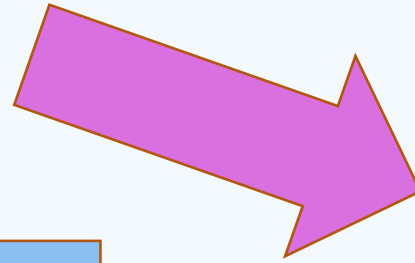


Overview of the week:

Please ONLY complete work on the days specified below					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group A English	LIVE LESSON: Silly Billy and follow up CGP English. Activity Pack Spellings Bug Club/Reading 30min	Complete Day 2's work. CGP Pages 32 and 33. Reading comprehension on Mayan Writing Spellings Bug Club/Reading 30min	Complete Day 3's work. CGP Pages 2 and 3. Nouns and Adjective focus looking at writing out own Scene Description of the Mayan Rainforest. Spellings Bug Club/Reading 30min	Complete Day 4's work. CPG Pages 4 and 5. Adverbs focus, looking at continuing a story, including as many high level Adverbs as possible. Spellings Bug Club/Reading 30min	Catch up day for last week's work. <u>Don't</u> forget Bug Club!
Group A Maths	Maths Lesson 1: Right Angles in shapes. Follow the links for White Rose website and complete activity questions.	Maths Lesson 2: Comparing Angles. Follow the links for White Rose website and complete activity questions.	LIVE LESSON: *CGP Pages 34 and 35 to be completed within the lesson.	Times tables. Complete pages 2,3,4 and 5 in your CGP Times Table Book. Then following the link to the Daily 10 Challenge.	Catch up day for last week's work. Please remember to practice your 3, 4 and 8 times tables.
Group B English	Catch up day for last week's work. <u>Don't</u> forget Bug Club!	LIVE LESSON: Silly Billy and follow up CGP English. Activity Pack Spellings Bug Club/Reading 30min	Complete Day 2's work. CGP Pages 32 and 33. Reading comprehension on Mayan Writing Bug Club/Reading 30min	Complete Day 3's work. CGP Pages 2 and 3. Nouns and Adjective focus looking at writing out own Scene Description of the Mayan Rainforest. Spellings Bug Club/Reading 30min	Complete Day 4's work. CPG Pages 4 and 5. Adverbs focus, looking at continuing a story, including as many high level Adverbs as possible. Spellings Bug Club/Reading 30min
Group B Maths	Catch up day for last week's work. Please remember to practice your 3, 4 and 8 times tables.	Maths Lesson 1: Right Angles in shapes. Follow the links for White Rose website and complete activity questions.	Maths Lesson 2: Comparing Angles. Follow the links for White Rose website and complete activity questions.	LIVE LESSON: *CGP Pages 34 and 35 to be completed within the lesson.	Times tables. Complete pages 2,3,4 and 5 in your CGP Times Table Book. Then following the link to the Daily 10 Challenge.

Year 3 English

Click on the lesson
you would like to
complete today



[Lesson 1](#)

[Lesson 2](#)

[Lesson 3](#)

[Lesson 4](#)

This week you will have 4 days of English Activities. You will have one Live Lesson with Mr Black and the other days you will be asked to complete other activities.

You should also be reading daily and trying to use Bug Club as well.

This week's spellings.

Year 3 Spellings: 'ght'

Children to be tested on Tuesday 25th June

Please learn the spellings and the definition. You can use the 2nd sheet to help you!


Yellow	Blue	Purple
right	sight	thought
light	caught	caught
sight	fought	fought
with	brought	brought
smooth	bought	bought
	taught	taught
	thought	straight
		distraught
		equilateral
thought	straight	eighty-eight
angles	weight	scalene
triangle	distraught	isosceles

Please note:

'Challenging Words' are in the grey boxes. These are trickier words or words that do not follow the same pattern. Children may need extra support with learning these!



Click the Bug to take you to Bug Club.



DAY

1

Day 1

Group A – Monday
Group B – Tuesday

Today is your LIVE
LESSON!
See you at 10am, 11am
or 1pm!





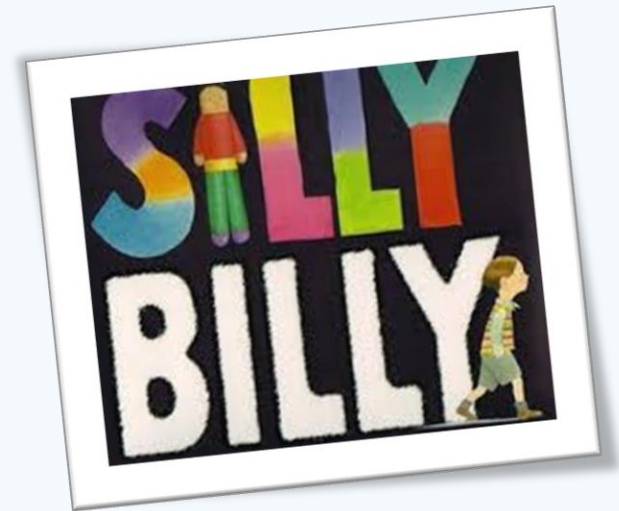
Welcome to your first live lesson!

Please make sure you mute the microphone when told to do so and have your pen/pencil, ruler, rubber and paper ready!



Session outline

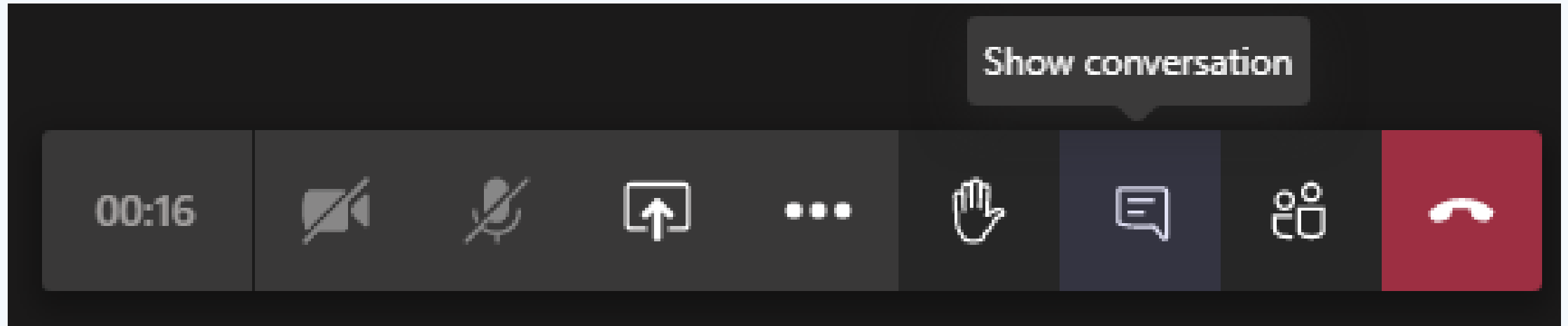
- Rules and expectations during our live lesson sessions
- Expectations throughout the week
- Story time and discussion



Rules and expectations

- Be prepared – log in on time (up to 10 mins early is ideal), have resources, stationery in front of you
- Talking at the start of a lesson is OK. When asked, you must mute your microphone
- Take turns and listen to each other
- Stick to the activity timetable. It will help you with your live lessons. Do not complete additional pages from the CGP books before being asked as these are linked to live teaching sessions and follow up activities.

Using the comments box





Using the comments box to access quizzes

- Open the comments box and go to the Menti quiz.
- Do you agree or disagree with the statement?
Choose your answer!


Go to www.menti.com and use the code 17 02 77

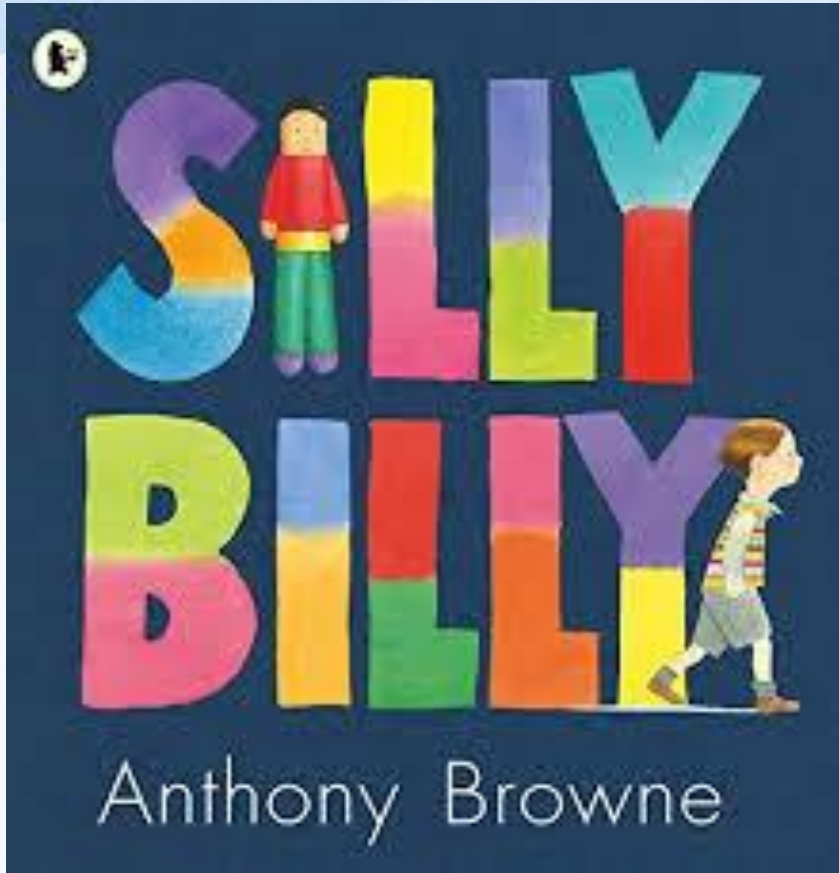
This live lesson was easy to access

Mentimeter

0	0
	
NO!	YES
I disagree	I agree

0





Silly Billy

By Anthony Browne

<https://www.slideserve.com/lazaro/silly-billy>

Day 1

Follow up activity!

Group A – Monday
Group B – Tuesday

- ❖ Don't forget to visit Bug Club today to complete the spelling and grammar activities and Bug Club or read for 30 minutes

DAY 2

Lesson 2



Home

Today is a reading focus.

To start off with, complete pages 32 and 33 in your English Activity Book (Fact-Finding)

Group A – Tuesday
Group B – Wednesday

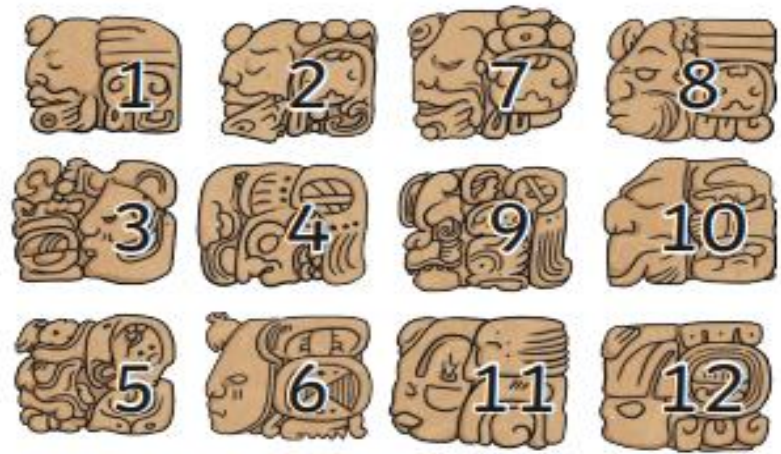
Once you have done this complete the Maya Reading Comprehension on the next few slides.



Maya Writing

The Maya were one of the five ancient civilisations to have independently developed a fully-fledged writing system. The earliest examples of Maya writing were found in San Bartolo, Guatemala and date to as far back as 300 BC.

The Maya people used a hieroglyphic writing system. Hieroglyphic writing consisted of signs or symbols called hieroglyphs or glyphs for short. The glyphs in Maya writing were either logograms (which represent words), or syllabograms (which represent a unit of sound). The Maya often had several syllabograms to represent the same sound so people could vary how they spelled words. Maya writing was written in paired columns and then read left to right down the page in a zig-zag fashion like this:



Different Maya cities and villages had their own customs, clothing and language. This meant that there was not one single Mayan language. There are over 800 Maya glyphs, but we can only decipher around 400 of them at the moment.

Examples of Maya writing have been found carved in wood, on pottery, on stone monuments and in codices (books). Writing has also been found on temples.

Codices were Maya books written by priests and scholars. They contained information about history, astronomy, religion and gods. However, only four known copies have survived to date. In 1562, a Catholic priest called Diego de Landa ordered the mass burning of a number of Maya codices, as he believed that they were the work of the devil. The Spanish also burned hundreds of other documents as well.

Fortunately, Landa's records on Maya writing were very useful in helping us to understand their writing system. He wrote a guide to some of the glyphs which became known as Landa's alphabet. However, it wasn't until the 1950's that a Russian linguist called Yuri Valentinovich Knorosov suggested that at least part of the Maya writing system was phonetic. This proved to be a massive breakthrough in understanding Maya writing. However, even today there are a number of glyphs that scholars are still unable to decipher.



Codices

The codices that remain were probably housed in private collections after being smuggled out of the Maya area sometime after the arrival of the Spanish. There are four known codices, but some historians question if the Grolier Codex is real for a number of reasons. The other three codices are named after the places in which they are kept today: Madrid, Paris and Dresden.

The Madrid Codex

The Madrid Codex is the longest of the surviving codices measuring 22 feet. It is painted on both sides and contains information about religious beliefs and rituals. The codex was found in two separate halves in Spain in the 19th century and it is now housed in the Museo de America in Madrid, where a perfect copy of the document is on display for visitors to see.



Photo courtesy of David Holt London (@flickr.com) - granted under creative commons license - attribution

The Paris Codex

The Paris Codex was found in a private collection in Paris in the 19th century. It contains information about the Maya astronomical signs (similar to zodiac signs) in the form of constellations, mostly in the shapes of animals and birds. The Paris Codex is housed in the National Library of Paris, in France.

The Dresden Codex

The Dresden Codex was bought from a private collector in Vienna, Austria in 1759 by the Royal Library of Dresden, Germany, where it is still housed today. It is the most complete of the three codices and contains information about planetary movements and lunar and solar eclipses in the form of astronomical tables.

The Grolier Codex

The Grolier Codex was reportedly found in a cave in Mexico in the 1960s and was later housed and displayed at the Grolier Club in New York. Its authenticity continues to be debated to this day, although it has been proved that the fig bark paper on which it is written dates back to around AD 1250. The Grolier Codex is now housed in the National Museum of Anthropology in Mexico, but it is not on display.



Maya Writing Comprehension Questions

1. Where were the earliest examples of Maya writing found?

2. What is the difference between a logogram and a syllabogram?

3. Why do you think the Maya people often used different syllabograms to represent the same sound?

4. How do you read Maya writing?

5. Who was Diego de Landa and why did he order a mass burning of Maya books?

6. How did Diego de Landa help people to understand Maya writing?

7. Where do Maya Codices get their names from?

8. Which is the longest codex and which is the most complete?

9. What can the codices help us to learn about the Maya people?

10. Which codex do you think sounds the most interesting? Why?

Extension: Now can you think of three of your own questions to ask a friend? Make sure you know the answers too!

DAY 3

Lesson 3



Home

Today's focus is Nouns and Adjectives.

First complete Pages 2 and 3 in your English Activity Book.

Then write a descriptive paragraph about the picture on the next slide in your distance learning booklets. Try to be as descriptive as possible using the best adjectives you can think of.

Group A –
Wednesday
Group B – Thursday

Visit Bug Club for additional grammar activities and books.

LO: Write a setting description



Download me here
<http://www.orange-freesounds.com/rainforest-sounds/>

This is it folks! A chance to try out what we've looked at this week!

You are going to write a description of this building in the rainforests of Central America (where the Mayans once lived).

Success criteria

I can include:

- Wide, medium and close-up sentences
- The 5 senses (hear, see, touch, taste, smell)
- Commas after adverbials (Beneath the tangled branches,)
- Adventurous vocabulary (use your thesaurus)
- *Simile* and *metaphor*

The pyramid rose *like a stone giant* from the *thick blanket of leaves*.



The 5 Senses: What can you see, hear, touch, taste and smell?



<https://youtu.be/VUFAdqTN7R4>

The image features a background of a grid of squares. The color palette transitions from a deep blue at the top to a vibrant red at the bottom, with various shades of purple and orange in between. The text '4 DAY' is centered in a white, bold, sans-serif font. The number '4' is significantly larger than the word 'DAY'.

4
DAY

Lesson 4

Home

Today our main focus will be on Adverbs.

Firstly, complete pages 4 and 5 in your English Activity Book.

Then complete the task on the next slides.

Group A – Thursday
Group B – Friday

Visit Bug Club for additional grammar activities and books.

Read the text below. Then, continue the story trying to use as many adverbs as possible. How many can you use?

The Maya hunters crept slowly through the towering trees and tangled vines of the Amazon jungle, searching for their prey. Then, from the depths of the undergrowth came a roar, so terrifying that the hairs on the necks of all the hunters stood up tall in dread. Jaguar, the men screamed!