



W.C. 22.6.20

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

English

Use these worksheets to work from and not on. All you need is a piece of paper, pencil and a ruler. s83year3@st-annes.solihull.sch.uk

Bitesize: <https://www.bbc.co.uk/bitesize>

After watching the videos and having a go at the practise activities on BBC Bitezise, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.



Extensions – You may wish to deepen your learning by looking at Purple Mash for any extra activities.

Monday

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

Spellings

	1st try	2nd try	3rd try
sch <u>e</u> me			
ch <u>o</u> rus			
ch <u>e</u> mist			
anch <u>o</u> r			
sch <u>h</u> ool			
ch <u>a</u> racter			
ch <u>o</u> ir			
orch <u>i</u> d			
ch <u>a</u> os			
ach <u>e</u>			

For your task today, I would like you to practice your spellings and write a sentence for each one.

If you find these spellings too challenging, there is a different set for you to try on the next page.

	1 st try	2 nd try	3 rd try
sure			
sugar			
eye			
should			
would			
could			
who			
whole			
any			
many			

Mild: Your task is to write a sentence for each spelling in your neatest handwriting.

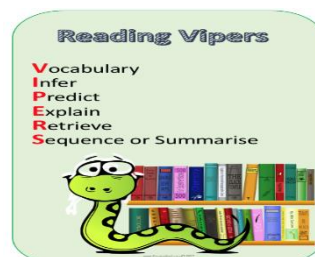
Medium - Write a sentence for each spelling using the conjunctions for, and, nor, but, or, yet, so to extend your sentences.

Spicy: Write a sentence for each spelling using the conjunctions when, if, that, because or although to extend your sentences.

Comprehension lesson: Go to the BBC Bitesize website and complete activities!

Remember the great comprehension skills you have developed throughout the year!

- Use your monkey ears to read the text.
- Unpick the text-think of your Vipers when answering questions-



- What does the text tell you about the character/setting etc..

Tuesday

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

Reading lesson

Mild

Watch the video using the the link below-

<https://www.literacyshed.com/cloudylesson.html>

Activity: Once you have watched the clip you could discuss your thought with a family member. Then complete the RIC activity.



Retrieve - You will find this information in the stimulus given (music, extract, video)

It might be a number, a colour, something you have to count, a fact or something you must spot or listen out for. *'The RIC logo for retrieve has him holding a magnifying glass. This is because you have to find the answer.'*



Interpret - This will require you to use clues from actions or events. You will need to use some deduction and/or inference. With a sensible guess, you should be able to have a good attempt at this question.

'The RIC logo for interpret has him holding a key. This is because you have to unlock the answers from the clues given.'



Choice - This is the hardest question to write. It is important that this question should always be about the creator's choice, not the choice of a character in the movie. *'The RIC logo for choice has him holding a light bulb. This is because you need to think deeply about what the intended purpose of his choices are.'*



What did the man make at the start of the video?

How does the little boy feel at the beginning of the video? Why do you think he felt this way?

What message was the creator of this video trying to give through this video?

Final activity: Can you write a dialogue between the two? What might they have been talking about?

Medium & Spicy:

Delivery 'Bot

Marlene was over the moon. She'd just been given her first delivery route, and things were starting to look up for her. She'd even been given an official badge with her new name on it. DeliveryBot-3302. Now she was nearly three-hundred years old, she was starting to feel like living with her parents was a little bit uncool. Most of her friends had started to move into their own charging pods as soon as they'd left programming school.

There'd never been any question about where Marlene would end up working. Her father had been a delivery bot and his father before him. When she'd been born, her parents had always assumed she'd follow in their treads. Now here she was. Barely old enough to drive and she already had her own route.

Unfortunately, there was a problem.

All new delivery bots were given easy routes and inexpensive cargo. This was usually letters and spare parts. Whatever they were given, the packages didn't normally make a sound. They certainly didn't cry.

Over the years, Marlene had seen lots of human babies. They'd always played a lead role in monster movies that her parents watched with her. Films where a giant baby would come crashing out of space onto Robot City and tear down the buildings. It would always be wailing and dribbling. Now, unless she was mistaken, there was one in the back of her van.

On the one hand, she knew that human babies apparently had feelings just like robots, though she found that idea very strange. The other hand was much scarier. If she opened the package, there was a good chance that the baby would burst out and destroy the entire city. *It's not fair*, she thought angrily. *It's my first day*.

Something needed to be done. On the very first day of training, their manager had made it clear that delivery bots were fearless and must deliver their packages no matter what. "Neither rain nor

snow nor gloomy night," their manager had said. He'd been annoyingly quiet on the subject of babies though.



Behind her, the honking of horns started to irritate Marlene. She knew her van was holding up the other drivers, but this was important. The address on the label was clear and well written. No chance of returning it to the depot and claiming she couldn't read it. And the address was right there in front of her. A perfectly normal tower block filled with robot charging pods.

What would a robot want with a human baby?

She had to find out. Nervously, she rolled up to the front door and pressed the buzzer.

INFERENCE FOCUS

1. How do you think Marlene felt about human babies after watching the films?
2. Why was Marlene so happy to be given a delivery route?
3. Why did she find it strange that human babies had feelings?
4. Why was she annoyed that her manager never mentioned babies?

VIPERS QUESTIONS

- | | |
|----------|--|
| V | What word tells us that Marlene's parents expected her to become a delivery bot? |
| R | What things did her manager say wouldn't stop a delivery bot? |
| E | Explain how this package was different to most others. |
| P | What do you think will happen now that the monster has been discovered? |
| S | Summarise what has happened so far on Marlene's first day. |

Wednesday

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

National Writing Day Lesson

National Writing Day - 24 June 2020



National Writing Day 2020 is coming on Wednesday 24 June 2020!

This will be the fourth annual celebration of the power of writing creatively, inspiring people of all ages and abilities to try writing for fun and self-expression.

We've rounded up some of our favourite writing activities to help you celebrate at home.

Mild/Medium

Watch the video for ideas and support:

<https://literacytrust.org.uk/family-zone/5-8/write-thank-you-poem-key-workers/>

As you watch the video, press pause when Laura asks you to and stand up! Imagine you're one of the key workers she has been talking about and answer the following questions:

What are you wearing, holding or doing?

Who are you with?

Where are you?

What does your job involve?

How do you feel?

Do you like any of the words she lists in the film? If so, add them to your list.

Don't worry about spelling or neatness or whether your ideas are any good or not. We're collecting ideas and words at the moment, there's no right or wrong.

Your task is to write a poem for keyworkers. You could choose a particular keyworker to write the poem to/about or you could write it to all keyworkers.

You might want to share the poem with the keyworker you wrote about or you might want to send it to your teacher through parent mail.

You can watch an example of a poem that children have completed. <https://literacytrust.org.uk/family-zone/5-8/write-thank-you-poem-key-workers/>

Spicy

The Roald Dahl writing challenge

This challenge is inspired by *Charlie and the Chocolate Factory*, and we're asking you to invent your own scrumdiddlyumptious treat.

What do you think is the most magical space in your home? Is there a room under the stairs, an entrance to the loft, a space behind the sofa, or maybe even the garden shed? When you've thought of your special place take yourself there with some pens and paper, and then prepare yourself for something wonderful to happen.

Imagine that your secret room has transformed into a new section of Willy Wonka's chocolate factory, where you will invent a magical sweet or chocolate treat good enough for Charlie Bucket himself.

Once you've thought of your scrumptious treat, it's time to design an advert to encourage other children to buy it. You might want to think about the following things:

- What is your sweet called?
- What does it look like?
- Are there any mystery ingredients?
- How is it made?
- What does it taste like?
- Most importantly, what happens when you eat it?

You can use pictures as well as words and you can be as creative as you like!

Bonus activity

As well as creating an advert you might also want to write an introduction about how you first discovered your tasty invention. You could include a description of your secret room transforming into Willy Wonka's factory to show how an ordinary day turned into something extraordinary.

Try use powerful adjectives/verbs when describing your sweet!

Adjectives

People	Objects	Comfortable Feelings	Uncomfortable Feelings	Size	Time
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
caring	filthy	determined	bewildered	huge	modern
clumsy	gleaming	eager	bored	immense	old
confident	grotesque	elated	confused	large	quick
considerate	long	encouraged	defeated	little	rapid
excitable	magnificent	energetic	defiant	long	short
glamorous	precious	enthusiastic	depressed	mammoth	slow
grumpy	sparkling	excited	disgusted	massive	swift
happy	spotless	exuberant	disturbed	meagre	young
helpful	strange	fantastic	dizzy	mighty	
important	unsightly	fine	embarrassed	mini	
intimidating	unusual	healthy	envious	minuscule	
obnoxious	valuable	joyful	frightened	petite	
odd		pleasant	hungry	puny	
talented		relieved	lonely	short	

Verbs

Movement	Voice	Objects	Emotion	Sense	Thought
bounce	giggle	bend	admire	caress	comprehend
carry	hum	break	bawl	eat	conceive
collapse	laugh	burn	blubber	feel	contemplate
crawl	rap	control	cry	hear	daydream
dance	scream	fold	despair	lick	dream
dash	shout	melt	frown	listen	evaluate
drive	sigh	mend	grin	observe	lament
hit	sing	mould	laugh	smell	meditate
hop	sob	open	love	sniff	ponder
hurry	talk	repair	sigh	taste	reflect
jump	whisper	smash	smile	touch	speculate
leap	yawn	snap	smirk		think
live		stretch	tremble		visualise
pull		throw	weep		wonder
push		twist	wince		
roll					
rotate					
run					
shake					

More Useful Verbs:

change	suggest	locate	design	select
identify	collect	search	plan	focus

Thursday

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

Creating Characters - <https://www.bbc.co.uk/bitesize/articles/zkdr92p>

(Use this link to watch the video about creating characters)

Why spend time creating a character?

Every good story needs strong characters. There are six categories to think about when designing a character:

• Physical Appearance:

What do they look like? Are they male or female? Do they have any special features like a scar?

Use lots of descriptive language (eg adjectives and similes) to help build an image of your character in the reader's mind.

For example, the simile **he had muscles like concrete blocks** tells the reader that the character has huge muscles!

• Job and skills:

Does your character's job suit their appearance? Do they have skills that are important for your story like x-ray vision?

• Clothing:

What a character wears can reflect their personality and what they get up to in your story.

She is dressed head to toe in stretchy black material that clings to her menacing muscles. This shows that the character is dangerous!

• Name:

A simple name (eg Mrs Wilson) might mean your character's special features are a surprise. A complex name (eg Helga Van-Schwarzenbrow) tells the reader more about the character!

• Setting:

Does your character's home or base reflect their personality and appearance?

• Likes and dislikes:

What does your character like or enjoy? On the other hand, what are their weaknesses?

Character Description Word Mat

Face		Hair	Body	Voice	Clothes	Movement
adorable	narrow	coarse	angular	booming	clean	blundering
attractive	odd	curly	athletic	brittle	damaged	edging
beautiful	pale	dark	broad	clear	fashionable	hobbling
blotchy	plump	fine	bulky	confident	flowing	limping
blushing	round	floppy	burly	croaking	ill-fitting	looming
cheerful	rosy	frizzy	frail	echoing	modern	pacing
cruel	sallow	ginger	lithe	flat	neat	plodding
cute	scrunched	golden	muscular	gruff	old-fashioned	racing
freckled	slim	greasy	narrow	hushed	pristine	scrambling
gloomy	striking	luscious	plump	inaudible	spotless	skulking
gorgeous	stunning	messy	slender	loud	stylish	stalking
jaunty	sullen	neat	slight	quiet	tidy	stooping
kind	sunburnt	shiny	slim	quivering	torn	striding
long	sunken	tangled	stout	raspy	untidy	strutting
loving	unusual	thick	wide	shrill	unkempt	stumbling
miserable	wicked	wild	willowy	wheezy	vintage	sweeping
morose	wrinkled	wispy	wiry	whispering	worn	trudging

Using Higher Level Vocabulary: **Fiction Writing**

To Describe Feelings

delighted
ecstatic
elated
euphoric
happy
overjoyed
thrilled

angry
annoyed
fuming
furious
incensed
livid
outraged

anxious
apprehensive
jittery
nervous
tense
uneasy
worried

crestfallen
dejected
depressed
despondent
heartbroken
miserable
sad

afraid
frightened
panic-stricken
petrified
scared witless
terrified
terror-stricken

certain
confident
convinced
in no doubt
optimistic
positive
sanguine

Using Higher Level Vocabulary: Fiction Writing To Describe Characters

amiable
charming
delightful
good natured
likable
nice
pleasant

attractive
beautiful
exquisite
gorgeous
handsome
stunning
winsome

audacious
bold
brave
courageous
fearless
plucky
valiant

disagreeable
horrible
insufferable
loathsome
nasty
obnoxious
unpleasant

grotesque
hideous
repugnant
repulsive
revolting
ugly
vile

almighty
big
enormous
gargantuan
gigantic
humongous
massive

Mild

If you cannot print from home then you could set your page out like the one below.

Character Profile

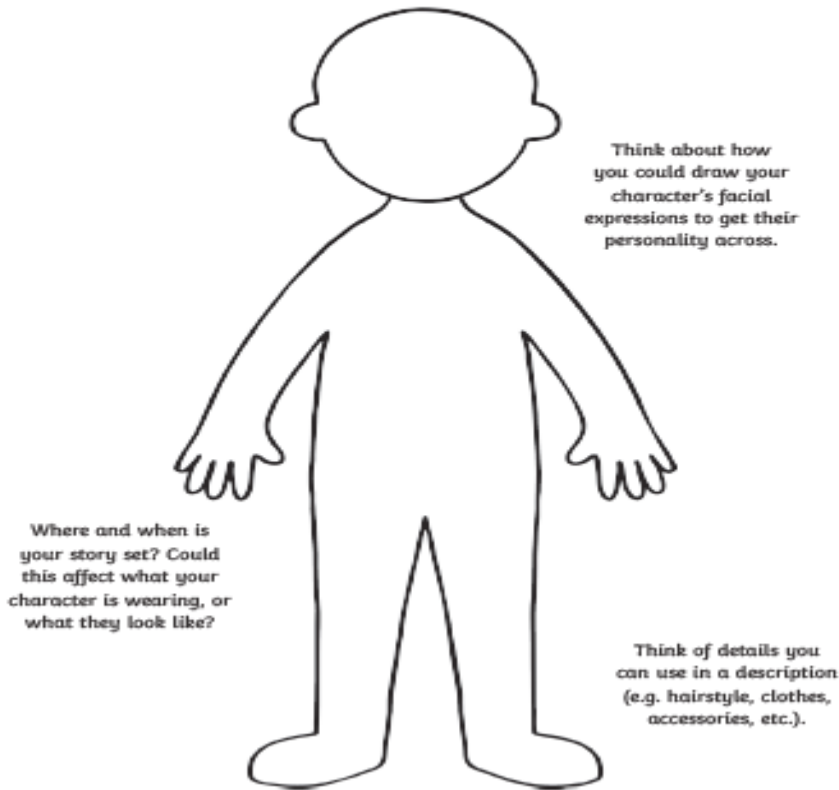
My character looks like...	My character's actions are...
My character's personality is...	
	My character changes because...

Once you have created your character, can you write a paragraph or more of a story including your character.

Medium:

Character Description

Use the template to draw what your character looks like.



Character Description

What is your character like?

What is your character interested in?

What is your character afraid of?

Do the other characters in your story get on with this character? Why?

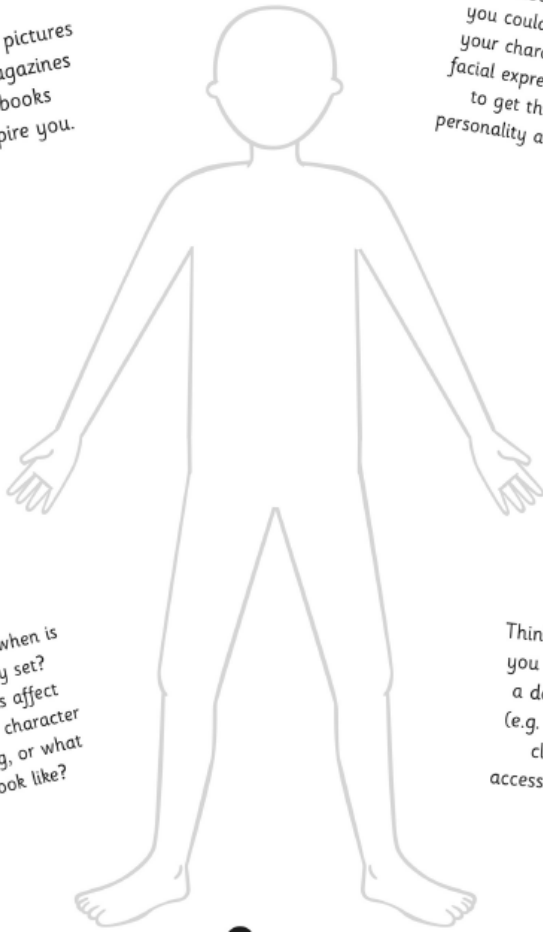
Write a short story including your character.

Spicy:

Use the template to draw what your character looks like.

Try using pictures
from magazines
and books
to inspire you.

Think about how
you could draw
your character's
facial expressions
to get their
personality across.



Where and when is
your story set?
Could this affect
what your character
is wearing, or what
they look like?

Think of details
you can use in
a description
(e.g. hairstyle,
clothes,
accessories etc.).

Creating Characters

When answering the following questions, try to:

- use well-chosen adjectives and similes;
- reflect their personalities;
- use interesting vocabulary;
- decide on how your character might feel in different situations.

How old is your character? _____

What is your character like? _____

What is your character interested in? _____

What is your character afraid of? _____

Do the other characters in your story get on with this character? Why? _____

Does your character have a special talent? What is it? _____

What does your character look like? Use your drawing to help you. Does your character have any distinctive features? _____

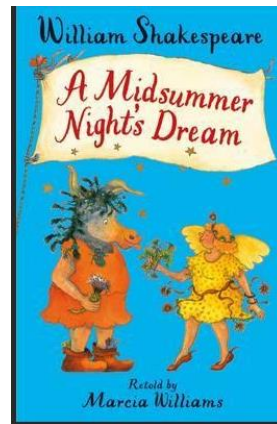
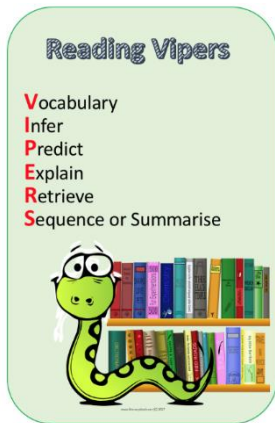
Can you write a story featuring your character?

Friday

Reading Lesson:

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

A Midsummer Night's Dream retold by Marcia Williams.



Today you are going to use your Vocabulary reading skill. Can you pick out words in the text that are new to you? Underline them if you can print it out. You could look up the meaning of the word to help you understand the text more.

Extra challenge - write a book review for one of your favourite books! It may be one you have recently read or one you have always enjoyed! You can write this on purple mash (2do's - Blank Book Review)

As well as this, please remember to access:

- Oxford Owl Reading Buddies - children have their own login for this

Study ladder to practice **comprehension** <https://www.studyladder.co.uk/>

If you need any passwords, please contact year 3 staff through our year group email. s83year3@st-annes.solihull.sch.uk