

Hub B Year 3 Home Learning

Week beg 10th May 2021

Reading

Lesson 1: Summarising – Non-Fiction

A summary is a recap of the most important parts and key information from a text. It is important that the summary is shorter than the original text otherwise it isn't a summary.

Here are the sentence stems that we will be using this week:



Summarising

- The key idea is...
- The most important ideas are _____ and I know that because...
- This part is about...
- The headline would be...
- In ten words...
- The main theme is...

Write a summary for the following text:

Pyramids and Treasure

The Pharaohs of Egypt were often buried in giant pyramids or in secret tombs. They believed that they needed treasure to be buried with them to help them in the afterlife. As a result, archeologists have a lot of well-preserved artifacts and tombs to examine in order to find out how the Ancient Egyptians lived.

Lesson 2: Summarising – Non-Fiction

Practice using the sentence stems to summarise the key information from this text:

What is the afterlife?

The Egyptians believed that when they died, they would make a journey to another world where they would lead a new life. They would need all the things they had used when they were alive, so their families would put those things in their graves. Egyptians paid vast amounts of money to have their bodies properly preserved. Egyptians who were poor were buried in the sand whilst the rich ones were buried in a tomb.

The key idea is...

The most important ideas are _____ and I know that because...

This part is about...

The headline would be...

In ten words...

The main theme is...

Lesson 3: Summarising – Non-Fiction

It is important when summarising that our summary is not too short otherwise we risk leaving out too much key information. What is wrong with this summary?

What is **wrong with this summary?**

Original

Egyptian people relied on the water of the River Nile for drinking and washing. A useful crop that grew along the banks of the river was papyrus reeds. They were dried and used to make a type of paper. Travelling along the river were traders, transporting items to other areas, fishermen, looking for a healthy catch and sailors moving materials such as stones for building pyramids.

Summary

The River Nile was important for the Ancient Egyptians.

Lesson 4: Summarising – Selfie

Using the sentence stems provided, write a summary of the key information or state what the key idea is.

SELFIE

The Uses
Nile was the reason that the first farmers settled there around 5000BC. The river was used for water, food and transport, as well as making the soil in the area perfect for growing crops.

The river banks were also filled with a reed called papyrus, which was turned into a kind of paper. The ancient Egyptians also used these reeds to build the boats that they would use to transport people, goods and materials up and down the river. The ancient Egyptians would also use the river to catch fish with spears and nets as well as catch birds that came to the water.

The key idea is...

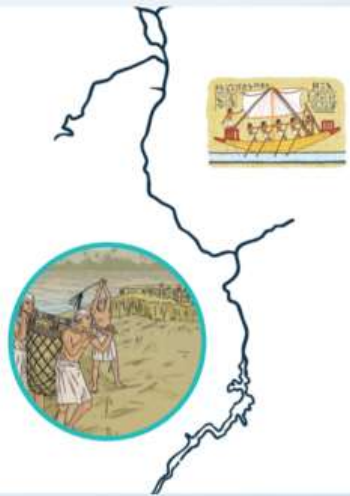
The most important ideas are _____ and I know that because...

This part is about...

The headline would be...

In ten words...

The main theme is...



Lesson 5: Big Picture

Read the non-fiction text below and then answer the picture questions:

The Nile

Flooding

The melting snow on the Ethiopian mountains and the summer rain is what caused the flood. The water would rush down the Nile and into Egypt where it would burst the banks and flow onto all the nearby flat fields.

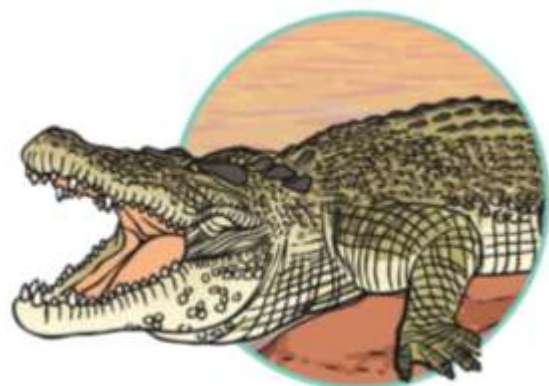
The farmers would then build mud-brick reservoirs to keep the water in. They would then build canals to allow the water to flow near their land to make it easy to move to the crops.

Moving the Water

The farmers would lift the water from the canals using a tool called a shaduf (or shadoof). A shaduf is a large pole balanced on a beam. At one end of the pole was a heavy weight and on the other end was a bucket. The ancient Egyptian farmer would pull the bucket down into the water, then the weight would pull the filled bucket back out again. He would then swing the bucket round and empty the bucket onto his crops.

Quick Facts!

1. The Nile is approximately 4132 miles long (6650km). That makes it the longest river in the world.
2. The river starts in the country of Burundi and runs through Ethiopia, Uganda, Sudan and touches a few more before it reaches Egypt, where it flows into the Mediterranean Sea.
3. Since ancient Egyptian times, Crocodiles have lived in the water, most measuring in at 4 metres long.



Retrieval

1. How long is the river Nile?
2. What is the name of the tool that farmers used in Ancient Egypt?
3. What country does the river Nile start in?

Clarifying

4. Circle the word that most closely matches the word '**canal**':

Natural river an ocean a man-made waterway the sea


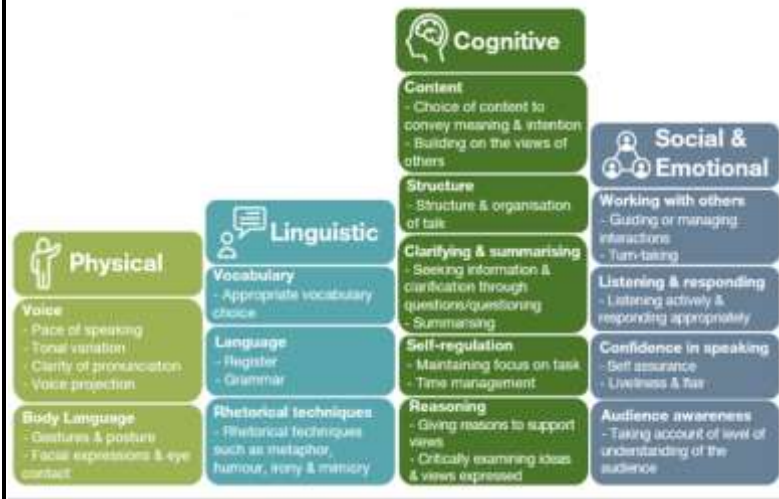
5. What would make it easier to understand how the shaduf works?

Summarising

Write a small summary for any ONE of the sections.

English

Lesson 1:

<p>LI: To identify features of a performance Context: Monologue</p>													
<ul style="list-style-type: none"> • Watch a variety of monologues • Work collaboratively to identify the purpose of a monologue • Identify key features of a successful monologue 													
<p>Reflection: When watching the monologues. Can you identify which of the four strands of oracy the characters have demonstrated?</p> <div style="display: flex; align-items: center; justify-content: space-between;"> <div data-bbox="130 645 912 1144" style="width: 60%;">  <table border="1"> <thead> <tr> <th>Physical</th> <th>Linguistic</th> <th>Cognitive</th> <th>Social & Emotional</th> </tr> </thead> <tbody> <tr> <td> Voice - Pace of speaking - Tonal variation - Clarity of pronunciation - Voice projection </td> <td> Vocabulary - Appropriate vocabulary choice Language - Register - Grammar </td> <td> Content - Choice of content to convey meaning & intention - Building on the views of others Structure - Structure & organisation of talk Clarity & summarising - Seeking information & clarification through questions/questioning - Summarising Self-regulation - Maintaining focus on task - Time management Reasoning - Giving reasons to support views - Critically examining ideas & views expressed </td> <td> Working with others - Guiding or managing interactions - Turn-taking Listening & responding - Listening actively & responding appropriately Confidence in speaking - Self-assurance - Unwitness & face </td> </tr> <tr> <td> Body Language - Gestures & posture - Facial expressions & eye contact Rhetorical techniques - Rhetorical techniques such as metaphor, humour, irony & mimicry </td> <td></td> <td></td> <td> Audience awareness - Taking account of level of understanding of the audience </td> </tr> </tbody> </table> </div> <div data-bbox="976 741 1310 819" style="width: 35%;"> <p>The characters used the...strand because...</p> </div> </div>		Physical	Linguistic	Cognitive	Social & Emotional	Voice - Pace of speaking - Tonal variation - Clarity of pronunciation - Voice projection	Vocabulary - Appropriate vocabulary choice Language - Register - Grammar	Content - Choice of content to convey meaning & intention - Building on the views of others Structure - Structure & organisation of talk Clarity & summarising - Seeking information & clarification through questions/questioning - Summarising Self-regulation - Maintaining focus on task - Time management Reasoning - Giving reasons to support views - Critically examining ideas & views expressed	Working with others - Guiding or managing interactions - Turn-taking Listening & responding - Listening actively & responding appropriately Confidence in speaking - Self-assurance - Unwitness & face	Body Language - Gestures & posture - Facial expressions & eye contact Rhetorical techniques - Rhetorical techniques such as metaphor, humour, irony & mimicry			Audience awareness - Taking account of level of understanding of the audience
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Watch the video links below to begin to identify the features of an internal monologue.

<https://www.youtube.com/watch?v=xvwoariHaf4> – Incredibles 2 monologue

https://www.youtube.com/watch?v=iRIh_w6uRds – Incredibles monologue

<https://www.youtube.com/watch?v=pXMLtJ9InS8> – Aladdin monologue

<https://www.youtube.com/watch?v=JePEEVROpGU> – Brave monologue

https://www.youtube.com/watch?v=VXoJjgxMj9M&list=PLV-zUI87BUMm_b-KdtKGZ4hUPMzqFbh6_&index=2 – Ratatouille monologue

What do they all have in common?

What do you believe the purpose of an internal monologue is?

Lesson 2:

LI: To identify features of a piece of writing**Context: Monologue**

- Analyse a variety of monologues
- Identify language structures
- Identify structural features
- Generate a WMG for monologues



Today you are going to continue to identify features of a successful internal monologue. Read the monologue examples carefully below to create a 'What makes good' for internal monologues.

Example 1:

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.

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.

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.

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.

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.

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:

Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. I say, Mr. White Rabbit, where are you going? Hmmm. 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! 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...

Lesson 3:

Today you are going to analyse two different examples of a monologue from the main character of our core text, Bill. Carefully read both examples below and identify which you feel is most effective. You will need to justify using evidence from the text.

Which text is most effective?

Why?

Is it any particular features they have included which make it so effective as an internal monologue?

<p><u>L1: To critically analyse a piece of text</u></p>		
<ul style="list-style-type: none"> • Carefully read both monologues • Identify key features included • Identify which text is more successful • Justify with evidence from the text 		
<p>I'd never thought about how different it might be to be a girl and today that was all I could think about. I don't wear dresses but there I was, in the mirror, wearing a pretty pink frock with seashell buttons, of all things. Not my usual choice of outfit, especially for school. What would people think of me when they saw me in this pink mess? I mean, pink dress.</p> <p>Here it was again, the usual knot in my stomach walking to school with the usual dread. A whistle in the distance. Mean Malcolm at it again (I would rather have the scabs kicked off my ankles than this). I sped up, knowing I was already late for school and was dreading the scowl from the Headteacher on the late gate. Pleasantly surprised to find no sign of a scowl, instead I saw a reassuring grin on the Headteacher's face. That was weird. The weirdness didn't stop there... I wrote more than I usually do. Neater than I usually do. And yet I was given a glare by Mrs Collins who, not only did not only see the effort I had put in, said that it wasn't very neat at all. My heart sank. Worse still when she turned to look at Philip's book (which was much messier than mine) and called it good work. I could barely believe my ears. Unfair didn't even begin to cut it.</p> <p>Life wasn't quite the same wearing a pretty pink frock with seashell buttons. In the playground, feeling like a fish out of water. I just stood there, no longer knowing my place. No longer feeling like I belong. This is worse than I thought it would be, all because of my pretty pink frock with seashell buttons.</p>	<p>I didn't think it would be hard to be a girl. I had to wear a pink dress and I hate dresses. I knew it was going to be a bad day at school now.</p> <p>Out of nowhere, I heard a whistle on my way to school and turned round to find Malcolm looking at me. It must be the dress. What a bad start to my day just as I had expected. I felt nervous.</p> <p>I was worried about being late to school, I better run. No angry face on the head teacher which was a surprise. Maybe being in a dress wasn't so bad after all.</p> <p>I tried really hard in my writing but Mrs Collins still said it wasn't very neat, even though she said that Philip's was (and it wasn't). I was disappointed because I had tried really hard. Why do I even bother to try? I wonder why she didn't see how hard I had tried, was it because of this pink frock? Is this what it's like for girls?</p> <p>My day was so rubbish all because of wearing this pretty pink frock with seashell buttons. When will I be able to just feel like myself again? I just want things to be normal again.</p>	
<p>Reflection: Which monologue is most effective? Justify with evidence from the text.</p> <p>In my opinion, the first/second monologue is most effective because...</p> <div style="text-align: right;">  <p>HOW SUCCESSFUL WAS YOUR WRITING TODAY? JUSTIFY THIS.</p> </div>		

Lesson 4:

For our final lesson this week, we are going to begin to generate rhetorical questions which we will be able to incorporate into our internal monologues next week.



A rhetorical question is a question which will not be given or need an answer. It is a question that is in someone's mind, it shows what they are thinking.

Who...?
What...?
Why...?
Where...?
When...?
How...?

What rhetorical questions might Bill be asking in his mind during his day?

Here are the key events to support you in generating rhetorical questions from Bill's point of view:

Bill wakes up as a girl and is forced to wear a pretty pink frock with seashell buttons

On his way to school, mean Malcolm whistles are him

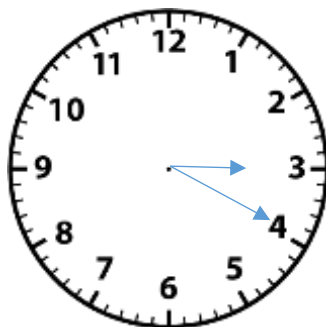
At school, he tries extremely hard on his writing but it is not neat enough

Maths

Lesson 1 – 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. Remember, 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.

E.G. I know that the current time of the clock below is twenty past 3 (3:20 in digital) because the shorter hand (hour hand) is on 3 and the longer hand (minute hand) is on 4.



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



Quarter past 4



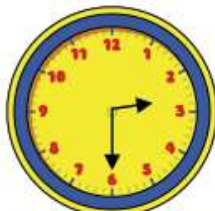
Quarter to 5



Five past 9

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

Who is correct? What mistakes have the other children made?



Who is telling the time correctly?

Iris: The time is half past 6

Jayant: The time is half past 3

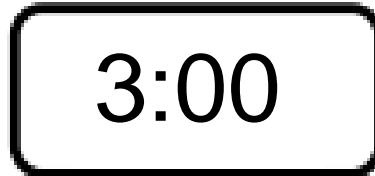
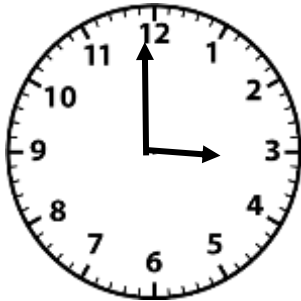
Neve: The time is half past 2



I agree with ___ because ___.

Lesson 2 – LI: to tell the time using analogue and digital clocks.

Today you are going to explore analogue and digital clocks. Before you begin, look at the clocks below and identify what is similar and what is different between the two clocks.



E.G. I notice that the short hand is pointing at the 3 and this is the first number on the digital clock.

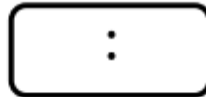
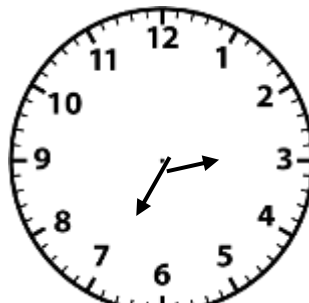
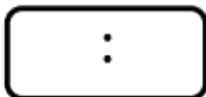
Using the above example, show the following times on the analogue clocks:

10:20AM

6:32PM

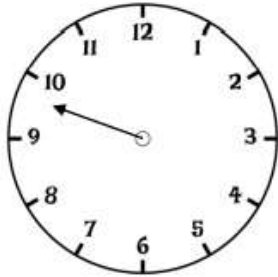


Now identify the time on the analogue clocks and write this on the digital clocks:



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

The clock has lost its hour hand. What time could it be? Record your answer using the digital clock.



The minute hand is at ___ so the time could be ___.

Lesson 3 – LI: to convert measures using the 12- and 24- hour clock.

Today you are going to continue your topic of time. You will be identifying and converting between 12- and 24-hour time. Before you begin, discuss the following key question with someone at home:

What is the difference between AM and PM?

1:00PM = 13:00PM
2:00PM = 14:00PM
3:00PM = 15:00PM
4:00PM = 16:00PM
5:00PM = 17:00PM
6:00PM = 18:00PM
7:00PM = 19:00PM
8:00PM = 20:00PM
9:00PM = 21:00PM
10:00PM = 22:00PM
11:00PM = 23:00PM

Using the information above, convert the following times to 24- hour time:

- 1) 1:30 PM
- 2) 2:45 PM
- 3) 5:25 PM
- 4) 9:20 PM

Now create a diary to show your day from waking up to going to bed. Label these events using both 12-hour clock and 24-hour clock times.

E.G.





7:30AM: Wake up and get ready for school.

9:00AM: Arrive at Foxfield and see my friends.



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

Match the times to the clocks showing the same time:

9 o'clock in the morning		19:15	
Half past 3 in the afternoon		09:00	
Quarter past 7 in the evening		15:30	

Lesson 4 – LI: to reason about a mathematical statement.

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

1) Teddy says:

"If the time has an 8 in it, it has to be 8 o'clock"

Do you agree or disagree? Explain why.



2) Complete the missing boxes:


13:45 Quarter to ____ in the ____

11:____ Twenty past ____ in the ____


15:50 ____ to four in the ____

3) Who is more likely to be correct?

Explain how you know.

 I slept from 8 p.m. to 8 a.m. _____ is more likely to be correct because _____.

Dora

 I slept from 8 a.m. to 8 p.m.

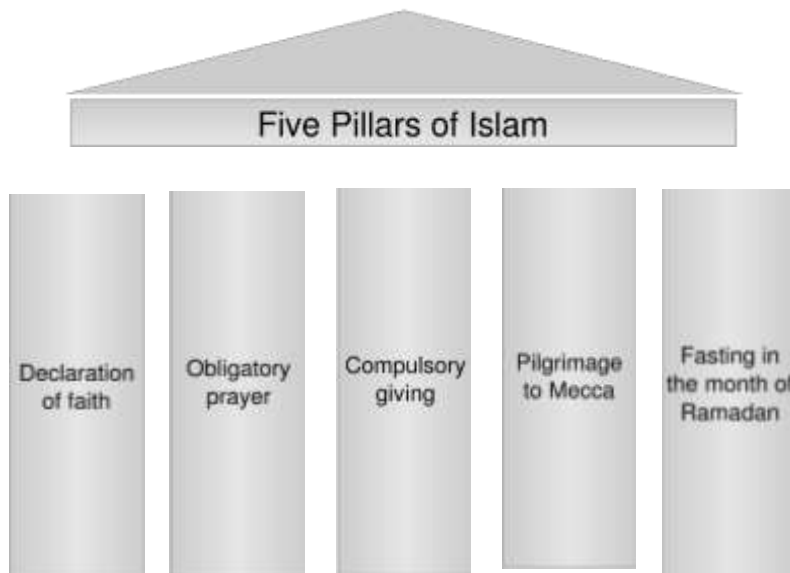
Teddy

RE

LI: To describe a religious journey through role play

Context: Hajj

- **Recap** the five Pillars of Islam
- **Watch** the video explaining the steps of Hajj
- Use role play to act out the journey of Hajj



Match the Pillars to the correct description.

Shahadah Salah Zakah Sawm Hajj

Watch the video to
learn about the
journey of Hajj.

Act out each
stage of the
journey of hajj
in your Kagan
groups.

<https://www.youtube.com/watch?v=w-EJJ-r3jl8>

Reflection

Why do Muslims take the journey of Hajj?

I think Muslims take the journey of Hajj because...



History

Lesson 1:

Lesson 2:

Art

This week in Art, we are preparing for our final outcome. We are going to be re-designing our self-portraits with the new skills learnt. Using a mirror and the helpful guide below, re-draw your self-portrait.

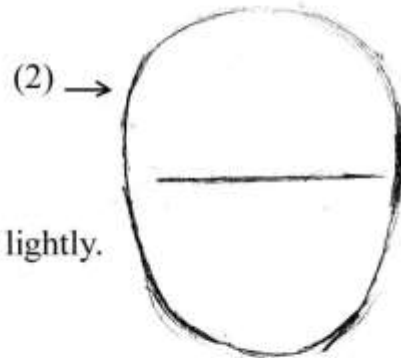
The first steps to drawing a portrait.



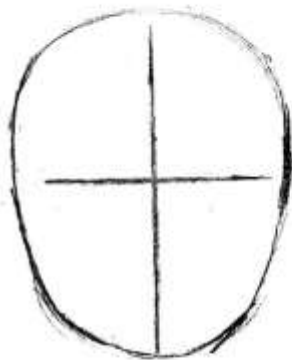
1. Draw the shape of your head as if it does not have hair.

← (1)

2. Half way from the top of the head to the chin draw a line (it is on this line where your eyes will be drawn). Draw this line lightly.



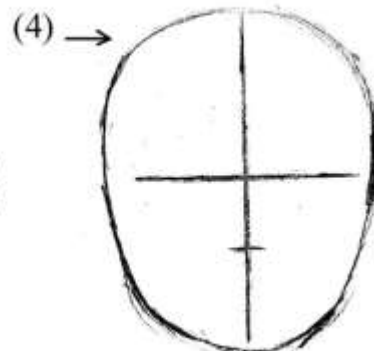
(2) →



← (3)

3. Draw a vertical line down the center of the head. This will help keep the features lined up correctly. Draw this line lightly.

4. Half way from the line for the eyes to the chin draw a short line (this will be the bottom of the nose). Be sure it is lined up with the vertical line (the line going down the center).



(4) →