story and discuss Jane's dreams and goals.

Complete the flower template.

What does the flower represent? We can imagine that our dreams and goals are seeds that we can plant now and watch them grow into the future.

Draw or write these dreams on the petals of their flower. In the centre of the flower, draw a picture of themselves when they have achieved one of their dreams.





Activity 1 ...

## 1) Garden Balance

Balance a bean bag on your head and run 10 lengths of your garden without it falling off.

What's your fastest time to complete this?

## 2) Speed Bounce

Place 2 cones on the floor next to each other. How many times can you bounce over the cones in 30 seconds?



Activity 2 ...





Activity 3 ...

### 3) Hop to It

Have a hopping race against someone in your family.

### 4) Stairway Challenge

Stand at the bottom of the stairs. Throw a bean bag onto the bottom step with both hands. Go and get it. Throw the bean bag onto the next step. Go and get it. Repeat for every step. Can you hit every step in order?



Activity 4 ...





Activity 5 ...

## 5) Bomb the Triangle

Make a triangle with cones and put 1 cone 3 steps away. Can you throw the bean bag into the triangle. Every time you get it in take an extra step back

## 6) Reflex Catching

Throw a ball against a wall and catch it 10 times.



Activity 6 ...





Activity 7 ...

## 7) 2 Becomes 1

Start on 2 feet. Jump as far as you can and land on 1 foot without falling over.

## 8) Head over Heels

Balance with your feet above your head and hold it still for 10 seconds.



Activity 8 ...



Activity 9 ...

## 9) Hydration Station

Drink 4 glasses of water  
in one day.

## 10) Healthy Chef

Design a healthy snack and  
explain what makes it healthy.



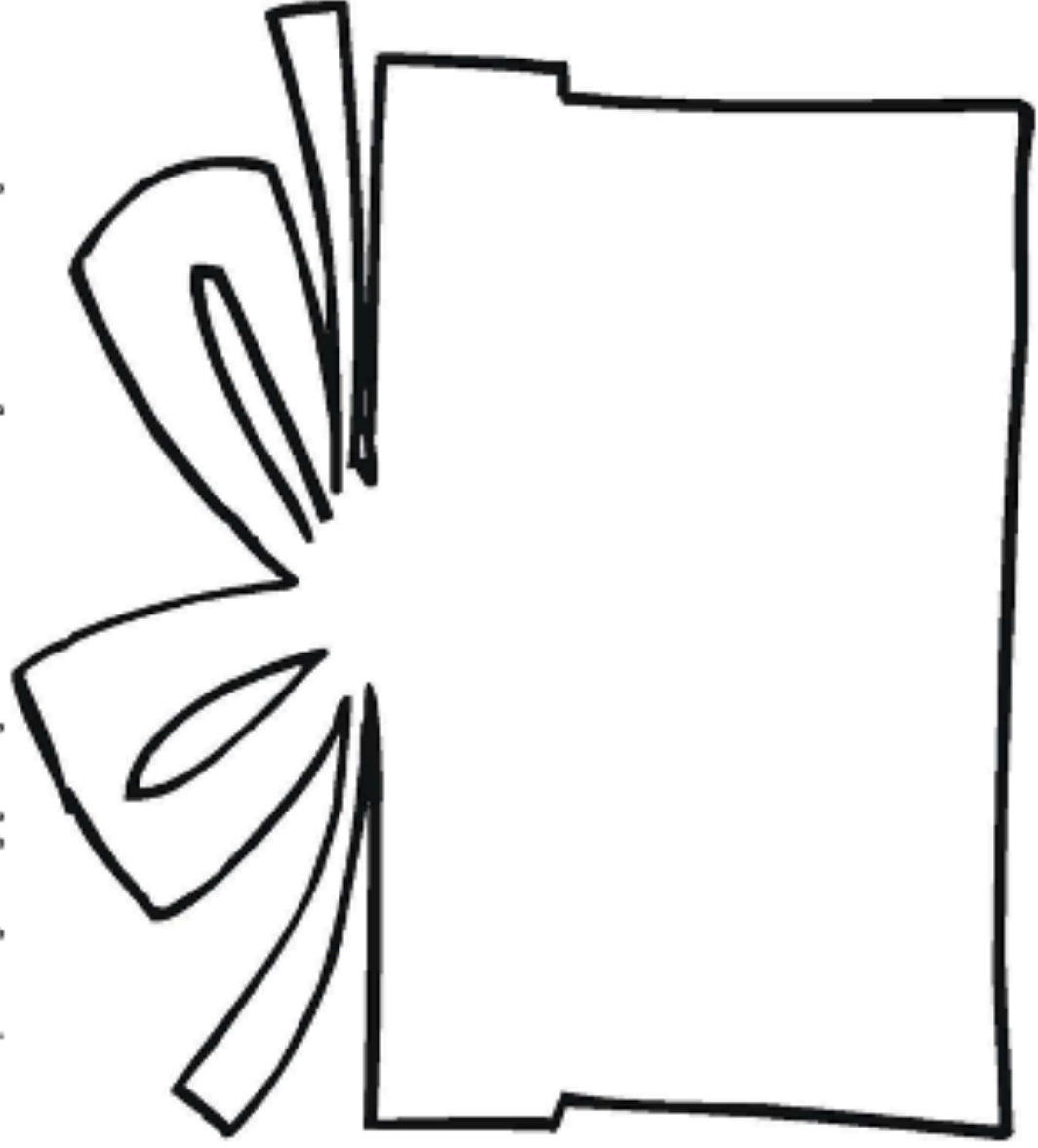
Activity 10 ...



WC: 11.1.2021

RE - Christianity  
My Gift to the World

*This week we are going to be finishing Christianity. We discussed just before Christmas that Christians believe god gifted Jesus to the world. I want you to think of gifts that you would give to the world to make the world a better place. Explain your gift in full sentences and give reasons for them.*



---

---

---

---

---

---

---

---

---

---

---

---

## Jigsaw Story



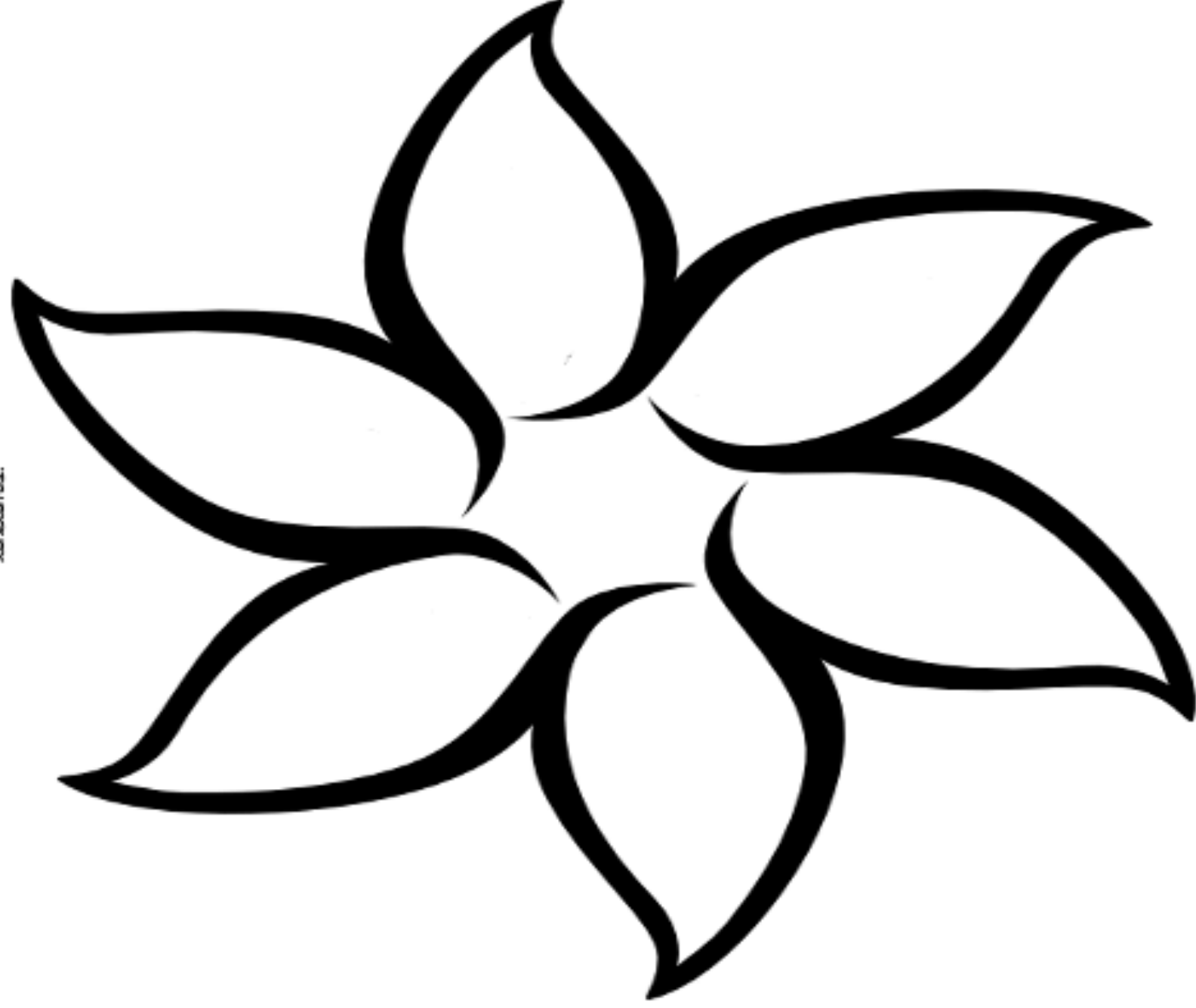
- When Jane was a little girl her father gave her a toy chimp, that she named Jubilee.
- She loved exploring the outdoors and always took Jubilee with her wherever she went.
- She loved learning about animals and plants. She dreamed about going to Africa to study chimpanzees when she was older.
- When she was 23, she moved to Kenya and lived on her friend's farm.
- Jane asked if she could have a job with a man called Lewis Leakey who was a famous scientist who studied chimpanzees.
- Lewis helped Jane go to university and become a famous scientist herself.
- Jane studied chimpanzees, and her work has allowed us to know a lot more about these special animals.
- Jane had to work hard to achieve her dream, and it shows that dreams can come true!

Wk: 11.1.2021

Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 2

- *to identify a dream/ambition that is important to me.*
- *to imagine how I will feel when I achieve my dream/ambition.*

*Draw or write these dreams on the petals of their flower. In the centre of the flower, draw a picture of themselves when they have achieved one of their dreams.*





Jino

