

A large steamship is shown from a side profile, moving across the water. The ship has a dark hull and a white superstructure with several yellow funnels. The background is a hazy, overcast sky and distant landmasses. The text "SUMMER 2" and "Week 3" is overlaid in the center of the image.

SUMMER 2
Week 3

A large cruise ship with four yellow funnels is sailing on the ocean. The ship is dark grey with a white upper section. The background is a hazy, overcast sky.

Class email:

holly.class.2020@hotmail.com if you have anything exciting to share.

On the next slide there are details of our new spelling resource to enjoy called Spelling Frame.

THIS WEEK

English (x 5) – Kaspar, Prince of Cats by Michael Murpurgo (speech and punctuation)

Maths (x 5) – Measure (volume and capacity)

Topic (x 5) – DT

There is a resource folder containing all sheets your child will need so use these and the exercise book to complete any work.

Reading – please continue to sign your journal when you read, find books or magazines that you enjoy reading.

Remember to enjoy your mindful colouring, Cosmic Kids and the Zen Den.

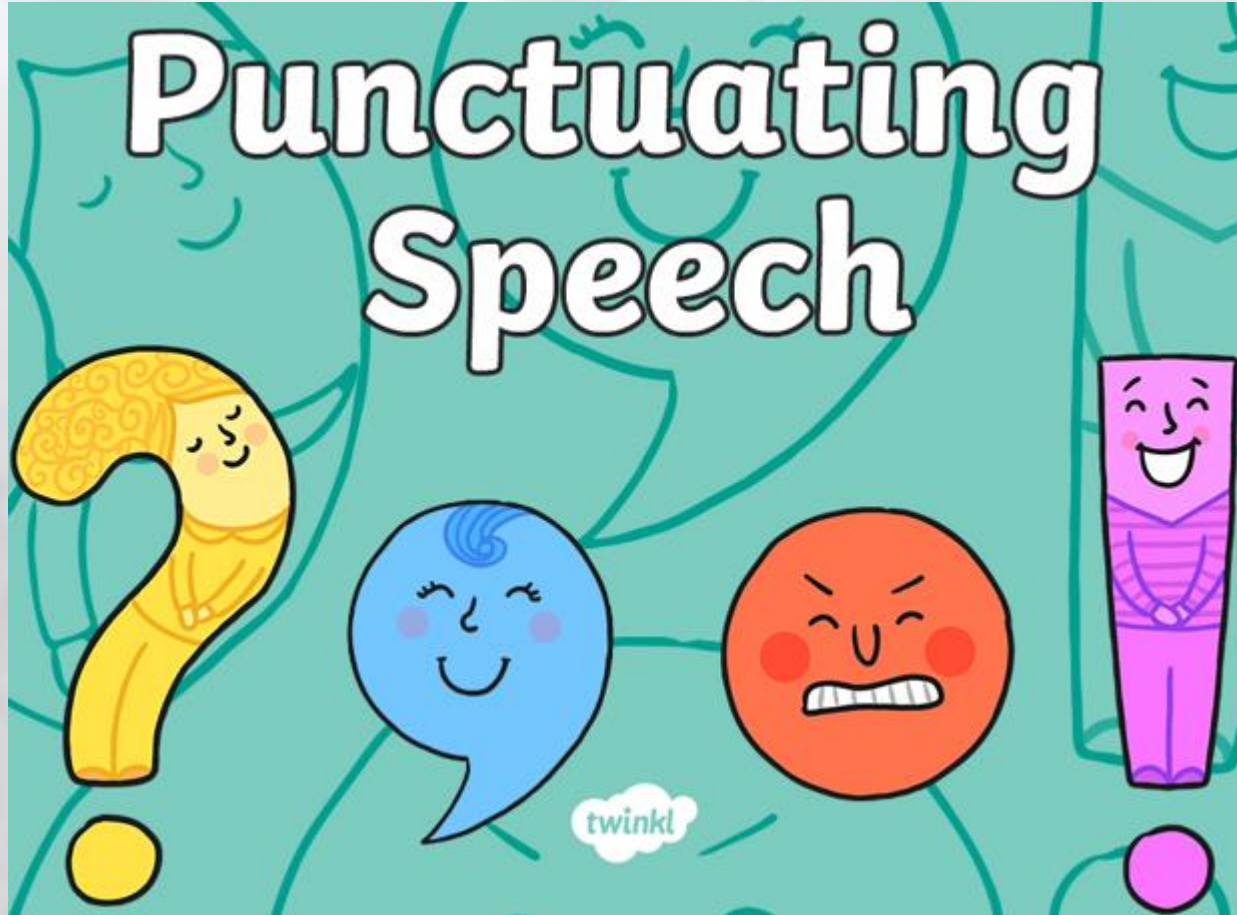
<https://spellingframe.co.uk/>

Year 3 – If your child is following Year 3 spellings I will guide you as to which week will be focussing on as some of these we have covered already:

Spelling Rule 13

Year 2 - Spelling Rule 8

Year 1 – Spelling Rule 8



TASK – Go through the PPT on Punctuating Speech then complete the English 1 activity.

This activity has

You can choose, with your adult, which one to complete. There are answers for you to check your work.

English 2 – Missing Punctuation for Direct Speech

?	!	,	“ ”	.
Question mark	Exclamation mark	Comma	Inverted commas	Full stop

TASK – Complete one English 2 activity.

This activity has

You can choose, with your adult, which one to complete.

There are answers for you to check your work.

English 3 – Identifying Speech and Punctuation

Inverted commas,
question mark.

“Why are you smiling like this?” The Countess frowned at me, ostrich feathers shaking as she spoke.

I could hardly tell her the truth, so I had to think fast. “Because of your cat, Countess,” I replied.

“She sounds funny.”

Inverted commas,
full stop.

Inverted commas,
commas.

TASK – complete the English 3 activity – I will give you excerpts from Kaspar containing direct speech.

1. Identify (underline or circle) the direct speech.
2. Label which punctuation has been used.

EXT – can you turn these pieces of text into speech bubble conversations with pictures of the characters?

English 4 – Write using direct speech



The Titanic begins to sink.

Passengers left have no where to go. Johnny and Mr Stanton stay together.

The Titanic sinks, Johnny and Mr /Stanton try to stay alive.

The Carpathian comes to rescue survivors.

Johnny and Mr Stanton are wrapped in blankets and given warm tea.

TASK – Remember how the Titanic sinks, and what you wrote in your diary from last week.

What do you think Johnny and Mr Stanton said to each other when they were rescued? When they were finally sitting aboard the Carpathian, you need to write out the conversation you think they may have had. You will need to include description about the setting and how they are feeling. Complete in your text book.

Example:

It was icy cold, Johnny leant towards Mr Stanton. “I’m so proud of you Johnny, what a night!” He cast his eyes towards the boy, “you ok?”

“Yes sir, just confused.”

Mr Stanton looked around him, he understood Johnny’s words, “me too,” he echoed.

English 5 – Word definitions

Group 3

Group 1

head
bread
meant
instead
read

Group 2

camel
tunnel
squirrel
travel
towel
trowel
tinsel

lay
laid
laying
happier
happiest
say
saying
dried
drying
drier
driest

TASK – Choose your group and write one or two paragraphs using direct speech, with inverted commas and the correct punctuation. It could be a conversation between you and someone in your family. Discuss it with your adult first, decide what it could be about.

Smile 

Breathe

CLOUD GAZING 

Exercise



Spend time with nature



Open Mind



RELAX
RELAX
RELAX

MINDFULNESS

Walk BAREFOOT 

FORGIVE
FORGIVE
FORGIVE

POSITIVE THINKING

Plant



COOK



Take the dog for a walk

Chat with friends <listen> 

Take a bath

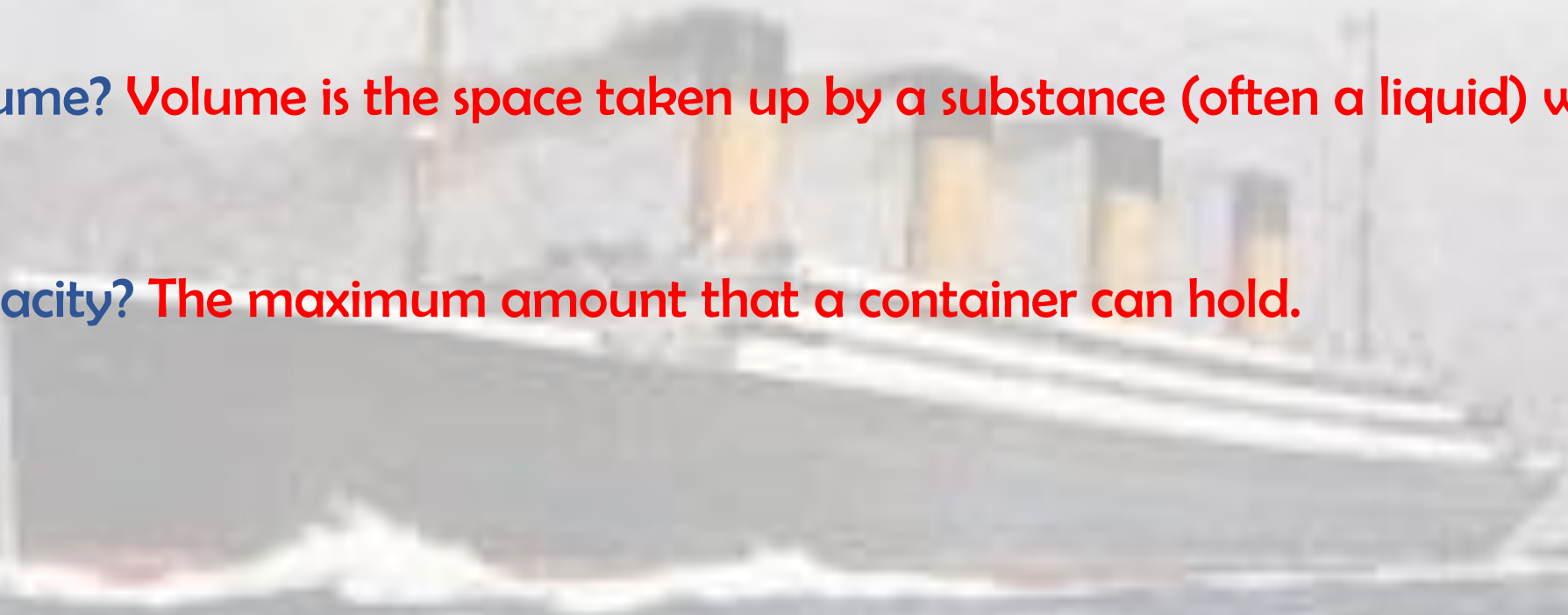


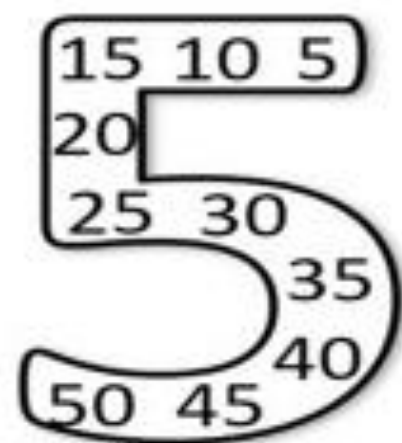
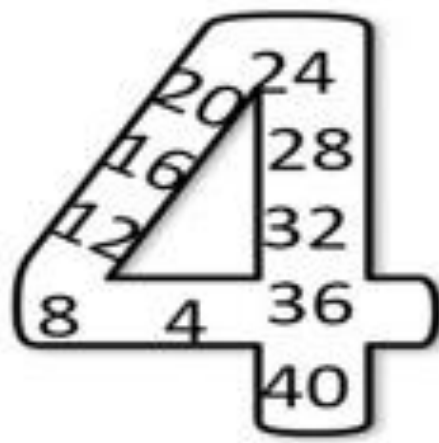
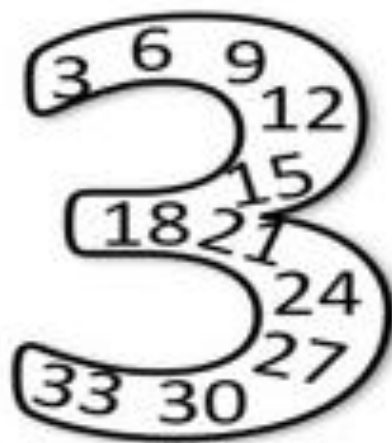
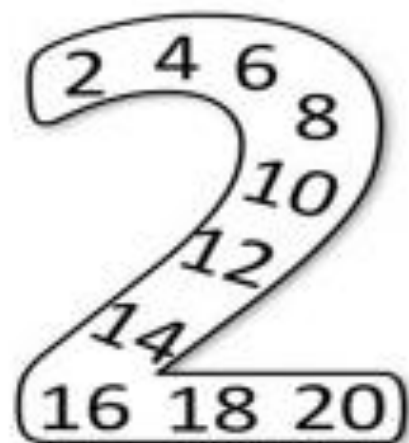
Maths

Measure – Volume & Capacity

What is volume? **Volume is the space taken up by a substance (often a liquid) within a container.**

What is capacity? **The maximum amount that a container can hold.**

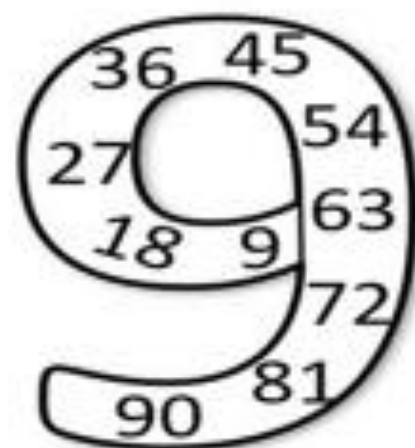
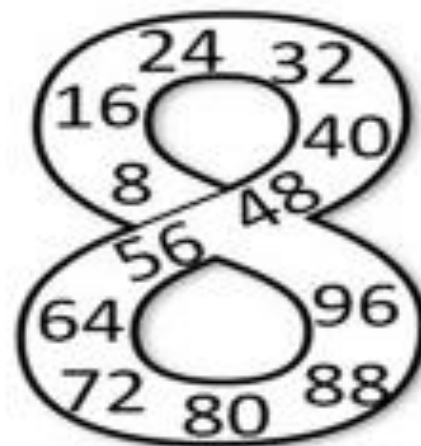
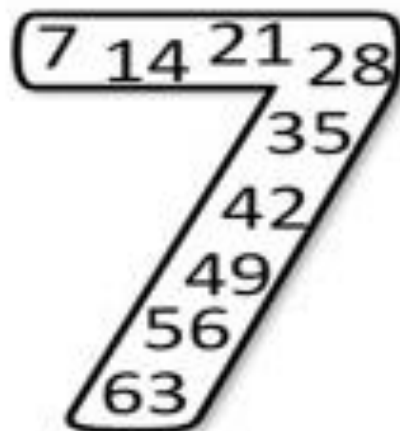
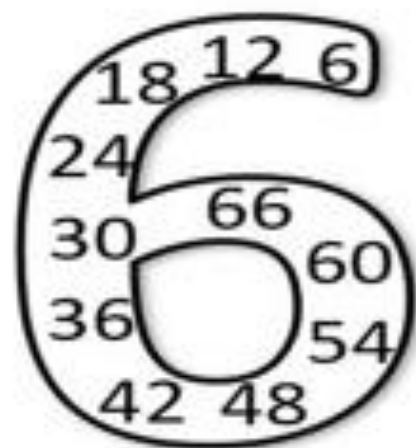




Practice your skip counting

<https://www.youtube.com/watch?v=9XzfQUXqiYY>

Mr DeMaio



Multiplication Grid 10 x 10

X	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

There is a 12 X 12 Table grid in resources – give yourself 5 minutes to see how many you can remember 😊

Time yourself to complete the Tables you know:

Concentrate on the 2, 3, 4, 5, 8 and 10's

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Maths 2

Volume & Capacity

Today you are going to be ordering containers based on their capacities.

You will need a range of containers with either millilitres or litres on with different capacities.

This work can be completed in your books.

Order capacities

Watch this clip about capacity: <https://www.bbc.com/education/clips/zyc87ty>

Do you think the cup, bottle or jug should be used to fill the bucket and why?

If you have a 2 litre bottle and a 500 millilitre bottle have a look at them both. Which one is bigger? How do you know? Discuss with an adult why the 2 litre bottle is bigger than the 500 millilitre bottle even though the number is smaller. How many millilitres in a litre? Write this in your book.

Find 5 containers from around your house with either millilitres or litres on it. Order these containers from smallest to biggest capacities. Take a picture of your ordering or write in your book the amounts and the container for example:

Hand soap 100ml

Shampoo 250ml

Coca cola 1.5l

There are mastery challenges if you want a challenge!

Maths 3

Volume & Capacity

Today you are going to be working out the volume amounts in each jug.
You will need Maths 3 Resource.

Calculating volumes

Follow this link to practice reading scales on different containers. The programme can be changed to make this easier or harder for you.

<http://www.teachingmeasures.co.uk/capacity/classcap/capacitywithlitres.html>

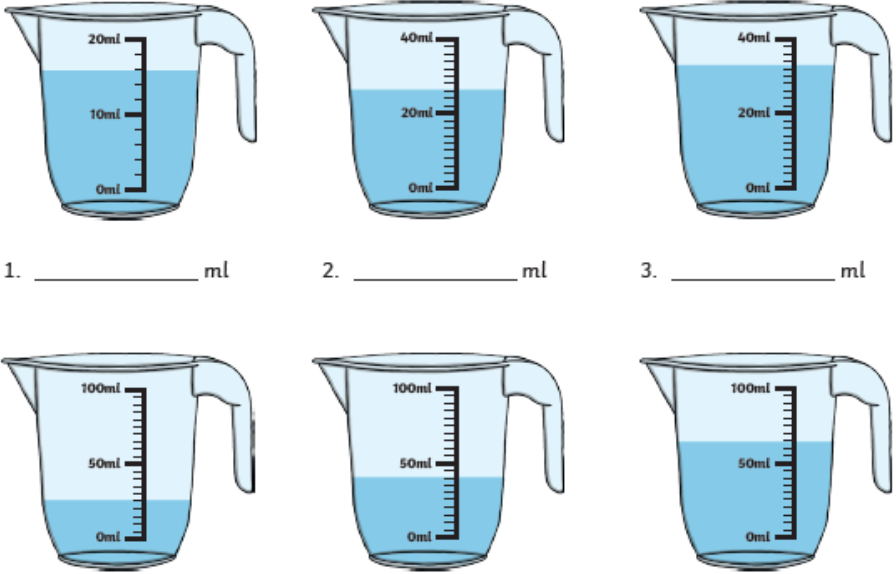
Complete the questions on Maths Resource 3. Each page of this resource gets increasingly more difficult.

Answers can be found on page 4 of the resource.

There are mastery challenges available on Maths 3 Mastery

Measuring Volume

Aim: I can measure volume.
How much water is there in each jug?



The image shows six measuring jugs arranged in two rows of three. Each jug has a scale on its side with markings for volume in milliliters (ml). The water level in each jug is indicated by a blue shaded area.

- Jug 1: Scale 0-20 ml, water level at 15 ml.
- Jug 2: Scale 0-40 ml, water level at 25 ml.
- Jug 3: Scale 0-40 ml, water level at 30 ml.
- Jug 4: Scale 0-100 ml, water level at 25 ml.
- Jug 5: Scale 0-100 ml, water level at 40 ml.
- Jug 6: Scale 0-100 ml, water level at 60 ml.

1. _____ ml 2. _____ ml 3. _____ ml

4. _____ ml 5. _____ ml 6. _____ ml

Maths 4

Volume & Capacity

Today you are going to be comparing volumes in different containers.

You need Maths 4 Resource.

Compare volumes

Have another go at reading the scales on different containers.

Can you be more accurate than yesterday?

<http://www.teachingmeasures.co.uk/capacity/classcap/capacitywithlitres.html>

Choose which challenge you complete: 1 star, 2 stars or 3 stars.

You will need to find out the volume amount in each jug.

Then circle the jug with the highest amount of volume.

Work out the difference by getting the highest volume minus the lowest volume. You may need to use a number line or a formal method to calculate the difference.

There are mastery questions if you want to challenge yourself!

Comparing Capacity

In each pair, circle the jug with more water and write the difference in the amount of water.

1.



2.



Maths 5

Volume & Capacity

Today you are going to be estimating (sensible guess) volumes.

You will need an empty cup, five cups with different amounts of water in and a measuring jug or cylinder.

Estimating volumes

Get five cups of water (with different amounts in each). Label each cup with a letter (A-E).

Draw the following table into your book.

Cup letter	Estimate	Actual	Difference

Estimate how much water is in cup A.

Using your measuring jug or cylinder measure how much water was in cup A.

Work out the difference.

Move onto cup B.

Next, have a go at estimating and pouring 100ml into an empty cup.

Measure how much water you have poured into the cup.

Have another go at estimating 100ml to pour into a cup until you are more accurate.

Attempt number	Amount aimed for	Actual poured	Difference
1	100ml		

Smile 

Breathe


CLOUD GAZING 

Exercise 

Spend time with nature



Walk BAREFOOT 

Open Mind 

RELAX
RELAX
RELAX

MINDFULNESS

FORGIVE
FORGIVE
FORGIVE

POSITIVE THINKING 

Plant 

COOK 

Take the dog for a walk 

Chat with friends <listen> 

Take a bath 



Design Technology 1

Research models of the Titanic.

Decide what you want your model to look like.

Draw in your book a plan of your model and label with the materials you will need.

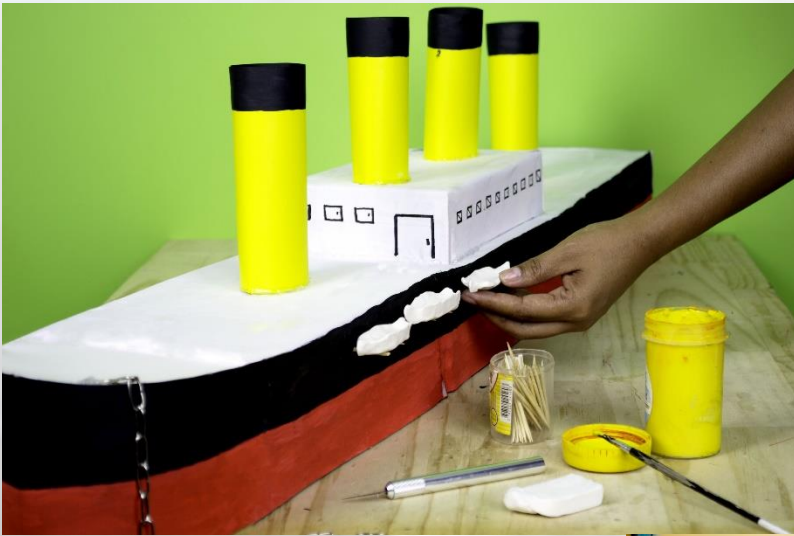
Watch this clip for more ideas

https://www.youtube.com/watch?time_continue=413&v=I9yzFNwLyJE&feature=emb_title



Design Technology 2 & 3

For today and tomorrow's lesson you will be building your models!



Don't forget to take a picture and send it in to the classes email account! We would love to see them 😊

Design Technology 4

Today you will be evaluating your model.

Complete the evaluation sheet found in DT 4 Resource.



Titanic Boats	
Description:	Picture:
Is it the same as my original design? If not, how is it different?	
I like:	
A problem I had to solve:	
Next time I would improve:	

Design Technology 5

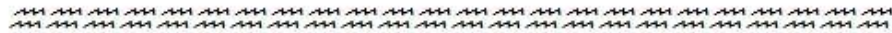
Write step by step instructions for somebody to draw your model.

Don't forget to include what materials they need and what size things should be.



THE ICEBERG THAT SANK THE *TITANIC*

Well,
it wasn't
my fault, I thought
I had the ocean to myself:
drifted off the ice-shelf, was



enjoying the sensation of a casual, carefree
melt. Who would have thought, in the wide
North Atlantic? Out of the mist came the
Titanic! Yes, changed my life – as I
said to the wife – my big chance
to become a *celebrity*.

Next time you see
a movie with
some ice in
that'll
be me.

See You All Soon



Miss Nicholas,
Mrs Payne
and
Miss Tuffin

