


# Home Learning - Year 3

## 25.6.20


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 - Witches Chant (Macbeth)


**R**ound about the cauldron go:  
 In the poisoned entrails throw.  
 Toad, that under cold stone  
 Days and nights has thirty-one  
 Sweated venom sleeping got,  
 Boil thou first in the charmèd pot.  
 Double, double toil and trouble;  
 Fire burn and cauldron bubble.



Fillet of a fenny snake,  
 In the cauldron boil and bake;  
 Eye of newt and toe of frog,  
 Wool of bat and tongue of dog,  
 Adder's fork and blindworm's sting,  
 Lizard's leg and owlet's wing.  
 For a charm of powerful trouble,  
 Like a hell-broth boil and bubble.  
 Double, double toil and trouble;  
 Fire burn and cauldron bubble.



Scale of dragon, tooth of wolf,  
 Witch's mummy, maw and gulf  
 Of the ravenous salt-sea shark,  
 Root of hemlock digged in the dark,  
 Make the gruel thick and slab:  
 Add thereto a tiger's chaudron,  
 For the ingredients of our cauldron.  
 Double, double toil and trouble,  
 Fire burn and cauldron bubble.



WILLIAM SHAKESPEARE

Thursday 25th June 2020

## Reading - Witches Chant (Macbeth)

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.

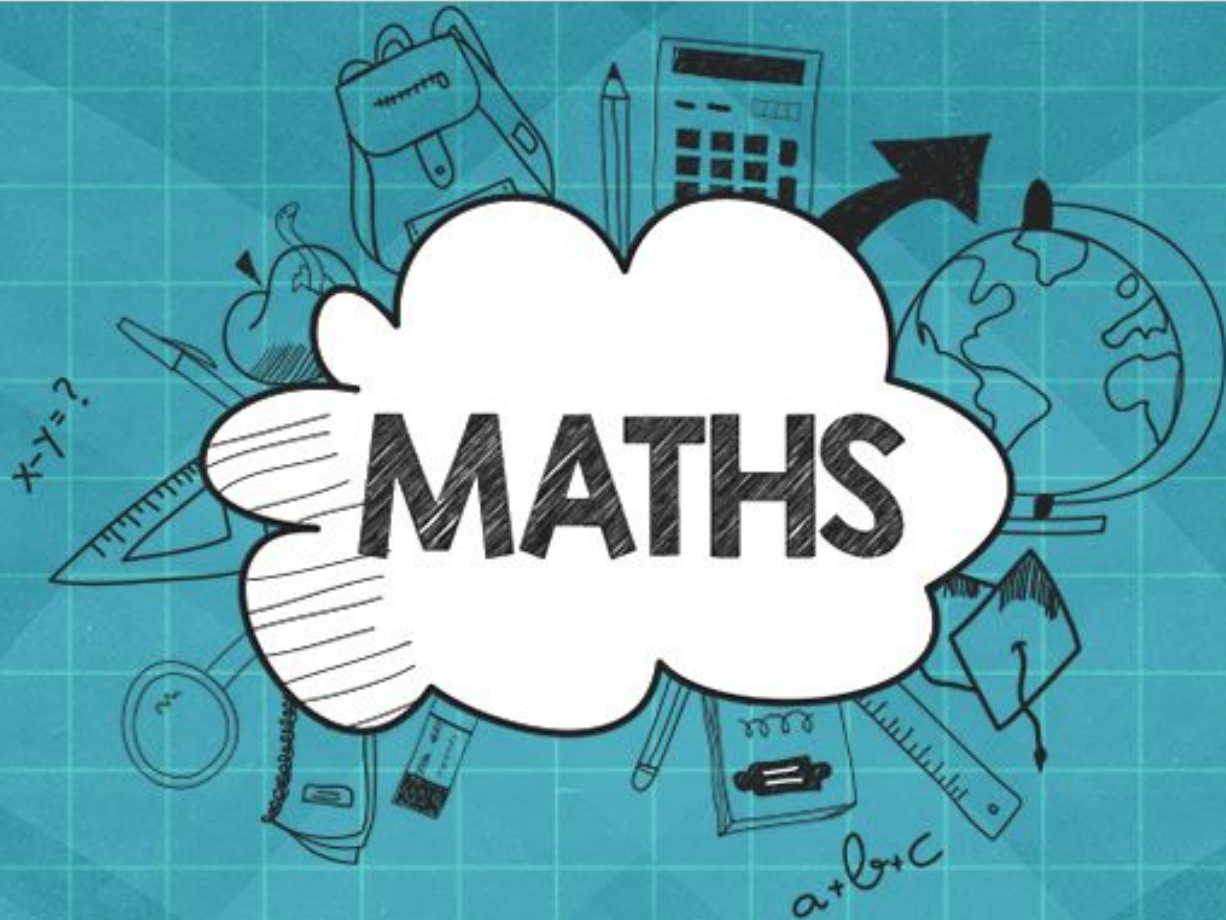
### Decode/explain

Questions	Answers
1. Find and copy a word that has a similar meaning to 'poison'.	
2. Find and copy the 2-line chant that is repeated throughout the poem.	
3. How many animals are named in the poem? Name 3 of them.	
4. What month could it be? Why do you think this?	

### Retrieve

Questions	Answers
1. What is under a cold stone?	
2. How many times is 'double' in the poem?	
3. Where do they get a 'scale' from?	
4. How many lines are there in the second verse?	
5. How is the shark described?	

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



## Quiz

At the end of each lesson, you will complete a short quiz.

This is for us to check your understanding and help you.

Try your best. You can always re-watch the video if it will help you.

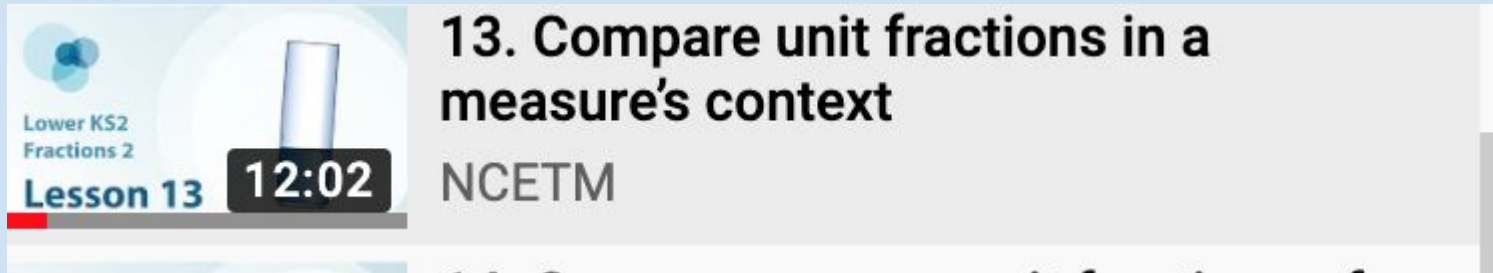
## Lesson 13:

Click on the link below for Lesson 13: LO: Compare unit fractions in a measures context

<https://www.youtube.com/watch?v=mhj0ihv91BU&list=PLQqF8sn28L9wDx3QxDIF14OaAE9rwkPBP&index=13>

To complete these activities you might want:

- 1) Pen or pencil
- 2) Paper



# Quiz

Click on the link to the quiz and complete the questions for lesson 13:

[https://docs.google.com/forms/d/1ncCqdt07-iEnL5\\_GqOsXs-SkDE6MZbnc69C5Hlxggcw/edit](https://docs.google.com/forms/d/1ncCqdt07-iEnL5_GqOsXs-SkDE6MZbnc69C5Hlxggcw/edit)

# Science: Plant investigation part 2.

This is a continuation from last week. You have 2 weeks to set your investigation up and write your results and conclusions

## Celery / Carnation experiments:

You can also measure if the volume of the water goes up or down in the jar. Just put a line and measure the 'height' of the water in mm each day.

What happens if you have two pieces of celery- one in a cold place and one in a hot place, or compare one in the light and one in the dark.

You can also do a similar experiment with a white carnation. What do you think will happen to the carnation? What will happen to the water?

Why does this happen?





The experiment method and resources are above. However you won't need the bush, plastic bag or string, as this is for a different experiment.

## Growing cress on cotton wool or tissue:

You will need cress seeds for this experiment. They usually only cost £1 a packet and you'll get loads.

Choose how to grow them, e.g keep some damp, and some dry, or grow some in daylight and others in a dark space. Compare which germinate the quickest and grow the tallest. You will need to measure in mm.



Date: 18th June 2020	LO: to record and conclude my own plant investigation (part 2)
How did you get on with these activities?  	Teacher feedback (please leave blank):
How I did:	
<b>Experiments</b>	<b>Please remind me of the experiment you chose!</b>
<ol style="list-style-type: none"> <li>1. carnation experiment</li> <li>2. celery experiment</li> <li>3. spring onion 'grow' experiment</li> <li>4. cress experiment</li> </ol>	I chose:
<b>What is happening?</b>	<b>Observations/ Measurements</b>
<p>Look carefully at what is happening. You will need to look EVERY DAY. These observations may also include measurements, so remember to write the unit e.g measuring height in mm, as centimetres may not show much change each day.</p> <p>You may want to handwrite &amp; upload or record a photo/ video instead</p>	
<b>What do your observations/ measurements tell you?</b>	<b>Results:</b>
<p>What patterns can you see in your results? Did any measurements go up or down?</p> <p>E.g in the celery or carnation experiment did the water levels go down or up over the days? What happened to the circumference of the spring onion in the spring onion experiment? Where did the cress grow best in the cress experiment?</p>	My results show that
<b>How does this compare with your prediction and why has this happened?</b>	<b>Conclusions:</b>
<p>Is this the same as your prediction or different to your prediction?</p> <p>Why has this happened? link to your scientific knowledge.</p>	My results were the same as / different to (delete as needed)
	I think this is because: