

## MATHS

This week's link is: <https://whiterosemaths.com/homelearning/year-3/>. We are working on Summer Term Week 4 w/c 11<sup>th</sup> May. The videos for this week's learning are there however there are no worksheets alongside them. The videos introduce the learning and go through it step-by-step, with opportunities for you to pause and answer the questions on the screen to check your learning. Other activities can be found at: <https://www.bbc.co.uk/bitesize/dailylessons>.

Keep on practising your time telling skills:

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

Here are some other ideas you could do on time to help achieve the objectives for Year 3:

- Explore a real calendar. Investigate the number of days in a week, months in a year, days in each month, days in a year and how a leap year is different. Think of a song or rhyme that might help you remember this information.
- Make up some questions to challenge someone at home e.g. How many days is 240 hours? Or If I get up at 7 o'clock in the morning and go to bed at 7 o'clock at night I have been awake for a full day – true or false?
- Make a poster to help someone else learn how to tell the time.

Some other time related tasks and questions are on the following page. Keep up the good work 😊

## SCIENCE

This week we will be looking at **Magnets**.

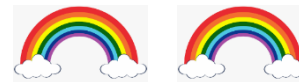
A magnet is a special type of object. It produces an area of magnetic force around itself, called a magnetic field. If certain materials enter this magnetic field, they will be attracted to the magnet. This will cause the materials to stick to the magnet. A magnetic field is the area around a magnet that produces a pulling force on certain materials. The magnetic field is invisible, so we can't see it.

<https://www.bbc.co.uk/bitesize/clips/zcntsbk> Watch the video on this webpage. Maybe you could research which materials are magnetic or not and, if you have a magnet at home, complete an investigation to sort different materials from around the house, create a table of magnetic and non-magnetic to record your findings.

Compasses are used to find directions. A compass uses a tiny magnet which can swing round. A compass needle always points to the Earth's North Pole. The Earth is a magnet. Some birds use the Earth's magnetism to find directions. Watch this video about magnetic poles and answer these questions: 1. Which three metals are attracted to magnets? 2. What happens when two magnets repel each other? 3. What are the different parts of a magnet called? 4. Which way will a compass always point?

<https://www.bbc.co.uk/bitesize/clips/zk9rkqt>

**Task:** Make an information poster about forces and magnets. Include facts and pictures to help explain what you have learnt so far.



## SPELLINGS

Practise these words from Monday-Thursday and ask someone to test you on them on Friday. Once you've gone through the correct spellings, write a sentence using each word correctly:

**Words with a short 'u' sound spelt with 'ou'**

instruct  
structure  
construction  
instruction  
instructor  
unit  
union  
united  
universe  
university

Practise these words from your Y3/4 spelling list and include them on your test:

decide      disappear  
different      difficult  
describe

## READING

Don't forget to log in to Fiction Express and read chapter 3 of The Pampered Prince. Vote for what you would like to happen next, have a go of the quiz and then complete the activities.

**ART & DT** Ancient Egyptians liked gold jewellery, can you design and make your own gold bands and collars? Old plastic water bottles are good for cuffs, cut a ring, cover in foil or paint then add details for jewels and use felt tip for patterns. Use card for a collar.

Have a great week, Miss H 😊 [h.emma300@bearpark.durham.sch.ac.uk](mailto:h.emma300@bearpark.durham.sch.ac.uk)

## ENGLISH & TOPIC

On the next couple of pages there are four 'Mystery Sources'. Look at and read these sources and answer these questions:

### **1. What does your source tell you?**

Write down three things that you now know from examining your source.

### **2. Why do you think it was written (or photographed)?**

Ask two questions about why somebody created your source.

Now, for this week's task you are the excited archaeologist, Howard Carter. You are going to be writing a diary entry, explaining the discovery of Tutankhamun's tomb. To help you have another look at the example of Howard Carter's own diary (source 4) as he described the event. You can also find out more about the death of King Tutankhamun here:

<https://video.nationalgeographic.com/video/00000144-0a41-d3cb-a96c-7b4db8b40000>

Write your diary as if you are Howard Carter. Describe the day the tomb was entered. Here are some things to include:

1. Describe the atmosphere – how were the people feeling before you entered the tomb?
2. Explain how you had found out about the tomb. How did you enter the tomb?
3. What did you see there?
4. Describe the reactions to the treasures found.
5. Why is this discovery so important?

Use this checklist to write your diary:

- Include the date and/or time
- Write in the first person
- Use past tense
- Tell events in chronological order
- Include personal emotions and feelings
- Use time conjunctions and adverbials such as after that, before lunch, until sunset

Fill in the gaps in the sentence stems.  
 There are \_\_\_\_ days in a whole week.  
 There are \_\_\_\_ days in a school week.  
 There are \_\_\_\_ hours in a day.  
 There are \_\_\_\_ hours in a school day.

Put the times/events into the correct place on the diagram.

Morning	Afternoon	Evening	Night
Breakfast	Midnight	Midday	Go to school
Supper	Bedtime	Assembly	Brushing teeth

4 children describe their birthdays.

My birthday is the first day of the second month.

Mo

I was born on the 15<sup>th</sup> of June.

Teddy

I was born on the last day of the year!

Eva

I was born two days before Mo.

Dora

Can you work out their birthdays and order them from earliest to latest in the year?

Complete the statements.

1 day = 24 hours      \_\_\_\_ days = 120 hours  
 2 days = \_\_\_\_ hours      \_\_\_\_ days = 60 hours  
 \_\_\_\_ days = 240 hours      20 days = \_\_\_\_ hours

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

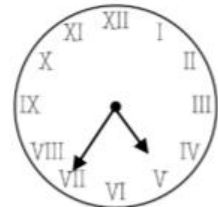
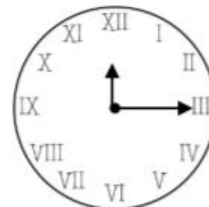
In this month, there are no school holidays.

In this month we have to come to school for 31 days.



Teddy

Do you agree with Teddy?  
 Explain your thinking.  
 Which month could it be?



What time is shown on each clock?

\_\_\_\_ minutes past \_\_\_\_      \_\_\_\_ minutes to \_\_\_\_

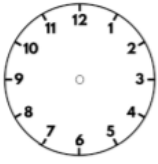
Draw the hands on the clock to show the time:

25 minutes to 6

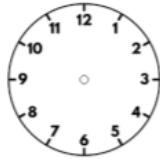


This clock has lost its hour hand.  
What time could it be?

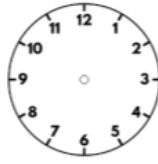
Draw the hands on the clock from the following times.



Four minutes to 4



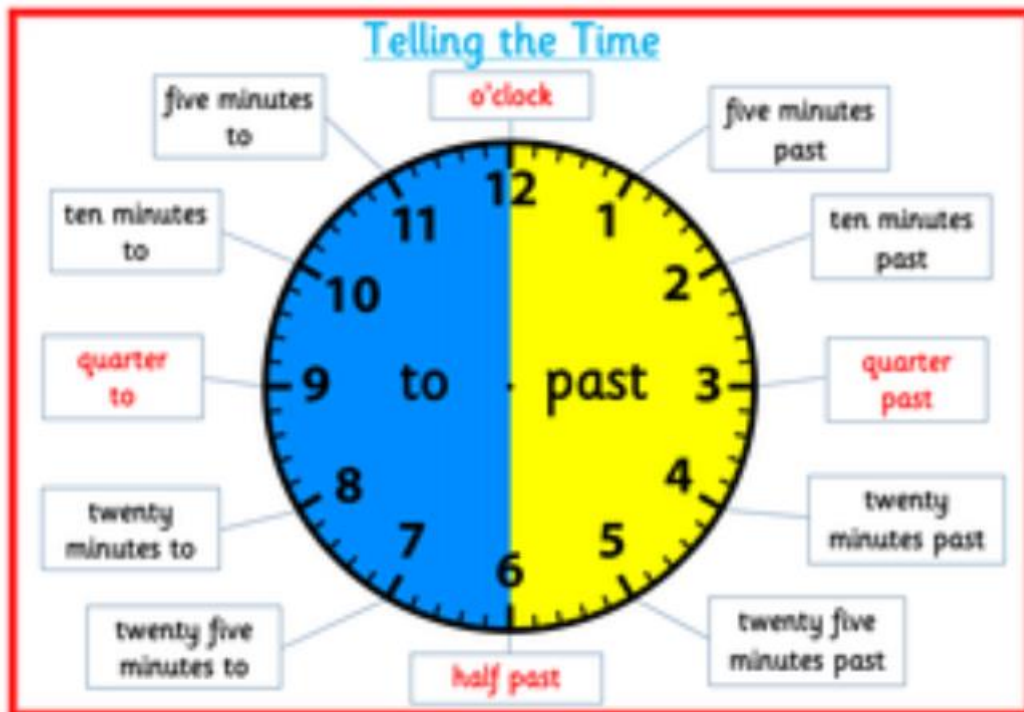
24 minutes to 8



24 minutes past 8



Worksheets on time can be found at <http://www.snappymaths.com/other/measuring/time/time.htm>.



# Source 1

## **GOLD CASED MUMMY OF TUTANKHAMUN IS FOUND IN COFFIN**

Opening of the sarcophagus reveals Pharaoh as he was laid to rest 3,300 years ago.

Spectacle is dazzling.

Case is colossal in size and is a beautiful and artistic likeness of the king.

It has crown and sceptre.

Arms repose across his breast and faded wreath of olive leaves still remains on its head.

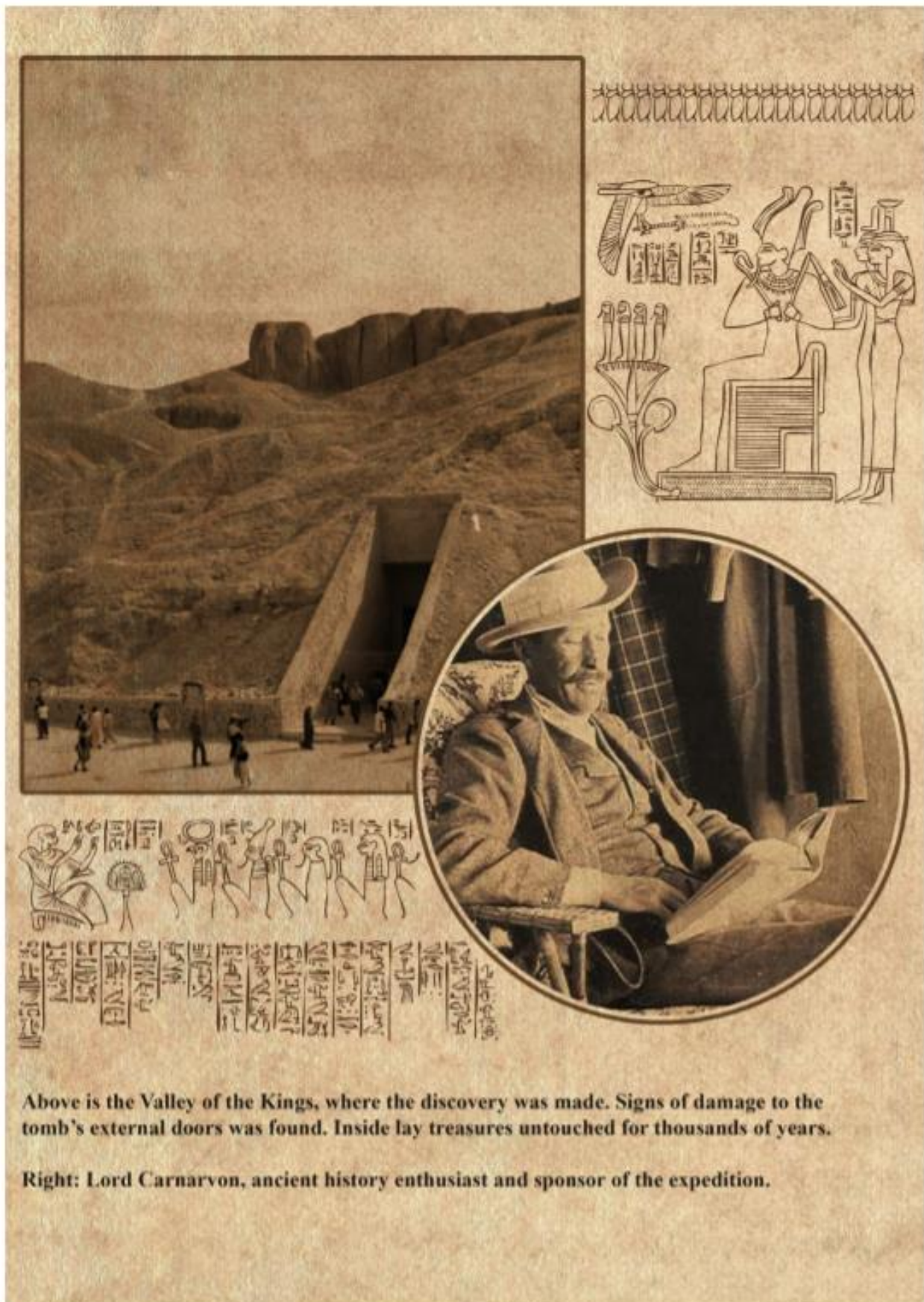
*The Times Newspaper*

### Glossary

Sarcophagus - a coffin	Pharaoh - ancient Egyptian ruler (king)
Colossal - enormous	Sceptre - heavily decorated stick
Repose - rest	Spectacle - a dazzling event or object to look at
Wreath - arrangement of flowers or leaves	



## Source 2



Above is the Valley of the Kings, where the discovery was made. Signs of damage to the tomb's external doors was found. Inside lay treasures untouched for thousands of years.

Right: Lord Carnarvon, ancient history enthusiast and sponsor of the expedition.

## Source 3





## Source 3



# Source 4

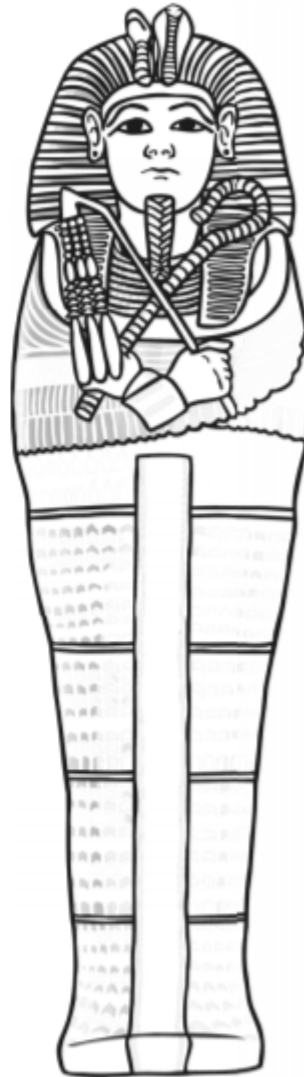
At first I could see nothing, the hot air escaping from the chamber causing the candle flame to flicker, but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold - everywhere the glint of gold. For the moment - an eternity it must have seemed to the others standing by - I was struck dumb with amazement, and when Lord Carnarvon, unable to stand the suspense any longer, inquired anxiously,

'Can you see anything?'

It was all I could do to get out the words,

'Yes, wonderful things.'

*Howard Carter, 1923.*



Glossary	
Chamber - room	Presently - at that moment
Accustomed - get used to	Emerged - could be seen little by little
Suspense - waiting nervously	Inquired - asked
Anxiously - nervously	



# Who Was Tutankhamun?

What type of source did you have?	What does the source tell you?	Why do you think it was written (or photographed)?
Source 1: Newspaper article	<ul style="list-style-type: none"><li>• 3,300 year old sarcophagus</li><li>• Beautiful</li><li>• Crown and sceptre</li></ul>	It was written for the British people to read.
Source 2: Newspaper pictures	<ul style="list-style-type: none"><li>• A tomb was found</li><li>• The tomb was guarded</li><li>• Lord <u>Canarvon</u> led the dig</li></ul>	It was written to show people the environment where the tomb was found.
Source 3: Photographs	<ul style="list-style-type: none"><li>• The objects from the tomb were covered in gold</li><li>• There was a range of types of objects found</li><li>• <u>Tutankhamun</u> must have been important</li></ul>	These photographs were taken to show the world how wealthy the pharaoh must have been.
Source 4: Diary or recount	<ul style="list-style-type: none"><li>• It was dark in the chamber</li><li>• HC found animals, statues and gold</li><li>• HC could see "wonderful things"</li></ul>	It was written to retell the events of the discovery from the writer's point of view.