






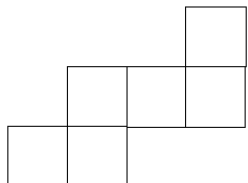
Hanging Heaton C of E (VC) J & I School – Working at home work

Class/Year Group: Year 3/4

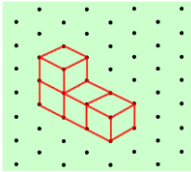


Week commencing: 22nd June 2020

Dear Parents/Carers,

Please find below activities to support your child's continued learning at home. It is important during this time that we try to build on the learning that has taken place in school although we do realise that it is impossible to replicate school whilst home learning. The more children can keep up with their learning, the easier the transition back into school will be. We appreciate your support in this.

Area	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	At least 15 minutes	At least 15 minutes	At least 15 minutes	At least 15 minutes	At least 15 minutes
English 	Invent your own mythical creature/beast. You can research Greek mythical creatures for inspiration. Many were combinations of two creatures. Draw your creature and write a detailed description of it. Remember to include prepositional phrases e.g. on..., under..., behind... etc and also rich, descriptive vocabulary.	Write a set of instructions about how to take care of your mythical creature. Include a list of what it needs – these could be physical things e.g. things it will eat/things it will need for its habitat. Then use time conjunctions in your steps to look after it. Think about diet, habitat, keeping it clean, if you can play with it etc.	Write a short story that features your mythical creature. Make sure it has a clear beginning, middle and ending. Your story should be exciting and include lots of detail to engage the reader. What will your mythical creature get up to? Is it a good and helpful character or is it dangerous and deadly?	Complete the Arachne reading comprehension below. Make sure you include enough detail in your answers.	Practise all your spellings and write a number of sentences using each word. Year 3 – you will have to be careful and ensure that you check the meaning of your homophones to make sure you use it in the right way. Please ensure you use your neatest handwriting when completing your sentences.
Maths 	Practise sorting 2D shapes using these interactives. Play the games several times, choosing different sorting criteria. Venn diagram: https://mathsframe.co.uk/en/resources/resource/83/sort-shapes-venn Carroll diagram: https://mathsframe.co.uk/en/resources/resource/75/shapes-sort-carroll Hint: parallel lines never meet; perpendicular lines meet at a right angle	Pick a flag from below and investigate some of the following:- What shapes can you see in it? Can you describe them and their angles? Does the flag have any lines of reflective symmetry, if so how many lines? Can you find any pairs of parallel lines? If so mark them on your flag. Are there any lines perpendicular to one another? Can you find a way to classify the shapes in your flag? Now try with another flag.	Rob and Jennie were making necklaces to sell at the school fair. They decided to make them very mathematical. Each necklace was to have eight beads, four of one colour and four of another. And each had to be symmetrical, like this.  How many different necklaces could they make? Can you find them all? How do you know there aren't any others? What if they had 9 beads, five of one colour and four of another? What if they had 10 beads, five of each?	Practise sorting 3D shapes using these interactives. Play the games several times, choosing different sorting criteria. Venn diagram: https://mathsframe.co.uk/en/resources/resource/115/sorting-3d-shapes-on-a-venn-diagram Carroll diagram: https://mathsframe.co.uk/en/resources/resource/114/sorting-3d-shapes-on-a-carroll-diagram Hint: vertices means corners	Here are the six faces of a cube - in no particular order:  Here are three views of the cube:  Can you deduce where the faces are in relation to each other and record them on the net of this cube?  If you have access to a printer, print the isometric (dotty) paper below and have a go at

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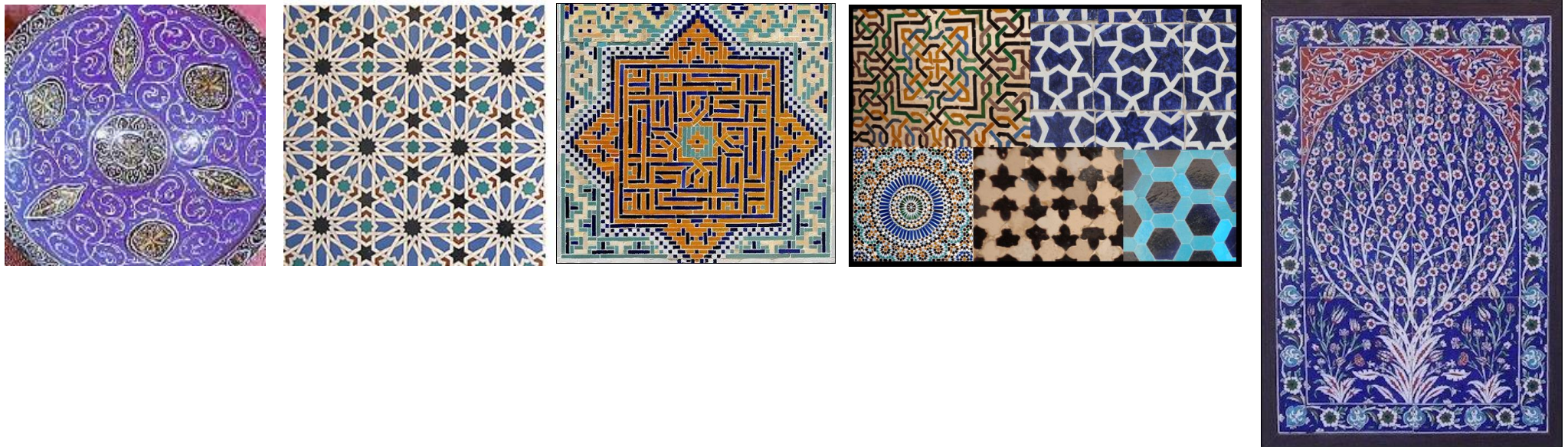
			What if.....??????		<p>drawing and labelling some 3D shapes like this:</p> 
<p>Foundation subjects</p> 	<p>Research the answers to these questions about Ancient Greek theatre:</p> <ol style="list-style-type: none"> 1. Plays were first performed to honour which god? 2. The god in question one was the god of what? 3. What shape were Greek theatres? Why were they shaped this way? 4. Who sat in the seats at the front? 5. Could women take part in, or attend the plays? 6. Name some of the Greek playwrights. 7. What did the audience throw at the actors who performed badly? 8. What did the actors wear? 9. How did people at the back of the large theatres hear what the actors were saying? 10. What were the masks made of? 	<p>Some faiths do not allow pictures of prophets or leaders so they might express their beliefs through other forms of art. Patterns and calligraphy in Islam are a way of expressing spirituality and reflecting the natural world. Look at some of the examples below and compare them to patterns we see in nature (e.g. leaf veins, spiders' web, flower petals etc)</p> <p>Islamic patterns are always geometric, never ending just as Allah is believed to be. Create a detailed Islamic pattern for a prayer mat or decorative tile reflecting the beauty of the natural world. It is believed that only Allah creates perfection, so it is okay to make a mistake in your art work.</p>	<p>Classification keys help us to identify animals by following a trail of questions. There is a picture of one below and the following link also explains how they work:</p> <p>https://www.bbc.co.uk/bitesize/topics/zxjj6sg/articles/z9cbcwx</p> <p>Choose 6 animals to create a classification key for. Think about the questions that will help to identify them – they should focus on their distinct features and have yes/no answers. You can make your key more interesting by choosing similar animals.</p>	<p>First, see if you can guess what these school subjects are in English and then find the English translation to see if you were correct:</p> <p>le français, l'anglais, les sciences, les mathématiques, la musique, l'éducation physique, l'histoire, la géographie, l'informatique, le dessin.</p> <p>Then, write a sentence for each subject that begins with J'aime (I like) or Je n'aime pas (I don't like).</p>	<p>Design your own Greek theatre masks. You should choose a simple but clear expression to represent. You may decide to make a mask that is happy, sad, angry, excited, etc. You can draw these out or even have a go at making them out of paper. Here are some examples using paper:</p> 
<p>This week's spellings are: Year 3 – missed, mist, piece, peace, plain, plane, rain, rein, reign, seen, scene Year 4 – anti-clockwise, antisocial, autobiography, autograph, redo, redecorate, reappear, return, refresh</p> <p>This week's mental maths challenge is: Complete arithmetic tests on Classroom Secrets.</p>					

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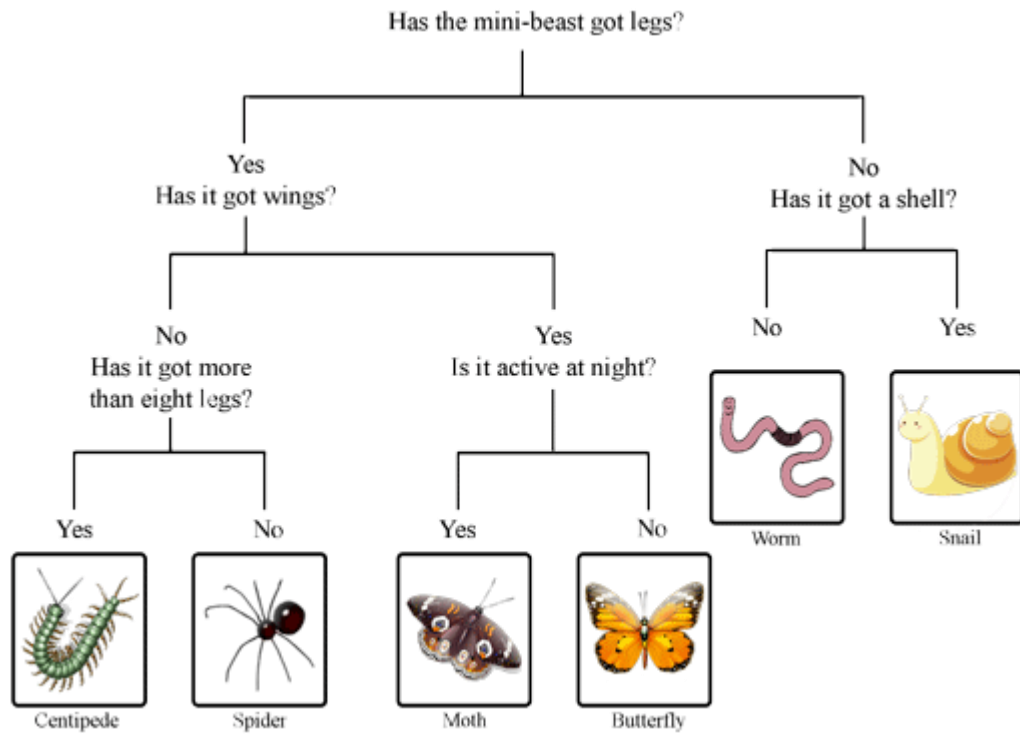
Flags:



Islamic Art patterns:



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Mythical Stories from Different Cultures: The Story of Arachne

A long time ago, in ancient Greece, there lived a young girl called Arachne. She was the daughter of a shepherd and, from a young age, she taught herself how to weave using wool. For years, Arachne wove pictures of animals and landscapes, taking inspiration from her home. By the time she was an adult, Arachne's work was so famous that people would travel for thousands of miles to see it.

As Arachne became more and more talented, people began to tell her how amazing she was. Not only were people impressed by her work but they had also begun to compare her to the gods. Every day, people would flock to Arachne and tell her that she was more brilliant than any god. The more praise she was given, the more Arachne believed that she was the best.



Meanwhile, on Mount Olympus, the goddess Athena had heard about a girl who was claiming to be a god. Angered by the idea that someone would say they were more talented than a god, Athena hatched a plan to confront Arachne.

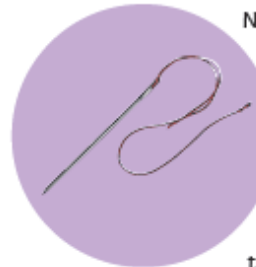
A few days later, dressed in rags and wearing a convincing mask, Athena knocked on Arachne's door. "I have come to warn you, my child," Athena rasped. "You should never have compared yourself to the gods." She looked pleadingly at Arachne. "Say your apologies now and Athena will forgive you."

Initially, Arachne was shocked by the sudden appearance of such a strange figure but soon a small smile appeared on her face. "Pah!" she laughed. "Beg for forgiveness? Why should I? You've seen my tapestries; I'm better than any human or any god. If Athena wants an apology, she can come down here and challenge me for it."



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Anger swept through Athena as she pulled off the mask and revealed herself. Now, at full height, her magnificent and ominous form threw a shadow over Arachne. "I accept your challenge," she whispered in a cold voice.



Not put off by the sudden appearance of a god in her room, Arachne got to her feet right away and began to gather the finest threads she had. Both women started immediately and, for hours, the only noise that could be heard was the gentle sound of working hands.

Several hours into the night, Athena declared that the duel was over and demanded that Arachne bring her the finished piece. With tired, blistered fingers, Arachne held her tapestry up to the lamplight. Her scene was beautiful.

It showed gods being mean to humans and not being punished. Even in the low light, it was clear to see that this was a masterpiece. Athena's work, which showed the gods punishing humans who misspoke about them, was nowhere near as fine.

Athena was furious that she had lost and immediately tore Arachne's work into hundreds of tiny pieces. Arachne screamed at her to stop but it was too late; the tapestry was ruined. She fell to the floor and sobbed, wondering how she could have been so foolish as to enter into a competition she would never have been allowed to win. Nobody would ever buy work from her again.

However, Athena was still furious with Arachne and withdrew a small bag of poisonous herbs from her pocket. She sprinkled them over the weeping Arachne, who stopped crying at once. Suddenly, her legs began to shake and change until eight thin, sharp legs were growing from her instead. Her body was now covered in a thin layer of black hair and a small thread hung from her abdomen.

"Well, you can now weave all day long!" cried Athena; power danced in her eyes as she looked at the hideous beast before her. "You, a spider, better than the gods? I don't think so."



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Questions

1. What did Arachne's final tapestry show? Tick one.

- A creature with eight thin legs.
- The gods going unpunished for being mean to humans.
- Humans being punished by the gods for misspeaking.
- Animals, flowers and landscapes.

2. Number the events from 1-4 to show they order that they happened.

Arachne realised that she had been a fool.

The old lady revealed herself to be Athena.

Arachne produces a masterpiece.

Arachne grew more and more talented.

3. Tick one word to complete the sentence.

When Athena tore up her work, Arachne was _____

- angry
- distraught
- confused
- weaving

4. Draw four lines to match each character with their action.

the shepherd
Arachne
Athena
crowds of people

became angered by Arachne's claims
told Arachne she was brilliant
had a daughter named Arachne
taught herself how to weave

5. Look at the paragraph beginning: **Meanwhile, on Mount Olympus...**
Find and copy the group of words that mean 'thought of an idea'.

6. What does Athena do to punish Arachne for beating her?

7. **With tired, blistered fingers...**

Explain why the author has used this phrase.

8. Some people believe that Athena's reaction was extreme. Imagine that you are Athena.
How would you have reacted to Arachne winning the competition?

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