



W.C. 29.6.20

<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.

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

After watching the videos and having a go at the practise activities on BBC Bitesize, 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

Set 10: **Revision**

|            | 1st try | 2nd try | 3rd try |
|------------|---------|---------|---------|
| shortly    |         |         |         |
| treasure   |         |         |         |
| enclosure  |         |         |         |
| adventure  |         |         |         |
| television |         |         |         |
| enormous   |         |         |         |
| question   |         |         |         |
| musician   |         |         |         |
| percussion |         |         |         |
| mansion    |         |         |         |
| chorus     |         |         |         |
| school     |         |         |         |
| character  |         |         |         |
| mysterious |         |         |         |

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.*

Set 10: Useful words

|                    | 1 <sup>st</sup> try | 2 <sup>nd</sup> try | 3 <sup>rd</sup> try |
|--------------------|---------------------|---------------------|---------------------|
| clo <b>th</b> es   |                     |                     |                     |
| b <b>u</b> sy      |                     |                     |                     |
| p <b>e</b> ople    |                     |                     |                     |
| b <b>e</b> autiful |                     |                     |                     |
| p <b>r</b> etty    |                     |                     |                     |
| w <b>a</b> ter     |                     |                     |                     |
| ag <b>a</b> in     |                     |                     |                     |
| m <b>o</b> ney     |                     |                     |                     |
| h <b>a</b> lf      |                     |                     |                     |
| m <b>o</b> ve      |                     |                     |                     |

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

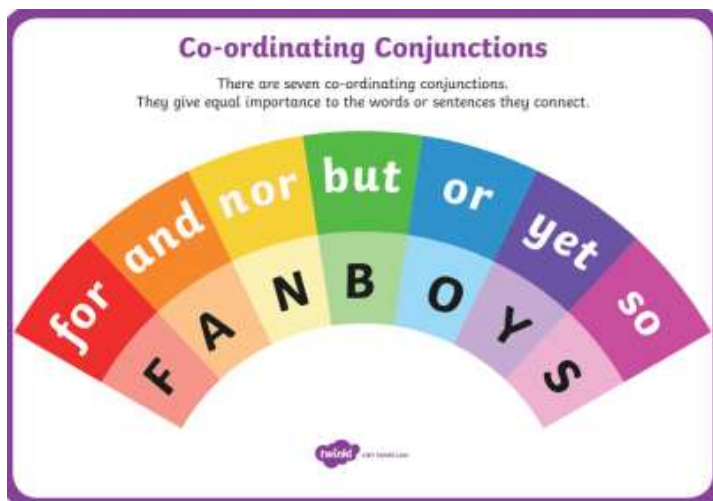
**Medium** - Write a sentence for each spelling using the conjunctions for, and, nor, but, or, yet, so to extend your sentences.

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

**Prefixes (mis, dis, un, in)** - complete the bitesize activities.

## Tuesday

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



## Co-ordinating Conjunctions

### Mild

Which of these sentences uses conjunctions correctly?

- ☐ a) Mr Smith went to the shops and bought a new coat.
- ☐ b) Sam missed his bus, while Mark gave him a lift home.
- ☐ c) The plant pot fell from the window-sill, so it did not break.

1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

and

but

or

- a. I wanted to go swimming but the swimming pool was closed.
- b. I fell over \_\_\_\_\_ I bumped my head.
- c. Would you like to go to the park \_\_\_\_\_ would you rather play on your bike?
- d. I wanted to go to the beach \_\_\_\_\_ mum said we couldn't go.
- e. I like to watch football \_\_\_\_\_ I can't play it.
- f. I took my dog for a walk across the field \_\_\_\_\_ we both got muddy.

**For and nor but or yet so**

For each sentence add in the best conjunction:

1. Bruno wanted a new computer game \_\_\_\_\_ his Mum said no.
2. We can have apples \_\_\_\_\_ bananas at snack time.
3. Mrs Baxter liked to play the guitar \_\_\_\_\_ she wished she was better at it!
4. Blade was feeling really hot \_\_\_\_\_ he jumped in the swimming pool.
5. I don't want to do my homework \_\_\_\_\_ I don't want to disobey my teacher!

## Medium & Spicy

**Can you spot the conjunctions in the sentences below?**

1. I put on my shoes and I went out to play.
2. I can't eat my sweets until after dinner.
3. I can't go out tonight because I have to stay in and do my homework.
4. It had been a long time since I had last played football.
5. I was going to eat the sweets but I saved them for my sister.
6. She was kind to me although she wouldn't let me play with the lego.

## Co-ordinating conjunctions

For      And      Nor      But      Or      Yet      So

Use the coordinating conjunctions in these sentences below:

1. I like swimming \_\_\_\_\_ I like badminton.
2. Everyone thought Ben was good at math, \_\_\_\_\_ he always got full marks in his math tests.
3. I went to the park, \_\_\_\_\_ I went down the slide.
4. I don't want to do my homework, \_\_\_\_\_ do I want to practise the piano.
5. I'm going to do my homework tonight, \_\_\_\_\_ I might not be able to finish all of it.
6. Will you go to the cinema, \_\_\_\_\_ will you go bowling this weekend?
7. Anna doesn't like football \_\_\_\_\_ she is very skilful at it.
8. Sam ate banana \_\_\_\_\_ apple.
9. She went to the school, \_\_\_\_\_ she did not want to go.
10. It is raining, \_\_\_\_\_ we will stay inside.

### Identifying Conjunctions

Circle all the conjunctions in the sentences in each box.

It was raining yet Claire had forgotten her umbrella.

Harriet went walking whilst the weather was good.

Henry hadn't eaten chocolate since his 8<sup>th</sup> birthday.

Dave was wearing gloves yet his hands were cold.

We'll go for a picnic tomorrow unless it rains.

I love going to music festivals because I like rock music.

Will brushed his teeth before he went to bed.

I like to have a snack when I get home from school.

Jake sprinted for the door as the bell rang.

He cried when he fell over.

The girls went shopping while the boys watched the football.

We'll eat the barbeque inside if it rains.

I would buy a mansion if I won the lottery.

Stir the mixture until there are no lumps.

Amy came to school even though she was feeling ill.

Grandma decided to get a cat as she was lonely.

The students were nervous before their exam.

We can begin once everyone has arrived.



**Wednesday**

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

**Writing a Letter**

**We would like you to go.....**



**Activity:**

**Write a letter to yourself in the future (when you are much older) telling yourself about your lockdown experience.**

**You may want to include:**

1. How have you felt?
2. What activities have you been up to?
3. What have you missed?
4. What have you enjoyed?
5. What have you tried for the first time?
6. What are you looking forward to?

**Plan**

- A date and greeting (Dear \_\_\_\_\_)
- Introduction (name)
- Short paragraphs for each different section of information
- Closing paragraph about the future and seeing everyone soon
- Sign off with your name

## A word mat for your letter.....

| <b>Time conjunctions</b><br><b>To link ideas in order</b>                                                                                                 | <b>Adverbs to describe actions</b>                                                                                                                                                                                                             | <b>Key words for people, places and feelings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To begin with<br>Firstly<br>Secondly<br>Thirdly<br>Lastly<br>Next<br>Now<br>Also<br>Then<br>Meanwhile<br>While this happened<br>Last of all<br>Finally<br>Once we finished...<br>Afterwards<br><br>For example<br>Such as<br>In particular | Angrily<br>Anxiously<br>Carefully<br>Calmly<br>Cheerfully<br>Delicately<br>Effortlessly / easily<br>Firmly<br>Generously<br>Gently<br>Gradually<br>Happily<br>Hastily<br>Lazily<br>Lovely<br>Quickly<br>Sadly<br>Safely<br>Skilfully<br>Slowly | House / home<br>Lockdown<br>Home learning / home schooling<br>Nervous / afraid / worried / stressed<br>Family / mum / dad / sister / brother<br>Warm / sunny / dry / sunshine<br>Bored / fed-up / sad<br>Excited / fun / happy<br>Walk / cycle / exercise / outside<br>Activities / work / research<br>Gloves / masks / social distancing<br>TV / radio / tablet / computer / Xbox<br>Netflix / Disney+ / Amazon Prime<br>Cooking / cookery / recipe / food<br>Helping / cleaning / chores<br>Alone / missing friends (or family)<br>Outside / nature / springtime / park<br>Roads / quiet / cars / planes<br>School / friends / learning / when? |

# Thursday

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

## Bullet Points - Complete lesson

### Reading Comprehension - Doorstep Wildlife

#### Doorstep Wildlife

Even if you live in a busy town or city, wildlife will be all around you, you just have to look to find it! If you search hard enough, you will probably find signs of **urban** creatures in your street, on your school playing field, through your window, at the park or in any busy, built-up space. Let's take a closer look at just some of the animals and birds that manage to survive in our towns and cities...

##### Foxes

There are around 33,000 foxes living in urban areas in the UK. They are mammals, about the size of a small dog, with red fur and bushy tails. They are the most common wild **carnivore** found in our towns and cities mainly because they eat almost anything, including:

- food from dustbins, bird tables and compost heaps;
- wild mammals;
- birds;
- earthworms;
- beetles;
- fruit.

Foxes are mostly **nocturnal** animals but they are often seen in urban areas during the day. Sadly, many foxes are killed each year on busy roads.



##### Hedgehogs

Hedgehogs can be found in almost all urban areas of the UK, except some areas of Scotland. The spiky mammals live in nests under hedges, where lots of insects and other **invertebrates** can be found. The hedgehog is often called the 'gardener's friend' as it loves eating small creatures, such as caterpillars, slugs and snails, which can often damage garden plants. Hedgehogs have sharp quills on their back. When they feel threatened, they contract two large muscles in their back. This causes these quills to straighten out. At the same time, the hedgehog also curls up into a ball, tucking its face and legs into its belly. This protects it from potential danger. Sadly, the number of hedgehogs has gone down a lot in the last 60 years. It is thought that there are just one million hedgehogs left in the UK.



##### Did You Know...?

You should never feed hedgehogs milk as it can cause them to become very sick. Instead, try and give them fresh water in a shallow bowl along with tinned dog or cat food.



## Pigeons

Pigeons are stout-bodied birds of the Columbidae family and are likely to be one of the most common birds within the UK. They have a cooing call, which is a very familiar sound within most busy cities and town centres. They often eat food from pavements and litter bins, as well as eating insects, seeds and food from bird feeders in urban gardens. Pigeons are often called **vermin** because many people believe that:

- they spread illness;
- they damage houses and buildings;
- their droppings (poo) are not nice to look at.



Some cities have even tried to lower the number of pigeons by destroying nesting sites, removing pigeon eggs from nests and emptying litter bins more often.

### Glossary

|                     |                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------|
| <b>carnivore</b>    | An animal that eats other creatures.                                                      |
| <b>invertebrate</b> | An animal without a backbone.                                                             |
| <b>nocturnal</b>    | A creature that is active at night (and may sleep during daylight hours).                 |
| <b>urban</b>        | A word to describe something that manages to survive in a busy place like a city or town. |
| <b>vermin</b>       | An animal that causes harm or damage or is difficult to control.                          |

### How Can We Help Urban Wildlife to Survive?

Over the last 30 years, the number of some urban animals has fallen because:

- there are fewer gardens, parks and fields where they can live and find food;
- patches of grass and gardens are now not connected so they find it difficult and dangerous to move around.

If you have any outdoor space or a garden, you could try to help urban animals by:

- making and hanging a simple bird feeder;
- making holes in fences;
- planting flowers and plants.

## Questions

1. Which animal is the most common wild carnivore found in our towns and cities?
2. Find three things that pigeons might eat
3. Find a word from the Foxes section of the text that means 'to eat meat'.
4. Fill in the missing words:  
*Pigeons have a ..... call, which is a very familiar sound within most busy ..... and town centres.*
5. How would making holes in fences help urban wildlife?



**Friday**

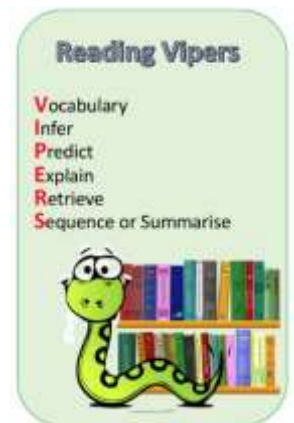
<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

## **Reading Lesson**

### **Agents of the Wild: Operation Honeyhunt by Jennifer Bell and Alice Lickens**



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.*

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