

# Home Learning - Year 3

## 26.6.20

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 charmed 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 owl'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

Friday 26th 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.

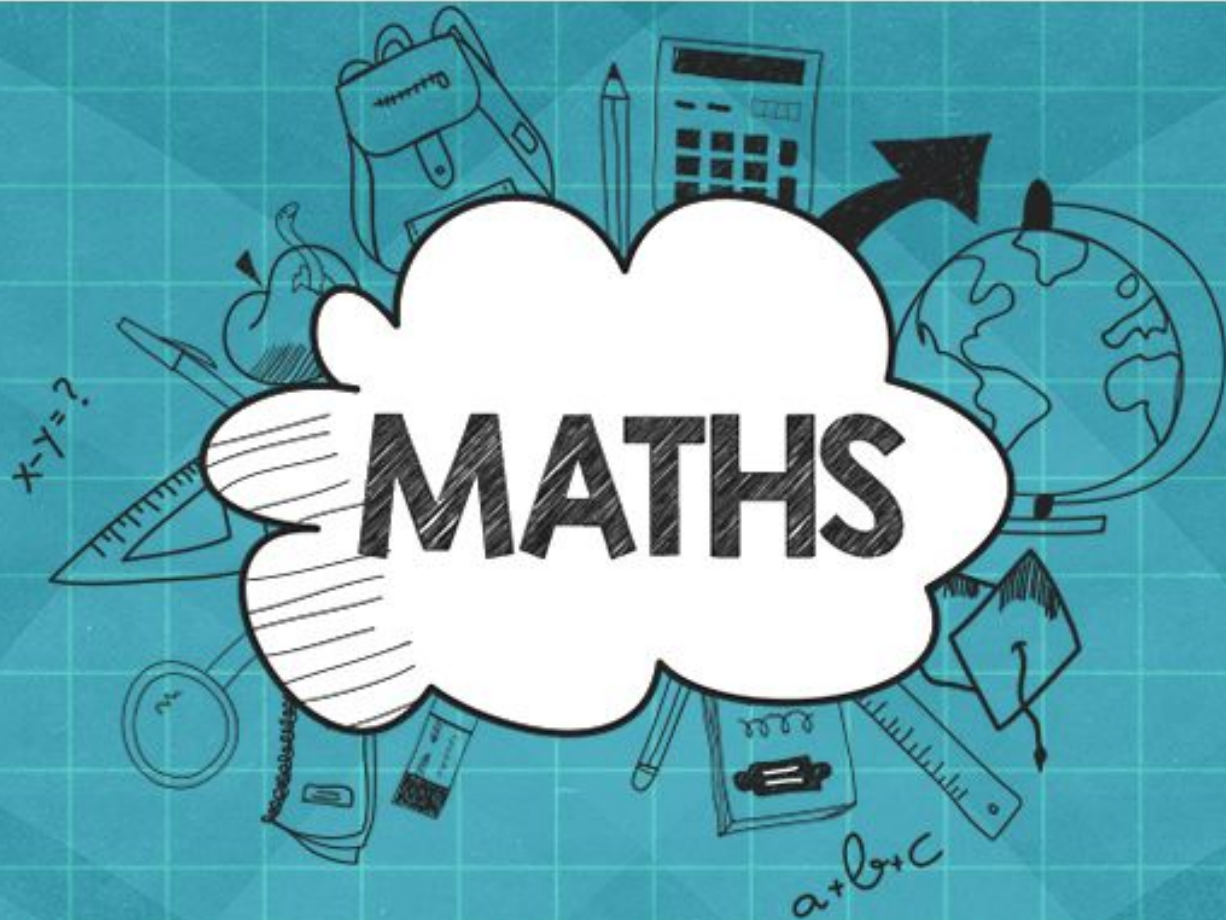
### Interpret

Question	Answer
1. What shape is the cauldron? How do you know?	
2. Where do you think the venom came from? What makes you think this?	
3. Do you think the witches are nice or nasty? Choose 2 pieces of evidence that tell you this.	
4. Is the shark hungry? How do you know?	

### Choice

Questions	Answers
1. Is this a nice or nasty potion that the witches are making? Why do you think this?	
2. What do you think this potion is going to be used for? Why?	
3. What would you put in your potion and what would you use your potion for?	

Please read the text and then answer the interpret and choice questions.



TT Rockstars battle






Who will be the champions?



Time for fraction revision...

RE

LO: To identify why Hanukkah is an important time for Jewish people.

26 RE	LO: To identify why Hanukkah is an important time for Jewish people.
How did you get on with these activities?  	Teacher feedback (please leave blank):
How I did:	

<b>BBC Bitesize KS2 RE: What is Hanukkah</b> find the video clip that looks like this (if you click on the picture it should give you the link): 	<b>Answers: (6 marks)</b>
<b>Key words:</b> Hanukkah    miracle    Maccabees menorah    Jerusalem    temple dreidel	How many years ago do Jewish people believe the miracle happened?  Who were the Maccabees?  What happened to the temple?  What does 'Hanukkah' mean?  What was the miracle?  How many days does Hanukkah last for?

<b>Optional Dive Deeper Question:</b>  Scroll down on BBC Bitesize to find this picture (or click to find the link) and find out how Hanukkah is celebrated. Which would you consider the most important way to celebrate out of these 4? Explain your answer How is Hanukkah celebrated? 	<b>Answer (2 marks)</b>
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# 26.6.20 History

## LO: to use a timeline accurately

### Key words:

number line

timeline

dates

years

Ancient Greece



### Terminology for either side of the 'zero' on a timeline:

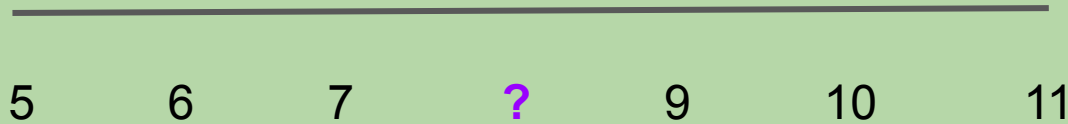
**BCE- Before the Common Era** (When your parents were at school they may have known this as 'BC')

**CE- Common Era** (When your parents were at school they may have known this as 'AD')

# History LO: to use a timeline accurately

You have seen and used number lines in Maths for all sorts of things:

Here's one below:



**Talk to a member of your family about the questions below. There is no need to write the answers.**

Which number is missing ?

Which number goes **before** the 5?

Which number would be **after** the 11?

**For all of the above questions explain how you know.**

# History LO: to use a timeline accurately

Now try this one:

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2005      2006      2007      ?      2009      2010      2011

**Talk to a member of your family about the questions below. There is no need to write the answers.**

Which number is missing ?

Which number could go **before** the 2005?

Which number would be **after** the 2011?

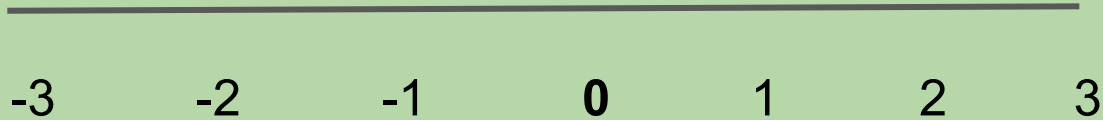
**For all of the above questions explain how you know.**

**Although these are numbers, they could represent YEARS.**



# History LO: to use a timeline accurately

Look at this number line:



Talk to a member of your family about the questions below. There is no need to write the answers.

What does the ' - ' sign mean ?

Which number goes **before** the -3 ?

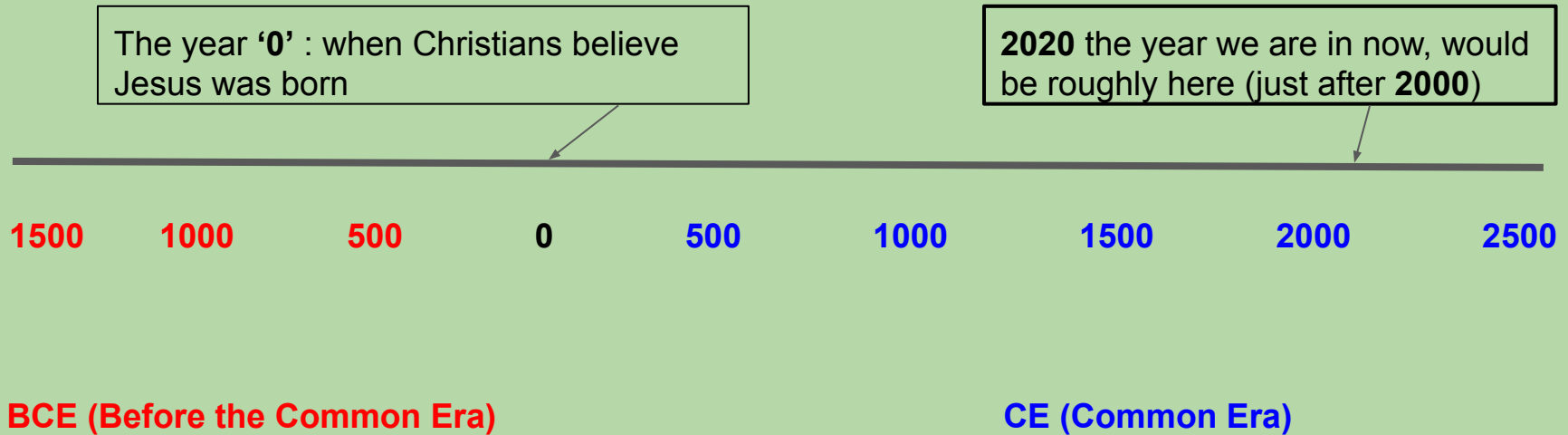
Which number would be **after** the 3?

**For all of the above questions explain how you know.**

**Can you see the number line is symmetrical in its values?**

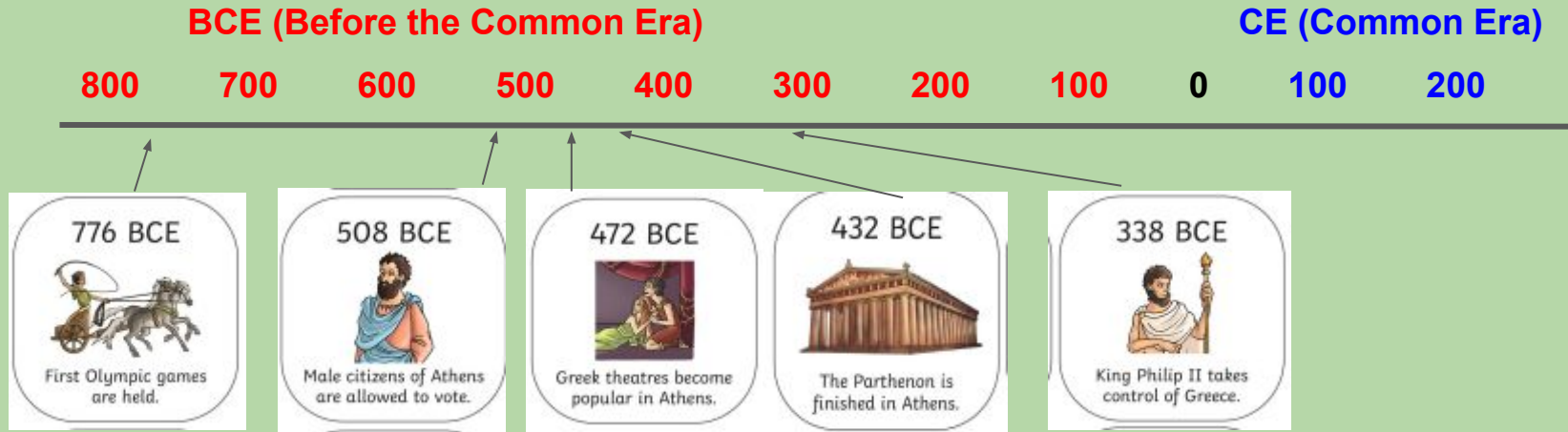
# History LO: to use a timeline accurately

When a number line is used to represent time (in this case years) we call it a **'timeline'**. Instead of the numbers having a 'minus' (-) value we use the letters you can see below. (These letters may have changed since your parents were at school so I have added the meanings next to them and at the front of this presentation on the key word section)



# History LO: to use a timeline accurately

I've made a new timeline with some events that happened in Ancient Greece



On the next set of slides try to order your pictures in a similar way by 'clicking and dragging'. If you want to add arrows you are welcome to, but this is not essential.

# History LO: to use a timeline accurately

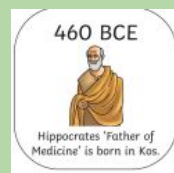
Click and drag the pictures of events in Ancient Greece under the timeline in the correct order, you may add arrows to be more specific if you would like.

**BCE (Before the Common Era)**

**CE (Common Era)**

800    700    600    500    400    300    200    100    0    100    200

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You can also 'print, cut and stick' this activity and upload a photo if you prefer.