

Year 3 Learning Log

3rd July 2020

For those of you that will be attending school this week, some of the activities that we complete will link to the Learning Log. We will be carrying out a range of catch up tasks in class, but each day will cover one English and one Maths activity.

For the English, we are going to be working on the task to create a poem based on 'Lockdown' Talk for Writing booklet, which is on page 24. If you are not coming to school, then this can be done at home and all instructions are in the booklet.

In maths, we will complete the White Rose task sheet for the day (the Monday group will do session 1, Tuesday session 2 and so on). It would be helpful if you could complete up to that point at home in advance of your day in school.

This Week's Learning Log

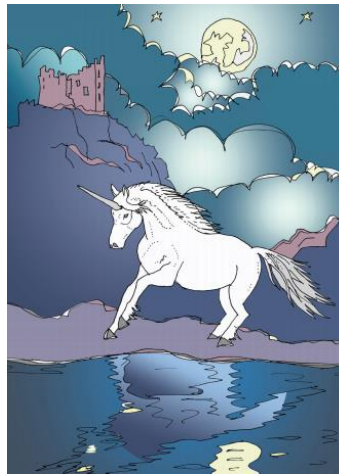
- 5 English activities (1 school based)
- 5 Maths activities (1 school based)
- 1 Spelling and handwriting activity
 - 1 Welsh activity
 - 1 RE activity
- Ongoing science project



English

Our unit is called 'Unicorns Uncovered'. Remember to re-read the text every day.

Use the links throughout the text to listen to poems and instructions.



We are going to spend weeks working through this unit so you can complete the activities next week. These are my suggested sessions for week 1:

Session 1- pg 3 &4 Sparky -start: mythical beast mix-ups!

Session 2- READ pg 6 - The River Unicorn. Pg 7& 8 - Words! Words! Words!

Session 3 - pg 9 Shades of meaning & pg 10 Read and Understand

Session 4 - pg 11 Spelling

Session 5 - pg 12-14 Grammar (school based task)

All the Talk for Writing home learning booklets, with more information about them, can be found here:

<https://mailchi.mp/talk4writing/batch5>

The first page asks for a donation, this has already been done by the school.



Maths

We are following the Home Learning work from White Rose Maths. This is an excellent resource which breaks learning down into two parts. There is a daily video clip to watch online. This introduces a concept and gives examples for you to do. The video is then followed up by a daily activity sheet. Another file gives you all the answers.

The video and activities can be done independently or if you prefer, you can watch and work through them with someone at home. The activities can be printed out but if you don't have access to a printer or if you prefer not to print, you can look at the activity on screen and write the answers down on paper.

We have subscribed to the White Rose Maths site as a school so all the activity and answer sheets have been downloaded and saved to the Christ the King website with this Learning Log. There is also a file with all the links to the videos for the week. The link here will take you to the video links as well.

This week's theme is fractions and problem solving.

Week: Summer term Week 11

Session 1 - Measure Mass

Session 2 - Compare Mass

Session 3 - Add and Subtract Mass

Session 4 - Measure Capacity

Session 5 - Friday Maths Challenge

You can, if you wish, post pictures of work you have done from here on Seesaw, but don't feel that you need to photograph everything. It might be useful to use a notebook or a file to keep your work together. Please also feel free to get in touch if you would like me to explain anything from here.

Spelling and Handwriting

Here are the spelling words for this week. You can choose whether you want to work on just the 'must', the 'must' and the 'should' or all three lists. The handwriting task is to write sentences using these words in them in accurately sized and joined handwriting.

MUST	SHOULD	COULD
enough	country	summary
young	courage	primary
touch	rough	secondary
double	tough	ordinary
trouble	cousin	necessary

Reading

****REMEMBER 10 minutes every day!!****

BUG CLUB READING

Remember you must answer all the questions and then click close book in order to open a new book.

Respond



Respond

Remembering, celebrating and responding to choices have consequences and the importance of conscience in making choices

Ask your child if there is anything they wonder about

- How to make a choice.
- How all choices have consequences.
- How God is always forgiving.

Provide the opportunity, possibly by one of the means above, for the children to remember

- The importance of making good choices.
- What helps in making good choices.
- Consequences of choices.
- What it means to examine your conscience.
- What sin is.
- What happens in the Sacrament of Reconciliation, of confessing and saying sorry for sins, receiving God's forgiveness, making up for the harm done.
- Thanking God for the gifts he has given to others and to me.
- The Prodigal Son and/or the story of the Two Sons.

Rejoice: Write a three-point guide to making good choices.

CTK Summer Week of Hope



Hi everyone!

As you know, CAFOD is a very special charity in our school and parishes. We regularly raise both funds and awareness for CAFOD's campaigns. It is part of our Catholic life in school, that we strive to make the world a better place for everyone.

CAFOD's latest campaign is called Summer of Hope. It calls for us to help people all over the world who need our help during this Coronavirus pandemic. It is scary enough for us in the UK, where we have access to hospitals and clean water to wash our hands. Imagine living somewhere with a lack of basic hygiene and medical supplies. In Pope Francis' letter Laudato Si, he said:

"All it takes is one good person to restore hope. "

Even though school is a little different now, that shouldn't stop us from fundraising to help all Gods family around the world. This summer, like never before, we are called to be signs of hope for our world.

CTK Summer Hope Marathon

Next week we are asking the pupils to take part in a CTK marathon. Over the week the pupils will be running around the school field to complete a combined distance of 26.2 miles. Pupils who are not in school can also take part. Take a photo of your run or walk and the distance and tweet it to us and **@CAFOD** using the **#ctksummerofhopemarathon** We would love you to support this cause by donating any amount to our Just giving Page.

<https://www.justgiving.com/fundraising/christthekingprimarycardiff>

All money raised will contribute to CAFOD's Summer of Hope Appeal.

A daily total will be posted on Twitter

For more information visit cafod.org.uk/schoolstogether. You can watch this video from CAFOD, all about the Summer of Hope, it might help you to better understand this campaign <https://www.youtube.com/watch?v=Fk8XTLhvLOs>

Be **informed** about what is happening

Be **inspired** about how HOPE can change lives

Become **active** in making a difference

Let's try and raise as much as we can and be a sign of hope to others.



BIG SCIENCE HALF TERM



Remember to try and complete ONE science activity each week. Share your video on FLIPGRID not Seesaw.

We are asking pupils to carry out a science enquiry of their choice. Once the enquiry has been completed, we would then like each pupil who takes part to record a short video (1m 30s max) outlining what they have investigated and what they have found out and post the video on Flipgrid.

We have provided some examples of scientific enquiry questions for each of the 5 types of scientific enquiry in the table below. You are welcome to choose one of these or one of your own, but no matter what science enquiry you decide to undertake, we would like you to follow the proposed steps:

- Make a **prediction** of what you think before you begin and why.
- **Carry out** your enquiry.
- **Record** your findings.
- Make a video of your enquiry and post it on Flipgrid.

Flipgrid access:

1. Before you decide what to enquire about, watch Mr Mussa's Flipgrid video by scanning the QR code or using this link flipgrid.com/scienceenquiry



2. Once you have carried out your enquiry, post your own video by clicking the Flipgrid icon:



We hope that by the end of the project we will have a collection of videos from pupils throughout the school as fantastic evidence of our school collaborating remotely.

Enjoy enquiring scientifically!!

Please do not hesitate to contact Mr Mussa for any further assistance:

Mussal@hwbcymru.net

Science enquiry ideas		
Type of enquiry	Examples of what you could enquire about	Things to consider
Fair testing /Comparative tests	How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals?	• <i>Recognising and understanding that one thing (a variable) influences another</i> • <i>If you are comparing, how will you make sure the comparisons are fair?</i> • <i>How will you record and present your findings?</i>
	How does the distance between the shadow puppet and the screen affect the size of the shadow?	
	How does the surface area of an object affect the time it takes to sink?	
	How does age affect a human's reaction time?	
	What is the best sun cream to use?	
Identifying and classifying	Which materials are magnetic?	• <i>What characteristics are you going to use to sort and classify?</i> • <i>What features or characteristics will you use to compare and contrast?</i> • <i>How will you record and present your findings?</i>
	How would you make a classification key for vertebrates/invertebrates or microorganisms?	
	Can you use a classification key to identify all of the organisms caught when pond dipping/bug collection in the garden?	
	How would you group plants and animals based on what habitat you would find them in?	
Observing over time	What happens to celery when it is left in a glass of coloured water?	• <i>How long do you need to carry out the observation for?</i> • <i>What changes are you going to look for?</i> • <i>Are you going to make a prediction about the process over time, or the outcome at the end, or both?</i> • <i>How will you record changes?</i> • <i>How do you make sure the information (data) you collect is accurate and reliable?</i>
	How does an eggshell change when it is left in a glass of coke/milk?	
	How does the level of water change when it is left on a windowsill?	
	How does your heart rate change over the course of the day?	
	How does your shadow change over the day?	
	How do our skeletons change over time (birth-old age)?	
Pattern seeking	What colour flowers do bees and butterflies prefer?	• <i>How will you know if the variables can't be easily controlled?</i> • <i>How many examples should you look at to ensure reliable results?</i> • <i>Can you draw accurate conclusions from the patterns you see?</i> • <i>What is the best way to present your findings?</i>
	Are foods that are high in energy always high in sugar?	
	How does the amount of bicarbonate of soda, washing up liquid and vinegar affect the reaction?	
	Does the temperature of a light bulb go up the longer it remains on?	
	Is there a pattern between the size of a bird's beak and the food it eats?	
	Is there a relationship between a mammal's size and its gestation period?	
Research	How do dentists fix broken teeth?	• <i>How reliable is the source of information?</i> • <i>How do you tell what is fact or opinion?</i> • <i>How can you tell if the information is up to date?</i> • <i>How many sources of information should you look at to get an accurate picture?</i>
	Why are people cutting down the rainforest and what effect does it have?	
	How does a light bulb work?	
	How do submarines sink if they are full of air?	
	How do our eyes adapt to different conditions?	
	Why do people get grey/white hair when they get older?	
	Do boys and girls reach puberty at the same age?	
	What are drugs and how can they be used to heal/harm?	

Cymraeg



Have a go at using 'Flipgrid' to record your sentences using this link <https://flipgrid.com/cymraegctk>



Ymadrodd o'r Wythnos

Beth wyt ti'n wisgo?

(Bear-th oyt-teen wis-goh?)
What are you wearing?



Dw i'n gwisgo crys-t coch a siorts glas achos mae hi'n heulog heddiw!

(Dween wis-goh crees-t cork ah shorts glass ackos my heen hey-log heth-oo!)
I'm wearing a red t-shirt and blue shorts because it's sunny today!



Dw i'n gwisgo ffrog gwyrdd a treinyrs du i'r parti!

Dween gwis-goh frog gw-ur-th ah tray-nears dee ear party.
I'm wearing a green dress and black trainers to the party.



Dw i'n gwisgo siwmpwr pinc a jîns glas i chwarae yn y parc.

Dwee gwis-goh shum-pear pink ah jîns glass ee kwar-eye un-er park.
I'm wearing a pink jumper and blue jeans to play in the park.

