

Home Learning - Year 3

21.5.20

All of these activities mirror the learning assignments on Google Classroom. If you are having issues using Google Classroom it is fine to do any tasks on paper at home.

English - Reading - The Great Fire of London

Please read the text and answer the decode, explain and retrieve questions.

The Great Fire of London

In 1666 the City of London looked very different from how it does today. The streets were narrow and the houses and shops were built from wood. Some homes were so close together, people could reach out of their windows and shake hands.

After a long hot summer, the timber houses were very dry. It would not take much for a fire to start.

Thomas Farriner was a baker who lived and worked in Pudding Lane. All day Saturday he worked hard to make biscuits for the Navy. That night he was so tired that he forgot to sweep out his oven.

And so it was that in the early hours of Sunday morning, September 2nd, the great fire of London came alive and began to eat everything in its path.

By 3 o'clock in the morning, all of Pudding Lane was ablaze, and the flames of the hungry fire could be seen far away.

The following day the flames of the greedy fire were so high that night looked like day. By Tuesday they were so hot and angry that nobody could go near enough to throw water on them.

So how would the people of London kill this dangerous beast?

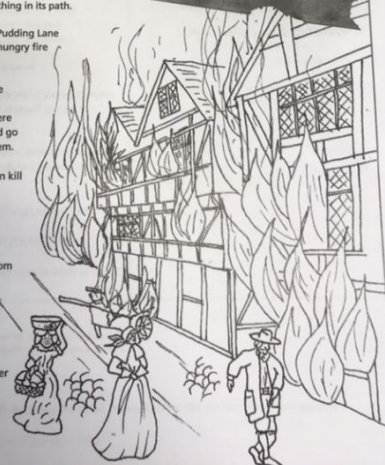
On Wednesday, the wind that was helping to feed the fire dropped. Gunpowder was used to blow up houses and shops to stop the fire from spreading. With no wood for food, the fire would soon die down and by Thursday many people were fighting the flames with water.

By Friday the fire was getting smaller and smaller. The fiery monster was starving and would soon be dead.

The houses and the shops were all gone and it took a long time for London to stand up and be proud again. Thirty years in fact.

Today you can still walk down Pudding Lane with its modern shops. And if you look closely you might even see the plaque that points to the very spot where the great fire of London began.

*Casualty list:
9 people dead
100 streets gone
13,200 homes destroyed*



The illustration shows a street scene during the Great Fire of London. A large building is on fire, with thick flames and smoke rising. In the foreground, several people are depicted: a woman in a long dress and bonnet carrying a basket, another woman in a long dress and bonnet, and a man in a long coat and hat. They appear to be engaged in firefighting efforts. The background shows more buildings, some of which are also on fire.

Thursday 21st May 2020

Reading - The Great Fire of London

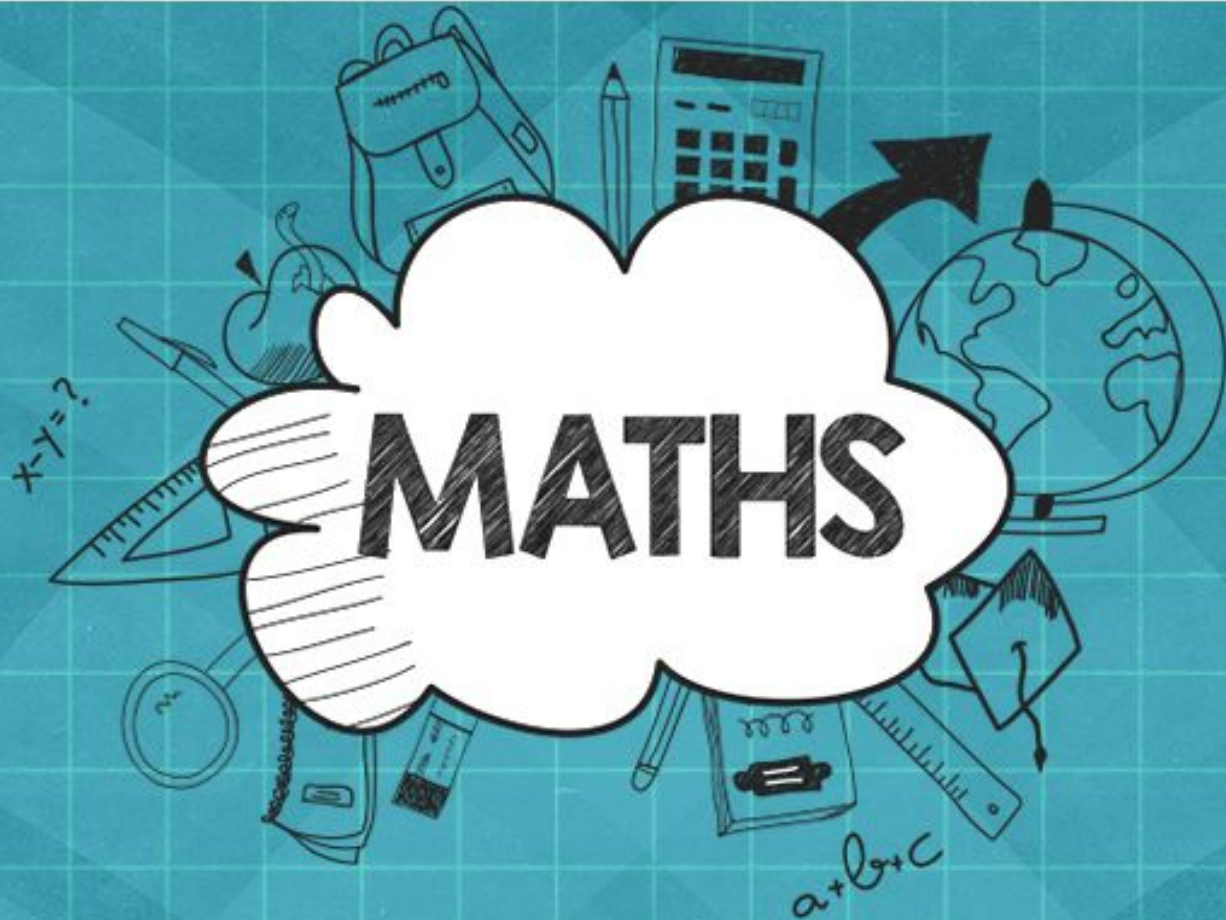
Read the text first **before** answering the questions. Remember only to type answers in the right hand columns. Challenge yourself to type your answers in full sentences.

Decode/explain

Questions	Answers
1. Find the word ' great ', do you think this means 'amazing' or 'very big'. Why do you think that?	
2. Find the word ' timber ', What material do you think this is: stone, glass, wood, or metal?	
3. Find the word ' starving ', can you write your own definition of this word? Can you put this word into a sentence?	
4. What type of word is starve ? A noun, adjective or a verb?	

Retrieve

Questions	Answers
1. What date did the great fire of London start?	
2. Where did the fire start?	
3. Who started the fire? Why did the fire start?	
4. How many people died in the fire?	



Lesson 4: embed the concept of equal and unequal parts.

Clink on the link below for Lesson 4:

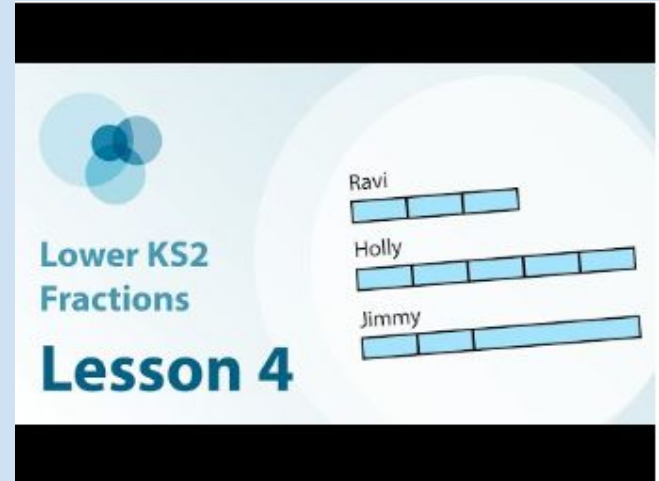
https://www.youtube.com/watch?v=bgHy4Gjcg8E&list=PLQqF8sn28L9wBDTntZEccZo_hH-JPun2eU&index=4

To complete these activities you might want:

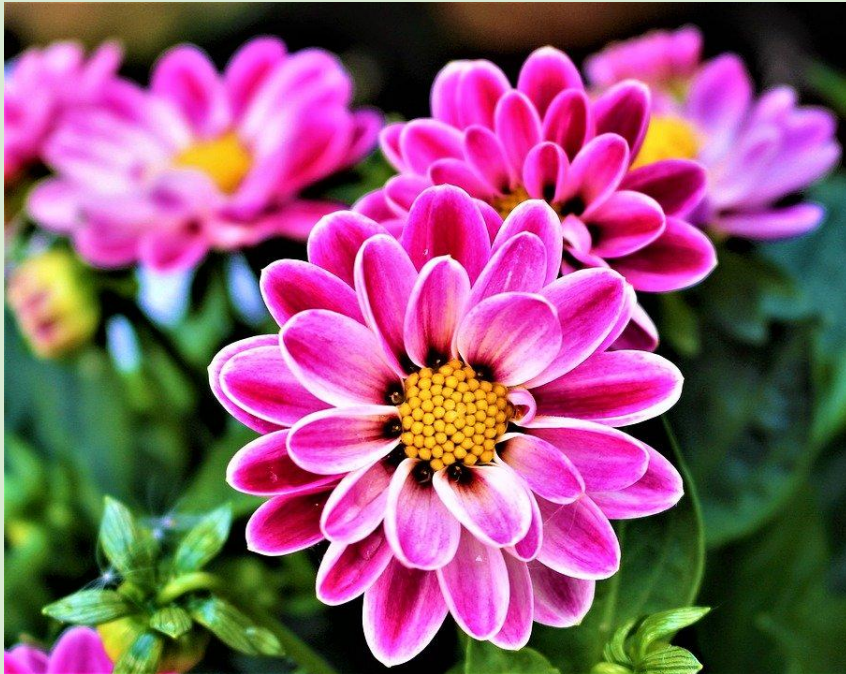
- 1) Paper strips
- 2) Pen, pencil and ruler



Take a picture of any work you complete to show us!

Spend 10 minutes on TT rockstars to get your speed and scores up!




Science: LO: to explore the role flowers play in the life cycle of flowering plants.




Date: 21st May 2020	LO: I can explore the role flowers play in the life cycle of flowering plants
How did you get on with these activities?  	Teacher feedback (please leave blank):
How I did:	

Look at this picture: Watch the video link that looks like this- you may need to watch it several times.	Answers: (3 marks) Vocabulary check: 1. What does photosynthesis mean? 2. Where are the stamen and the stigma ? 3. Write 2 methods of seed dispersal (how seeds are sent out into the world) a) b)
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 <p>These are in the wrong order!</p>	Answers (3 marks) Write this plant life cycle in order, starting with germination: 1. Germination 2. 3. 4.
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Optional Dive Deeper Question:  <p>Explain the difference between the life cycles of flowering and non-flowering plants. (Think about how their life cycle begins- 1min17 in the video)</p>	Answer (2 marks)
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