

Week Beginning- 4/05/2020

In addition to this week's challenges below, I have set some Mathletics for your child to complete online if they wish to do so. If you need any additional resources or activities, please have a look at the website suggestions (these are all free) sent with the Term 5 parent letter.

Do not hesitate to contact me if you need to ask a question or seek guidance about any aspect of your child's home learning. I am here to support you in any way I can!

Please feel free to email me copies of any work that your child has completed, as I would love to see what they have been doing and how they are getting on. If they have done anything extra, it would be amazing to see that too.

The Year 3 email address is class3@mereworth.kent.sch.uk

I look forward to hearing from you.

Mrs Delaney

Year 3 Spellings:

There have been a few queries about the spellings that were attached to the Term 5 letter so I wanted to try and explain, to help clear up any confusion. The school has a spelling scheme which follows the National Curriculum guidance. The spellings in the Term 5 letter cover the next set of rules to be learnt, and as such, follow on from the spellings your child learnt in Terms 1-4. Everyone is continuing to learn the same rules, which ensures that the Year 3 statutory words are covered by all children.

English Challenge

Read the extract below:

'Trust nothing..... ' said Abdul Kazam.

"But believe everything"

He threw his arms into the air and the magic began.

Paper flowers blossomed from his sleeves. Silk scarves changed colour at a whispered word: water, poured into a hat, turned into night air.

Bright white handkerchiefs became fluttering doves.

1. Can you identify the verbs the author has used to describe the action happening in Abdul Kazam's magic trick? What is the impact of these verbs on you as a reader?

2. How would it feel if you substituted them for different verbs? Read the sentences below, first with the original verbs then with the substituted words in brackets. How does this affect the way you feel about the tricks?

Paper flowers blossomed (appeared) from his sleeves

Silk scarves changed colour at a whispered (spoken) word

Bright white handkerchiefs became fluttering (flying) doves

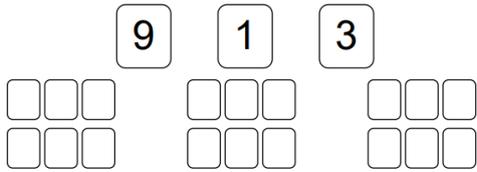
Read the passage below:

"Will you show me?" asked Leon. The boy smiled. "Hold on tight." He gave the carpet a tug. With a swoop, off they flew. Everything that disappeared by magic, appeared in the Place Between. Cards and doves fluttered in the lantern light. Coins and rings spun past, flashed and were gone. Ropes, cups and bells danced in the perfumed air. A magician's assistant stepped out of nowhere as another vanished in the blink of an eye! It was a world of astonishment. A world of the unexpected. It was alive with MAGIC!

3. Highlight the verbs in the passage above and then have a go at replacing the verbs from the spell with something different. Use a thesaurus to help you. Re-write the spell using different verbs. Does it have the same impact? Or have you improved it? Which is better?

4. Now go back and edit and improve your original character description from week 1. Upgrade your vocabulary for verbs and add in adverbs to explain how the action is being conducted, and also ensure that your nouns have amazing adjectives.

Maths Challenge



I have 3 cards with a digit on. What 3 digit number can you make from these cards? There are 6 different 3-digit numbers. Can you find them all?

Write the largest and smallest numbers that you find in words. Check your spelling too. Can you order them from largest to smallest or smallest to largest?

Then try this with 745, or digits of your own choice.

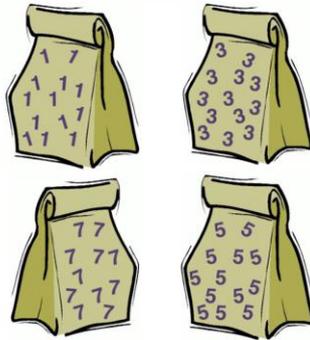
And/or if you fancy a problem solving challenge:

Make 37



Four bags contain a large number of 1s, 3s, 5s and 7s.

Pick any ten numbers from the bags so that their total is 37.



Science Challenge

Create a Shadow Puppet



Create your own shadow puppets, make a story to go with them and show your family.

- Things to think about:
- Can you make the shadows lighter or darker? What will you need to do this?
- Why would you need them to be lighter or darker? How does this add to the story seen by your audience?

<https://www.bbc.co.uk/bitesize/clips/zkqw2hv>

<https://www.youtube.com/watch?v=-hL28SkHf1g>

Have a look at the examples at the end of this document for more information and different ideas.

Topic Challenge

Create your own Geographical Terminology Dictionary

In an atlas and on world maps there are different lines that are used to navigate by, and to describe where countries are in comparison to other countries.

Find out where the following lines are, what they do (what is their purpose?), how did they get their names.

Write your own dictionary definition. You can illustrate your answers too.

Longitude	Latitude
Equator	Tropic of Capricorn
Tropic of Cancer	Northern Hemisphere
Southern Hemispheres	

Here is a link to an online atlas: <https://drtayeb.files.wordpress.com/2011/03/student-world-atlas-malestrom.pdf>

Curriculum Challenge

RE – What does it mean to pray?

1. Make a list of all the people you turn to when things go wrong?
2. Next to the person write a sentence explaining how they are helpful – this could be ‘This person cares for me a lot’ or ‘We listen to each other’
3. Create a poster with pictures of you and all of the people that you listed and their reasons for helping you. Make this as creative as you wish.

Shadow puppets

Make some shadow puppets and find out more about light and shadows.

227 Shadow hands

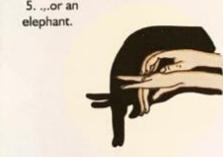
1. Shine a bright lamp directly at a wall in a dark room. (Shadows are easier to see on a plain, pale wall.)
2. Put your hands in the position shown below, in front of the light, to make a bird shadow on the wall.
3. You could experiment with hand positions to make other animals, such as a rabbit...



4. ...a deer



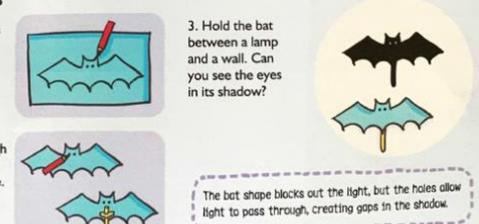
5. ...or an elephant.



Shadows are the absence of light. Light travels in straight lines, so when you hold up your hands in front of the light, you block out the light in the same shape as your hands. This makes the shadow appear.

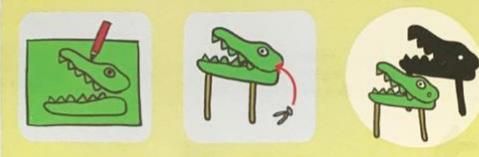
228 Bright eyes

1. Draw a bat with eyes on a piece of thin card. Cut it out.
2. Make eye holes by pushing a pencil through the card. Tape on a straw to make a handle.
3. Hold the bat between a lamp and a wall. Can you see the eyes in its shadow?



The bat shape blocks out the light, but the holes allow light to pass through, creating gaps in the shadow.

229 Snapping crocodile

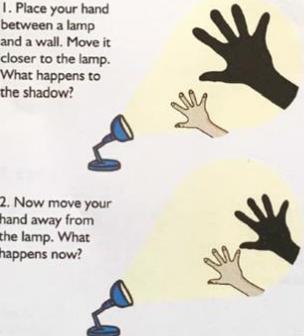


1. Draw two shapes on card for a crocodile's head and lower jaw. Cut them out. Use a pencil to make a hole for its eye.
2. Join the pieces with a paper fastener. Tape a straw to the back of the upper jaw. Tape another straw to the front of the lower jaw.
3. Hold the head between a lamp and a wall. Move the lower jaw rod up and down and watch the shadow.

The shadow head moves at the same time and in the same way as the puppet. This is because the puppet blocks the light in each position it moves through, creating a shadow that does exactly the same.

230 Near and far

1. Place your hand between a lamp and a wall. Move it closer to the lamp. What happens to the shadow?
2. Now move your hand away from the lamp. What happens now?



Light spreads out in straight lines from the lamp. When your hand is close to the lamp, it blocks out a lot of light and the shadow looks big. As you move your hand away, your hand blocks less light, so the shadow shrinks.

231 Tilted light

1. Point a torch straight at a wall, then put your hand in front of the torch. What does the shadow look like?
2. Now hold your torch at an angle to the wall and put your hand in front of the torch again. Is there a difference?



When the light shines at an angle, the shape of the shadow changes and stretches because of the way the light is blocked.