

Hub B Year 3 Home Learning

Week beg 26th April 2021

Reading

Lesson 1: Clarifying - Selfie

This week, we are going to be unpicking the skill of clarifying. This means trying to make sense of what we are seeing and reading. Mindmap ideas around this toolkit which will be used throughout the year to guide us with useful strategies.



Lesson 2: Clarifying

Using the sentence stems below, clarify which parts of the text you do understand and which parts you don't. Then use the strategies you mind-mapped to clarify as much of the text as possible.

Here is some of the key vocabulary you will need to know for today's text:

climate – Weather conditions in a place over a period of time.
hieroglyphics – Language using symbols and pictures.
mummified – Wrapped in cloth to keep safe and dry.
vizier – An important person below the pharaoh.

Sentence starters

I think this paragraph is about...

I don't understand what this word means...

I wonder if...

This is a key word because...

It reminds me of...

I think it might be showing...

I think it happened in....

I think it will be set in...



Markets and Merchants

Markets were important to life in ancient Egypt. The people grew lots of grain and used a 'barter system'. Stones named 'debens' were used to value items. Trading with other countries made sure people got the food and other items they needed.

Some of the most popular items included linen, papyrus, grain and precious metals and stones.

Transport and the Nile

Due to the hot **climate**, ancient Egyptian life grew around the river Nile. For transport, trade and day-to-day activities, the Nile was key.

Towns and cities sprung up all along the river's banks. During the summer, wet weather would cause the Nile to flood, which made the ground perfect for growing crops.

Lesson 3: Clarifying

A good way of clarifying what you have read is to summarise the text. If you can summarise accurately, it shows that you really understand the text and the key information. Answer the questions below using the text to help you.

LI: to clarify and summarise a section of text.



- What do you need to clarify?
- Do you know the meanings to all words?
- Can you summarise what we have read so far in your own words?

What They Found Inside

Inside the tomb, they found over 3,000 treasures that were put in for Tutankhamun to take with him into the **afterlife**.

Many of the items were made from, or covered in, gold which was only fitting for a king to own.

The tomb itself was split into many different rooms. Most of the rooms were **for the objects**, apart from the **burial chamber** which just held his decorated stone coffin, called a **sarcophagus**.



Lesson 4: Clarifying

Read the extract below and underline anything that you do not understand or anything that needs further clarification. Use the sentence stems and your own toolkit to break down the text to gain a better understanding.

Ancient Egypt

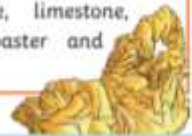
Important to survival in ancient Egypt was the River Nile. At 6,853km long, it is the longest river in the world, starting in the mountains of Tanzania and flowing through most of north-eastern Africa.

'Black Land'

In ancient times its soil was rich for growing crops, which fed and clothed the people who lived along the banks of the Nile. Some of the food grown was also swapped for other goods that could not be found or made in Egypt. The land flooded every year, leaving thick, black sand on the ground, which made it very good for growing plants. This was known as the 'black land'.

'Red Land'

Egyptians also had 'red land', which was the red, dry desert where nothing could grow. It protected the people of ancient Egypt from enemies because it was so difficult for invading armies to cross. The 'red land' was also full of precious metals and gems such as gold, copper, granite, limestone, amethyst, alabaster and turquoise.



Sentence stems examples

I think that means...

I didn't get... so I ...


I didn't understand the part where...

This doesn't make sense so I ...

This is a tricky word because...

I can identify the root word... so maybe it means...

My partner thinks it might mean... and/but I agree/disagree



Lesson 5: BIG PICTURE

Use the text below to answer the questions.

Big Picture

Retrieval

1. How many Gods were there in ancient Egypt?
2. Who is the God of the Sun?
3. Who is the Goddess of War and what animal head does she have?
4. Why aren't there many stories and pictures of Amun?

Clarifying

5. Circle the word that most closely matches the word '**common**':

rare unusual usual scattered

6. Why do you think Sekhmet's breath is said to have created the desert?

Making Connections

7. Can you make a link between this text and anything else you have read?

GODS AND GODDESSES

ANCIENT EGYPTIAN RELIGION

There were more than 2000 gods in ancient Egypt. Most took human form but some had the heads of animals. Here is a selection of the more important gods that Egyptians would have worshipped.

1. **Ra:** Ra was god of the Sun and the lord of the gods. He is shown to have the body of a human and the head of a falcon. Above his head sits a sun disc with a sacred cobra twisted round it. It is said that Ra sailed the heavens in a boat called 'Barque of Millions of Years'. At the end of every day many thought Ra had died as he sailed through the night in the Underworld leaving the Moon to light the night sky until he was born again at dawn.
2. **Amun:** Amun was an important god because it is said that he created all things. However, there are not many stories or pictures of him as he was invisible. Many of the pictures of him come from when he mixes with another god like Ra, when he becomes Amun-Ra. Amun is usually in human form but sometimes has a ram's head.
3. **Horus:** Horus has the head of a hawk which makes him look similar to Ra but Horus has a crown made to look like the two parts of Egypt, the red and the white to show that he ruled all of the land. Horus was the god of the sky and it was believed that the pharaohs were a living version of Horus making them godlike.
4. **Thoth:** Thoth was the god of wisdom, writing, time and the moon. The ancient Egyptians believed that Thoth created hieroglyphics and kept a record of all knowledge. He has the head of an ibis bird, a long beaked bird common in Egypt.
5. **Ma'at:** Ma'at was the goddess of truth, justice and harmony and the wife of Thoth. A pharaoh had to promise to follow Ma'at and be a fair and honest leader.
6. **Isis:** Isis is the mother of Horus and the queen of the goddesses. Sometimes she is shown to have a throne on her head and other times she has a sun disk similar to Hathor.
7. **Osiris:** Osiris is the god of the dead and husband of Isis. He is shown wearing the white linen wrapping from a mummy. He wears a white crown with large feathers. Although he was the god of the Underworld, Egyptians still liked him for helping people pass on to the next life.
8. **Hathor:** Hathor was the goddess of love, music and dance. She looked after all women in life and death. Hathor sometimes took the form of a cow with a sun disk above her head.
9. **Anubis:** Anubis was the god of embalming, the mummification ritual. It is believed he made the first mummy, Osiris. Anubis was the guide of the dead, he helped them pass to the next life. It was said that Anubis would wait for you in the hall of the dead to weigh your heart. If your heart was lighter than Ma'at's feather, you would live forever. If it was heavier, your heart would be eaten by the demon Ammit. Anubis had the head of a jackal.
10. **Sekhmet:** Sekhmet was goddess of war, fire and medicine. She has a head of a lion, the best hunter known to the Egyptians and her breath is said to have created the desert.

English

Lesson 1:

LI: To empathise with a character

Today in our learning, we are going to remind ourselves of the key events in our new core text 'Bill's New Frock'. When looking at these key events, reflect on how Bill was feeling.

Look at the questions below, can you answer these questions in the role of Bill? Think carefully about his thoughts and emotions and how his body language might be when answering these questions.

How did you feel when you woke up as a girl?

When did you realise that you were being treated differently because you were a girl?

Lesson 2:

LI: To use a drama technique to recognise a character's thoughts

Look at the key events below, can you create a freeze frame to reflect how Bill was feeling at this part of the story? Remember, you can't move or talk so you will need to show your emotions through your body language and facial expressions.

Here are the key events:

Bill wakes up and realises he is a girl and wearing a dress

Bill took the ball from a group of boys and they were angry.

All the children painted Bill in his pink dress using pink paint

Teachers gave Bill lots of things to carry without asking but his dress had no pockets to put them in

Rohan and Bill got into a fight

Use these examples below to support you



Lesson 3:

LI: To classify a character's emotions

This week, we have been exploring Bill's emotions. Can you complete the emotion chart below by reading the key events and plotting which emotion or emotions you believe Bill is feeling at that time.

You will need to identify the emotions and write them in the left hand side and then tick the correct emotions for each event.

	Bill wakes up and realises he is now a girl.	Bill took the ball from the boys and they stood around him angry.	Bill had to be in the middle of the class and was painted by the other children.	Rohan tried to take Bill's comic book and they got into a fight.

Here is some emotive vocabulary to support you:

 twinkl www.twinkl.com

Fronted adverbials add extra information to the beginning of a sentence. They can let the reader know **where, when or how** something is happening.

Adverbials of place

Can you match the fronted adverbial of place to the correct sentence below?

In a forest,

Below the waves,

Behind the counter,

In the park,

On the table,

On a rock,



the fish swam
quickly.



Jack went on the swings.

Sarah placed her book and pen.

the monkeys swung through
the trees.

the mermaid watched ships passing.

the shopkeeper stood
serving customers.

Adverbials of time

Can you match the fronted adverbial of time to the correct sentence below?

After a while,

Every year,

Before school,

In the evening sun,

After dinner,

In December,

Siraaaj ate his delicious dessert.

John had to put his uniform on.

many people celebrate Christmas.

long shadows stretched across the ground.

I celebrate my birthday.

the rain cleared and the sun came out.

Adverbials of how

Without a sound, the boy entered the room.

The fronted adverbial in this sentence is '**Without a sound**' because it tells the reader how the boy entered the room. Use the words and phrases in the word bank to complete the sentences below with a **fronted adverbial** for manner (to show how it happened).



1. _____, the girl ran through the park.
2. _____, the sun disappeared and it began to rain.
3. _____, Jack and Sarah entered the haunted house.
4. _____, the fish swam away from the terrifying shark.
5. _____, the frog jumped from lily pad to lily pad.
6. _____, the knight fought the mighty dragon.
7. _____, the witch cast a magical spell.
8. _____, Hamsa opened his birthday present.



- | | |
|---------------------------|----------------------|
| • With a smile | • Fearfully |
| • Suddenly | • With great courage |
| • With a wave of her wand | • Like an acrobat |
| • Like lightning | • Nervously |

Maths

Lesson 1 – LI: to divide a 2-digit number by a 1-digit number (no exchange).

Today you are going to recap using the formal written method (bus stop method) to divide a variety of numbers. When using this method, you must first identify the dividend and divisor. You then place your divisor on the outside of your bus stop and use your knowledge of multiplication facts to find how many times the number goes into the divisor. You then combine the final answer to record the quotient.

Today there will be no exchange or remainders.

The dividend is the number that is being divided.

The divisor is the number that is being used to divide the dividend.

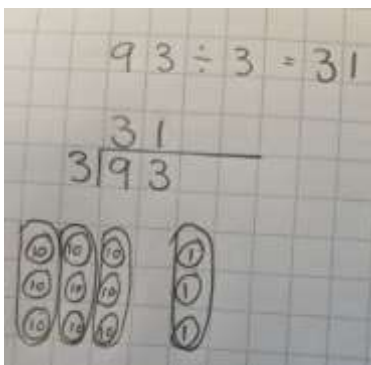
The quotient is the result of the division.

E.G. $93 \div 3 = 31$

The dividend = 93

The divisor = 3

The quotient = 31



Using the above example, try to answer the following questions:

1.

a. $84 \div 4 =$

b. $66 \div 6 =$

c. $39 \div 3 =$

d. $93 \div 3 =$

e. $55 \div 5 =$

2) Miss Weatherley has 48 sweets. If she was to share her sweets between 4 people, how many sweets would each person receive?



Prove your answer with a drawing.

Lesson 2 – LI: to divide a 2-digit number by a 1-digit number (with exchange).

Today you are going to recap using the formal written method (bus stop method) to divide a variety of numbers. Remember, when using this method, you must first identify the dividend and divisor. You then place your divisor on the outside of your bus stop and use your knowledge of multiplication facts to find how many times the number goes into the divisor. You then combine the final answer to record the quotient.

Today there will be an exchange.

$$96 \div 4 = 24$$

$$\begin{array}{r} 24 \\ 4 \overline{) 96} \end{array}$$

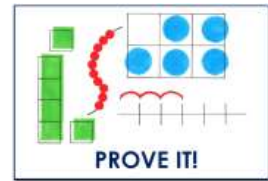
$$\begin{array}{l} 9 \div 4 = 2 \text{ r } 1 \\ 16 \div 4 = 4 \end{array}$$

E.G. Starting with the tens column, I know that 9 is not a multiple of 4 so there will need to be an exchange. I know that 8 is the closest multiple to this and this goes into 4 two times with 1 left over. I will need to carry this one over to my ones column. I now know that 16 is a multiple of 4 so there will be no remainders. 16 goes into 4 four times so my final quotient is 24.

Using the above example, try to answer the following questions using the formal short written method:

1) $78 \div 6$

2) $92 \div 4$



Now try to draw a bar model to support the answer found.

E.G.

Explain how you know that this is the correct answer. Try to include mathematical vocabulary and use the sentence stem below to justify your reasoning.

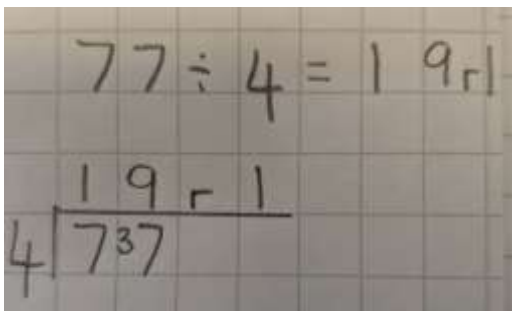
I know this is correct because ____



Lesson 3 – LI: to divide a 2-digit number by a 1-digit number (with remainders).

Today you are going to recap using the formal written method (bus stop method) to divide a variety of numbers. Remember, when using this method, you must first identify the dividend and divisor. You then place your divisor on the outside of your bus stop and use your knowledge of multiplication facts to find how many times the number goes into the divisor. You then combine the final answer to record the quotient.

Today there will be an exchange, with remainders.



E.G. Starting with the tens column, I know that 7 is not a multiple of 4 so there will need to be an exchange. I know that 4 is the closest multiple to this and this goes into 4 one time with 3 left over. I will need to carry this one over to my ones column. I now know that 37 is also not multiple of 4 so there will be a remainder. 37 goes into 4 nine times (36) with 1 left over (remainder) so my final quotient is 19 r 1.

Using the above example, try to answer the following questions using the formal short written method:

1) $53 \div 4 =$

2) $56 \div 5 =$

3) $76 \div 5 =$

4) $49 \div 4 =$

- 5) Explain how you know whether the following statement is true or false:

“23 divided by 4 will always have a remainder”

This statement is true/false. I know this because ____.



- 6) Spot the error in the following calculation:

$95 \div 4 = 23 \text{ r } 2$

The error I spotted was ____.

The correct answer should be ____.



Lesson 4 – LI: to apply knowledge of multiplication and division to solve real life problems.

Today you are going to apply your learning of the formal short written method for multiplication and division to solve a variety of word problems.



$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \end{array}$$

$$96 \div 4 = 24$$

$$\begin{array}{r} 24 \\ 4 \overline{) 96} \\ \underline{8} \\ 16 \\ \underline{16} \\ 0 \end{array}$$

$$\begin{array}{l} 9 \div 4 = 2 \text{ r } 1 \\ 16 \div 4 = 4 \end{array}$$

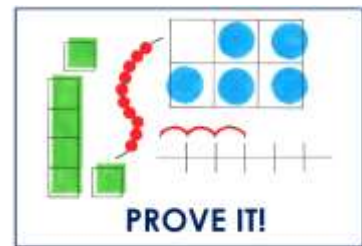
Using the above examples and your prior learning, try to answer the following questions. Remember to show your working, using the formal short written methods.

1) Compare the following statements using $<$, $>$ or $=$. Use the formal short written method to prove your answers.

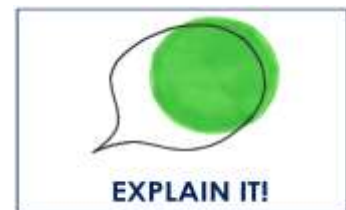
$$48 \div 4 \bigcirc 36 \div 3$$

$$52 \div 4 \bigcirc 42 \div 3$$

$$60 \div 3 \bigcirc 60 \div 4$$



2) A group of 72 children is divided into groups of 6 children. How many groups will be formed?



3) Jake has 15 stickers. He sorts his stickers into equal groups but has some stickers remaining. How many stickers could be in each group and how many stickers would be remaining?



4) Can you spot the error in the following calculation?

H	T	O
	2	7
×		3
6	2	1

What should the correct answer be?

Lesson 5 – LI: to calculate a variety of arithmetic style questions.

Today you are going to apply your prior learning to solve a variety of arithmetic style questions. You may need to look back on your learning from previous terms to support you.

Find three fractions equivalent to the following:

- 1) $\frac{1}{2}$
- 2) $\frac{1}{4}$
- 3) $\frac{1}{3}$
- 4) $\frac{1}{5}$
- 5) $\frac{1}{7}$

$$\frac{4}{7} \times \frac{3}{3} = \frac{12}{28}$$

Use the formal short written method to solve the following questions:

- 1) $31 + 69 =$
- 2) $45 + 72 =$
- 3) $77 + 10 =$
- 4) $450 - 121 =$
- 5) $340 - 45 =$
- 6) $716 - 482 =$

$$\begin{array}{r} 38 \\ 93 \\ \hline 131 \\ \hline \end{array} + \begin{array}{r} 6712 \\ 56 \\ \hline 16 \\ \hline \end{array}$$

Identify the patterns and complete the following number sequences:

- 1) 6 ____ 18 ____ ____ 36
 2) 15 ____ 21 ____ ____ 30 ____
 3) ____ 65 ____ ____ 80 85



Science

LI:

RE

LI:

History

Lesson 1:

LI: To analyse evidence from a particular time period.

Context: Egyptians

Today you will be using secondary sources to research a key event in Egyptian history. Choose from one of the following and research the discovery of different Egyptian artefacts.

Discovery of Tutankhamun's Tomb

- <https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmkhbk>
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-king-tutankhamun/z824bqt#:~:text=In%201922%20%2D%20after%20searchin,g%20for,team%20to%20remove%20and%20catalogue.>

Valley of Kings

- https://www.ducksters.com/history/ancient_egyptian_valley_of_the_kings.php

Hieroglyphics

- <https://discoveringegypt.com/egyptian-hieroglyphic-writing/>

Reflection:

What evidence do you think was most significant to Egypt's history?

I believe that _____ was the most significant event in Egypt's history.

Evidence to support this is....

Lesson 2:

LI: To think critically about the purpose of a landmark.

Context: Pyramids

In Ancient Egypt the pyramids were impressive structures used as tombs for the burial of pharaohs, alongside their greatest treasures. The pyramids were built during the time of the Old Kingdom, but pyramid building fell out of fashion after that because the structures were too costly to build and it became too easy for robbers to know where precious grave goods were buried. Some of the pyramids have survived for thousands of years and provide important clues about life in Ancient Egypt.

How the pyramids were built has been a mystery that archeologists have been trying to solve for many years. It is believed that thousands of slaves were used to cut up the large blocks and then slowly move them up the pyramid on ramps. The pyramid would get slowly built, one block at a time. Scientists estimate it took at least 20,000 workers over 23 years to build the Great Pyramid of Giza. Because it took so long to build them, Pharaohs generally started the construction of their pyramids as soon as they became ruler.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-pyramids/z2qgydm>

The Great Pyramid was the tallest human-made structure in the world for around 3800 years and is the last remaining structure from the list of the ancient Seven Wonders of the World. It is thought to have taken up to 20 years to build, using 2.5 million limestone blocks (each weighing between 2 and 30 tonnes) which were cut, moved and positioned by hand. The limestone came from quarries nearby but the largest stones came from Aswan, which is 500 miles away from Giza.

Inside the Great Pyramid are mortuary temples in which daily offerings would be made in honour of the king. Below the pyramid is a subterranean

chamber. It is thought that the pharaoh was meant to be buried there but there is no evidence to suggest he was.

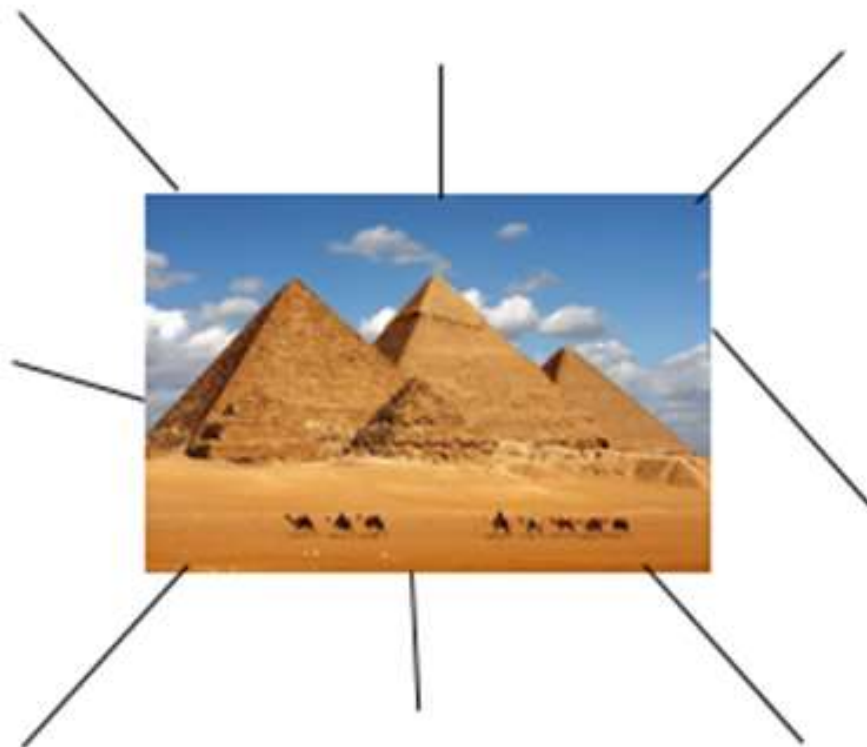
LI: To think critically about the purpose of a landmark.

Context: Pyramids

- ☐ **Discuss** Egyptians built the Pyramids of Giza.
- ☐ **Identify** the purpose of the pyramids.
- ☐ **Investigate** how the pyramids were built.



Key Facts about the Pyramids of Giza



Word Bank:

Egypt

archaeologist

tomb

pharaohs

slaves

Giza

Art

LI: to create a mood board.

Analyse Ines Longevail's artwork

Use the example mood boards as an exemplar.

Cut and **arrange** the art work to produce a mood board.

A moodboard is when you take lots of examples of an artist's work and cut them out randomly or strategically to create a page of art that reflects the artist's work/mood. Our artist is Ines Longevail. Create a mood board using the photos below.

