




Key Stage 2 Weekly Learning		
Year 3, Hazel and Sycamore	Theme: Iceland Science: Rocks	Week beginning: 18/5/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance.	
Reading - 10- 20 mins	Continue to enjoy reading book from home, school or online. The work this week is continuing with the story Charlotte's Web by E.B.White and illustrated by Garth Williams. You do not need the book - all the tasks are within the sheets provided. This week focus on Task 5.	
Maths- 20- 30 mins	This week we are looking at measure. We calculate the perimeter of a shape by adding the total length of all its edges. Find at least 10 objects in your house that you can measure the edges of. E.g. a table, picture, bed or book. Measure each edge and add them all together. What is the perimeter of that object? Record your findings. Attached to the Home Learning this week are some more measure questions to challenge you!	
BREAK	Eat a healthy snack, exercise or relax with some mindfulness.	
Tues and Thurs @11 Story time with your favourite author	Spend some time each week listening to your favourite author reading to you. Here is the link to David Walliams that we thought you would enjoy. https://www.worldofdavidwalliams.com/elevenses/	
Times Tables- 10 - 15 mins	Log on to Time Tables Rock Stars or a similar Maths website to practise your tables.	
Spelling- 5 - 10 mins	Choose 10 Common Exception Words to practise this week.	
Handwriting- 5 - 10 mins	Use your handwriting book to practise your 10 spellings.	
Writing- 15 - 20 mins	The writing task this week is to write a story using a volcanic landscape as your setting. See the pictures below to inspire you. This site will also inspire you and support you with your writing: https://authorluketemple.blogspot.com/p/free-downloads.html There is a writers toolkit for you as well as his new book to read online- Felix Dashwood and the Mutating Mansion. You can enter the competition too!	
Our School Value	This term our value is Perseverance . Make your own poster to show why it is so important to persevere.  Captain Tom persevered and the whole country got behind him. Why do you think this was? What did he achieve?	

These are the Key Skills that we are teaching in Year 3. They are the skills we work with across the school year. To support your understanding of home learning tasks we have highlighted the skills that we are focussing on each week. The other skills you will notice are also relevant to work your child is doing at this time and will provide support for them to succeed.

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> Count in 2's, 3's, 4's, 5's and 10's $\times 2$, $\times 3$, $\times 4$, $\times 5$, $\times 8$ $\times 10$ Order numbers to 1000 Order fractions Solve addition and subtraction questions up to 3 digits Add and subtract fractions Identify equivalent fractions Write \times and \div statements Double and halve 2 and 3 digit numbers 	<ul style="list-style-type: none"> Use phonics to decode new words. Summarise what has been read Predicting what will come next Sharing opinions using the text Retrieving facts Making inferences (e.g. I think she is feeling sad because she was sitting by herself) Identify the meaning of new words 	<ul style="list-style-type: none"> Capital letters at the start of a sentence and for proper nouns Neat, joined handwriting Conjunctions to join ideas (and/but/so/because/which) Adjectives to describe Using past or present tense Using 1st person (I) or 3rd person (he/she/they) Inverted commas for speech ""

<ul style="list-style-type: none"> Estimate, read and compare time Tell analogue and digital times Add and subtract amounts of money using £ and giving change Check my answers 	<ul style="list-style-type: none"> Adverbs (then/next/after) Prepositions (below/in front of/under)
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Weekly Activities	
<p>Geography</p> <p>Where in the world can I find a volcano? Attached is a world map. On the map mark where there are volcanoes around the world. Next mark those that are dormant and those that have erupted in the last 20 years. https://www.nationalgeographic.org/maps/earth-major-volcanoes/ What is the landscape like after a volcano has erupted? Why do people choose to live near volcanoes? https://www.geographyinthenews.org.uk/issues/issue-21/living-in-peril/ks2/ The links in the Science section will also help you with this task: Write up a report that explains the answers to the questions above.</p>	<p>Science</p> <p>In Science this week we are going to be exploring volcanoes. Watch these links to help your understanding of volcanoes: https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc https://www.natgeokids.com/uk/discover/geography/physical-geography/volcano-facts/ First of all make a volcano using the instruction on the attached sheet to help you. Once you have made the volcano, and it has erupted, please answer the questions on the sheet and make sure you include all the correct scientific language. Which rock types are formed as a result of a volcanic eruption? Describe what these rocks are like.</p>
<p>RE</p> <p><u>What is Eid ul-Fitr?</u> <i>Eid ul-Fitr begins on the evening of Saturday 23rd May and ends on the evening of Sunday 24th May.</i> How do Muslims celebrate Eid ul-Fitr? Watch the following videos to help you understand more about Eid ul-Fitr: https://www.bbc.co.uk/bitesize/clips/z434wmn https://www.bbc.co.uk/bitesize/articles/z4cmkmn Now answer the following questions: When is Eid ul-Fitr celebrated? What does Eid ul-Fitr mean? How do Muslims celebrate Eid ul-Fitr? What types of food are eaten? What phrase is often said during Eid ul-Fitr and what does it mean?</p>	<p>Computing</p> <p>In class we have been using Purple Mash to practise our coding. This week we have set you 3 coding challenges! Log on to Purple Mash https://www.purplemash.com/sch/cherry-wd24 Click on Computing and then click on 2Code. Have a go at the following challenges: Printing to the Screen, Free Code Screens, Free Code Chimp. This is where you can write your own code! Remember you will need to use the design button to create a background and place objects in it. If you are looking for an extra challenge have a go at the activities on Hour of Code Grades 2-5 or have a go at some of the coding activities on Blockly. https://hourofcode.com/uk/learn https://blockly.games/?lang=en</p>
<p>A Covid 19 Time Capsule Keepsake: Use the time capsule workbook to reflect on your thoughts and feelings.</p>	
<p>Jigsaw</p> <p>Our Jigsaw theme this term is Relationships. This week we are thinking about relationships that are special to us. Think about the following questions: -Which people have a positive influence on your life? -What do you appreciate about other people? -Are these always people that you know well? -What are your responsibilities to make sure that your relationships are happy and safe? Think of 3 people that you appreciate. This could be a close member of your family, a friend or someone in your local community. Think about why you appreciate them. Why are they special to you?</p>	



Relationships

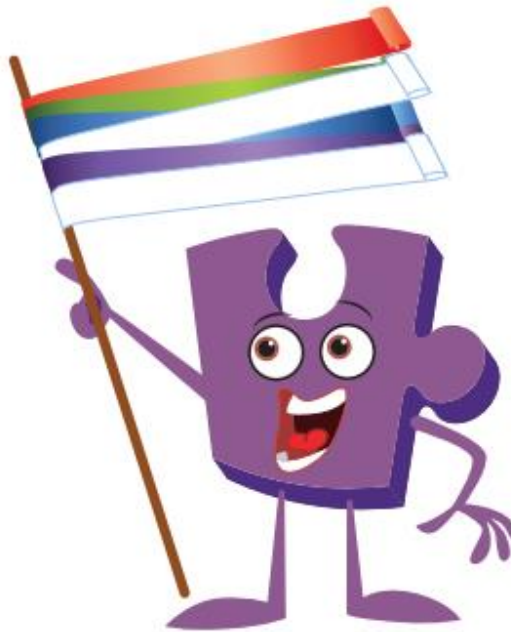
Appreciation Streamer Description Sheet - Ages 7-8 - Piece 6

You will need:

Strips of coloured paper approx. 30cm x 5cm per strip

Wooden baton or stick

Tape



To make:

- 1) Using pens, draw on a strip of paper a person who is special to you.
Next to the picture complete the sentence:

“You are special to me because ...”

- 2) Make three strips.
- 3) Then collect all the strips of paper together and secure them onto one end the baton to make your appreciation streamer.

PERSEVERANCE



**KEEP WORKING
TOWARD YOUR GOALS,
EVEN WHEN IT GETS DIFFICULT**

An adventure story set near and active volcano:



Who will be your main character?
Why are they here?
What has happened? Use all your senses to build up the drama and lead your reader through this adventure story.
How will it conclude?

An adventure story set in a volcanic landscape:



Who or what lurks within this cave?
What will it be like inside? Carefully describe the entrance to this lair.
What adventure will your main character go on as he enters the unknown?

Think carefully about the title for your story. You might want to do this after you have finished writing!

Units of length – metres and centimetres

Often we will use both metres and centimetres when measuring length.
This length of ribbon is 146 cm. This is 1 metre and 46 centimetres.



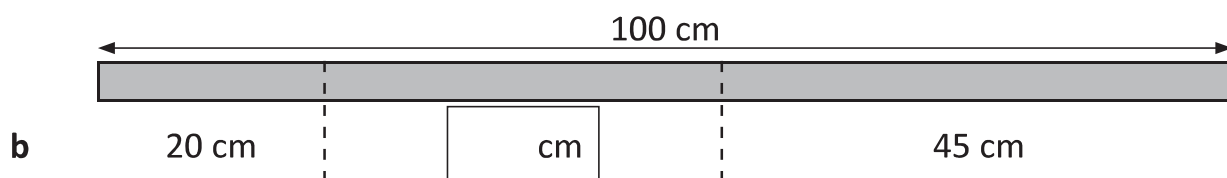
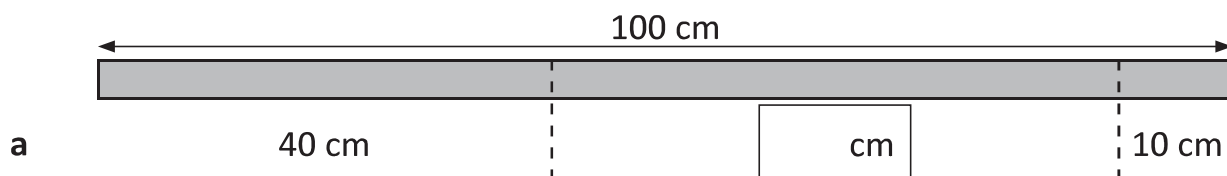
1 Write these lengths in centimetres:

- a 1 m 38 cm cm b 1 m 67 cm cm c 2 m 82 cm cm
d 5 m 45 cm cm e 4 m 59 cm cm f 2 m 90 cm cm

2 Write these lengths as metres and centimetres:

- a 217 cm m cm b 391 cm m cm
c 462 cm m cm d 113 cm m cm
e 835 cm m cm f 194 cm m cm

3 Work out the missing lengths that make up each metre:

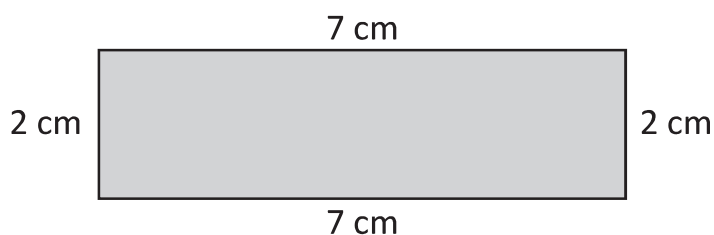


4 Fill in the gaps using 'm' or 'cm':

- a Hassan is 113 tall. b The house is 5 taller than the car.
c Natasha only lives 79 from school. d Lisa measured her waist size and it was 64 .

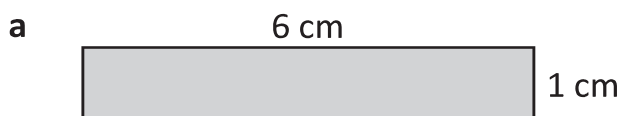
Units of length – perimeter

The perimeter is the total length around the outside of an enclosed space.
To find the perimeter of this shape, we add the lengths of all the sides.

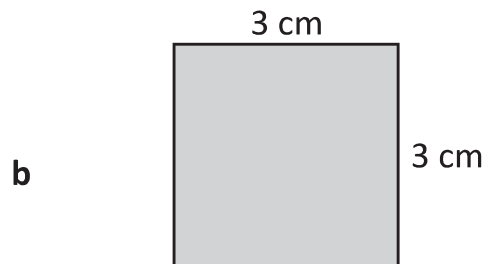


$$\begin{aligned} P &= 7 + 2 + 7 + 2 \\ &= 18 \text{ cm} \end{aligned}$$

1 Find the perimeters of these shapes.

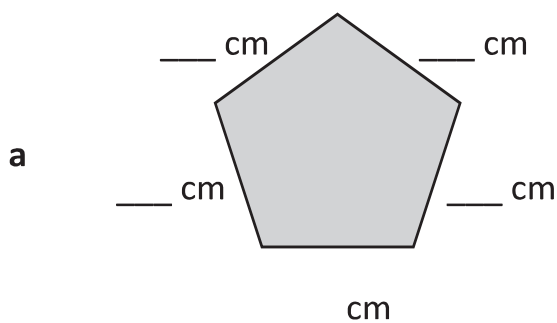


$$\begin{aligned} P &= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &= \underline{\hspace{2cm}} \end{aligned}$$

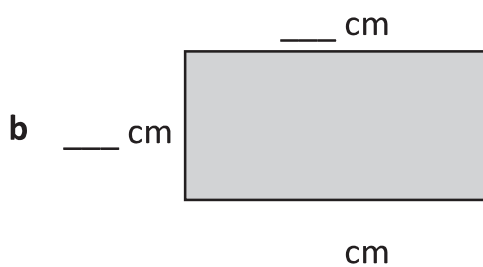


$$\begin{aligned} P &= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &= \underline{\hspace{2cm}} \end{aligned}$$

2 Measure these shapes and find the perimeter.



$$\begin{aligned} P &= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &= \underline{\hspace{2cm}} \end{aligned}$$



$$\begin{aligned} P &= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} \\ &= \underline{\hspace{2cm}} \end{aligned}$$

Volume and capacity – word problems

1 Solve these volume and capacity word problems:

- a I have two glasses of water. One contains 300 ml, the other contains 200 ml.

How much do they contain together in litres?



REMEMBER

- b I have a jug containing 1 litre of juice. I pour out 400 ml.

How much is left?

- c My garden pond holds 330 litres of water. My neighbour's contains 450 litres.

How much more does my neighbour's pond hold than mine?

My dad's pond is three times bigger than mine.

How much does it hold?

- d Mia's recipe asks for 30 ml of vanilla essence. She has a spoon that holds 5 ml.

How many spoonfuls does she need?

- e Three friends are making jam. Emma makes 450 ml, Leah makes 600 ml and Fred makes 350 ml.

How much jam have they made altogether?

- f An explorer takes a 10-litre container of water on a 3-day trip through the jungle. He drinks 1 l 500 ml on the first day, twice this on the second day and 4 l 200 ml on the last day.

How much water does he have left at the end of the trip?



How much do you know about capacity? Is it easy to tell whether one container will hold more or less liquid than another? Can you measure capacity accurately?

For this investigation you need to work in a pair or a small group. Gather together 5 different containers. You will also need one measuring jug marked in millilitres.

Your task is to order the containers by capacity and to then accurately measure and record their capacity.



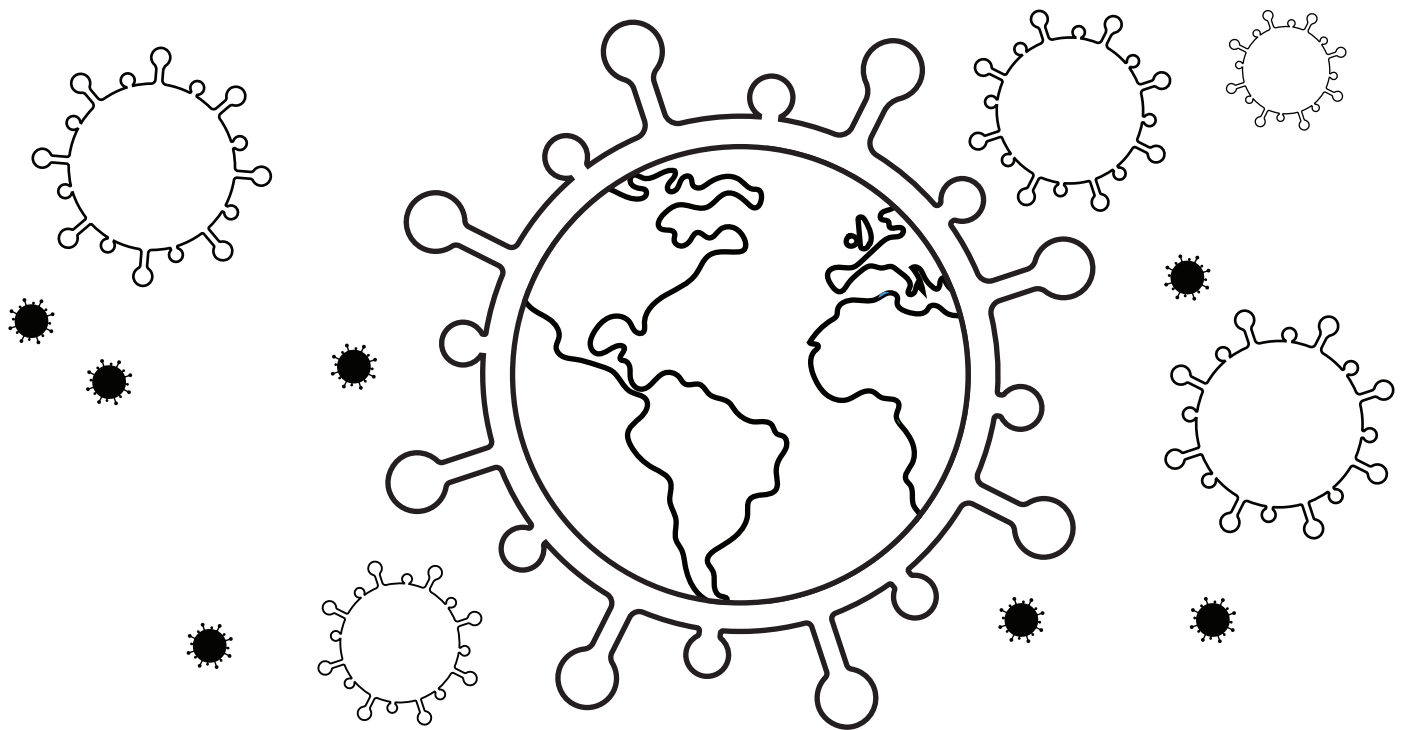
Discuss with your partner or group how you are going to approach the investigation. What steps will you take in what order? How will you record your findings? You need to record your estimate of the order of the containers by capacity, your estimate of the capacity of the containers in millimetres, and your measurements of their capacity in ml.

Assign different members of your group different jobs, and complete the investigation.

How accurate were your predictions? Were there any surprises? Did you face any difficulties?

Join up with another group and explain your method and results to them. They can then do the same for you. Were there differences in how the groups approached the problem? Whose method do you think was best? Why?

MY 2020 COVID-19 TIME CAPSULE

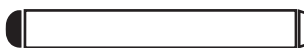


BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- | | |
|--|---|
| <input type="checkbox"/> SOME PHOTOS FROM THIS TIME | <input type="checkbox"/> ANY ART WORK YOU CREATED |
| <input type="checkbox"/> A JOURNAL OF YOUR DAYS | <input type="checkbox"/> FAMILY / PET PICTURES |
| <input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING | <input type="checkbox"/> SPECIAL MEMORIES |



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

♥♥ ALL ABOUT ME ♥♥

I AM

YEARS
OLD

I STAND

INCHES
TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

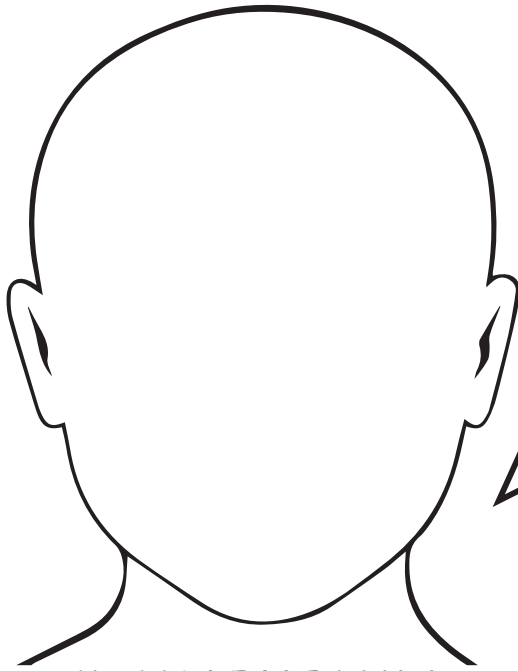
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE:

HOW I'M FEELING



HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST
FROM THIS EXPERIENCE:

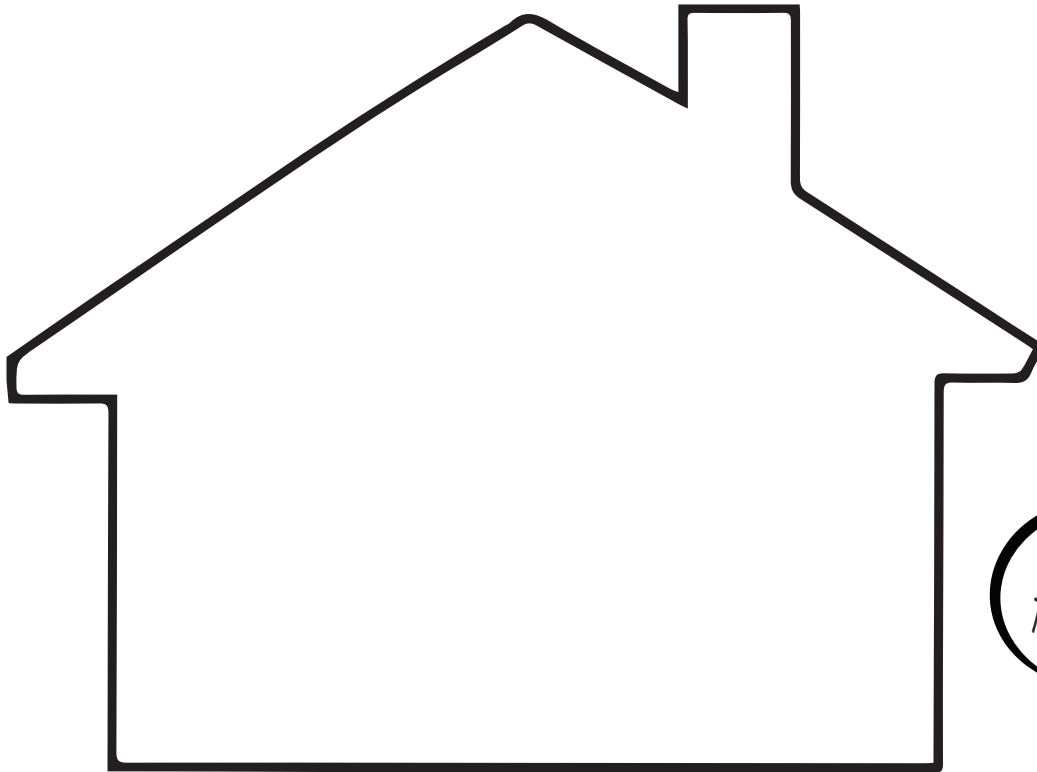
THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY



COLOUR THIS HOUSE
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:



WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN
OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?



YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!



WHAT I AM DOING
TO KEEP BUSY:

OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE



SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

LETTER TO MYSELF

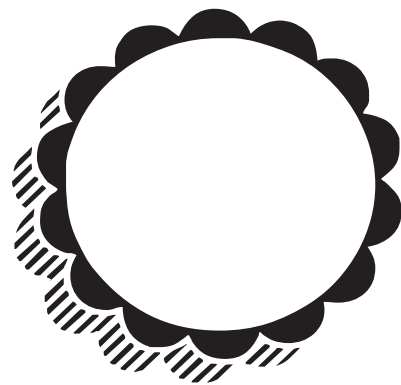
DEAR,

LOVE,

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE: _____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

LETTER FROM YOUR PARENTS

DEAR,

LOVE,

VOLCANOES

ACTIVITY SHEET

2017
**YEAR OF
RISK**



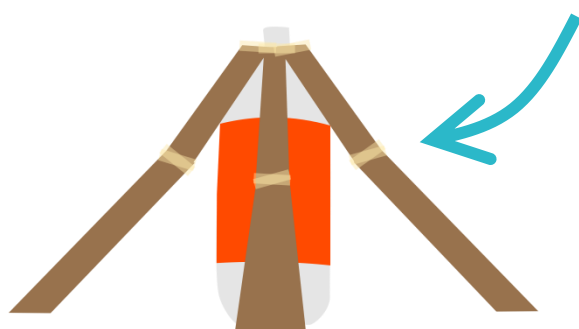
The
Geological
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serving science, profession & society

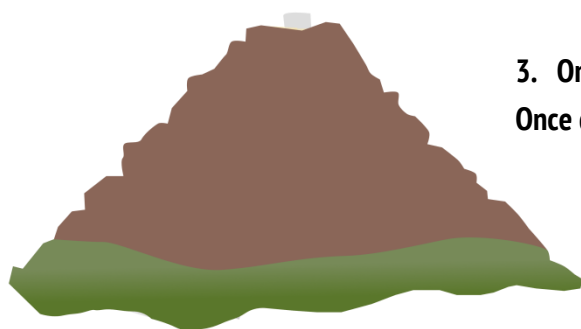
Did you know that gases play an important part in volcanic eruptions? Volcanic eruptions are caused when the pressure is released above a magma chamber (the region below a volcano where hot liquid magma builds up). When this happens, dissolved gas expands and forces magma up through cracks in the Earth's crust to erupt as lava and/or ash on the surface.

MAKE YOUR OWN VOLCANO!

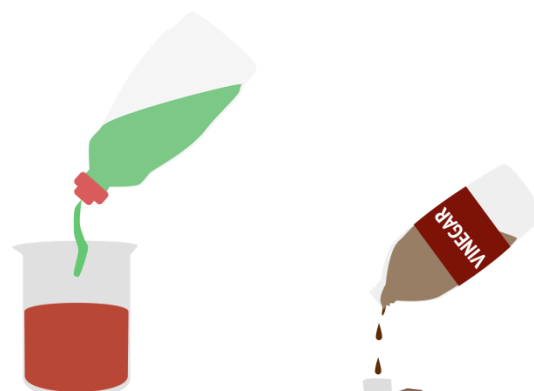
1. Stick cardboard strips to your plastic drinks bottle to provide some support.



2. Mix together your PVA glue and water (2 parts glue to 1 part water) to make an adhesive paste. Dip strips of newspaper into the paste and build up your papier mâché volcano.



3. Once you have made your volcano let it dry for at least 4 hours. Once dry you can paint your volcano to make it look more realistic.

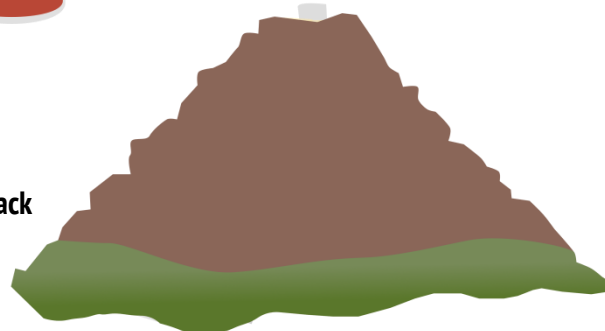


4. Mix water, bicarbonate of soda, a squeeze of washing up liquid and food colouring in a beaker and then pour this into the bottle inside your volcano.



MAKE SURE YOUR VOLCANO IS OUTSIDE OR SOMEWHERE YOU DON'T MIND GETTING MESSY!

5. Pour in $\frac{1}{4}$ beaker of vinegar into the top your volcano. Stand back and watch it erupt!



YOU WILL NEED:

- Newspaper
- Cardboard
- PVA Glue + water mix (2 parts glue to 1 part water)
- Brown/grey paint
- Water
- Washing up liquid
- Bicarbonate of soda 3 teaspoons
- Vinegar
- Orange /red food colouring
- Drinks bottle 1.5/2litres

VOLCANOES

ACTIVITY SHEET

2017

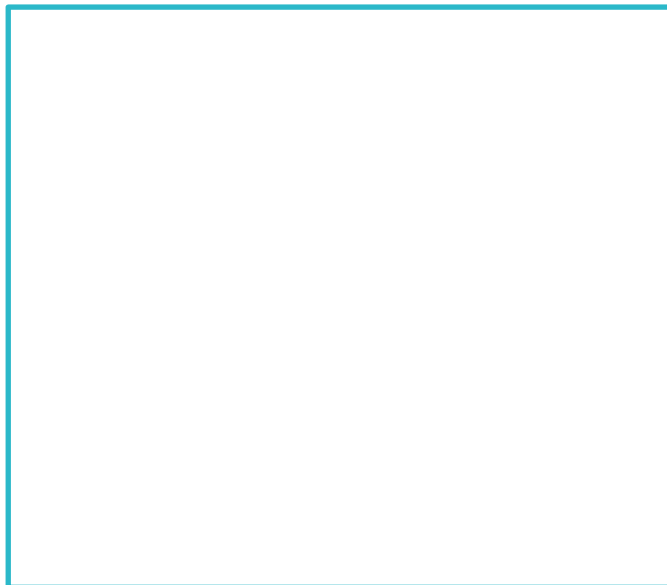
YEAR OF
RISK



The
Geological
Society

serving science, profession & society

Draw a labelled diagram of what happened to your volcano when you added the vinegar into the bicarbonate of soda, water and washing up liquid mixture.



Explain why the 'lava' comes out of the volcano when the vinegar is added to the mixture? Make sure to use the words 'gas' and 'pressure' in your answer.

What do you think would happen if the mixture was made with syrup rather than water?

What do you think would happen if you put the cap back on the bottle after you had added the vinegar?



Y3 -Y6 Spanish Work Summer 1 Wk 5 - 18.05.20

I need your help to complete the work for our international project. **You can do this work in any language you like.**

I'm looking for traditional recipes from the different cultures at Cherry Tree to share with our Spanish friends.

I was hoping for things like, homemade fish and chips, Lancashire hot pot, Toad in the Hold, Yorkshire puddings, Shepherd's pie, cottage pie, Full English breakfasts...I am also looking forward to recipes I do not know like...

Scottish Haggis, Indian Daal or Saag Aloo, Kenyan Irio, Polish Barszcz, Romania Sarmale, Jamaican Bammy bread, In fact anything you would like to share internationally.

If you could include any ingredients we grow on our school allotment that would be even better but not essential. The vegetables or herbs we are growing are...

Broccoli	cucumber	tomatoes	garlic
Chives	courgette	onions	spring onions
Beetroot	sweetcorn	wheat	lettuce
Carrots	beans	French beans	

I want to put recipes into a book and print two copies one for our school and one for the Atalia. So if you would like to include photos of yourself cooking the food you can. (You

must have permission from your parents for photos to be published or you could just take photos of the equipment used and your hands doing the cooking.)

Send your photos and recipes to
gcocks@cherrytree.herts.sch.uk

Here are two examples I have prepared.



Ingredients

400g strong white
bread flour
3.5g dried yeast
1/2 tsp salt
1/2 tsp sugar
250ml warm water
2 tsp olive oil
400g tinned plum
tomatoes
100g mozzarella
cheese
Some black olives
Fresh basil



Method

Put flour salt sugar
and yeast in a bowl,
add the warm water
and olive oil slowly.
Mix together until
the dough becomes
sticky.
Knead the dough and
then set aside for
half an hour in a
warm place to rise.

Preheat the oven to
gas mark 220°C
After the dough has
risen it can be
divided into two to
make two pizzas.
Stretch and flatten
the dough.
Drain the tomatoes,
chop and spread
them over the base.
Then sprinkle
chopped olives and
mozerella cheese.

Ask an adult to put
it in the oven for 10
mins.

Enjoy!

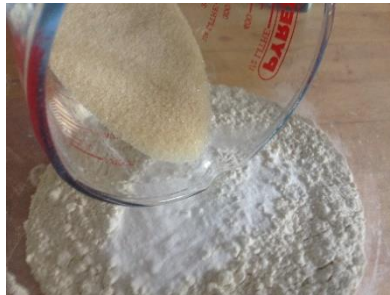


Miss Cocks' English Tea Scones



Ingredients

225g/8oz self
raising flour
pinch of salt
55g/2oz butter
25g/1oz caster sugar
150ml/5fl oz milk
1 free-range egg,
beaten, to glaze
(alternatively use a
little milk)



Method

1. Heat the oven to 220C/200C Fan/Gas 7 and lightly grease a baking tray.
2. Mix together the flour and salt and rub in the butter. Stir in the sugar and then the milk to get a soft dough.
3. Turn on to a floured work surface and knead very lightly. Pat out to a round 2cm/ $\frac{3}{4}$ in thick. Use a 5cm/2in cutter to stamp out rounds and place on the baking tray. Lightly knead together the rest of the dough and stamp out more scones to use it all up.
4. Brush the tops of the scones with the beaten egg. Bake for 12-15 minutes, or until well risen and golden-brown.
5. Cool on a wire rack and serve with butter and good jam and maybe some clotted cream.

