

Hub B Year 3 Home Learning

Week beg 3rd May 2021


Reading

Lesson 1: Clarifying – Poems

This week, we are studying a poem by Maya Angelou called, Caged Bird, and are continuing to clarify what we do and don't understand. Below are the first two stanzas of the poem with key vocabulary displayed.

Key Vocabulary

- **Seldom – not often or rarely**
- **Wings are clipped – when a bird's wings are cut/trimmed to stop them from being able to take flight.**



Caged Bird
BY MAYA ANGELOU

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

Use this extract to clarify how the caged bird feels. How can you prove this?

How can we prove that the bird feels trapped? What word shows how the bird's emotions?

How is the life different of the bird in the first stanza compared to the bird in the second stanza?

Lesson 2: Clarifying Selfie

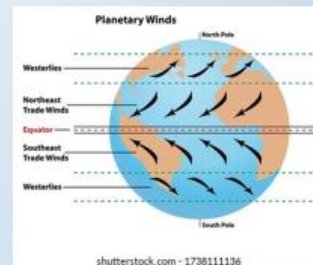
Below are the next two stanzas of the poem. Use the key vocabulary to help answer the SELFIE.

Key vocabulary

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own

- **Trill** – when a bird sings and it makes a repeated, high-pitched note for a short time.
- **Trade winds** are found near the equator and they always blow from East to West.



SELFIE – CLARIFYING

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own

Pick one of the 3 questions below to answer:

1) Why would the caged bird be singing of things unknown?

2) What does it mean when the free bird names the sky his own?

3) What time of day is the poem taking place? What word helps to clarify this?

Lesson 3: BIG PICTURE**Caged Bird**BY MAYA ANGELOU

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own

But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

Big Picture**Retrieval**

1. What word shows that the caged bird was angry?
2. Where did the free bird float?
3. What did the caged bird sing of?

Clarifying

4. What does it mean when it says, "**his wings are clipped...**"
5. What does it mean when it says, "**dares to claim the sky...**"

Evaluation

6. What is the main message of the story?
7. How are the lives of the two birds different?

EnglishLesson 1:L1: To use emotive language effectivelyContext- diary entry

Today you are going to be writing a diary entry from the point of view of Bill and his day since waking up as a girl. In this diary entry, you want to include Bill's thoughts and feelings through the use of show not tell phrases.

Here are some examples of show not tell to support you:

Showing Not Telling

Emotions & Feelings

AFRAID hands shaking knees like jelly covered mouth with hand heavy, fast breathing heart pounding whimpering	NERVOUS tapping hands or feet biting bottom lip/nails butterflies in stomach stuttering lump in your throat playing with hair	EMBARRASSED blushing/turn red hanging head low holding back tears rolling eyes stomach flips hiding face
ANGRY red in the face hands on hips jaw/fists clenched veins popping dark squinted eyes punching hand into fist	HOT bright red face sweat on face/back fanning self with hand moving slowly panting for breath drenched hairline	HAPPY smiling face eyes wide open corners of mouth rising jumping up and down laughing giggling on 'cloud nine'
SHOCKED mouth wide open eyes popping open hands covering mouth jumping/stepping back gasping for air heart beating fast	TIRED droopy red eyes yawning trying to keep eyes open slouching in chair leaning hands on head rubbing eyes stretching	COLD shivering rubbing hands together hugging self blowing on hands seeing breath in the air eyes watering/tears freezing lips turning blue
SHY blushing/turn red looking down speaking softly arms crossed standing away from others hiding behind things holding hands to mouth	SAD tears in eyes trembling lips frown hanging head low dragging feet corners of lips fall towards floor shaky quiet voice	EXCITED mouth wide open heart pounding jumping up and down clapping/clasping hands eyes wide open hug smile across face

Resource 2

In your diary entry, you want to share Bill's thoughts and feelings in **first person**, **past tense**, talking about the key events of his day.

Here is a checklist of features to include in your diary entry.

Did I...

include the date and/or time?



write in the first person?

use past tense for the main events?



include an introduction to set the scene?

tell events in chronological order?

include personal emotions and feelings?



use time conjunctions and adverbials
(e.g. after that, before lunch, until sunset)?

Lesson 2:

L1: To self-assess a piece of writing

Following on from writing your diary entry yesterday, you are going to assess your piece of writing today.

Using the diary checklist above, can you carefully read through your writing to identify **one strength** and **one next step**.

Here is an example to support you:

One strength in my writing is that I used a variety of show not tell phrases to show Bill's emotions. This was successful because it created a vivid image in the reader's mind. My next step is to use a variety of fronted adverbials in my writing to show when or how something is happening.

1. Reflection: How have you demonstrated the character skill of 'mindset' in your learning today?

I demonstrated the character skill of mindset by...



Lesson 3:

LI: To identify the features of a text

Context: Monologue

This half term, our writing outcome is going to be a monologue. Today, we will be looking and reading a variety of monologues to identify the purpose, audience and viewpoint. Alongside this, we will be creating a 'what makes good' for a monologue.

1. Carefully read the monologue examples below

Example 1:

(Sat in the audience confused)

Did I hear that right? My name, Mr Tushman just called my name for the 'Henry Ward Beecher Medal'. Notable. Exemplary. He must have me confused. However, I looked around at the beaming faces that are glaring at me in awe. I can see it, feel it, they agree.

My stomach has dropped and my heart is beating out of my chest – da dum, da dum, da dum – I can't quite tell if I am about to faint or explode with sheer happiness. Is this what it feels like? Happiness...

I need to walk to the stage but my body feels numb. Will I make it? I can see Mr. Tushman looking at me, he has this way to look at you and make you feel... normal.

(Hugging his family before he walks to the stage)

My mum, I'm still mad at her for making me go to school but (I can't believe I'm saying this) I'm glad she did it. The coolest man on earth, my dad, who I'm still mad at for hiding my helmet but again I'm glad he did it. Via, my *true* best friend, she's the best sister a kid could ask for.

(Standing up to walk to the stage)

OK... I'm going. I'm trying with all my might to control the adrenaline that is making my legs tremble so much I can hardly walk. I can barely contain the overwhelming sense of euphoria that is washing over me. I take a deep breath in, then just before I exhale... I imagine what Chewbacca would do.

(Looking smug)

I got this.

As gravity defeats me, I float down the aisle as if I'm in outer space. I can hear the dissonant applause and eruption of cheering – mainly from Jack and Summer.

(Walking up the stairs slowly)

Don't trip, don't trip! I realise I'm up high, I can't look down at people's shoes and I can't hide. I have to look at them... looking at me.

(Staring at Mr Tushman in disbelief as he places the medal on August, then turns to the audience)

Wow! A sea of elated faces looking right at me. We all deserve a standing ovation at least once in our lives. I still don't quite get why it's my turn, as I only got through the fifth grade but that's not easy, even if you're not me.

"August Pullman everybody" I hear Mr Tushman bellow with extreme pride. In that moment I closed my eyes, taking in every sound, bowed my head and thought...

My mum is right.

I am a wonder.

Example 2:

ALICE: [*Angrily*] Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. [*Calling after him*] I say, Mr. White Rabbit, where are you going? Hmm. He won't answer me. And I do so want to know what he is late for. I wonder if I might follow him. Why not? There's no rule that I mayn't go where I please. I--I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too! [*Falling*]
How curious. I never realized that rabbit holes were so dark . . . and so long . . . and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say anything about it even if I fell off the top of the house! I wonder how many miles I've fallen by this time. I must be getting somewhere near the centre of the earth. I wonder if I shall fall right *through* the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

Example 3:**MONOLOGUE SAMPLE #1: SHARING**

Some people think I don't like sharing, but that isn't true at all. I love sharing. I mean, what's not to love about being able to go up to someone and say, "Hey, can I have some of that candy?" And then they give you some! Or, "Can I ride your bike for a while?" And then you get to ride their bike! Sharing is awesome. Sometimes you have to be careful, though. Like if someone comes up to me and says, "Can I have one of your cookies?" Well, if I gave them a cookie, then I might not have any cookies left to share with other people and that would be, like, the opposite of sharing. So I have to say no. Because sharing is really important.

MONOLOGUE SAMPLE #2: SCOUT

Before we moved here, we had this big dog named Scout. Mom always said he was a total mutt, but I think he was also part collie. And maybe part golden retriever. But he was definitely at least half mutt. Scout was supposed to be the whole family's dog, but he was really mine. I mean, after school, it was me he would be waiting for. And when anyone threw his ball, I'm the one he always brought it back to. And at night, it was always my bed he slept in. But before we moved here, my Mom found out we weren't allowed to have any pets, so we had to give him away to my cousins. I don't really talk about it, but sometimes I dream about Scout. He's got his ball in his mouth and he's looking for me. And I'm saying, "Here, Scout. I'm right here." But he doesn't hear me, and he can't see me, and I'm saying, "I'm right here. Scout. I'm right here." And then, I don't know, I guess I wake up . . . I don't know if Scout dreams about me.

MONOLOGUE SAMPLE #4: UNIVERSE

I saw on the Discovery Channel where a long time ago, before the beginning of time, the entire universe was as small as the head of a pin. And everything was inside it. Stars, planets, houses, people, cars – other pins. Everything in the universe. And then one day, this head of a pin just exploded and everything came out at like a million degrees hot and million miles an hour. And all the stars and planets and people and cars just kept getting bigger and bigger, until they filled up all of space and all of time, just burning and melting and spinning. And as soon as I heard that, I knew that I was just like that pin, and that one day I'm gonna explode too. And when I do, fire and stars and whole worlds will come out of me and they'll be a

million degrees hot and they'll travel so far and so fast that I'll never have to come back here again. Not ever . . . Not ever.

Amy: Don't you dare walk away from me! And don't tell me you're sorry! And don't tell me to forget it, and don't you dare tell me to "let it go." God knows, I'd like to. I wish I could, but I can't! I can't forget that we had something, and you're running away. You're running away! Don't you see, Mark? You're running from what I've searched for all my life! Why, because you're scared? Well, I'm scared too, but you and I - we have something worth fighting for.

We could make it work, I'm not saying it would be easy, but I care about you. And I know deep down, under this (Spitting out the word.) bravado, you care about me. And that's what it's all about, Mark, don't you get it? It's the human experience. You can pretend all you want, but you're only lying to yourself. You're denying the simple and wonderful fact that you are emotional, and vulnerable, and alive.

Can you honestly stand there and tell me that I mean nothing to you? That everything that happened that night was a lie? That you feel nothing? (AMY is crying or close to it. The following is a painful statement that she makes not to attack or threaten Mark but rather, to allow herself closure with the situation.) I feel sorry for you, Mark. I'll move on. I'll find someone else. I'll be all right, because I will know that I tried. That I did everything I could. But someday you will look back, and you will realize what you threw away. And you will regret it always.

Yale: I sold her a ticket that night. I only recognized her because... we played foursquare together once. She introduced herself. I don't really remember anything we said, but she seemed sweet. I didn't know her last name until I saw the article in the paper. It said that she was a sophomore and a journalism major. She was from Joliet. She had a younger sister in high school, named Carolyn. I don't know why I remember everything about that article. Her picture... was in black and white and it was right under the "I-D-E" in "suicide." I don't know why I'm telling you this.

The picture was small, it didn't look like a school picture, it looked more like a candid shot. She was sort of smiling, but she looked somehow... suspicious. I have a strangely vivid memory... of her face.

That night... she seemed fine. Friendly, and smiling. And I couldn't have done anything different. And I couldn't have known what she was feeling. But then, I didn't ask, did I?

I just never knew anyone who died...

2. Now answer these key questions:

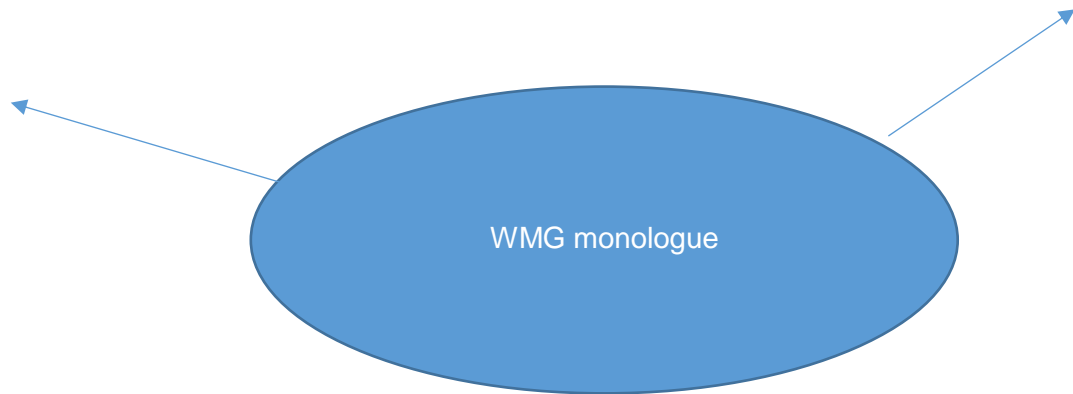
What do all of these monologues have in common?

What features do all these monologues include?

What person are they written in?

What tense are they written in?

3. Now create a 'what makes good' for monologues. Think of this as a recipe for a successful monologue.



Maths

Lesson 1 – LI: to identify prior knowledge of time.


Today you are going to start a new topic of time. You are going to need to use your prior knowledge, from previous years, to identify and assess what you already know. Spend some time now exploring the following questions and then record your answers within your home learning books.

Year 3
Time

Time
Revis
Maths

Name _____

1 Here is a clock.



Use the words to complete the sentences.

minute
hour
day
time

The shortest hand is the _____ hand.
 The longest hand is the _____ hand.

2 Complete.

There are _____ minutes in an hour.
 There are _____ minutes in a quarter of an hour.
 There are _____ minutes in half an hour.


2 marks

3 marks


3 marks

1 mark


3 Match the clocks to the correct times.




9 o'clock



5 past 6



Half past 1



Quarter to 12

4 Order the times from shortest to longest.

A

1 hour
10 minutes

B

Three
quarters of
an hour

C

55 minutes

Shortest

Longest

When you have finished, make a note of any key vocabulary you can remember for time. E.G. analogue or digital.

As a plenary for today's lesson, spend some time reflecting on the following questions:

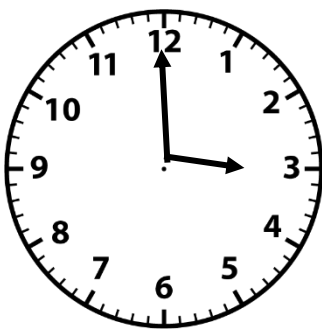
1) Where are you currently on the progress line?

On the progress line, I am currently a ____.

2) What would you like to find out about time?

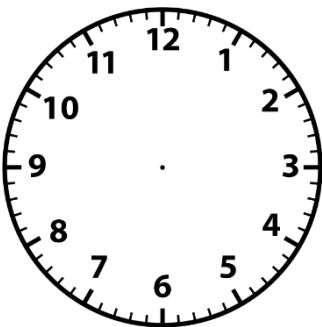
Lesson 2 – LI: to tell the time to the hour.

Today you are going to continue your topic of time. You will be identifying the different hands on the clock and will be using these to record a variety of different times to the hour. *The key learning is that there are two hands on an analogue clock (see example below). The shorter hand represents the current hour and the longer hand represents the minutes.*

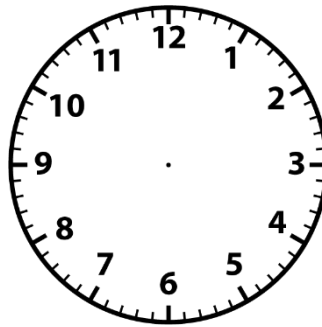


This time is currently 3'o clock.

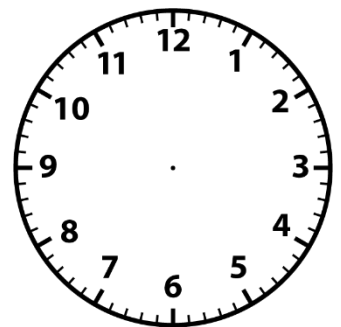
Using the above example, draw the short and long hand on the clocks to show the given time.



11 o'clock

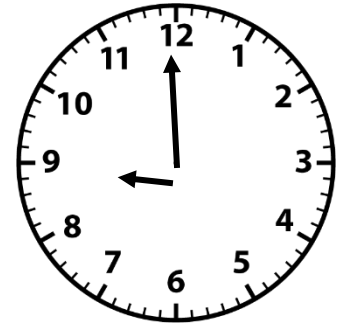
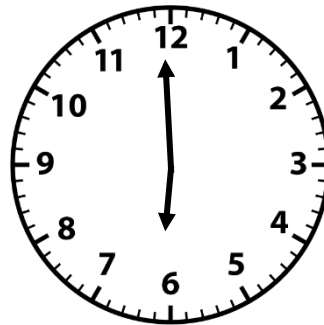
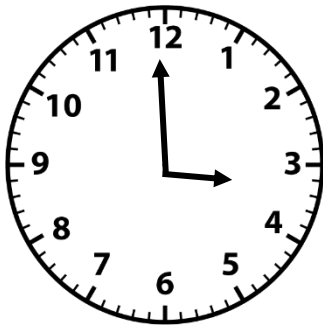


8 o'clock



1 o'clock

Now identify and record the time shown on the following clocks:



As a reflection for today's lesson, answer the following question:

Circle the clock faces which show a time between 5'o clock and 7'o clock:



Explain how you know this using the following sentence stem:

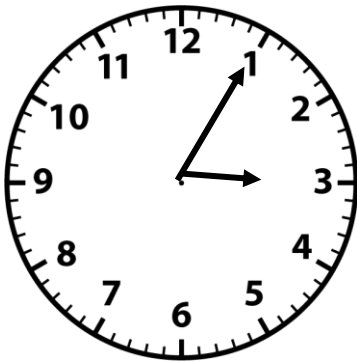
I know this time is between 5'oclock and 7'oclock because ____.



Lesson 3 – LI: to identify intervals on an analogue clock.

Today you are going to continue your topic of time. You will be identifying the intervals on an analogue clock and will be using this to record a variety of different times. Spend some time exploring the analogue clock below.

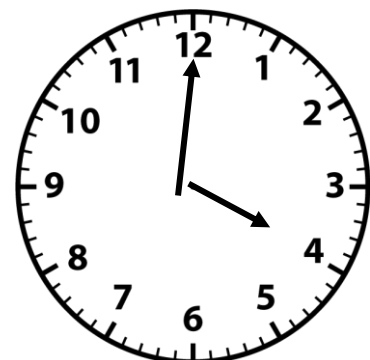
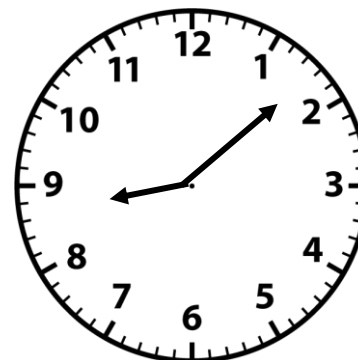
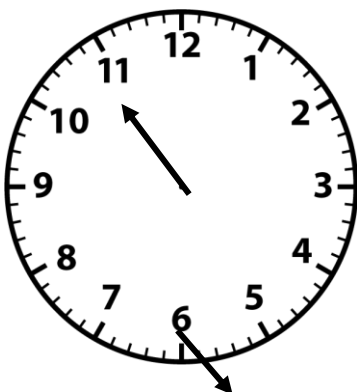
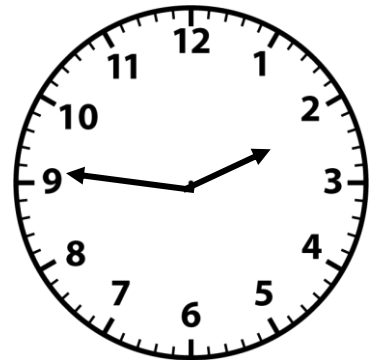
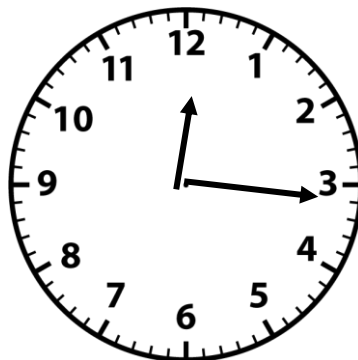
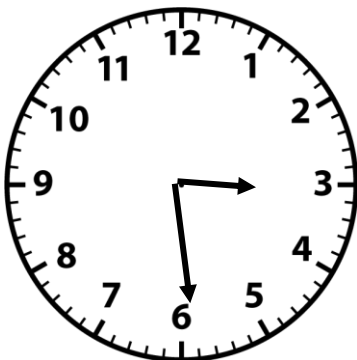
Can you identify the intervals?



Clocks count in fives, so you can use your knowledge of your five timetables to support you when telling the time. For example, 1 = 5, 2 = 10, 3 = 15. Using this, I know that the current time of the clock above is 5 past 3 (3:05 in digital) because the shorter hand (hour hand) is on 3 and the longer hand (minute hand) is on 1.

It is important to remember that after half past, we say to the next hour. So, if the longer hand was pointing at 11 and the shorter hand was pointing at 2, the time would be 5 to two. Or if the longer hand was pointing at 9 and the shorter hand was pointing at 3, the time would be quarter to 3.

Using the above example, identify and record the time shown on the following clocks:



Can you also identify o'clock, quarter past, half past and quarter to on the clocks above?

As a reflection for today's lesson, answer the following question:

Match the times to the correct clock face:

20 past 6



5 to 9



10 to 2



20 to 11



25 to 3



10 past 1



Lesson 4 – 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.

Add the following fractions:

1) $\frac{1}{2} + \frac{1}{2} =$

2) $\frac{1}{4} + \frac{2}{4} =$

3) $\frac{1}{3} + \frac{1}{3} =$

4) $\frac{1}{5} + \frac{3}{5} =$

5) $\frac{1}{7} + \frac{4}{7} =$

To add...

$$\frac{1}{5} + \frac{2}{5}$$

Just add up the numerators

$$\frac{1}{5} = \frac{2}{5} = \frac{1+2}{5} = \frac{3}{5}$$

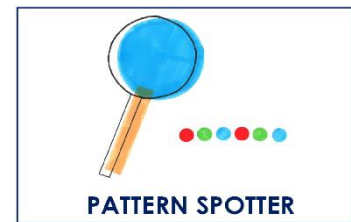
Use the formal short written method to solve the following questions:

- 1) $361 + 269 =$
- 2) $405 + 76 =$
- 3) $99 + 10 =$
- 4) $450 - 151 =$
- 5) $322 - 45 =$
- 6) $716 - 8 =$

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

Identify the patterns and complete the following number sequences:

- 1) 50 ____ 150 ____ ____ 300
- 2) 100 ____ 300 ____ ____ 600 ____
- 3) ____ 400 ____ ____ 700 800



Science

LI: To describe observations using accurate scientific vocabulary

Context: forces and magnets

- Predict whether magnets will attract or repel each other
- Observe what happens to magnets when they are close together
- Predict which objects will be magnetic
- Record your observations

Speaking frames

At first I thought...

Then I observed...

Initially, I thought...

My observations showed me that...



Reflection

How did you use the skill of wonder today in your learning?

I used the skill of Wonder by...

RE

LI: To [discuss](#) the importance of a holy text

Context: The Quran

- [Conduct](#) research about the Qur'an
- [Record](#) facts about the Qur'an around your image
- [Identify](#) and [discuss](#) the importance of the Qur'an for Muslims

Read through the information about the Qur'an and summarise what you have found out. Use the Oracy framework to present your learning.

The **Qur'an**, sometimes spelled *Koran*, (Arabic: القرآن) is the holy book of Islam. The Qur'an is considered by Muslims to be "The Word of Allah (God)". This book is different from other religious texts in that it is believed to be written directly by God, through the prophet Muhammad. Some Muslims call it the **Final Testament**.



The first chapter of the Qur'an. This page is written in Arabic

Muslims believe the Qur'an was first revealed to **Muhammad** by the archangel Gabriel in a cave on the mountain of Hira in **Mecca**, and then over a period of twenty-three years until his death.

The **Qur'an** was not written all together in book-form while Muhammad was alive; it was kept by oral communication and brief written records. The prophet did not know how to read nor write, but according to Muslims, the prophet's cousin Ali ibn abi Talib, among others, used to write the texts on something when Muhammad was alive. After prophet Muhammad died, Ali ibn abi Talib had collected the Qur'an and wrote it down as a book.

Reflection

Use the oracy framework to explain the importance of the Qur'an.

- I conclude that _____ because...
- I found that _____ because...
- As a result of _____ I conclude that...
- After looking at the data/information/results I conclude that...



- On observing I found that...



History

Lesson 1:

Today, we will be learning about the importance of location and purpose of the Nile River in Egypt. You will be looking at key facts about floods, crops / food, transportation / trade and building. You will also be learning about how the river was a key feature for Egyptians in designing the Egyptian calendar, using the river to create their seasons.

The River Nile would flood every year and leave behind a rich, black silt that fertilised the soil.

This was essential for growing food for everyone.

A system of canals that led from the Nile were also used to water fields in other areas. This is called **irrigation**.

The Egyptians grew wheat and barley as well as fruits and vegetables like melons, figs, peas, garlic, lettuce and cucumbers.

Flax was grown for making linen to make clothes.

The Nile was also important for fishing.
This was done in boats with nets.

There was no such thing as money in ancient Egypt so people would trade by swapping things like pottery, food, jewellery and art etc.

Boats were used to travel up and down the Nile to trade throughout the country.

Mud from around the River Nile would be used to make bricks for building.

The papyrus plants around the river were used to make papyrus which was the paper of the ancient Egyptians.

- The Egyptian year was based on the happenings of the River Nile. It had 3 seasons, each one lasting 4 months:
- **AHKET** - July – October, this was flooding season
- **PERET** – November – February, the fields were planted in this season
- **SHEMU** – March – June, the crops were harvested.

Reflection:

What do you think life would have been like without the Nile?

I believe life would have been _____ without the Nile.

Evidence to support my opinion is...

Art

LI: to explore colours using colour palette.

- **Analyse** Ines Longevail's artwork.
- **Use** the example colour palettes as an exemplar.
- **Mix** colours to create different shades and tones.

We are experimenting with paint and creating our own colour palette which will assist with our final outcomes: a coloured self-portrait.

