

Griffin PS Learning Pack

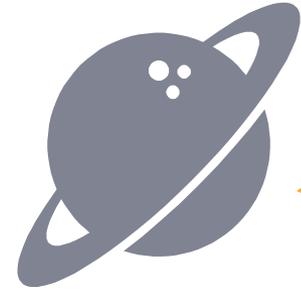
Year 3

Remember to Tweet your
work daily:

@griffinprimary

Plus do not forget the daily
challenge:

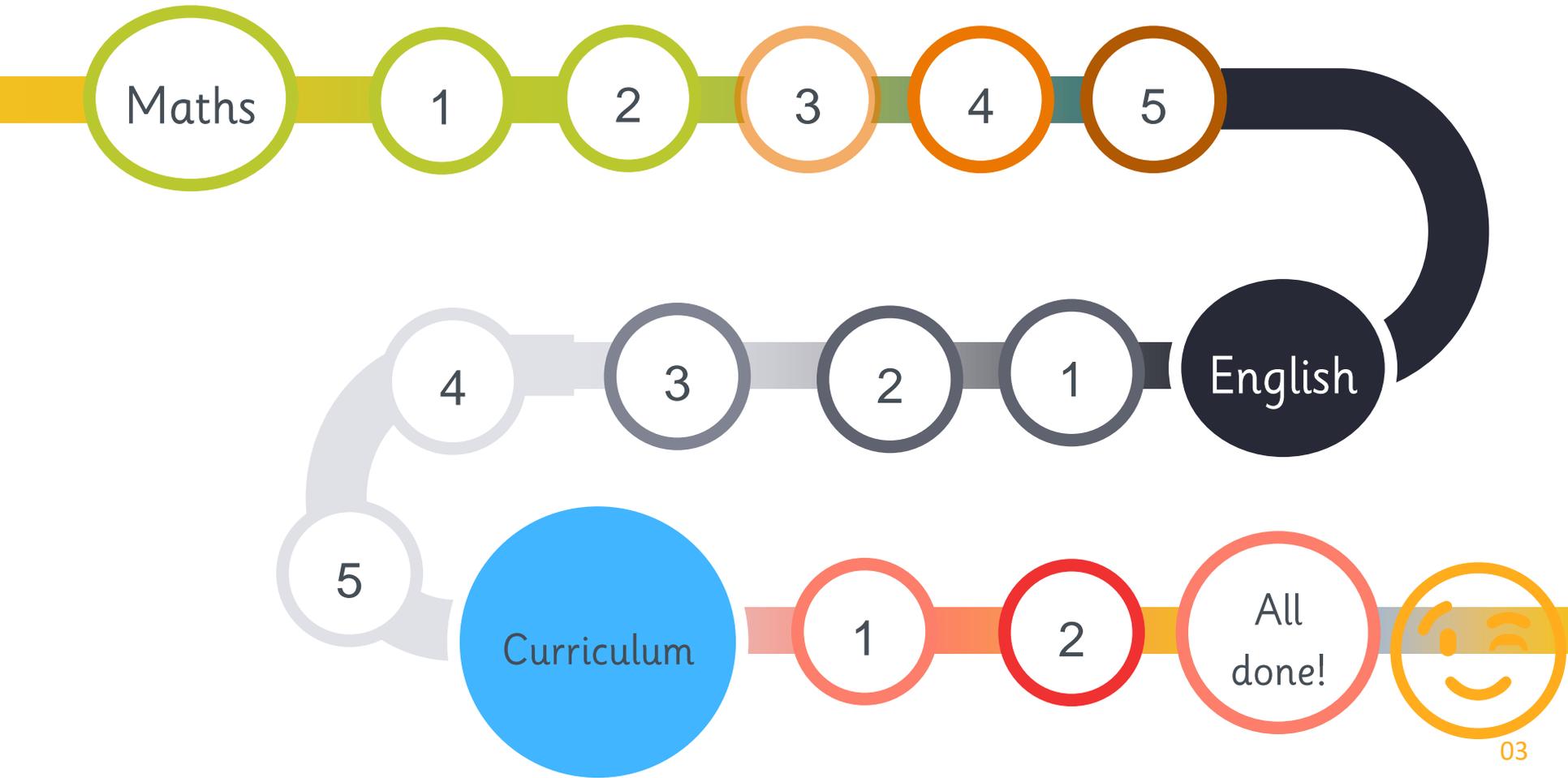
#gpsdailychallenge



Instructions for use

- **Work through the tasks daily if possible, but remember to have breaks as you would do in school.**
- **Spend enough time to complete the task (around 30-40 minutes), but remember to have fun and time with your family too.**
- **We are still here to support you. Twitter is a great way to contact us.**







Maths

This week in maths we will be...



Lesson 1 – Measuring and comparing time in seconds

In Focus

How many times can you clap in 15 seconds?



Activity Time

Work in pairs.

What you need:



- 1 Guess how many times you can clap in 15 seconds.
- 2 Ask your partner to time 15 seconds on the stopwatch.
- 3 Count how many times you can clap in 15 seconds.
- 4 Take turns to repeat 1 to 3.

Compare how long each person takes to count to 50.

What other activities can you do in 15 seconds?



I took more time than you did.



You counted faster!



Let's Learn

- 1 Do a countdown from 10 to 0. How many seconds is that?

10, 9, 8, 7, 6,
5, 4, 3, 2, 1, 0



The countdown takes about seconds.

We can measure short amounts of time using seconds.



- 2 Do a count for a game of Hide-and-Seek. How long did that take?

1, 2, 3, 4, 5, 6, 7, 8,
9, 10. Ready or not,
here I come!



The count took about seconds.

- 3 Watch a 100 m race on a video. How long did the winner take to complete the race?



The winner took about seconds.

- 4 These British runners have run the 100-metre race in under 10 seconds.

James Dasaolu: I ran 100 m in less than 10 s twice.

Chjjudu Ujah: I ran it in less than 10 s in 2014.

Jason Gardner: I ran it in less than 10 s once.

We write 10 seconds like this. 10 s

Activity Time

Work in pairs.

- Your teacher will help you measure a distance of 100 metres.
- Run the distance. Your partner will time you using the .
- Switch roles and repeat ②.
- Compare the time it took you and your partner to run 100 metres.

What you need:



I ran faster than you.

I took more time than you did.



Guided Practice

Fill in each blank with a whole number.

(a)



The time taken is more than seconds but less than seconds.

(b)



The time taken is more than seconds but less than seconds.

(c)



The time taken is more than seconds but less than seconds.

Think of something that you can complete in these times.

(d)



The time taken is more than seconds but less than seconds.

(e)



The time taken is more than seconds but less than seconds.



Worksheet 8

Measuring and Comparing Time in Seconds

Fill in the blanks.

Amira, Emma, Holly and Lulu ran a 50 m race. The stopwatches below show the time taken by each girl to complete the race.



Amira



Emma



Holly

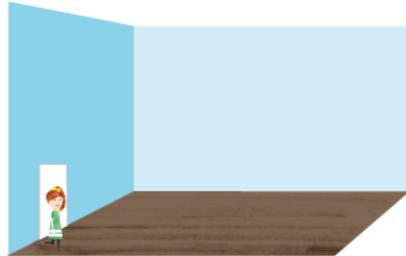


Lulu

- (a) Amira completed the race in about s.
- (b) Emma completed the race in about s.
- (c) Holly completed the race in about s.
- (d) Lulu completed the race in about s.
- (e) won the race.
- (f) was the slowest.

Lesson 2 – Measuring time in seconds

In Focus



Use a stopwatch to measure the time.

How long does it take to walk from one end of the room to the other?

Let's Learn

1 How much time did each child take?

8 seconds > 6 seconds



took about 8 seconds.



took about 6 seconds.



took more time than



2 Can you guess the number of seconds you might take to run 50 metres?



Elliott takes  . Elliott takes about seconds.

How about you?

Activity Time

Work in pairs.

What you need:



- 1 Run 50 m.
- 2 Your partner will measure how many seconds you take.
- 3 Record your time.
- 4 Take turns to repeat 1 to 3.

name	time
<input type="text"/>	<input type="text"/> seconds
<input type="text"/>	<input type="text"/> seconds

Guided Practice

- 1 Emma used a stopwatch to find out how many seconds her friend took to run 100 metres.



Emma's friend took about seconds.

- 2 Sam used his phone's stopwatch to find out how many seconds his dog took to find a hidden ball.



Sam's dog took about seconds.

Worksheet 9

Measuring Time in Seconds

How long did Sam take to do each of the following activities?

- (a) Run up a flight of stairs.



Sam took s to run up a flight of stairs.

- (b) Read 20 words.



Sam took s to read 20 words.

- (c) Button his shirt.



Sam took s to button his shirt.

Lesson 3 – Measuring time in seconds

In Focus



The second hand moves rather fast.



Look at the second hand on a clock.
Let's use a clock in an experiment with a pendulum.



Pull the pendulum to one side.



Let the pendulum go.



We count this as one swing (across and back).

Count how many swings the pendulum makes in 20 seconds.

Let's Learn

1 How long is 20 seconds?



5 seconds



10 seconds



15 seconds



20 seconds



2 Do the experiment a few times.

experiment	number of swings in 20 s
1	
2	
3	
4	

Use a clock to measure 20 seconds.



3 How many seconds went by?

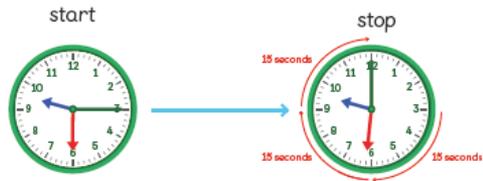


5 seconds went by.

We can write s for seconds.



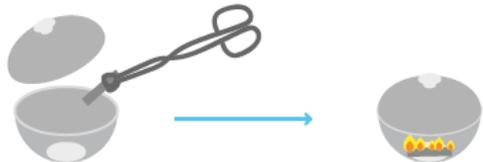
4 How many seconds went by?



15 seconds went by.

Guided Practice

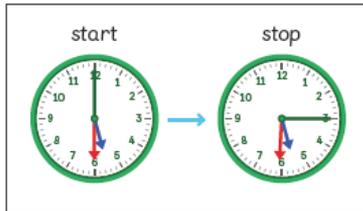
Sam burns a small strip of metal in an experiment. He uses a clock to measure the time it takes to burn the metal. He did the experiment 4 times.



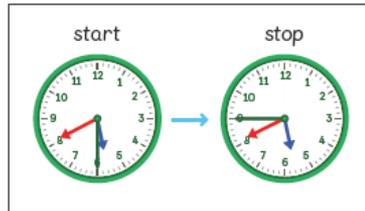
Time

Page

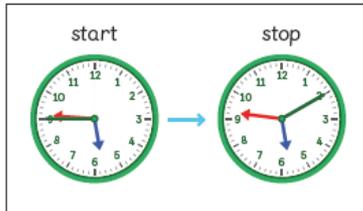
Experiment A



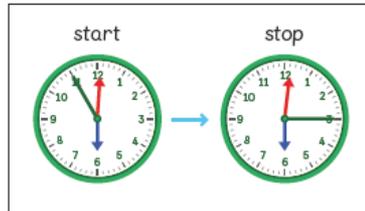
Experiment B



Experiment C



Experiment D



(a) Compare the times taken in experiment A and experiment B. What do you observe?

(b) Compare the times taken in experiment C and experiment D. What do you observe?

(c) In which experiment did the metal take the longest time to burn?

Experiment C

Worksheet 10

Measuring Time in Seconds

How long did Sam take to do each of the following activities?

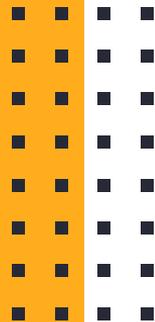
(a)



(b)



(c)



Lesson 4 – Measuring time in hours

In Focus

A man started his car journey at  In the morning.

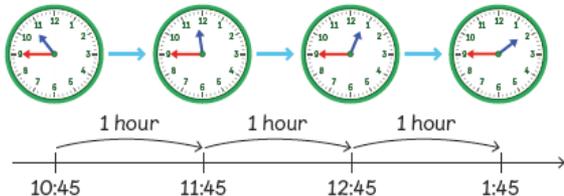
He ended the journey at  In the afternoon.

How long was his journey?



Let's Learn

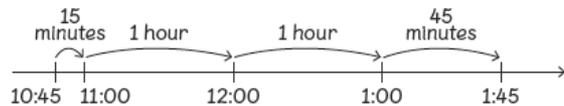
1 Lulu did the following.



The journey was 3 hours.

We write min for minutes.

2 Ravi did the following.



The journey was 3 hours.

15 min and 45 min is equal to 1 hour.

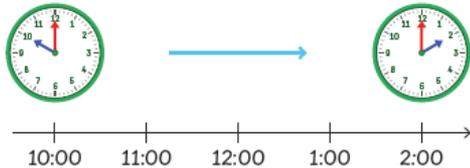
Guided Practice

The following activities started in the morning and ended in the afternoon. How long was each activity?

Suggest what each activity could be.

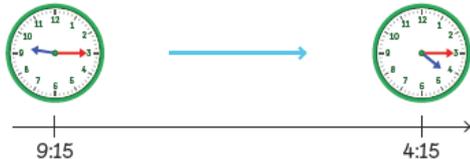


(a)



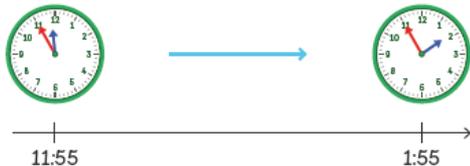
hours

(b)



hours

(c)



hours

What if this last activity ended at 2:00?

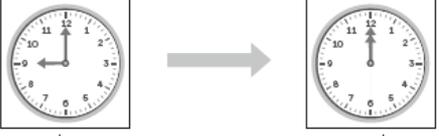


Worksheet 11

Measuring Time in Hours

Sam, Holly and Emma work on their projects in the morning and finish in the afternoon. Find out how long each of them takes to complete the project. Fill in the blanks.

(a) Sam



9:00 12:00

hours

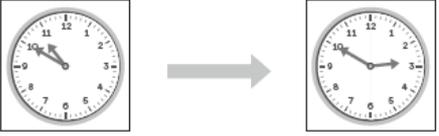
(b) Holly



8:25 1:25

hours

(c) Emma



10:50 2:50

hours

Lesson 5 – Measuring time in hours

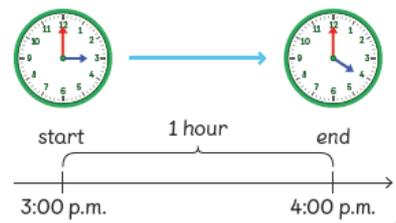
In Focus



The art class started at 3:00 p.m.
It ended 1 hour later.
At what time did the art class end?

Let's Learn

1 What is 1 hour after 3:00 p.m?



4:00 p.m. is 1 hour after 3:00 p.m.
The art class ended at 4:00 p.m.



We write h for hour.

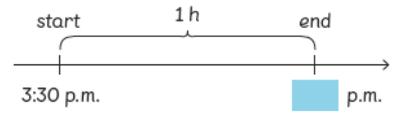


We can use a timeline to show the amount of time.

Time

Page 73

2 If the class started at 3:30 p.m. and ended 1 hour later, what time did it end?

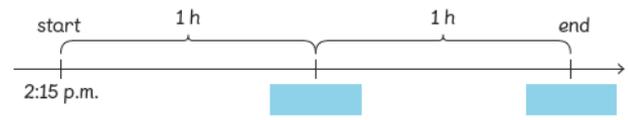


The art class ended at [] p.m.

Use a timeline.



3 If the class started at 2:15 p.m. and ended 2 hours later, what time did it end?



The art class ended at [] .

Is the end time in a.m. or p.m?



Guided Practice

1 What is the time 1 hour later?

(a)



(b)



(c)



(d)

08:31

(e)

11:54

2 What is the time 5 hours later?

(a)



(b)



(c)



(d)

04:36

(e)

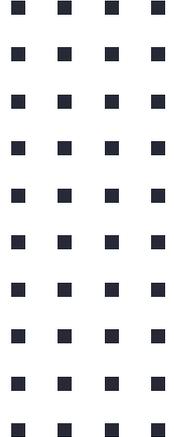
12:08

Worksheet 12

Measuring Time in Hours

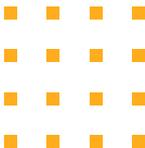
Complete the table by writing the correct time.

clock	2 hours later	6 hours later
01:23		
11:07		



English

This week in English we will be...



Lesson 1 -

Stage: 3

Spelling Rules: Adding the suffix -ly. Words which do not follow the rules.

List: 23



Click the mouse to cover up the spelling list and see if you can work out what each of these words is!

tr _ _ _

d _ _ l _

s _ _ _ _

sh _ _ _

f _ _ _ y

_ o _ _ y

wh _ _ _ _

 _ u l _

p _ b _ i _ _ y

_ a _ _ i _ y

Moving to reveal the answers



Lesson 2 - To gather ideas for a diary entry.

Watch the film 'The Present'.

<https://www.literacyshed.com/the-present.html>

Now discuss with an adult these questions and write some ideas down:

What is the boy doing?

Where is he?

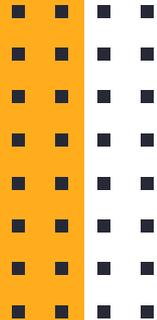
What is in the box?

How do you think the boy feels when he sees the puppy?

Why do you think mum bought that particular puppy?

Why does the boy feel the way he does?

How do his feelings changed?



Lesson 3 – Using Pronouns



Writing a Diary Entry

When you write a diary entry you are writing about a day in the life of a real person or character. The diary entry needs to sound as if the person or character has written it so it needs to be written from their point of view. It also needs to be exciting and interesting to read. To get this right, just follow a few easy steps...

Diary Writing Check List

Can you remember all the things you need to do to write a fantastic diary entry?

Diary writing must...

- include the date and/or time. ✓
- write in the first person. ✓
- use past tense for main events. ✓
- include an introduction to set the scene. ✓
- tell events in chronological order. ✓
- include personal emotions and feelings. ✓
- use time conjunctions and adverbials, e.g. 'after that', 'before lunch', 'until sunset'. ✓



In a diary we write in the **first person**:

- This means including pronouns such as 'I', 'my', 'we' and 'our'.
- These words are special because they tell us the diary is being written by someone and they are talking about themselves.
- Look at these two examples. Which one uses the correct words to be written in the 'first person'?

Diary Writing Must...

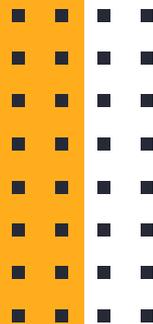
be written in the first person.

As **I** looked down from **our** lofty home, **I** noticed a group of humans. They seemed to be holding loud, bright monsters with sharp, glistening teeth that were tearing **our** trees from the ground.

First person

As **she** looked down from **their** lofty home, ~~she~~ noticed a group of humans. They seemed to be holding loud, bright monsters with sharp, glistening teeth that were tearing **their** trees from the ground.

Not first person



Use the first person pronouns to write about the picture.

first person pronouns

I
me
mine
ours
us
we

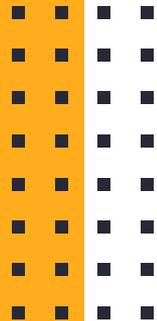
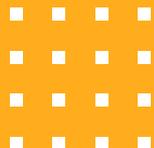


Lesson 4 – Writing in Past tense

- Diaries are usually written about an event that has already occurred so should be written in the **past tense**.
- Which of these examples is written in the past tense?

Two days ago, something dreadful **happened** – ‘Endurance’ became **stuck** in a large sheet of floating ice (an ice floe) following risky conditions crossing the Weddell Sea.

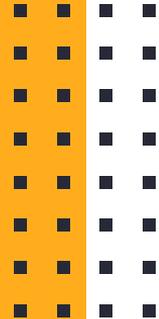
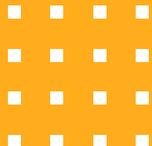
Today, something dreadful **will happen** – ‘Endurance’ **will stick** in a large sheet of floating ice (an ice floe) following risky conditions crossing the Weddell Sea.



Write the past tense for each verb.

play
is
talk
scowl
hold
look
smile

Now choose 3 words that you have changed and write them into WOW sentences.



- A diary is usually describing lots of events. To make sense of when these events happened, it is helpful to include time conjunctions and adverbials.
- If we just use one word such as 'then' to link the events in our diary it can get very boring!
- Look at the example below. Can you identify the time conjunctions and adverbials that have been used?

Later, we will organise a lavish funeral for father that will last for days, with plenty of music as he would have wanted.

After hearing the news of my father's death, I overheard the members of the court discussing what is to happen.

Lesson 5 – Writing your diary

Today you will write your diary entry. Rewatch the video to remind yourself what happened.

<https://www.literacyshed.com/the-present.html>

Diary Writing Check List

Can you remember all the things you need to do to write a fantastic diary entry?

Diary writing must...

include the date and/or time. ✓

write in the first person. ✓

use past tense for main events. ✓

include an introduction to set the scene. ✓

tell events in chronological order. ✓

include personal emotions and feelings. ✓

use time conjunctions and adverbials, e.g. 'after that', 'before lunch', 'until sunset'. ✓



Use the example I have made to help you. Don't copy it word for word but take some ideas to help structure your diary.

My Example:

Monday 29th June 2020

Dear diary,

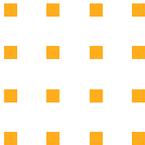
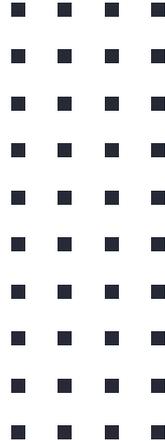
Today I was playing on my x-box. Unexpectedly, mum put an ordinary cardboard box in front of me! As I opened it, a small dog looked back at me! Urgh! It was missing a paw. I felt annoyed and angry!

Please send Mrs Hart or Mr Cothay your diary entries!



Curriculum

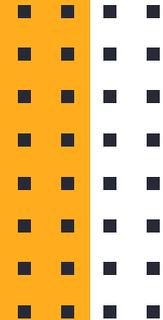
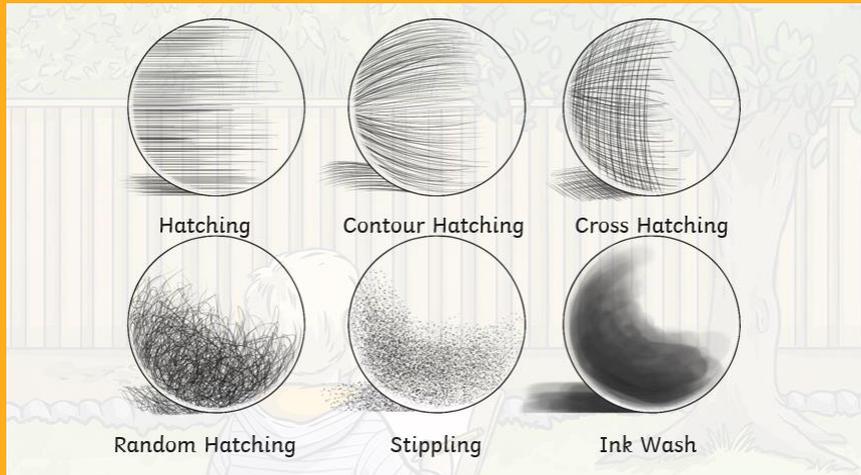
This week in curriculum we will be...



Art

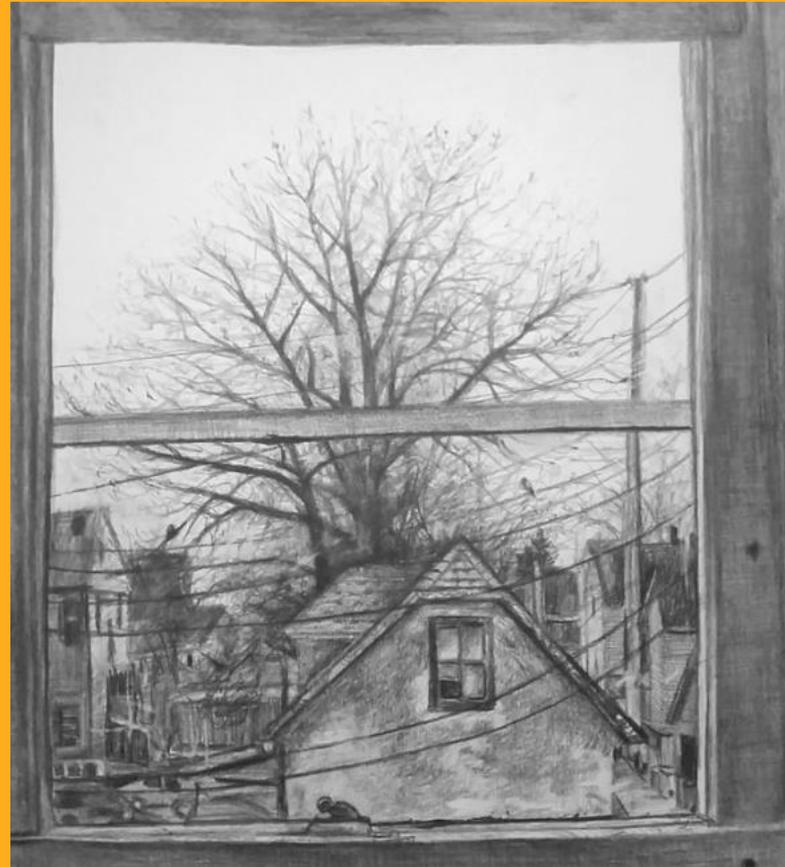
You are going to create a sketch of the view from a window in your house.

1. Choose the window you are going to sketch from.
2. On some paper, experiment with some different shading.



3. Using the skills you have practiced draw sketch of your window and the view outside. Use different shading to capture the shadows and depth.

Please share your drawings with us! 😊



Music



For music this week we are focusing on music created by black artists to celebrate their amazing productions!

We are going to focus on Bob Marley.

Task 1

Listen to these 2 songs by Bob Marley. We are going to compare and appraise them.

Use this sheet to appraise these 2 songs.

The songs are:

Three little birds

https://www.youtube.com/watch?v=LanCLS_hlo4

Redemption song

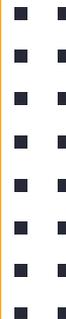
<https://www.youtube.com/watch?v=yv5xonFSC4c>

How would you rate this piece of music?
(5 - I really love it! 1 - No, thanks!)

1 2 3 4 5

Write down **one** thing that you find interesting or special about this piece of music.

Write down **one** instrument which you think has been used for this piece of music.



Task 2 - Painting or drawing a musical journey

1. Listen to the song Three Little Birds.
2. Ask an adult to pause the song at different points for you.
3. As you listen to the song, paint or draw what you hear and how you feel whilst listening to it.

Please send us any pictures of your musical journeys! 😊

