

Hello Year 3,

A new week! It has been a busy one for us all as we have prepared and collected packs to complete even more learning at home! You are in such a good position with so much virtual learning at your disposal so I hope you are also finding your own interests and learning opportunities at home. This week I would like us to consolidate shape learning, focus on grammar that might support us with creative writing, and continue to fine tune our understanding of the Ancient Greeks.

This week we are using Microsoft Teams to give live feedback as you work. You should have received your email address and password through Class Dojo. If you have not, please contact school so we can share this with you. There will be an assignment posted daily for you (starting on Monday 22nd) to complete. Between 9.40-10.40 each day, I will be able to answer any questions you have about the assignment and then provide feedback once you have submitted it. If you have any questions, you can message me using Class Dojo.

Hope to see you in our Teams online learning sessions!

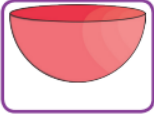


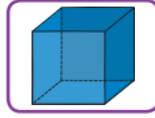
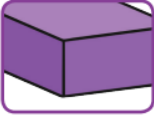


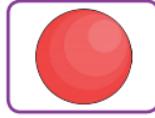
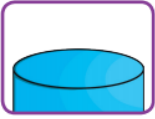


Miss White



Monday

Consolidate your understanding of the following mathematical terms to ensure we are ready to move on. If you are confident with them, find 5 3D objects around your house and identify their parts with as many of the pieces of vocabulary as you can from below.

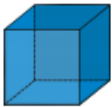

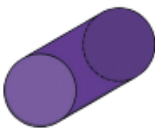




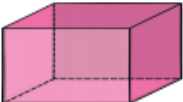
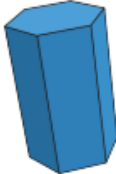

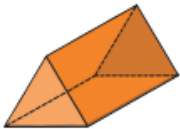
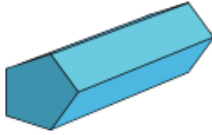
Properties of 3D Shapes

			
Curved	Straight	Round	Solid
			
Vertices	Point	Corner	Surface
			
Face	Edge	End	

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These are the 3D shapes we would come across in Year 3. It is important to be able to identify the features of the shape, not just know it off by heart! Can you choose 5 that you think are new to you, and make flash cards with the 3D shape drawn on them as a prompt for your learning?

Properties of 3D Shapes

 Cube 6 faces 8 vertices 12 edges	 Sphere 1 face 0 vertices 0 edges	 Cylinder 3 faces 0 vertices 2 edges	 Octagonal Prism 10 faces 16 vertices 24 edges
 Square-based Pyramid 5 faces 5 vertices 8 edges	 Cone 2 faces 0 vertices 1 edge	 Tetrahedron 4 faces 4 vertices 6 edges	
 Rectangular Prism 6 faces 8 vertices 12 edges	 Hexagonal Prism 8 faces 12 vertices 18 edges	 Octahedron 8 faces 6 vertices 12 edges	
 Triangular Prism 5 faces 6 vertices 9 edges		 Pentagonal Prism 7 faces 10 vertices 15 edges	

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you can apply your knowledge of 3D shapes.

that

Thursday

This lesson will also appear on your Teams Online Learning session

or

Please have a look at the Thursday 25th Maths worksheet that I have attached for today's lesson so that you can apply your knowledge of 3D shapes.

Friday

This lesson will also appear on your Teams Online Learning session

or

You now need to visually look at creating 3D shapes using what you have learnt. Please have a look at the Friday 26th Maths worksheet.



SACRISTON
ACADEMY

Monday

Reading and Writing

This lesson will also appear on your Teams Online Learning session

or

Please complete the Monday 22nd English worksheet on Daedalus and Icarus that has been posted to Dojo 😊

Tuesday

This lesson will also appear on your Teams Online Learning session

or

Please complete the Tuesday 23rd English worksheet on Daedalus and Icarus that has been posted to Dojo 😊

Wednesday

This lesson will also appear on your Teams Online Learning session

or

Please complete the Wednesday 24th English worksheet on Daedalus and Icarus that has been posted to Dojo 😊

Thursday

<http://myths.e2bn.org/mythsandlegends/origins1598-daedalus-and-icarus.html>

Read the non-fiction information about Daedalus and Icarus based on information historians have retrieved. How do you think stories and facts are passed on over the years? Write down your ideas and ask an adult if they could add to it.

Friday

The Minotaur was half human, half bull. What animal would you merge with a human to achieve the following tasks. Tell me WHY using subordination (because, since, as) and include reasoning in your answer. I need to be convinced!

Unblock a drain in a bathroom that is on the 12th floor of a building.

Make a peanut butter sandwich in the dark

Score a goal in a swamp



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Science



You will need an adult for this task! Can your adult read each paragraph to you, so that you can learn about light's role in the Ancient Greek period? At the end of each paragraph, SUMMARISE your learning to them verbally to check what you both understand.

Until the nineteenth century—ironically, on the eve of the light bulb's invention—methods of lighting remained more or less unchanged since earliest antiquity. Three forms of lighting existed, in order of their appearance: torches, lamps, and candles, all of which used animal fat or, in the case of lamps in the most

advanced ancient societies, vegetable oil. Thus people thousands of years ago rolled back the darkness, not only of night, but of remote places far from the Sun.

Though archaeologists in France have found a 20,000-year-old lamp with vegetable fiber residue inside, the use of vegetable oils for lighting did not take hold until Greek and especially Roman times. The favored variety of fuel among Romans was olive oil with a little salt that dried the oil and helped make the light brighter. Animal oils remained in use, however, among the poor, whose homes often reeked with the odor of castor oil or fish oil. Because virtually all fuels came from edible sources, times of famine usually meant times of darkness as well.

Even as the wealthiest Romans burned candles or vegetable oil in bronze lamps, and the poorest lit their homes with fish oil in lamps of clay or terra cotta, soldiers and others in need of portable lighting continued to use torches of resinous wood. This was also the case in classical Greece, as one can surmise from a reference in Thucydides (c. 471-401 b.c.) to the use of a torch in burning down the temple of Hera at Argos.



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ICT

How has technology helped you through lockdown? Please write a letter to an Ancient Greeks informing them of how you have coped and continued learning with the use of technology that they certainly would not have had.



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History

Please only complete this task after you have completed the English tasks first! 😊

<https://www.youtube.com/watch?v=3s2QPQnuaGk>



The story of Icarus and Daedalus will get you thinking! The genius of Daedalus' talent is undercut by the impulsivity of his son, and is an interesting tale to listen to.

Do you think the characters did the right thing?

With your historian hat on, can you think about why and how the story ended the way it did?

Would this happen nowadays in the country you live in?



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Design and Technology



Enter the mind of Daedalus and design your own wings that could fly you to the sun (but not too close!) Designers have a job to do before they create their final product... they must research and evaluate other ideas so that they can magpie ideas!

First research materials you could use to create your wings by looking around your house or brainstorming what your first thoughts are. Then, have a go at designing them but don't be afraid to try a few options.

Finally, decide on the features you want it to have and draw and label them, adding colour and texture if you can.



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PE



Get moving this week by having your own Ancient Greek Olympics! Use objects you have in your home and pick from the list of Olympic games. Could you create a game of your own and challenge me on Class Dojo?

Marshmallow Stacking Contest

Garden dash

Hula Hoop Contest

Frisbee Throw

Long Jump

If an Olympic athlete won an event during the ancient Olympic Games, a wreath woven out of olive branches was placed upon his head – I look forward to seeing who is victorious!



Try something new...

REMINDER FOR THOSE WHO HAVEN'T DONE IT YET! 😊



Sacriston Rainbow Project

There has been a strong presence of rainbows throughout the lockdown period, symbolising and giving thanks to others for protecting us and to show solidarity in changing times. As we reflect upon how we have all had to distance ourselves over the past term, we would like to create a collaborative piece of art to commemorate that even though we are apart, we stand as one school united. Although we are unable to stand together to make our own rainbow, we would love you to contribute a photograph toward making one instead. Each year group have been nominated a colour to focus on and you can create in any way you like.

Y3 are the colour blue!

You could dress fully in that colour and have a photograph of yourself, you could paint an object or a picture, find something in nature or an item in your home to photograph, bake or create any way you like! Please send your photograph to your child's class teacher on Class Dojo by Friday 19th June to be included. The finished piece will be published in our Summer term newsletter.

Calling all parents!!

We would like to collate some parent ideas on what lockdown has been like for you called 'Lessons Learned by Grown-Ups', where you can give us your tales, tips and memories from lockdown that will later go into our time capsule and newsletter. Please submit them to me via Class Dojo by Friday 26th June

