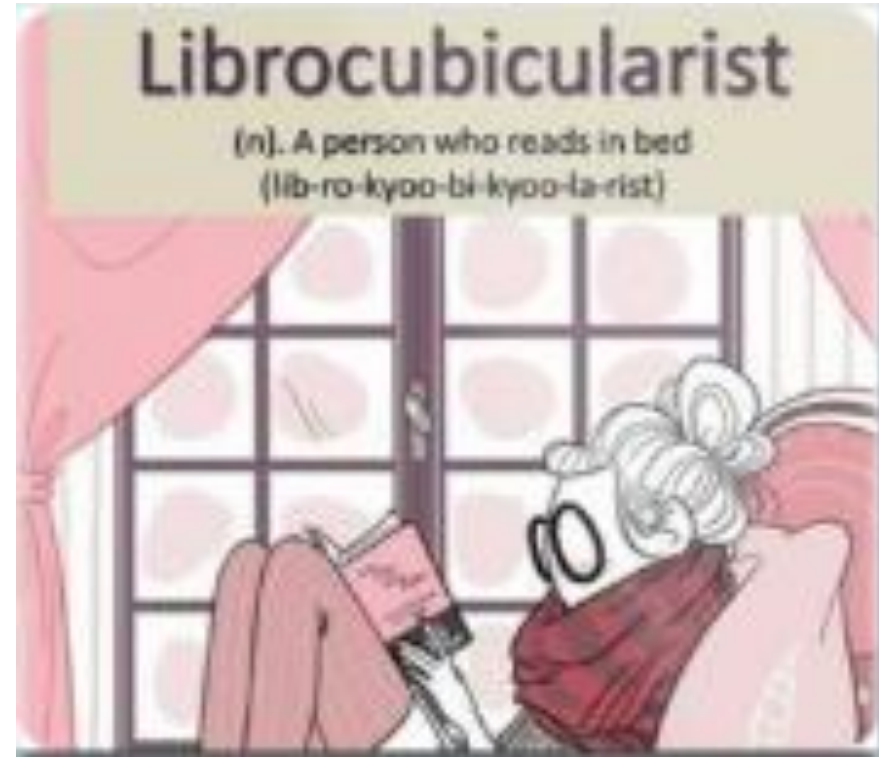


Good Morning  
Friday 5<sup>th</sup> June



Are you a librocubicularist?  
Where is your favourite place  
to read?

BBC Bitesize lessons at

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

Year 3/ P4 online lessons Monday 1 June - Friday 5 June					BBC Bitesize Daily lessons	
Monday	Tuesday	Wednesday	Thursday	Friday		
<b>English</b> Descriptive writing	<b>English</b> Exploring fronted adverbials	<b>English</b> Revising apostrophes in contractions	<b>English</b> Revising apostrophes for possession	<b>English</b> Using inference to be a reading detective		
<b>Maths</b> Marking fractions on a number line below 1	<b>Maths</b> Marking fractions on a number line above 1	<b>Maths</b> Unit fraction of an amount	<b>Maths</b> Non-unit fraction of an amount or set of objects	<b>Maths</b> Challenge of the week		
<b>History</b> The Iron Age	<b>Geography</b> Weather and climate	<b>Science</b> Food chains	<b>French</b> All about me and food and drink	<b>Design and Technology</b> Iterative design		

Oak National Academy lessons at

<https://www.thenational.academy/online-classroom/year-3&schedule>

Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>				
Reading comprehension – predict and infer	Reading comprehension – fact retrieval	Identifying the features of a text	Prepositions	Continue a story
<b>Maths</b>				
To describe 2D shapes based on their properties	To draw 2D shapes based on their properties	To describe the properties of 3D shapes	To identify and describe symmetry in 2D shapes	To revise shapes
<b>Other subjects</b>				
<b>RE</b> – What are the parables of Jesus? <b>PSHE</b> – Your country needs you!	<b>Spanish</b> – Say where you live in Spanish	<b>Science</b> – How do plants adapt to different environments?	<b>RE</b> – What is the sacred text of Christianity?	<b>Art</b> – Optical illusions and using shading to show form

**ENGLISH**

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## Our story

The story we are going to look at is 'The King of the Fishes'. This traditional story has been passed around the world by many people which means that there are many different versions of the story out there. Our story is Pie Corbett's version.

You can listen to a recording of the story here:

<https://soundcloud.com/talkforwriting/fishes/s-v410lk1dxj>



I wonder what you will like about the story. What will surprise you? What will it remind you of?

### The King of the Fishes



Once upon a time there was a poor fisherman called Li.

Every day, he went down to the sea to fish. There he stood on the rocks and threw the nets into the icy waters and waited. When he pulled the nets in, he would take any fish back to the market and sell them.

One day, he caught a huge fish. It had silver scales that glittered in the sunlight, blood-red fins and a golden crown. It was so beautiful that Li stood,

amazed, staring at the fish as it thrashed about in the net. Suddenly Li felt guilty. It was so beautiful, and surely it must have a family...

So, he scooped it up out of the net and set it free. Li stood watching as the fish swam out to sea. Then, to his amazement, it turned and spoke to him.

"Li, you have saved the King of the Fishes. I grant you one wish. When the moon is high in the sky, come back here and tell me your heart's desire." With a flick of his fin, the King of the Fishes was gone.

Immediately, Li hurried home, wondering what on earth he should wish for. There were so many things that his family needed. First, he asked his elderly father. "Father, if you had one wish, what would it be?" There was a silence and then his father spoke, "Why son, I would wish for new eyes, for I am blind and will never see again."

Next, he asked his mother. "Mother, if you had one wish, what would it be?" His mother thought for a minute and then said, "Why son, I would wish for money, for the roof needs mending and the winter winds whip through the house and make my bones shiver so."

Finally, he asked his beautiful wife. "Wife, if you had one wish, what would it be?" There was a silence and then his wife whispered, "Why Li, I would wish for a baby, for who will care for us when we are old? Yes, nothing would be more precious than a child."

Poor Li could not make up his mind - they needed the money certainly, but his father was blind and that was a terrible thing. However, he also knew that a child would bring joy to them all. All evening, Li paced up and down trying to decide what the wish should be.

Suddenly, he stopped pacing and grinned. Yes, he had it! He rushed out of the house, through the forest and down to the sea. The moon was high in the sky and so it was time to talk to the King of the Fishes. Li ran down onto the rocks and stood there with the foam crashing about him. He could see the moon's reflection on the waves, and then came the King of the Fishes.

"What do you wish for Li?" called the King in a high, silvery voice.

"I wish for my father to see our son in a cradle made of gold," shouted Li. There was a silence and the great fish disappeared. The waves stilled and Li could see the stars like silvery freckles in the dark night sky. Then out of the darkness he heard a noise, drifting down through the forest. It was a baby crying...

# Spellings!



- ★ Here is your spelling list.
- ★ Practise the words so that you know how to spell them and then copy them correctly into the sentences.
- ★ There are some ideas for practising spellings below. You may need extra paper and something to write with.

✓ precious	whip	reflection
decide	caught	thought

## Ideas to practise spellings:

- ★ Write each word and underline or circle the tricky bit. How will you remember it?
- ★ Speed write – how many times can you write the words in one minute?
- ★ Find a friend or a grown up and play hangman.
- ★ Say the word as it is spelt, not as it sounds. For example, for 'whip' you could say 'w-Hip' to remind you that there is a silent 'h'.

## Put the correct word in these sentences:

1. Julia was upset that the thief had stolen her precious painting.
2. Luckily, the police \_\_\_\_\_ the thief red-handed.
3. The courts must \_\_\_\_\_ what the thief's punishment should be.
4. In Victorian times, the thief may have been hit with a \_\_\_\_\_.
5. Unfortunately for the thief, the courts \_\_\_\_\_ that he should be sentenced to time in prison.
6. In prison, the thief had time for \_\_\_\_\_ and decided to change his ways in the future.

## Grammar



- ★ Let's work on our sentences!
- ★ You will need a piece of paper or a note pad, and something to write with, or a computer.

### The Substitution Game

- a) In this sentence from *The King of the Fishes*, the writer has picked three parts of the fish to describe in detail.

It had silver scales that glittered in the sunlight, blood-red fins and a golden crown.

- b) The nouns have adjectives before them.

The writer has added extra detail about the scales by using *that* to add on a relative clause: 'that glittered in the sunlight'.



- c) Can you see that my sentence is the same but it is about a lion? I am substituting the words in the sentence for new ones. Don't forget your comma!

It had giant paws that thundered across the earth, sandy fur and a fearsome roar.

- d) Make up your own sentences by substituting! You can use the pictures below for some ideas



## Grammar



- ★ Let's do a little bit more!
- ★ You will need a piece of paper or a note pad, and something to write with, or a computer.

### Similar or different?

- a) The writer of our story uses 'fronted adverbials' to tell the reader where, when or how something is happening. Two examples:

Immediately, Li hurried home, wondering what on earth he should wish for.

Suddenly, he stopped pacing and grinned.

- b) These fronted adverbials – *immediately* and *suddenly* – have a similar meaning: 'to do something very fast, without waiting.' 'Suddenly' also makes the reader feel as though it has been a surprise; something unexpected.

- c) Sort the words below. Are they similar to the meaning of 'immediately' or are they more like 'slowly'? Write them under the word they are most similar to, or in the middle if you're not sure!

- d) Practise them in sentences of your own.

*Leisurely,*    *Steadily,*    *Straight away,*    *All at once,*  
*Suddenly,*    *Bit by bit,*    *As quick as flash,*    *Gradually,*

Immediately,

Suddenly,

Slowly,

# MATHS

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It's Challenge of the Week today on BBC Bitesize.

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

Don't forget our TTRockstars challenge from Year 2.

# **OTHER SUBJECTS**

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This afternoon is the next instalment of Ask Mr Norrie at 2pm, follow the link below to watch

[https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_Mj dj Mj Iw OGYt O WFi MC000DU2LTg5ZDYtYjQ1N2M1MDQ4MjQx%40thread.v2/0?context=%7b%22Tid%22%3a%22a091745a-b7d8-4d7a-b2a6-1359053d4510%22%2c%22Oid%22%3a%22a7c6a692-8a0a-4bb6-ab30-458190ad12d9%22%2c%22IsBroadcastMeeting%22%3a true%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_Mj dj Mj Iw OGYt O WFi MC000DU2LTg5ZDYtYjQ1N2M1MDQ4MjQx%40thread.v2/0?context=%7b%22Tid%22%3a%22a091745a-b7d8-4d7a-b2a6-1359053d4510%22%2c%22Oid%22%3a%22a7c6a692-8a0a-4bb6-ab30-458190ad12d9%22%2c%22IsBroadcastMeeting%22%3a true%7d)

## **What is World Environment Day?**

World Environment Day (WED) is an international day of environmental awareness and action that happens on 5th June each year.

Started in 1974 by the United Nations, each year WED is hosted in a different country, with events focusing on a central theme. World Environment Day 2020 is being held in Colombia, with Biodiversity as the central theme.

## **Who takes part in World Environment Day?**

Ever since its creation, the United Nations has emphasised that WED should be seen as the "people's day" for doing something to take care of the Earth, whether that be something as small as picking up litter or planting a few flowers, or organising a more large-scale event in a local school or community like a clean-up campaign, a tree-planting drive, or a recycling drive.

# World Environment

c l i m a t e d w x a e  
o q c x a f t f s n v n  
n s a n c t u a r y x v  
s a b y i o j s x n w i  
e a r e u s e v b a r r  
r w e i u c b d s t i o  
v q d t e m n k o u o n  
a g u o u t d o o r s m  
t b c b k o p d r e r e  
i r e c y c l e v o e n  
o r e n e w a b l e h t  
n r e s e r v e k b j l



climate  
environment  
outdoors  
nature

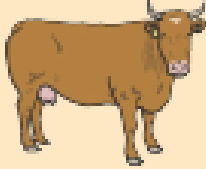


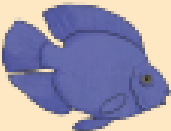

reserve  
recycle  
sanctuary  
conservation






renewable  
reduce  
reuse

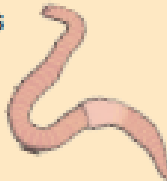





How many of each animal group can you find? Use the internet or books to research or discuss with your family and see how many different animals you can find for each group.

Why not use it as a spotter guide when you go out for walks over the weekend, what lives around our area?

Animal Group	Examples	Number Found
Mammals 	cows, humans and bears	
Amphibians 	salamanders, frogs and newts	
Reptiles 	turtles, crocodiles and snakes	
Fish 	salmon, sharks and trout	
Birds 	owls, robins and seagulls	

Animal Group	Examples	Number Found
insects 	beetles, caterpillars and grasshoppers	
arthropod 	spiders, bees and moths	
crustaceans 	woodlice, shrimp and crabs	
molluscs 	octopuses, squids and snails	
arachnids 	spiders and scorpions	

Animal Group	Examples	Number Found
annelids 	worms	
gastropods 	slugs and snails	
invertebrates 	ladybirds, bees and squids	
vertebrates 	frogs, dogs and sharks	

What was the type of animal you found the most of?

What type of animal did you find the fewest of?