

## Maths

- Have a look at [White Rose Maths](#) this week – watch some the daily teaching videos and follow the activities. This week's theme on White Rose Maths is mass and capacity.
- If you want to extend your learning even further, check out [BBC Bitesize](#) daily maths activities!
- Have a look at [NRICH](#) maths games – these games will help test your understanding and improve your skill across many of the maths topics!
- Finally, don't forget your **Spring Term KIRFs**: know all the multiplication and division facts for the 4 x table.



### 1. History (Investigate)

Can you find out about the myths surrounding some of the Egyptian Gods and Goddesses?

This is a great website to start with (click on the pictures, then click on the name that appears in red.) Some of the myths are a bit gruesome, so be prepared!! [Here's](#) another website with lots of additional information. Which different Gods and Goddesses did they believe in?

Why do you think they believed in so many? Now create some Top Trump style fact files for some of your favourite Egyptian God and Goddesses!

## Year 3

### Home Learning Project

Week Beginning: 06.07.2020

### Theme: Fairy tales, Myths and Legends (Ancient Egypt)

If you have any work that you are really proud of, email it to [helen.clarke@danebank.tameside.sch.uk](mailto:helen.clarke@danebank.tameside.sch.uk) to show one of the teachers!



### 2. RE (Explore)

#### How did the Egyptians believe that the world was created?

Did all Egyptians believe the same thing? Have a look at [this website](#) and decide for yourself.

Also have a look at Egyptian beliefs on [BBC Bitesize](#).

Now why not create a storyboard/cartoon strip, telling the Egyptian creation story!

### Art/D&T (Create)

#### Can you create your own Egyptian god or goddess?

Think about why your God/Goddess would be important to the Egyptians. Why would they worship your God/Goddess? Look at some of the images of the Gods and Goddesses that you have investigated in history – will yours have an animals head like Horus or Sekhmet?

You might even want to create a mask of your new creation!

## English

This week why not try the daily English lessons on [BBC Bitesize](#)! There is an English lesson everyday, which often have a lovely video to watch and several follow up activities, they do not need to be printed!  
Have a look at the free library of eBooks on the [Oxford Owl](#) website. Have a read and answer some of the questions at the end. (You parent may need to register – it's free)

### Red Challenge!

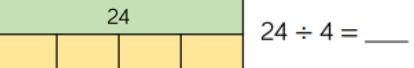
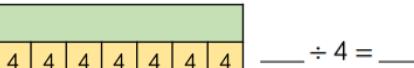
Explore new vocabulary you find when reading – investigate the meaning of the word if you don't know it. Note down interesting and exciting new words, like we do at school. Perhaps create your own WOW Word area in your bedroom! Can you find any synonyms or antonyms for your new word?

## PSHE (Think)

Over the last year, your child will have created many school memories that they will cherish forever. Capture these memories in a fun way by asking your child to create a 'Memory Jar'. Using coloured paper ask your child to draw or write down their favourite memories. They can use different colours to show different categories of memory e.g. blue for friendship, yellow for teachers, red for favourite lessons, green for school trips. Use a jam jar or a plastic bottle to collect their memories; they could even personalise their jar with decoration.



**Year 3**  
**Home Learning Project – Maths – Division**  
**Week Beginning: 06.07.2020**

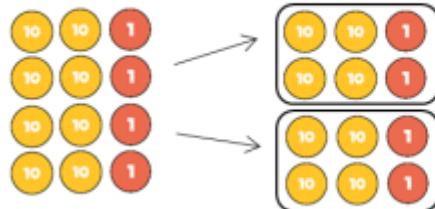
Monday	Tuesday	Wednesday	Thursday	Friday																
<p>There are 12 pieces of fruit. They are share equally between 3 bowls. How many pieces of fruit are in each bowl?</p> <p>Bubbles come in packs of 3. If there are 21 bubbles altogether, how many packs are there?</p> <p>Write all 4 x and ÷ for this multiplication fact:  <math>6 \times 3 =</math></p>	<p>Complete the bar models and calculations:</p>   <p>There are some cars in a car park. Each car has 4 wheels. In the car park there are 32 wheel altogether. How many cars are there?</p>	<p>Complete the calculations:</p> <p><math>80 \div 8 =</math> ____</p> <p><math>64 \div 8 =</math> ____</p> <p>____ × 8 = 24</p> <p><math>8 = 72 \div</math> ____</p> <p><math>8 \times</math> ____ = 40</p> <p>____ ÷ 8 = 7</p>	<p>Have a look at how Ron and Eva have divided a 2 digit number by a 1 digit number on slide 4. Then complete these:</p> <p><math>84 \div 4 =</math></p> <p><math>66 \div 2 =</math></p> <p><math>66 \div 3 =</math></p> <p><math>69 \div 3 =</math></p> <p><math>96 \div 3 =</math></p> <p><math>86 \div 2 =</math></p>	<p>Have a look at the 2 methods to divide 2 digit numbers by a 1 digit number, with a remainder, on slide 4.</p> <p><i>(Remember, if you are great at recalling your times table facts then that will help too!)</i></p> <p>Complete the calculations:</p> <p><math>13 \div 4 =</math></p> <p><math>23 \div 5 =</math></p> <p><math>37 \div 3 =</math></p> <p><math>81 \div 2 =</math></p> <p><math>47 \div 10 =</math></p> <p><math>52 \div 8 =</math></p>																
<p>Share 33 cubes between 3 groups.</p> <p>Complete:      There are 3 groups with ____ cubes in each group.  <math>33 \div 3 =</math> ____</p> <p>Put 33 cubes into groups of 3</p> <p>Complete:      There are ____ groups with 3 cubes in each group.  <math>33 \div 3 =</math> ____</p> <p>What is the same about these two divisions?      What is different?</p>	<p>5 children are playing a game. They score 4 points for every bucket they knock down.</p>  <table border="1"> <tr> <td>Mo</td> <td>16</td> </tr> <tr> <td>Eva</td> <td>28</td> </tr> <tr> <td>Tommy</td> <td>12</td> </tr> <tr> <td>Amir</td> <td>32</td> </tr> <tr> <td>Dora</td> <td>8</td> </tr> </table> <p>How many buckets did they knock down each?      How many buckets did they knock down altogether?      How many more buckets did Eva knock down than Mo?</p>	Mo	16	Eva	28	Tommy	12	Amir	32	Dora	8	<p><math>48 \div 2 =</math> ____</p> <p><math>48 \div 4 =</math> ____</p> <p><math>48 \div 8 =</math> ____</p> <p>What do you notice about the answers to these questions? Can you predict what <math>48 \div 16</math> would be?</p> <p>64      32      800      18      200      42</p> <p>Which numbers can be divided by 8 without a remainder?</p>	<p>Teddy answers the question</p> <p><math>44 \div 4 =</math></p>  <table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>10    10</td> <td>1    1</td> </tr> <tr> <td>10    10</td> <td>1    1</td> </tr> </table> <p>Is he correct. Explain your reasoning.</p> <p>Dora thinks that 88 sweets can be shared equally between eight people.</p> <p>Is she correct?</p>	Tens	Ones	10    10	1    1	10    10	1    1	<p>Jack has 15 stickers.</p>  <p>He sorts his stickers into equal groups but has some stickers remaining. How many stickers could be in each group and how many stickers would be remaining?</p> <p>Which calculation could be the odd one out? Explain your thinking.</p> <p>64 ÷ 8      77 ÷ 4      49 ÷ 6      65 ÷ 3</p>
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Year 3  
Home Learning Project – English  
Week Beginning: 06.07.2020

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Spelling, Punctuation and Grammar Activities</b>				<b>Extended write</b>
Proofread and edit your work from last Friday – check for spellings, punctuation, grammar.	Practise spelling these words: sadly, completely, usually, finally, comically. Can you identify the spelling rule for adding the 'ly' suffix?	Answer each of the questions on the SPaG mat on page 6.	Practise spelling some of the Y3/4 Tricky words using the <a href="#">Look, Cover, Write, Check</a> game.	Write a description of the Egyptian God/Goddess that you have created.  Write a paragraph for each heading:
<b>Reading and Comprehension</b>				
Read: Mandate of Heaven <a href="https://china.mrdonn.org/mandateofheaven.html">https://china.mrdonn.org/mandateofheaven.html</a>	Read: The Sound Collector Roger McGough <a href="https://www.youtube.com/watch?v=cIL0kgnxJlo">https://www.youtube.com/watch?v=cIL0kgnxJlo</a>	Read: Amun's Ancient Egyptian Diary entry on slide 5		<ul style="list-style-type: none"> <li>Appearance – add lots of detail and use lots of lovely adjectives here!</li> <li>Personality – try to include some interesting adverbs here!</li> <li>Why the Egyptians worship your new god – think about why your new god/goddess is important to the Egyptians.</li> </ul> <p>*For each paragraph remember – basic punctuation and try to use some subordinating conjunctions (remember a subordinate clause can go at the beginning or at the end of a sentence).</p>
According to the Mandate of Heaven, who decides who should rule?  Which family wanted to rule ancient China?  Who must the ruler care for more than themselves?  What stopped when the Shang kings were replaced?  <b>Red Challenge:</b> Do you think the Chou family acted unfairly in trying to become the rulers?  Choose a word or phrase in the final paragraph which shows that the Chou family were successful in becoming the rulers of ancient China.	What was the stranger dressed in?  What did he do?  Name three sounds he took. Where did the sound collector visit and take sounds from?  How do you know?  <b>Red Challenge:</b> What words could replace the <b>emboldened</b> words without changing the meaning? The <b>crying</b> of the baby The <b>drumming</b> of the raindrops The <b>creaking</b> of the stairs	What is Amun's father's job? How old was Tutankhamun when he died?  What do you think it would have been like to be a pharaoh at 9 years old? Explain why.  <b>Red Challenge:</b> Tutankhamun's death was very mysterious. Which word in the text shows that his death was mysterious?	Why does Amun put the date at the start of each diary entry?  How do you think Amun felt when he found out Tutankhamun had died? Find evidence in the text to support your answer.  What do we find out about Amun's life in the first diary entry?  <b>Red Challenge:</b> Why does Amun live by the river?	

Thursday

Ron uses place value counters to solve  $84 \div 2$

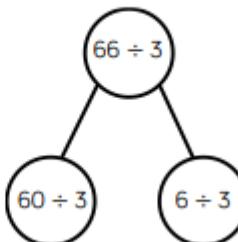


I made 84 using place value counters and divided them between 2 equal groups.



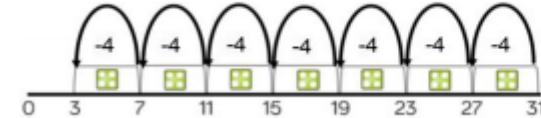
Eva uses a place value grid and part-whole model to solve  $66 \div 3$

Tens	Ones
10 10	1 1
10 10	1 1
10 10	1 1



Friday

Tommy uses repeated subtraction to solve  $31 \div 4$



$$31 \div 4 = 7 \text{ r } 3$$

Use place value counters to work out  $94 \div 4$   
Did you need to exchange any tens for ones?  
Is there a remainder?



Tens	Ones

## Amun's Ancient Egyptian Diary

Wednesday 11<sup>th</sup> June 1326 BC

Dear diary,

My name is Amun and I have decided to start writing a diary so that at some point in the future, another little boy like me might find my diary and find out all about what my life is like. I wonder what will have changed by then? Us Ancient Egyptians are very interesting; we have invented lots of things that you will probably be using! I can't wait to tell you all about my life!

I thought I'd start by giving you a guided tour of my home. Obviously you can't see it as by the time you are reading this, it will be long gone! I will try and explain though. My house is built with bricks that are made from mud and straw. What is your house made out of? We don't use wood to build our houses as trees are really sparse over here, with it been mainly desert land not many trees can grow! We have 3 rooms in my house, including a kitchen. Our kitchen has no roof; can you guess why? The only equipment we have in our kitchen to help us cook are a **grindstone** (to grind grain into flour so we can make bread) and a little oven to bake it in. How do you make bread?

Sorry, I've got to go! I promised my mum I would help her make fish and onion stew!

Amun x

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Thursday 12<sup>th</sup> June 1326 BC

Dear diary,

Sorry I had to rush off so quickly yesterday; you'll be pleased to know the stew was delicious! I have a little bit more time now to tell you about myself.

I live in Egypt, beside the River Nile. It's pretty cool living by a river, literally! But do you know why we live by the river? It is because our crops can grow well here. The **majority** of Egypt is desert land and our crops will not grow, so we have to live by the river to survive.

Have you ever been to Egypt before? Do you know which other countries it is close to? Perhaps you could find out?

Right I'm off now! I have to help my dad. He's a **carpenter**, have you heard of a carpenter before? He makes furniture for the **Pharaoh**! It's a really important job. I'll tell you more about that another day!

Thursday 19<sup>th</sup> August 1324 BC

Dear diary,

You know from my last few entries how busy I've been, add in the hot weather from our trip today – I'm sure you'll understand why I'm feeling very **lethargic!** Do you know what happened? It was an amazing day! I travelled west of the Nile and saw my very first pyramid. Although it was **unveiled** hundreds of years ago, I have never seen one before – only heard of their wonders. I wish I could put into words how **magnificent** it is!

It was my sister's birthday today (she was the one who wanted to see the pyramids – I'm so glad she did!) so when we got home we had an amazing feast outside to celebrate. We had fish, mutton, pigeon and beer; it was delicious!

Time for me to go, I need to finish celebrating and then get to bed.

Bye for now! Amun x

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Saturday 21<sup>st</sup> September 1323 BC

Dear Diary,

Today has been a really **sombre** day. We found out, sometime after lunch, that our King – Tutankhamun – has died! He was only 18 years old; just 2 years older than my sister. The whole village is in shock. You see, Tutankhamen was a very special king. Did you know he was only 9 years old when he was **crowned**? Can you imagine having the power to rule an entire Kingdom when you are still only a boy? That is his nickname, the Boy King. What do you think it would have been like being a king as a child? Would you have liked it?

Everybody is talking about how he died. His death today was very unexpected and **baffling**. My dad reckons he died of a disease but my mum is **dubious** she thinks his death was an accident. The country is in **mourning** for him. He only ruled for 9 years and lived a very short life. He is to be buried in a tomb in the Valley of the Kings.

Good night,

Amun xx

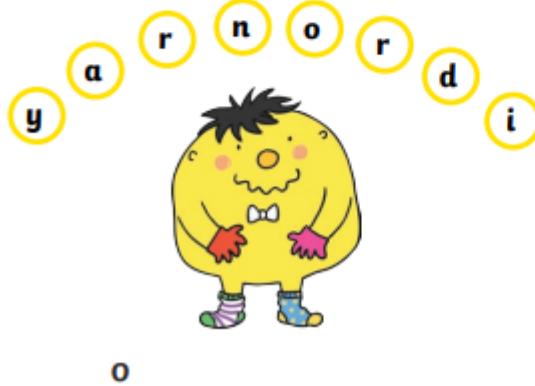
Complete the table by adding a suffix to each noun to make an adjective.

a

Noun	Adjective
danger	
hope	
hero	

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

b



Could you add the missing punctuation to this sentence?

c

How did you create that lovely picture asked the curious girl



Write a sentence about this baby that includes an adjective and a conjunction. Underline them.

d



Can you write a definition for each of these homophone words?

cellar \_\_\_\_\_

seller \_\_\_\_\_

e

Write one of the adverbs in each sentence:

\_\_\_\_\_, I fall out with my little brother.

I \_\_\_\_\_ eat cabbage because it tastes disgusting.

I've \_\_\_\_\_ wanted to go to London and visit Buckingham Palace.

f

never

sometimes

always