

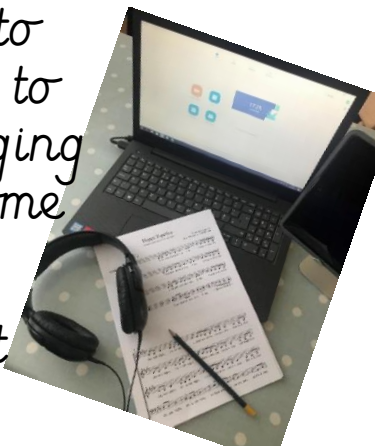
# Welcome

Dear Da Vinci and Cassatt,

I miss you all so much! It's very strange in school without you. When I walk round it's soooo quiet and nearly every classroom is empty! Surprisingly, I have been incredibly busy during the lockdown. Some days I am in school working and other days I am working at home. Right now, I am working at my dining room table where I can spread my work out. I usually have the patio doors open so the room is filled with fresh air. I have had lots of meetings online, which is really weird at first, but you get used to it very quickly. I have had to learn lots of new computing skills! In the evenings and during the Weekends, I have been tackling my VERY long list of DIY jobs! So far I have: painted my garden bench and bird table; done some decorating; cleaned out the pond filter (Yuck! It's full of bugs and sludge!) and done some gardening. I have also been reading a lot. Every Thursday night I join in the clapping for the NHS workers, along with all my neighbours. I have also spent time talking to my family and friends on the phone or on video chats.

My very favourite thing in the lockdown has been to carry on singing with the choir that I am in. We rehearse online every Monday night. Our choir leader, Jim, makes us work really hard and challenges us with very tricky new things. I am in the learning pit A LOT! We have to practise, record ourselves singing our part (I don't like doing that!) and email a recording to Jim. He puts all our voices together on his computer so that it sounds like we are all singing together, not on our own at home! My elderly cat is very confused about why I am at home more but she makes the most of it and goes to sleep on my lap while I am working.

I hope you are enjoying your home learning and spending time with your families. I can't wait to see you all again. Take care of yourselves. Miss Newton xx



# Welcome

Dear Cassatt Families,

How are you this week? Isn't it strange to start a new term without going back to school? Because I had to spend a day teaching at school, I was lucky enough to have a quick peek at King Athelstan Primary to see some children and a few adults. I can tell you that they all miss you very much. If you walk past the school on one of your daily exercises you will see a 'we miss you' sign!

This week, we have a lot of activities planned for you to keep you learning. We will be: looking at a new book called Rosie Revere Engineer, about a little girl with a fantastic imagination, doing some measuring activities and learning about inventors. (Do you know who invented computers? )

Well done to all the children who have sent in their fantastic work. I really like looking at it . Keep sending them to [admin@kingathelstan.rbksch.org](mailto:admin@kingathelstan.rbksch.org) or if you want, you can post them on J2e. Don't forget to practise your times tables and to read everyday. This week, we are extremely lucky to have a special video from Mrs Williamson reading us a book. I hope you will enjoy it.

As you can see Charlie the Monkey has been painting . He tried to be careful but because he is a big clumsy monkey, he still managed to put paint on his hands. Could you give him some tips on how to avoid making a mess?

Take care and stay safe Miss Sarton





# Welcome

Dear Da Vinci families,

How are you all? It has been strange starting a new term without being able to see you but I hope you and your families are keeping well and busy. I've made myself a timetable so I can keep track of my jobs and my girls have one for their home learning. We find it helps us all keep focused and busy.

I've been doing lots of gardening and reading over the last few weeks. Have you read any good books? We've tried out some new recipes too - like the cheese and ham muffins in the picture below. They were yummy!

Did you try growing some beans? I set up the experiment with the beans from last term. Have a look at the pictures on the next slide to see the results! Are you going out and clapping for the NHS on Thursdays? We've been joining in and it feels good to hear other people around us as well as celebrating the NHS workers. Have you done anything else to join in, like making a rainbow for your window? I would love to find out what you are up to. Please email your photos to [admin@kingathelstan.rbksch.org](mailto:admin@kingathelstan.rbksch.org). Check out the ones we've already received in the 'Pictures from home' section of the home learning part of the school website. Thanks for sending them in! Take care and stay well, From Mrs Williamson!



# Mrs Williamson's Bean experiment

I set up the beans (2 baked and 2 normal) in the dark and in the window

## Before



### In the window

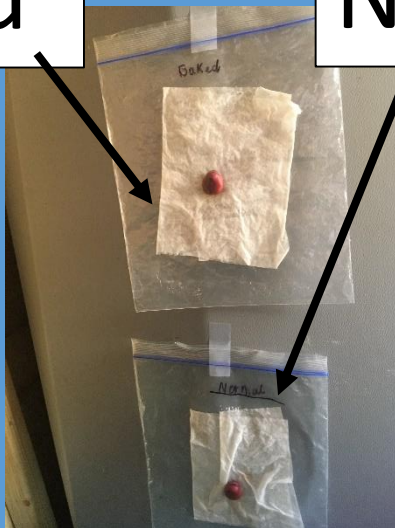
## After 2 weeks



The normal bean in the window had not done anything and the baked beans both went mouldy.

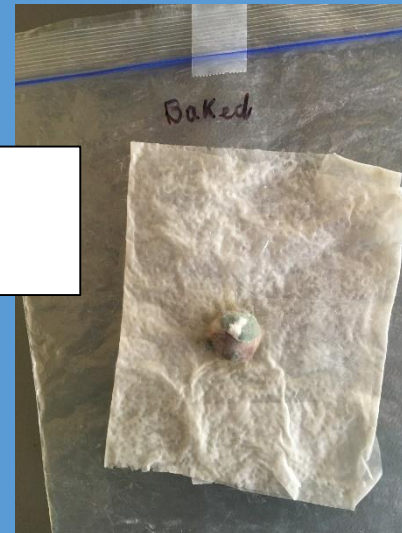
## Baked

## Normal

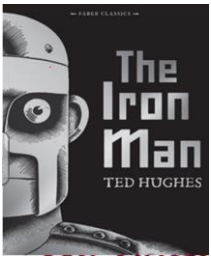


### In the dark

The normal bean in the dark has started to grow. What does this tell us?



Look!  
Can you see the root?



## Vocabulary

Explain the words

swayed snag

topple clanging

# Reading Activity



And his right foot, his enormous iron right foot, lifted- up, out, into space , and the Iron Man stepped forward, off the cliff, into nothingness.

CRAAAAAASSSSSSH!

Down the cliff the Iron Man came **toppling**, head over heels.

Crash

Crash

Crash

From rock to rock, snag to **snag**, tumbling slowly. And as he crashed and crashed and crashed.

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.

All the separate pieces tumbled, scattered, crashing, bumping, **clanging**, down onto the rocky beach far below.

A few rocks tumbled with him.

Then

Silence.

Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving.

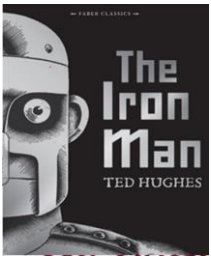
Only one of the iron hands, lying beside an old sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still.

While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff-top and the sea went on boiling and booming.

Nobody knew the Iron Man had fallen.

Night passed





# Reading Activity



## Find in the text

1. Which part of the Iron Man fell off first?
2. Which part fell last.
3. Why did the Iron Man fell?

## Onomatopoeia

1. What is an onomatopoeia?
2. Find three examples of onomatopoeia in the text.
3. Why do you think the author uses onomatopoeia when describing the Iron Man's fall down the cliff?
4. Why does he repeat the same sounds over and over?
5. What effect does it have on the reader?

## Next?

1. What do you think will happen to the Iron Man?
2. Do you think this is it for him?
3. What makes you think this?

Now draw a picture of the beach with the Iron Man laying scattered.

Don't forget to add all the features described in the text

- The cliff
- The waves
- The rocks
- The old boot
- The grass
- The different parts of the Iron Man.

What will the sky look like?

Onomatopoeia is where a word is made from the sound associated with it.

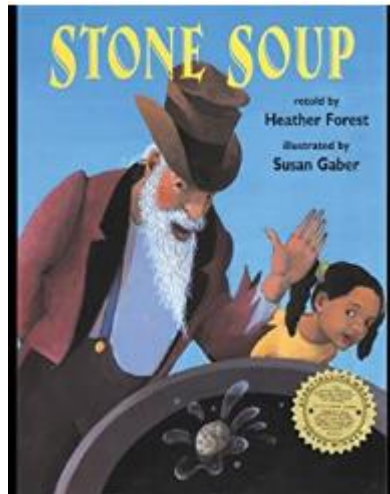
This means the sound is exactly as it is said.  
e.g. Bang, Crash, Boom

# Audio Books For Free



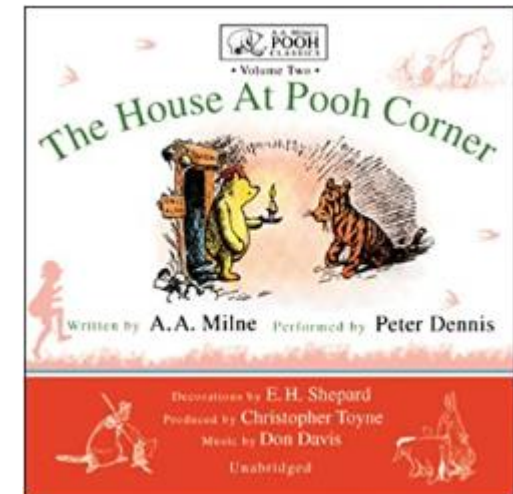
<https://stories.audible.com/start-listen>

*(You may need to open in Google Chrome.)*



This week listen to  
'Stone soup'  
This is a traditional story  
with a great message.  
Can you work out  
what the message is?

How about listening to the classic  
Winnie the Pooh stories from our  
Bucket List on the same website?



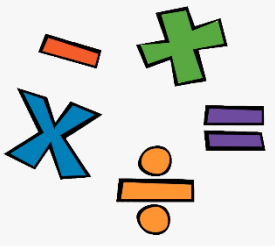
Not for the squeamish, how about a World's Worst child?

<https://www.worldofdavidwalliams.com/elevenses/>



This week's learning is all about length and using centimetres, metres and millimetres.

# Maths Activity



Games and activities to help you:

<https://www.topmarks.co.uk/maths-games/measuring-in-cm>

<https://mathsframe.co.uk/en/resources/resource/99/itp-ruler>

Would you use centimetres, metres or millimetres to measure these:

Exercise book




Length of a football pitch




Height of a can




Pin




**Challenge:** Use a ruler to measure objects around your house. Record what you find and then order the lengths from shortest to longest.

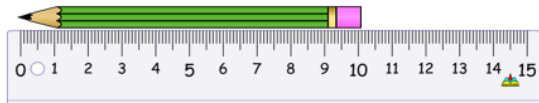
Tommy thinks that this chocolate bar is 4 cm long. Is he correct?



Convince me.

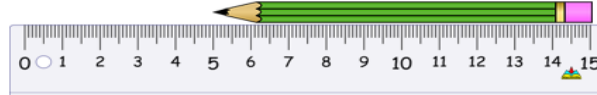
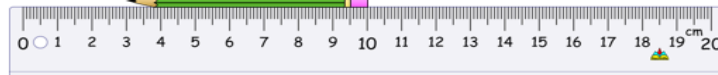
What is the length of each pencil?

(not to scale)

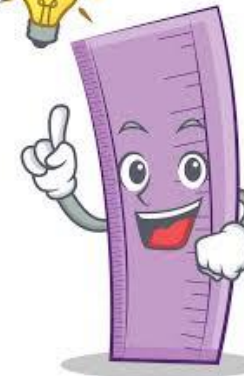


What is the length of each pencil?

(not to scale)



What have you noticed?



Whitney's ruler is broken. How could she use it to still measure items?





# Rosie Revere Engineer

# Writing Activity



This week, we are going to start a new story about a little girl called Rosie Revere.

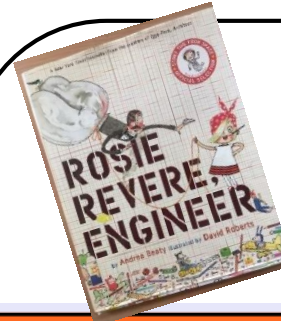
- First look at the picture of Rosie. What does she look like? What is she wearing? Can you guess her personality?
- Then look at the next slide and read the beginning of the story. What else do you learn about Rosie? What does she like to do? What do others think about her?

## I can describe a character.

Include in your description:

- Adjectives
- Simile
- Metaphor
- Conjunctions
- Commas for list , , ,

Challenge: Can you add a word starting with the prefixes **auto-** or **super-**



## Vocabulary bank

### Appearance

messy  
untidy  
disordered  
bedraggled  
dishevelled  
swooping hair  
polka dot scarf  
pencil behind  
one ear  
glowing cheeks

### Personality

busy  
intelligent  
inquisitive  
clever  
inventive  
imaginative  
determined  
persevering  
bright  
shy  
tinkering

### Similes

as messy as  
as untidy as  
as intelligent as  
as clever as  
imaginative like  
scruffy like a

Don't forget to check your writing for

- Punctuation
- Spelling mistakes
- Precise adjectives
- Varied starters

# Rosie Revere Engineer

- **This is the story of Rosie Revere, who dreamed of becoming a great engineer. In Lila Greer’s classroom at Blue Creek, young Rosie sat shyly, not daring to speak.**
- **But when no one saw her, she peeked in the trash, for treasures to add to her engineer’s stash. And late, late at night, Rosie rolled up her sleeves and built in her hideaway under the eaves.**
- Up in the attic was where Rosie made all of her crazy inventions. The cold, attic floor was covered in all of her inventing equipment, which consisted mostly of the rubbish she had collected over the years.
- There were felt tip pens (with no lids), scissors (blunt from so much cutting), half-empty glue sticks and even balls of chewing gum – this can sometimes be handy for sticking things together when the glue runs out!
- Rusty, metal nails, cogs and screws littered the ground, making it very hard to walk anywhere without getting spiked!
- There were scraps of planning paper: first, second and third-hand designs, draft plans and handmade prototypes. There were notepads, lists, posits and diaries, scattered across the floor, covered in messy handwritten notes, jottings and comments.
- Her mother always commented on how messy it was and moaned that she found it very hard to find anything, like: Christmas decorations, the family’s ‘posh’ china or old photo albums, because all of Rosie’s inventing equipment took up most of the space!

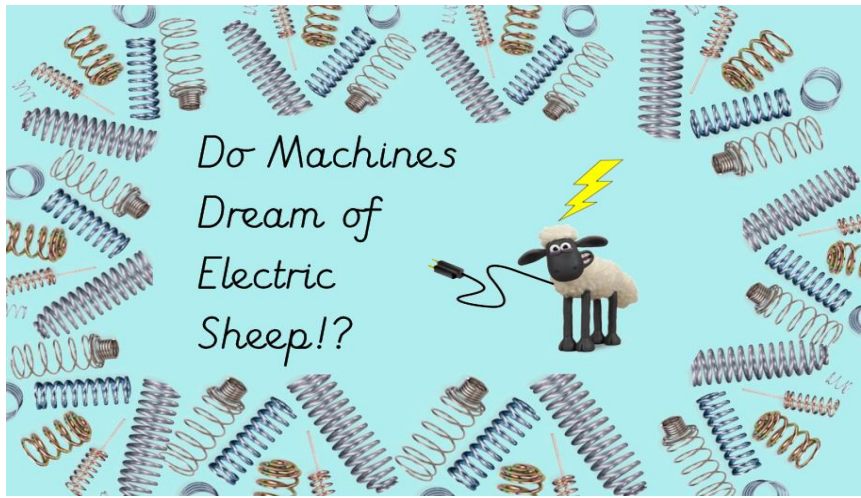


Check out this week's Mystery Reader number 1 in the story time videos on the website! She is reading this story! 😊



# Topic Activity

Look at the different inventions listed below. Can you find out :  
Who invented each one of them? When were they invented?  
How did it change people's life?



The lightbulb,



The telephone,



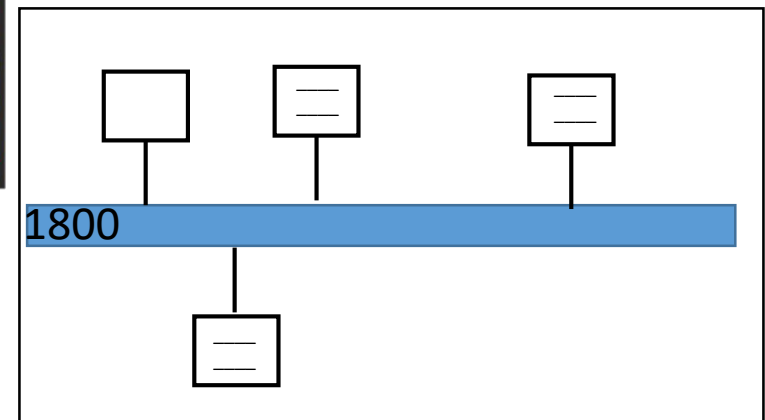
The Computer



The car,



The TV,



Example of timeline

Put the inventions on a timeline.  
Which one is the most recent?  
Which invention is for you the most important?  
Explain why.

Websites to look at

<https://www.dkfindout.com/uk/science/amazing-inventions/>



## Shadow Drawing



# Science Activity



Shadows are formed when an **opaque** object is placed in the path of light rays. An object through which no light can pass is known as opaque. One such example is your body. Since light cannot pass through your body, it forms a dark area. This dark area where the light cannot reach is known as a shadow. Opaque objects form clear dark shadows. A transparent object (like a window) does not make any shadow as light passes straight through it. Translucent objects (like water bottles) create faint shadows as light is able to pass only partially through them.



**Opaque**  
means no  
light can pass  
through it.

Create your own shadow drawings using opaque objects or shadow puppets! If you can't go outside...use a torch inside to create the shadows.



<https://www.youtube.com/watch?v=IOIGOT88Aqc>

<https://www.dkfindout.com/uk/science/light/shadows/>



# French Activity



This is a famous French counting song about an elephant swinging on a spider's web. How many elephants do you think would fit on a spider's web?

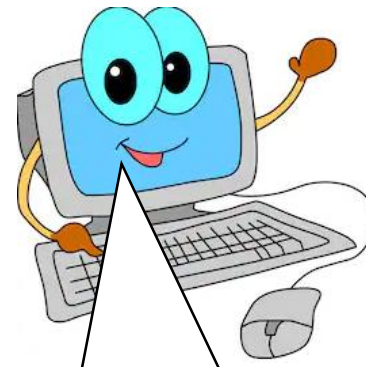
<https://www.mamalisa.com/?t=es&p=2221>

Follow the link to find out - the video is at the bottom of the page. Listen and join in!



Un éléphant se balançait  
Sur une toile, toile, toile, toile  
d'araignée,  
C'était un jeu tellement amusant  
Qu'il appela... un deuxième éléphant

# Computing Activity



How do computer games work? What controls them?

Computer games work through a series of instructions, or what we call code. The instructions have to be programmed so we can play the game. The game also needs rules to work. We call these algorithms. You programmed Beebots last year using this kind of coding and by writing algorithms.

This term we are going to be making our own computer games!

Challenge: try writing a list of instructions for someone in your family to follow. Remember to include lots of clear detail

First, have a look at this site which explains how computer games work:

<https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zchc4wx>

Explain to someone in your house what an algorithm is and what code is.

1. Choose JiT5 on J2e



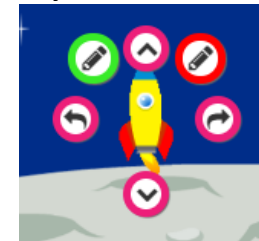
2. Choose the **Turtle** program



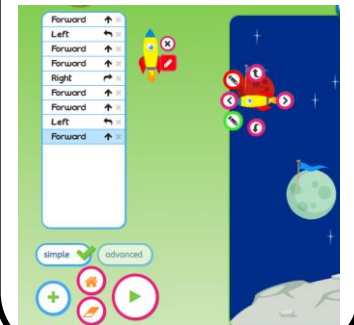
3. Choose a landscape



4. Use the arrows to move your character



5. Press play to make your character follow your instructions







## Dribbling Skills

- The playing area can be a room or outside space.
- Lay out objects (e.g. cones, teddy bear, paper) across a playing area. Dribble a ball using your feet, in and out of the objects.

### Challenge:

- Can you dribble in and out of the objects without hitting them?
- Challenge your sibling or parent/carer.

### Points:

- Each time you dribble to the other side without hitting the objects, you gain 1 point. See how many points you can get!

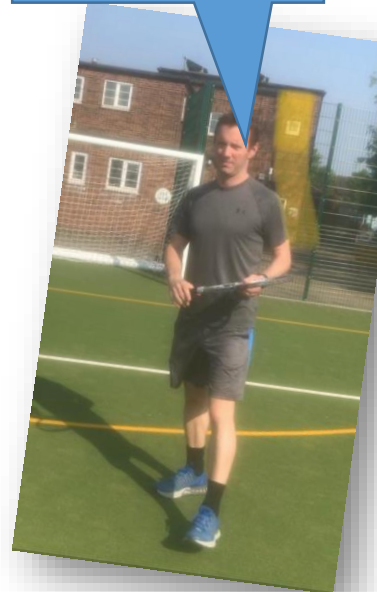
# Physical Activity



## Golf - Rolling

- This can be played in a room or outside space.
- Lay out 5 targets on the floor (e.g. teddy bears, paper, pencil). Create a start line.
- The aim is to roll a ball and make it rest against the target.
- The winner is the player who rests the ball against a target with the least number of rolls.
- Play the game with all 5 targets.

Hi guys, I hope my slides are helping you stay active! Hopefully see you all soon!  
Mr  
McLaughlin



# Art Activity

**Topic - Do Machines dream of electric sheep?**

As part of this topic, we are going to start off by focussing on Robots and practising our drawing skills.

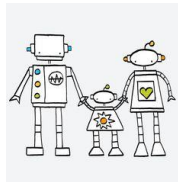
With permission from an adult, watch the video link and have a go at drawing a robot using this step-by-step guide!

Think carefully about each line as you draw. Think about the size of your drawing and the types of lines you are using for each part of the picture.

Perhaps you could add some colour to your picture!

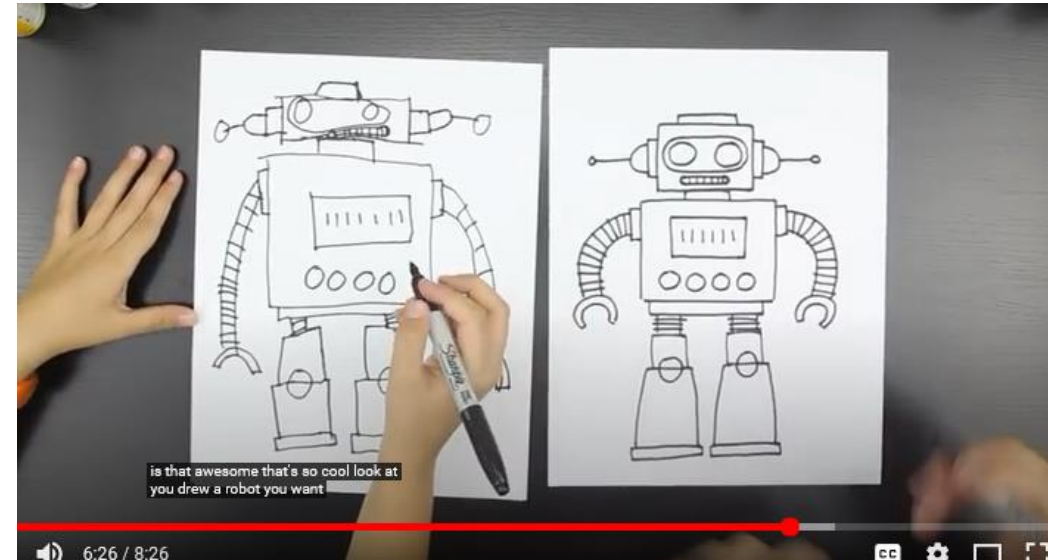


Maybe you can make a whole family of Robots?



**PLEASE KEEP ALL YOUR ART WORK SAFE!**

**I would love you to bring it in and show me when we are all back at school!**



<https://www.youtube.com/watch?v=UHX69T9bqCc>

Take a photo and email it in

Play free games and quizzes, find art activities and explore the Tate collection with the link bellow.

<https://www.tate.org.uk/kids>



## Make a musical instrument

# Music Activity



I would like you to try making your own instrument out of things you can find at home. This might be any of the materials that have been put in the recycling, or any arts and crafts materials that you have at home.

**To do this, you need to think about:**

- What real life instrument will you take inspiration from?
- How is your instrument going to make sound? What materials do you need?
- What materials will the main body of the instrument be made of?

**Here are some ideas for inspiration:**

<https://www.learningliftoff.com/make-homemade-music-with-these-6-diy-instruments/>

When you have finished making your instrument, perhaps you can take some pictures of it and maybe even some of you playing it! It would be great to display some of these pictures when we get back to school!



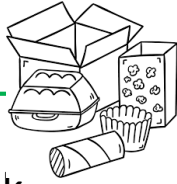
Take a photo and email it in





# Wellbeing Activity

## Junk model your life



Don't throw away those milk cartons! Eat up your cereal and **keep** the boxes, recycle the yogurt pots, save your egg boxes...and see what you can create with some cardboard, glue and a little bit of imagination!

**Have fun!**



Junk model your home



Junk model your pets...woof!



Junk model yourself!



Junk model in the garden



Junk model your favourite toy

Hello Tremendous Year 3!

Try to be kind  
Try to be helpful  
Try to be patient

If you try try try, then you can can can!

