



Year 3

Home Learning Week 13

Here are some topics which you can work from at home. All work can be recorded in a way you choose.

English	Maths	Creative/Topic
<p>Join Pie Corbett as he continues to look at list poems and focuses on lockdown.</p> <p>Have a think about all the things that you have missed during lockdown. Now, especially focus on those things that you didn't think you'd miss but did.</p> <p>Use the information below to write a list poem called 'I didn't think I'd miss...'</p>	<p>Revise what capacity and volume are. Answer the questions on the website. https://classroom.thenational.academy/lessons/read-capacity-and-volume</p>	<p>Research the Musician Wolfgang Amadeus Mozart. Create a fact file on him. Use this website to help you. https://kids.kiddle.co/Wolfgang_Amadeus_Mozart Use the sheet below.</p>
<p>Write a list poem about things that you 'wish' you could do at the moment. Use the information below to include realistic things. E.g. 'I wish I could ride in a Ferrari' could become, 'I wish I could go out on my bike to the shop.'</p>	<p>Compare capacity and volume. Complete the worksheet on the website. https://classroom.thenational.academy/lessons/compare-capacity-and-volume</p>	<p>Learn to draw Mozart. Draw him a step at a time and colour him in neatly. Use the sheet below to help you. https://www.activityvillage.co.uk/learn-to-draw-mozart</p>
<p>Look at the quick warm up activity below. Can you write down your ideas about what you think the poem is about? Write down some of your thoughts and some of your memories.</p>	<p>Order capacity and volume. Complete the worksheet on the website. https://classroom.thenational.academy/lessons/ordering-capacity-and-volume/activities/1</p>	<p>Listen to the three pieces of music by Mozart listed below. They can be found on You tube. Draw or paint a piece of Art to accompany each piece. What do they make you think of?</p> <ul style="list-style-type: none"> • Eine Kleine Nachtmusik • Marriage of Figaro • Requiem
<p>Read the poem below called 'Lockdown Park', then complete the sheets below it.</p> <p>Relate it to your own experiences.</p>	<p>Find some items from your kitchen cupboards. E.g. cans, tins, packets etc. Estimate the capacity and then find out what it is. Complete the sheet below.</p>	<p>Find out about which Gods the Vikings worshipped. Which ones do you already know and how do you know them? Create your own Viking God. Draw and label them and write a few sentences about them. What are they the God of? What can they do? Do they have a story? https://kids.kiddle.co/List_of_Norse_gods_and_goddesses</p>
<p>Find out what your family members favourite book is. Use mums, dads, aunties, uncles, brother, sisters, grandparents etc. Ask them why it is their favourite.</p> <p>How different are they all?</p>	<p>Answer the volume and capacity word problems on the sheet below.</p> <p>Remember what is important and what you don't need from a word problem.</p>	<p>Listen to this piece of music. https://www.youtube.com/watch?v=b5Edkb2Qo9c Use the music to help you to decide what kind of movie this music would be</p>

What does this tell you about each person?

Don't forget that $1000\text{ml} = 1\text{l}$.

from. Think about the characters, setting and plot (story).
Can you create a poster advertising your movie?

Learn to Draw Mozart



Wolfgang Amadeus Mozart

Born:

Nationality:

Occupation:

What was he famous for?

.....

.....

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Would you have liked to meet him? What would you have talked about?

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CLASSICAL MUSIC LISTENING ACTIVITY

LISTEN TO 3 DIFFERENT CLASSICAL PIECES OF MUSIC BY MOZART.
YOUR TASK IS TO CREATE MUSIC INSPIRED ART TO ACCOMPANY EACH
PIECE.

#1

**TITLE: EINE KLEINE
NACHTMUSIK**

COMPOSER: MOZART

#2

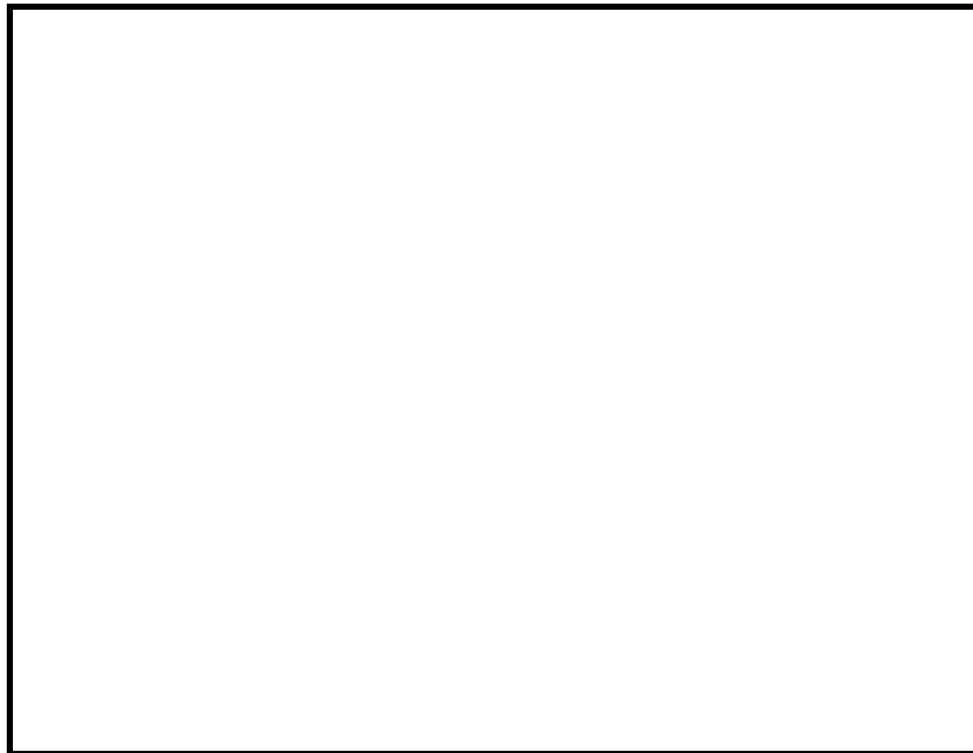
**TITLE: MARRIAGE OF
FIGARO**

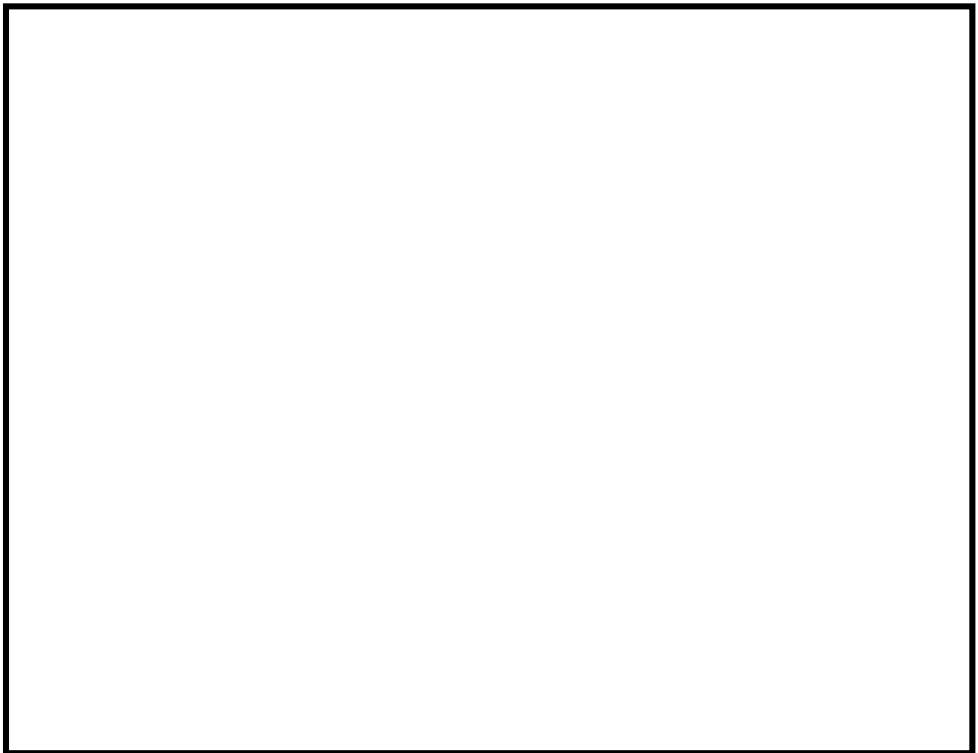
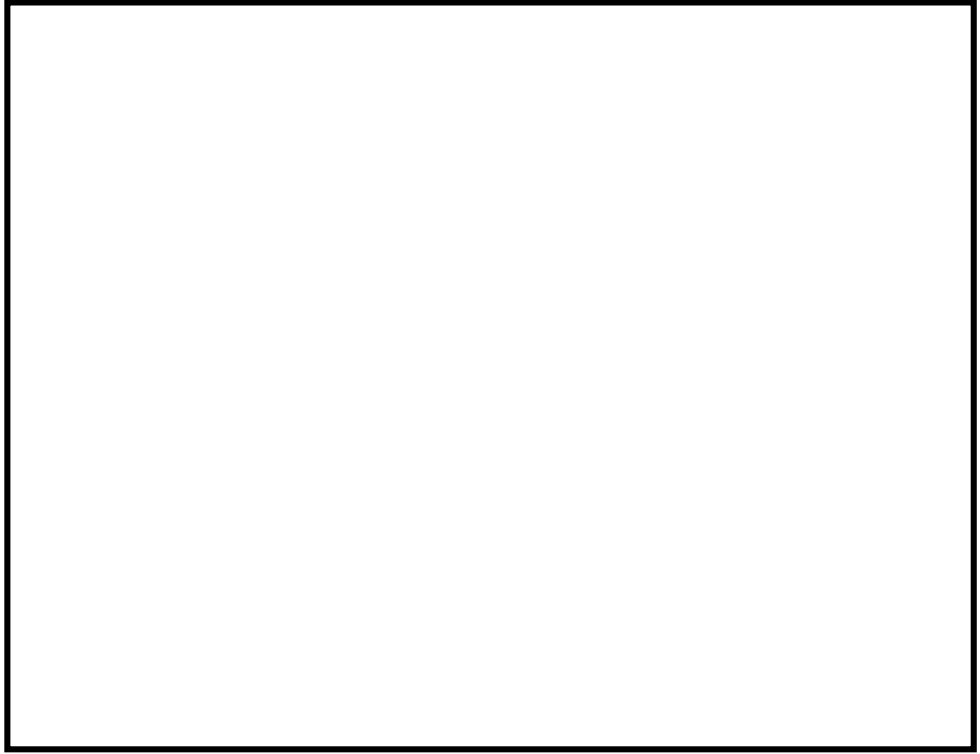
COMPOSER: MOZART

#3

TITLE: REQUIEM


COMPOSER: MOZART





Measuring Capacity



Draw and label the container	What capacity do you think it holds? (ml)	What is the real capacity? (ml)
E.g. 	200 ml	330ml

Litres and Millilitres Word Problems

- 1) I have 1 litre of water in a jug. On the way to my table I spill some. I have 780ml left. How much have I lost?

- 2) I have 1 litre of sprite. I give 300ml to William, 200ml to Paul and 250ml to Mickey. How much do I have left?

- 3) Kokomi does not like milk so she gives me her 300ml glass of milk. Jade also gives me half of her 300ml glass because she is full. How much milk do I have?

- 4) I have a big bucket. I need to put 1 litre of water in it for my science enquiry but I only have a 150ml and 25 ml containers. How can I get 1 litre of water using these containers?

- 5) Penny, Louise and Christina have planned to sneak up and pour water all over Lorraine. They have 6 containers. 3 with 250ml of water in, 2 with 700ml of water in and 1 with 500 ml of water. In total how much water will they pour over Lorraine?

I didn't know I'd miss

Lots of children have been at home for a long time now. Some have still been going to school but it has been different. What are the things that you have missed? Some of them might surprise you. Write a list poem

about the things that you didn't know you would miss. This is an example written by Tina who lives in Salford. She has been missing lots of things about school.

Listen to an audio recording of this poem here:

<https://soundcloud.com/talkforwriting/didnt-know/s-M7Rgv1VrhKV>

I didn't know I'd miss -
the hum of everyone in assembly
and the joyful sound of us singing together.

I didn't know I'd miss -
Miss Wood on the flipchart writing up our ideas
as we make up a story together
and the room is alive with creativity.

I didn't know I'd miss -
meeting with my friends each morning,
even when the playground was cold.

I didn't know I'd miss -
showing the little ones how to read
and help my friends with tidying up the class.

I didn't know I'd miss -
my pencil case with all my pencils
and the smell of the inside of my school bag.

I didn't know I'd miss -
finding a new book that I love from the class library.

I didn't know I'd miss -
school dinners, especially
the thick layer on top of custard.

By Tina

Writing tip: Make a short list of things that you have missed. Make them real things that matter to you and you look forwards to going back to. Then take each one in turn and add to the idea so that reader understands what you are missing.

Wishes

The lists about things that you have missed are like wishes. In this writing idea, you can contrast things that you really want to do with things that sound fancy but actually you can do without. For instance, I don't have to travel to the Caribbean but I wouldn't mind a trip to Weston-super-Mare. I don't have to travel in a limousine but I wouldn't mind a bike ride down to the shops.

Make a list of a few simple things that you'd like to do but haven't been able to do. Then add in some contrasts. Here is my list.

You can listen to an audio recording of this poem here:

<https://soundcloud.com/talkforwriting/wishes/s-h8IK9mgHnXj>

I don't need to be on Caribbean island with turquoise seas but
I do wish that I was walking along the canal path in Stroud, where a
kingfisher zips by in a sudden electric blue fizz, a fistful of
feathered energy.

I don't need to be at the top of Everest, planting the Union Jack
but I do wish I could climb Strawberry Banks where the speckled
woods, small blues, orange tips and brimstone butterflies flutter
like frail candle flames.

I don't need to sit in the Ritz, eating lobster thermidor but
I do wish I could drop into Fat Toni's for a slice of fresh pepperoni
pizza with gooey cheese, tomatoes and basil with a can of cold
lemonade.

I don't need to go for a trip to Bristol zoo to check out the
penguins, listen to the howler monkeys or watch the grumpy camels
or elegant giraffes stretch their spotted necks but
I do wish I that I could visit my aged Aunt to chatter with her
dogs, whose greeting is always full on energy, the air alive with
yapping and barking.

I don't need to win the lottery or rob a bank but
I do wish I could catch the village bus into town and mooch about
the bookshop, checking new titles and then wander over to
Moonshine's for a snack.

I don't need to own the crown jewels, drive a Lamborghini or get into the Guinness book of world records but
I wouldn't mind being able to buy a Winstone's icecream from the van up on Minchinhampton Common, watch the kites being flown and the hang gliders drift with the wind.

Yes I don't need much but
I am storing up all the good ordinary things
That once were everyday
But now have become
My special things.

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We tried this idea out on RadioBlogging.net and here is a poem by one of the children. I like the way that the poet has named things – *Bailey*, *Beacon Hill*. The writing pattern using the word *but* to introduce the contrast is a simple but very effective way to write your list down.

Wishes

I don't want to go to a faraway island,
but I do wish I could go camping with my family.
I don't want to climb Mount Everest,
but I do wish I could go up Beacon Hill, and look for fish in the pond, and climb up a tree.
I don't want to eat at a fancy restaurant,
but I do wish I could get ice cream with a friend.
I don't want to see lions roaring, monkeys up trees, and giraffes munching leaves,
but I do wish I could stroke my friend's dog, Bailey.
I don't want to buy the contents of the shopping centre,
but I do wish I could wander round a bookshop.

Writing tip: write about real things that matter to you and things that you are really looking forwards to experiencing again. These can be quite small things that in the past we didn't think much about. Now, they may be things that you are longing to do.

A quick warm up before reading on ...

- ★ Have a look at a few of the words and phrases below. They are all in my poem below but I have mixed them up!
- ★ What does it make you think about?
There are no right or wrong answers – just good ideas!
- ★ Write down or draw some of your ideas, memories and thoughts.
- ★ What do you think this poem might be about?

soft sand
Before *shrieking*
sighs and smiles *swings and sways*
No one swings *shouting*
slithers After *Steel springs squeak*
thump, thump, thump *down the slide*
a sign arrives *Steel saucepans* *watches and waits*
Red. Orange. Yellow. Green ... *window of hope* *wooden spoons*
Weekly street clapping *squealing*

Lockdown

In March 2020 the world changed. Coronavirus arrived and we were all told to stay safe and stay at home. They called it **lockdown**.

Suddenly, many of us were doing our schoolwork at home without our teacher. A lot of the things we used to enjoy doing like playing with our friends, visiting our family, going shopping or eating at a favourite café all stopped.



I thought about all the things we used to do before the lockdown and it got me thinking about doing some writing to describe some of the changes and how I felt about them.

Every day, I walk past a playground called Cawston Park. There are usually lots of children playing. Now there is a sign on all the equipment and the gate has been locked. The park has been closed. I thought about the park before the lockdown, about how different it was now without the children enjoying themselves.

I also thought about the changes in the houses where many children were now doing their schoolwork, or not, with their family.

The world will get back to normal and we will all go to play in the park again.

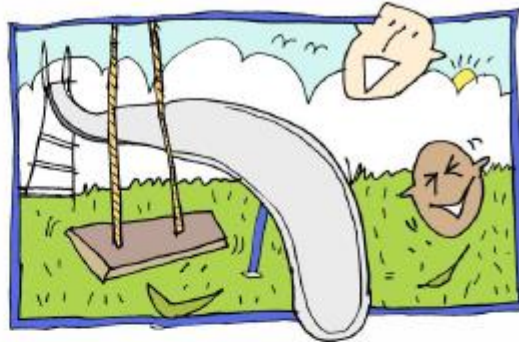
My list poem tries to share some of my thoughts and feelings about the lockdown and the changes. I have called it Lockdown Park.

Now let's read my poem ...

You can listen to an audio recording of this poem here:
<https://soundcloud.com/talkforwriting/lockdown/s-BWLqMEakDjp>

Lockdown Park

Cawston Park watches
and waits.
Suddenly, squealing
children enter, laughing.
The rope swing giggles
The slide smiles.
The trampoline **tenses**.
A child **clutches** the
thick, **frayed** rope and
swings and sways over the soft sand, shrieking.



Another child skids down the slide, grinding to a sudden halt.
The gentle thump, thump, thump of a distant trampoline
provides a steady heartbeat.
Steel springs squeak in **rhythm**, providing a welcome tune.
Cawston Park sighs and smiles.

Lockdown Park watches and waits.
Suddenly, a sign arrives with **shackles**.
No squeals. No laughter. No children.
The rope swing stares.
The slide glares.
The trampoline **slackens**.
No one clutches the thick, frayed rope.
No one swings and sways over the soft, yellow
sand.
No steady heartbeat. No squeaky tune.
Empty, Lockdown Park **scowls** and **frowns**.



The house watches and waits.
Suddenly, a child enters squealing and laughing.
The TV stares.
The mat smiles.
The table **awaits**.
A child stretches and strains, watching TV PE.
Weekly street clapping provides a new heartbeat.

Steel saucepans and wooden spoons provide a new clanging
tune.
A child clutches an **array** of thick, coloured crayons and
creates.
Red. Orange. Yellow. Green...
Something to display in the window of hope.

Lockdown Park











watches and waits.

What do the words mean?

★ Re-read *Lockdown Park*. The words below are in bold. See if you can match the word to similar words. **I have done one for you.**

★ If you are stuck, you could ask someone else in your home, use a dictionary or the internet.

Target Word	Similar matching words 'synonyms'	Picture clue
tenses	worn tatty ragged	
clutches	'dirty look' grimace glare glower	
frayed	becomes edgy/jumpy	
shackles	relaxes loosen	
rhythm	beat pattern	
slackens	grabs grip grasp	
scowls frowns	selection group of collection	
awaits	waits for expects	
array	chains locked	

What words and ideas do you remember?

★ Listen again to the poem being read aloud a few times using this link.

<https://soundcloud.com/talkforwriting/lockdown/s-BWLqMEakDjp>



Try and picture the park and the house in your head.

Tip: Try closing your eyes when you listen.

Without reading the poem again, quickly say out loud any words or ideas that you can remember. Now write them down or draw some pictures.

When I listen to the poem, these are the words and ideas I remember ...





When I listen to the poem, these are the ideas that came into my head about what lockdown has meant to me:

What did the poem make you think about?

Tip: Try and use the word because to develop your ideas.

1. What did you like about the poem?

I liked the part where ... *because ...*

2. What surprised you?

I was surprised when ... *because*
...

3. What did the poem make you think about?

The poem made me think about... *because*
...

What do think this poem is really about?

Underline the answer that you think is the best fit.

Playing in the park.

How our world has changed.

A lonely, miserable park.

Happy TVs and mats.

Even closer reading!

- ★ For those up for a challenge, let's really slow it down and re-read the poem and play...

The sound game

I tried to choose some of the words carefully thinking about the sound they make when I read them aloud.

Read the poem out loud and listen very carefully to the sounds the words make. You could also listen again to me reading the poem out loud as you trace the poem with your finger.

Activity - Spot the alliteration!

When words that are close together start with the same sound, it's called alliteration. It helps make images stand out. For example,

The **s**lide **s**miles.

The 's' sound is used at the start of both words – **s**lide and **s**miles.



Underline the alliteration (words that are close together that have the same sound at the start) in the first two verses below:

Lockdown Park

Before

Cawston Park watches and waits.

Suddenly, squealing, children enter, laughing.

The rope swing giggles.

The slide smiles.

The trampoline tense

Another child skids down the slide, grinding to a sudden halt.

The gentle thump, thump, thump of a distant trampoline
provides a steady heartbeat.

Steel springs squeak in rhythm, providing a welcome tune.
Cawston Park sighs and smiles.