

Home Learning – English task break down

Monday:

Read the Picture

Look at the following picture and then answer the questions using full sentences in your workbook. Please use full sentences (including capital letters and full stops).

The title of the picture is '**First Flight**'.



1. How do you think the owls are related?
2. Which owl is about to take its first flight?
3. How do you think the young owl feels about flying?
4. What might it be thinking? Write the owl's thoughts in a thought bubble in your book.
5. Do you think the older owl is worried? Why/why not?
6. What advice might the older owl give to the younger owl?

Story grid:

Use a page in your workbook and divide it into 8 boxes, like we have used to plan our stories at school. (Here is a reminder)

| | | | |
|---|--|--|---|
| First picture. the two owls sat in the tree (the picture from above) | | | |
| | | | Last picture. The two owls sat back together in the tree. |

I would like you to plan what might happen in this story.

The first picture I'd like you to draw is a copy of the picture above.

The picture in the last box should be the owls sitting back in the tree. How can you show how the little owl is feeling now?

You must fill in the rest of the boxes in order. What might have happened to the young owl? Where might he go? What might he see? Does he fly perfectly straight away or does he need to have a few practices? How can you show how the owls are feeling at different points in the story?

You may want to write simple sentences to go with your picture, or you may just use pictures without any words. If you just use pictures, they must very clearly show what is happening!

Tuesday:

Up-leveling sentences: independent

Use the steps below to improve this sentence:

The girl jumped in a field.



1. Re-write the sentence and add adjectives to create extended noun phrases.
2. Now rewrite the sentence again and add a fronted time adverbial. You should have some of these written in your workbook (I have put some below to help you). Remember, a fronted adverbial usually needs a comma after it.
Time adverbials: slowly, quickly, suddenly, after a while, out of the blue, a few moments later.
3. Now rewrite your sentence and use one of the subordinating conjunctions from below to add a subordinate clause.

| | | | | |
|-------|----------|-------|---------|--------|
| after | although | as | because | before |
| if | since | until | when | while |

You should now have a complex sentence that includes extended noun phrases, a fronted time adverbial and a subordinate clause.

Now follow the steps above for the next sentences:

She ran down the hill.

1. Rewrite, adding extended noun phrases.
2. Rewrite, adding a fronted time adverbial.
3. Rewrite, adding a subordinate clause.

Charlotte let out a shout of joy.

1. Rewrite, adding extended noun phrases.
2. Rewrite, adding a fronted time adverbial.
3. Rewrite, adding a subordinate clause.

There/Their/They're Sentences: independent

Please write the following sentences into your workbook. You must choose which spelling of the word is correct.

Remember:

There = This shows a place or location.

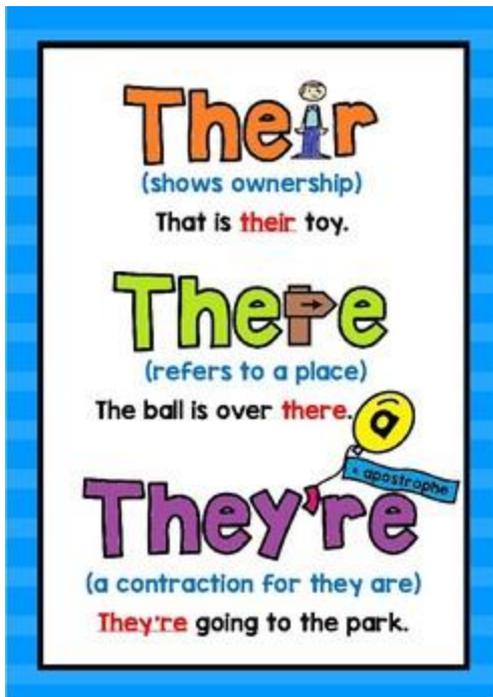
Their = This shows ownership; something belonging to someone.

They're = This is the contracted form of 'they are'.

These have been completed as examples.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?

This will help you to remember...



Now complete the following sentences. You can either

- write down the whole sentence,
- or write down just the number and which 'their/there/they're' you would use,
- or check with mum or dad which 'their/there/they're' you would put in and talk it through.

4. Put the book over _____ on the shelf.
5. _____ bus was running late.
6. The cold wind made _____ teeth chatter.
7. Could they be in _____?
8. Blue Smarties are the best, _____ my favourites.
9. Ava and Lucas put _____ hands up at the same time.
10. Are you sure _____ not real?
11. The new teacher got _____ books in a muddle.
12. I went _____ last summer too!
13. Is _____ a doctor anywhere near?

You will find answers below. You can check your own work and make any corrections you need to! Make sure they are all correctly punctuated.

Wednesday:

Today you have a choice which written activity you want to do. You can, of course, do both activities in writing if you want to.

If you do the 'there / their / they're' sentences in writing, you can talk about the inference sentences with mum or dad.

Or you tell mum or dad your nine sentences and do the inference sentences in writing.

There/Their/They're sentences: independent

Remind yourself of yesterday's work, and then write 9 sentences.

3 sentences that use the word 'there'.

3 sentences that use the word 'their'

3 sentences that use the word 'they're'

Inference sentences

Look at the sentence and answer the questions in your work books. You may think of more than one answer for each question. That is fine, you can write them both down!

Inference Questions

A family has a new puppy.

How might they feel about getting a new puppy?

What might the puppy be called?

Where has the puppy been playing?

What will the people have to do with him next?



Inference Questions

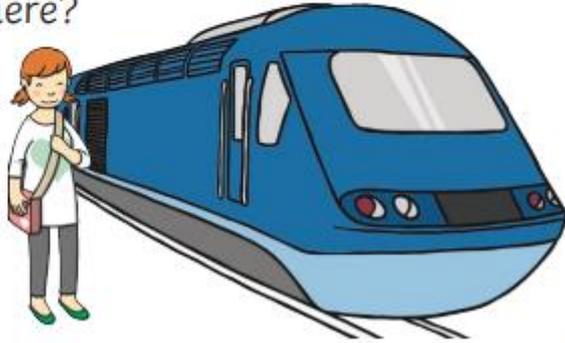
A woman is getting a train.

Why is the woman getting on a train?

Where could she be going?

What might she do there?

What could she have
in her bag?



Thursday:

Comprehension: independent

First, read through the text. It is two pages long. Work through the comprehension questions (following pages). Write your answers in your book in full sentences.

When you have finished, check that every sentence is punctuated correctly and then use the answers (at the end of the document) to check your work.

Fossils

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies and gets covered over, it can stay there and over time, become a fossil.

Dinosaurs

Fossils are really important in understanding what has happened a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!



Did you know?

- 'Sue' is the nickname given to the most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When some plants or animals die, their body sinks into mud or is buried by sand. This often happens at the bottom of the sea and stops it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be, to make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years.

1. What does a palaeontologist study?
2. What is the nickname of the best preserved T-rex skeleton?
3. What sort of rock are fossils found in?
4. Which town has an ammonite fossil as their symbol?
5. Why have we only got fossils to find out about dinosaurs?
6. What does the Latin word 'fossilis' mean?
7. How come the fossilised animals or plants haven't been eaten by other animals?
8. Why did the author use an exclamation mark at the end of the 'Fossil Facts' section?
9. Why aren't there any fossils of cats that lived twenty years ago?
10. Do you think the ammonites in the pictures look like snakes? Why/why not?

Friday:

Book or film review:

Write me a book or film review about something you have read or watched this week! I have attached a picture to help you think about all of the information you will need to include.

There are 5 sections on the picture, so you might want to write your book review in 5 paragraphs. Remember to use an indent when you start a new paragraph!

You must remember full stops and capital letters. Try to keep your writing as neat as possible, and remember that in Year 3, ALL WRITING should be joined up!

Book/Film Review

Title and name of author/director.

Your opinion of it. Whether you like it or not should be clear in the first few sentences.

Information about the film/book. Try and tell the reader what happens without revealing too much and spoiling it for them!

**What did you enjoy most?
Why did you enjoy that?**

**Why did you not enjoy it?
How can it be improved?**

**End it with a summary?
Would you recommend the book/film or not?
Is it similar to any other books/films?**

You might also like to add some illustrations or a picture of the cover.

There/Their/They're answers (Tuesday):

Example 1: there

Example 2: their

Example 3: They're

4. There

5. Their

6. Their

7. There

8. They're

9. Their

10. They're

11. Their

12. There

13. There

Comprehension question answers (Thursday):

1. Fossils
2. Sue
3. Sedimentary Rock
4. Whitby
5. Because they lived so long ago and nothing else would last that long.
6. 'Dug up'
7. They were buried under mud or sand
8. To add surprise: It is surprising to us today that anyone could believe that snakes could turn to stone.
9. Fossils take millions of years to make. 20 years is not long enough.
10. Any answer, with appropriate reasoning.