


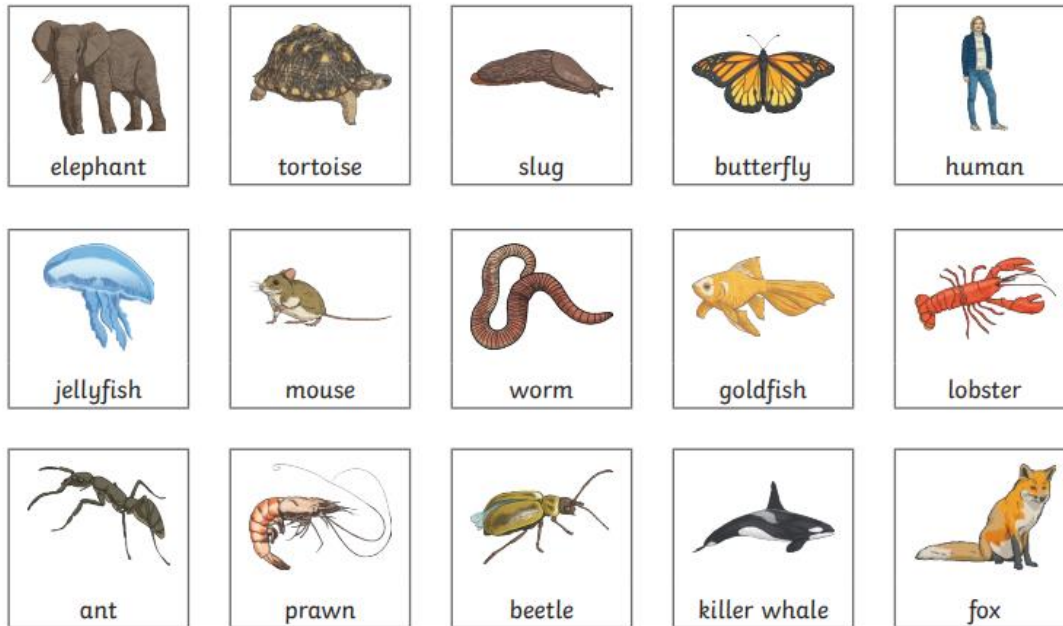
## Year 3 – Suggested Activities for the Week Beginning 15<sup>th</sup> June

These are suggested activities for the week. The activities in green are an alternative to using the internet.

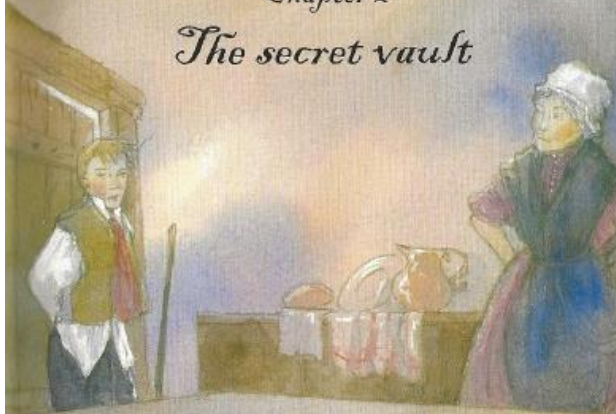
Time Guidance	Monday	Tuesday	Wednesday	Thursday	Friday VE DAY
30 mins	<b>PE with Joe Wicks</b> <a href="https://www.youtube.com/watch?v=Na1rzigYISU">https://www.youtube.com/watch?v=Na1rzigYISU</a>	<b>PE with Joe Wicks</b> <a href="https://www.youtube.com/watch?v=Na1rzigYISU">https://www.youtube.com/watch?v=Na1rzigYISU</a>	<b>PE with Joe Wicks</b> <a href="https://www.youtube.com/watch?v=Na1rzigYISU">https://www.youtube.com/watch?v=Na1rzigYISU</a>	<b>PE with Joe Wicks</b> <a href="https://www.youtube.com/watch?v=Na1rzigYISU">https://www.youtube.com/watch?v=Na1rzigYISU</a>	<b>PE with Joe Wicks</b> <a href="https://www.youtube.com/watch?v=Na1rzigYISU">https://www.youtube.com/watch?v=Na1rzigYISU</a>
30 – 40 mins	<b>English</b> Using apostrophes. We use apostrophes to show when objects belong to someone. For example: Bob's dog.  We also use apostrophes when we contract a word: cannot = can't  Complete the grid on the powerpoint to show apostrophes from the text.	<b>English</b> Look at the powerpoint in the English resources (this week).  A fronted adverbial is an interesting way to start sentences. The often explain HOW something has happened or WHERE or WHEN.  There are examples on the powerpoint.  Write some sentences using fronted adverbials.  Good luck!	<b>English</b> Read chapter two again (underneath this timetable) and answer the following <b>retrieval</b> questions:  1. Why did John live with his aunt? 2. Find and copy the word that described how strict Aunt Jane was. 3. What did John think he was going to find in the vault? 4. What had John actually discovered? 5. Name the men that had entered the vault.	<b>English</b> Read chapter two again (underneath this timetable) and answer the following <b>inference</b> questions:  1. How did Aunt Jane feel when John returned home? 2. How did John know it was safe to leave the house that night? 3. Why was John's heart pounding as he entered the tunnel? 4. How do you think the smugglers would have reacted if they had seen John in the vault? 5. How did John feel when he realised he was trapped in the vault?	<b>English</b> <b>Write a description of the vault that John had discovered in chapter two. Think about your senses:</b> <b>What would the vault smell like? How would it feel? What can John see and hear? Does the stale air taste different?</b>  <b>Can you include a fronted adverbial to make your sentences more interesting? Think about your learning from Tuesday to help you.</b>
30 – 40 mins	<b>Maths</b> <a href="https://whiterosemaths.com/home/learning/year-3/">https://whiterosemaths.com/home/learning/year-3/</a> PLEASE CLICK ON THE ALTERNATIVE ACTIVITIES. NOT FRACTIONS. <b>Lesson One: Adding lengths</b>  OR: Measure 10 objects around your home to the nearest mm, for example a spoon, a chair leg etc	<b>Maths</b> <a href="https://whiterosemaths.com/home/learning/year-3/">https://whiterosemaths.com/home/learning/year-3/</a> Lesson 2 – Subtract lengths  OR: Find two objects in your own, such a book and a fork. Measure their lengths and subtract the smallest from the biggest. Can you estimate your answer before you work it out? Repeat with other objects.	<b>Maths</b> <a href="https://whiterosemaths.com/home/learning/year-3/">https://whiterosemaths.com/home/learning/year-3/</a> Lesson 3 – Measure perimeter  OR: Draw a range of quadrilaterals (4 sides) and measure the edges (the perimeter).	<b>Maths</b> <a href="https://whiterosemaths.com/home/learning/year-3/">https://whiterosemaths.com/home/learning/year-3/</a> Lesson 4 – Calculate perimeter  OR: Draw some different 2d shapes (of more than 2 sides) and measure around the edge of each one to the nearest mm. + +	<b>Maths</b> <a href="https://whiterosemaths.com/home/learning/year-3/">https://whiterosemaths.com/home/learning/year-3/</a> Maths Challenge time!  OR: Have a go at the mental maths questions on Fridays page.
30 mins	<b>Topic Science</b> Bones, bones, bones! We are moving onto skeletons this	<b>Topic Science</b> Bones, Bones, Bones! Look again at the three different	<b>Topic PHSE – Wellbeing</b> Look at the balloons below this	<b>Topic PHSE – Wellbeing</b> In school we would be thinking	<b>Topic Music</b> We would like you to be a

	<p>week! There are 3 types on skeleton:</p> <p><b>Endoskeleton – (bones on the inside)</b></p> <p><b>Exoskeleton – (bones on the outside)</b></p> <p><b>Hydrostatic skeleton – (no bones).</b></p> <p><b>Cut out the pictures found at the bottom of this timetable (under Monday) and sort them into three groups.</b></p>	<p>types of skeleton.</p> <p>Imagine you are a scientist having to write a report about skeletons. Describe the disadvantages and advantages for each type of skeleton.</p>	<p>timetable.</p> <p>Draw some of your own and fill in the sentences.</p> <p>We all miss you at school and all those balloons show us what an amazing person you are!</p>	<p>about ways that help us to feel clam and relaxed. Let's practise one:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.</p>  </div>	<p>composter today!</p> <p>Can you make up a rap describing the skeletons that you were learning about at the beginning of the week. You could also include the reasons for and against having the skeletons and name some of the animals. Why not record your rap and send it to me?!</p>
10 mins each	<p><b>Reading / Handwriting/ Spellings</b></p> <p>Read every day and use the Y3 spellings in your home school diary to practise your handwriting.</p>	<p><b>Reading / Handwriting/ Spellings</b></p> <p>Read every day and use the Y3 spellings in your home school diary to practise your handwriting.</p>	<p><b>Reading / Handwriting/ Spellings</b></p> <p>Read every day and use the Y3 spellings in your home school diary to practise your handwriting.</p>	<p><b>Reading / Handwriting/ Spellings</b></p> <p>Read every day and use the Y3 spellings in your home school diary to practise your handwriting.</p>	<p><b>Reading / Handwriting/ Spellings</b></p> <p>Read every day and use the Y3 spellings in your home school diary to practise your handwriting.</p>

# Monday



Chapter 2  
*The secret vault*



Back home, Aunt Jane greeted me with a scowl. "You're late John," she snapped. "Your lunch is cold now."

My parents had died when I was very young, and I had lived with my aunt ever since. She was a stern woman, who rarely allowed me out of the house. So, that night, I waited until I heard her snoring in her room, then grabbed a candle and slipped out in secret.

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I was so excited about the treasure, I didn't even feel scared until I reached the churchyard. Then I remembered the noises from beneath the church, and the stories of Blackbeard's ghost. But the lure of treasure drew me on, and soon I was back at the entrance to Blackbeard's vault.

I lit the candle and stepped inside. My heart was pounding as I followed a tunnel to a set of steps that curved under the church. At the bottom lay a dark chamber.

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Inside, several old coffins lay on shelves around the walls. But the floor of the vault was filled with brand new barrels. To my horror, I realized I had discovered a smugglers' hideout. It must have been these barrels that had made the noises we heard in church.



I had to get out – smugglers were dangerous men, who didn't look kindly on spying eyes. But, as I turned to go, I heard a voice in the tunnel. Someone was coming!

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**Tuesday**



I quickly snuffed out my candle, and hid behind a coffin as two men entered the vault and set down some more barrels. Peeking over the edge, I saw that one of them was the church groundskeeper, Ratsey, and the other was Elzvir Block, who owned a local inn called the *Why Not*. Last year, his son David had been shot and killed by Maskew, a local magistrate who had caught him smuggling.

Eventually, the smugglers left and I climbed from my hiding place. Dizzy from the stale vault air, I slipped and knocked the lid from a coffin. Inside, a body lay wrapped in cloth. Part of it was torn, and I could see bushy black hair around the figure's neck. I was sure it was Blackbeard. Could his treasure be inside the coffin?

With trembling hands, I relit the candle. A silver locket hung around Blackbeard's neck. I lifted it away, hoping to find some jewels inside, but all it held was a scrap of paper with what seemed to be a prayer written on it.



Disappointed, I looped the locket around my neck and returned along the tunnel. But now I discovered the entrance had been sealed. The smugglers must have covered it when they left. I pushed at the stone blocking my way out, but I couldn't shift it.



Now I realized why I had felt dizzy – there was no air here underground. Crazy with panic, I bashed at the door, screaming for help. But it was no good. My candle burned out. Everything went dark and I fell to the floor.

# Fronted Adverbial

An adverbial is a word or phrase that adds detail to a verb.

(Tip: it adds to the verb. Ad-verb!)

Adverbials are used to explain how, where or when something happened; they are like adverbs made up of more than one word.

Fronted adverbials are 'fronted' because they appear at the front of the sentence, before the verb.

Fronted adverbials are single words or phrases at the beginning of a sentence, used to describe the action that follows.

Examples:

Please identify the parts underlined as fronted adverbials and whether they are a word or a phrase.

## Adverbs

Gently, she lifted the sleeping baby.

Suddenly, the ground began to shake.

## Adverbial phrases

As soon as he could, Tom jumped off the train.

Last week, I went to the dentist.

In the winter, some animals hibernate.

Try using some of these fronted adverbials in your sentences.

### WHEN

Every week ...

During playtime ...

Once a year ...

Before I go to bed ...

When I go home ...

### HOW

Without ...

Running ...

Carefully ...

Suddenly ...

Gently ...

### WHERE

Beside my bed ...

On holiday ...

In the park ...

At home ...

Outside my house ...

# Wednesday

# Thursday

## Inferences

### What does it mean?

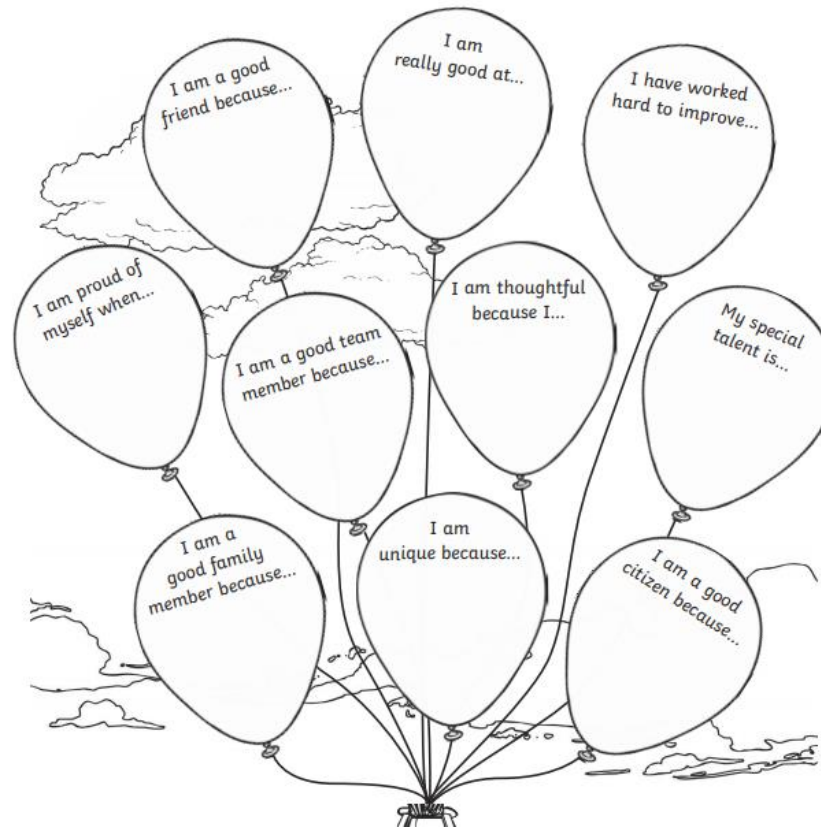
- To use the clues in the story or picture to make a good guess.
- To figure something out that wasn't fully explained.

### Words we can use when making inferences:

I think...  
Maybe...  
I infer...  
I predict...  
My guess...  
Perhaps...  
This could mean...  
It could be that...



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**Friday**