



You can use your journal/exercise book we sent home to put any of the activities in here.

Some EXT's have been included in certain lessons -these are optional to deepen understanding.

Day 1

Phonics	RWI – Unit 9 suffix – 'ion'. Task: How many words can you think of that the suffix 'ion' can be added to? e.g. = invent +ion Jot the words down in your journal and find out their meaning.
Reading	The Language of Cat https://www.poetrybyheart.org.uk/poems/the-language-of-cat/ Resource 1 – A copy of the poem and all weekly tasks attached. Task: Read the poem – text mark the poem – what is it telling us? What does it make us think? Spot unfamiliar words and research meaning. EXT – write sentences containing your new words.
Writing	Text – The Stone Trolls – by Dean Thompson Resource 2 – A copy of the text and all resources needed for this week. Task: Begin by reading the back-ground information (pg 3-4) Using a mind map, note down what you have learnt so far about Iceland and trolls. Using the image of the green troll- write a paragraph to describe his appearance. Remember to make it interesting! Make powerful word choices. EXT – Edits - can you start your sentences in different ways?

Maths	White Rose Maths Summer Term Week 3 / Lesson 1 – Unit and Non-Unit Fractions. https://whiterosemaths.com/homelearning/year-3/ (Please ignore the dates online)
Science	Why are bees attracted to flowers? https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/zx4ktv4 Task: Can you create a poster to explain why Bees are so helpful? Think about the job's bees do! The above video gives you lots of reasons!

Day 2

Phonics	Sound buttons. Task: Use the words you found yesterday and add the sound buttons to them. e.g collection Write 5 sentences using these words.
Reading	Re-read - The Language of Cat. Task: Complete the visualisation table. Read each verse and draw the images that pop into your mind. EXT – Label your pictures using the vocabulary from the poem that inspired them.
Writing	Begin by reading the story The Stone Trolls. (pg 5-6) Make sure you read the glossary. Task: Complete What do the words mean? (page 7) EXT – Can you use any of these new words in interesting sentences?
Maths	White Rose Maths Summer Term Week 3 / Lesson 2 – Making the whole. https://whiterosemaths.com/homelearning/year-3/ (Please ignore the dates online)

PSHE	Sun Awareness Week Resource 3 -Choose one of the challenges from this week's theme 'sun awareness week'
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Day 3

Phonics	Task: Read these year 3 and 4 words. Write them down, look at the, cover them, write them again and check them. Circle Complete Consider Continue Decide Describe Different Difficult Disappear Early
Reading	Task: Complete Questions 1, 2 and 3. For question 3, you need to be using evidence from the poem.
Writing	The Stone Trolls. (pg 5-6) Task: Play the adjectives game (pg 11-13) Complete the 3 challenges – thesaurus work, using commas and then finish by writing a paragraph using all of the words and phrases gathered in the challenges. EXT – Complete story review (pg 8)
Maths	White Rose Maths Summer Term Week 3 / Lesson 3 – Tenths. https://whiterosemaths.com/homelearning/year-3/ (Please ignore the dates online)

Geography	<p>In English, we have been thinking about Iceland – Can you create a fact file on this country?</p> <p>Use what you have already learnt and maybe see what else you can find out!</p> <p>https://www.coolkidfacts.com/iceland-facts/</p> <p>Include key facts such as:</p> <ul style="list-style-type: none"> • Continent • Language • Capital city • Population • Currency
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Day 4

Phonics	<p>Fortune Teller</p> <p>Task: Follow the instructions on the video. Make a fortune teller and write the words from this week on it.</p> <p>Now have fun and play with someone at home.</p> <p>https://www.youtube.com/watch?v=SAhillTxUYA</p>
Reading	<p>Text: The Language of Cat.</p> <p>Task: Complete questions 4 and 5.</p> <p>Make sure these answers are developed and reasons and evidence are used.</p>
Writing	<p>The Stone Trolls. (pg 5-6) Reread when needed.</p> <p>Task: Prepositions game (pg 15-16)</p> <p>Complete the writing challenges- sentence development.</p> <p>EXT – Complete reading quiz (page 9)</p>
Maths	<p>White Rose Maths</p> <p>Summer Term</p> <p>Week 3 / Lesson 4 – Counting in tenths.</p> <p>https://whiterosemaths.com/homelearning/year-3/</p> <p>(Please ignore the dates online)</p>

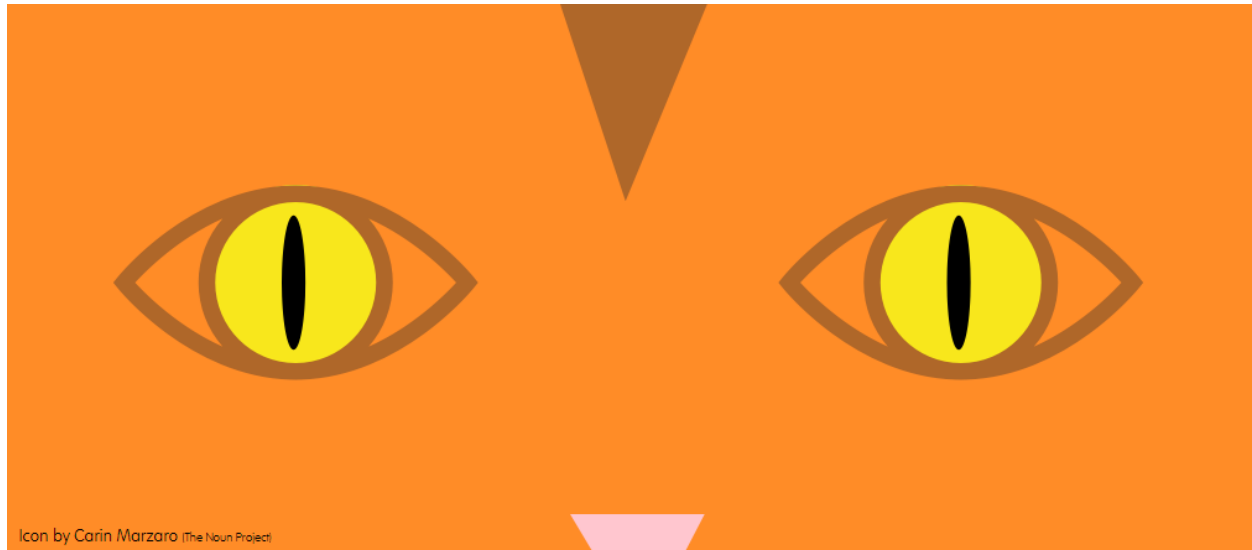
RE	What is Ramadan? https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2bdm Use this clip and information to learn about Ramadan. Can you make notes and put together an informative sheet you could share with a friend?
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Day 5

Phonics	Quiz Task: Get an adult, to say 10 words from this week and you will write them down. How many can you spell correctly? EXT – Can you write a short story including as many of the 10 words as possible? Remember your punctuation.
Reading	Text: The Language of Cat. Task: Write another verse. The first line is... <i>Teach me how to catch mice...</i> Think about the skills a cat would need and try follow the format of the other verses. EXT – Perform the poem to a family member and include your new verse!
Writing	The Stone Trolls. (pg 5-6) Reread when needed. Task: Create a Story map for the Stone Trolls. Draw pictures to show the events of the story. Remember you can add key words and adjectives. EXT – Use this map to retell this story to an adult.
Maths	White Rose Maths Summer Term Week 3 / Lesson 4 – Tenths as decimals. https://whiterosemaths.com/homelearning/year-3/ (Please ignore the dates online)
French	https://www.youtube.com/watch?v=l6Vm6cxoeug French fruits – watch the clip and learn the French words. Task: Draw pictures of the fruits and write the French word next to each item.

Don't forget.....Our science blog gives some brilliant things to try at home <https://grpsscienceblog.wordpress.com>

Resource 1 - Teach me the Language of Cat



Teach me the language of Cat;
the slow-motion blink, that crystal stare,
a tight-lipped purr and a wide-mouthed hiss.
Let me walk with a saunter, nose in the air.

Teach my ears the way to ignore
names that I'm called. May they only twitch
to the distant shake of a boxful of biscuits,
the clink of a fork on a china dish.

Teach me that vanishing trick
where dents in cushions appear, and I'm missed.
Show me the high-wire trip along fences
to hideaway places. that no-one but me knows exist.

Don't teach me Dog,
all eager to please, that slobbers, yaps and begs for a pat,
that sits when told by its owner, that's led on a lead.
No, not that. Teach me the language of Cat.

The Language of Cat

by Rachel Rooney

Weekly Tasks

Monday – Text Mark and pick our unfamiliar words. Can you use a dictionary to discover the meanings?

EXT – write these words into sentences.

Tuesday – In the boxes below, draw one image or images that pops into your head when you read each verse.

EXT – Add labels to explain your drawings.

Verse 1	Verse 2

Wednesday

Q1 – What does the cat eat his/her food from?

Q2- What sounds does the cat make?

Q3 – If we didn't know the title, what clues do we have that this poem is about cats?

Use information from the poem to support your ideas.

Thursday

Q4 – Do you think the cat in this poem likes dogs?

Reread the poem carefully and spend around 10 minutes thinking and developing your answer. Aim for a paragraph and use the text to support your thoughts and ideas. Remember to reason and try to use the words because.

Q5 – Do you like the poem? Explain your ideas and give reasons.

Friday

Could you write a new verse? Below is your first line. Think about what this verse might include, how do cats catch mice? What skills do they need?

Refer back to the poem to get an idea of how to set this verse out.

Teach me how to catch mice...

EXT – Now you have added your own verse, can you perform this poem to your family members?

Introduction : Background information to the story



There are many tales about the legendary troll that have been told and retold for centuries. Trolls are often thought to be very large, ugly creatures, like giants or ogres, that live in the mountains and are dangerous to human beings. But are all trolls like this? On a trip to a country called Iceland, I found some great stories about Icelandic trolls. I discovered that there are some terrible trolls but there are also some that are peaceful, friendly and helpful.



Where is Iceland?

Iceland is an island in the very north of the Atlantic Ocean just below the Arctic Circle, between Canada and Norway. It has many large mountains, live volcanoes, amazing waterfalls and beaches made of black sand from volcanic lava. It also has lots and lots of glaciers and ice, plus masses of moss but very few trees!



In Iceland, stories about trolls have been told to explain some of the many interesting rock shapes that can be found all over the island.



The story in this pack has been inspired by a traditional Icelandic folktale. The names have been simplified to make it easier for you to read because the Icelandic alphabet is a bit different from ours. The story explains how some amazing rocks called 'sea stacks' were created. This story has been told many, many times over the years.

Before we read the story, let's make sure we know some of the technical words.

Glossary

volcano: a mountain, usually shaped like a cone, with a large hole in the middle (called a crater), where hot, molten rock (called magma) and hot gas from the centre of the Earth erupts. Volcanoes can cause terrible destruction.



Further Background Information on Volcanoes from BBC Bitesize. Type in the link below to learn more:

www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc

cave: a hole in rocks or mountains big enough for a person (or a troll!) to go into.

three-masted ship: large sailing ship powered by the wind with three masts for the many sails.



Let's now read our story...

You can listen to an audio version of the story here
<https://soundcloud.com/talkforwriting/stone-trolls>

The Stone Trolls

On the southern coast of Iceland, near the small village of Vik, there once lived a band of trolls. They were huge, ugly creatures who were feared by humans and hid away underground in the dark caves of the nearby ice-covered volcano. All trolls knew that if they ever got caught outside in the daylight, they would immediately be turned to stone. So, each night, under the cover of darkness, they would venture outside to hunt and fish.

One stormy night, two mischievous trolls called Skess and Landra perched together on the craggy cliff, watching. Below, the sea bubbled and foamed. Above, the full moon glared down, casting a long shadow across the ebony beach. In the distance, they could hear the low rumble of other trolls, feasting on their hoard of freshly caught fish.

Suddenly, Skess jumped up, pointed at the horizon and roared. "Landra, look, a three-masted ship. I think it's in trouble!" Landra followed his gaze and stared at the magnificent ship, pitching and rolling on the bubbling sea. "Let's wade out and pull it into shore," Skess said, setting off down the beach. Landra frowned as it was already very late and the sun rose earlier and earlier in late spring, but then he jumped down from the cliff and followed close behind.

Slowly, they waded out into the sea until, at long last, they reached the stricken ship. Together they started to haul it towards the distant shore, which was now just a strip of silver moonlight.

For the rest of the night they heaved, and they heaved, and they heaved, but the ship was hefty and the sea was rough. Time passed. The two trolls didn't notice the moon slipping slowly away. Finally, they reached the blackened beach where the sailors quickly clambered to safety.

At that moment, the first glimmer of sunlight appeared. Shocked, Skess and Landra shielded their eyes and then stared at each other in horror. Their mouths widened. Their legs stiffened. Their arms ground to a halt. Their eyes closed. Both trolls and the remains of the ship instantly turned to stone ... forever.

To this day, what remains of the stone trolls and the ship can still be seen just off the coast of Iceland near the small village of Vik.

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Photo by [Bostyslav Savchyn](#) on [Unsplash](#)



The rocks in the distance are actually basalt sea stacks.

Glossary

basalt: volcanic rock. Here it is very dark in colour.

sea stacks: pillars of rock, formed by the wind and the waves. These were once thought to have been arches of rock attached to the nearby cliffs.

These rocks or sea stacks have real Icelandic names:

Skess in the story is actually called *Skessudrangur* in Icelandic.

Landra in the story is actually called *Landdrangur* in Icelandic.

What do the words mean?



★ Re-read *The Stone Trolls* story. All of the words below are in bold in the story. See if you can work out what they mean and jot down your ideas here.

★ If you are stuck, there is a list of similar words below to help you. If you are still stuck, you could ask someone else in your home or use a dictionary or the internet.

Target Word	Definition that fits with the information text
cover of darkness	
venture	
mischievous	
ebony beach	
hoard	
pitching	
wade	
stricken	
hefty	
clambered	
shielded	

Similar Words Help Box

protected
naughty

heavy
plunging

paddle
climbed

catch or supply
wrecked

black risk or dare
at night-time



What did you think about the story?

Tip: Try and use the word because to develop your ideas.

1. What did you like about the story?

I liked the part where ...

because ...

2. What surprised you?

I was surprised when ...

because ...

3. What did the story remind you of?

The story reminded me of ...

because ...

What do think might be the main message of this story?

Underline the answer that you think is the best fit.

Don't sit on the edge of a cliff?

Don't ignore warnings?

Don't go swimming at night-time? Don't stay up all night?



Reading Quiz

★ Let's go back and re-read the story then try and answer these questions.

1. Why do you think these trolls hide in their caves during daylight?

Underline the answer that is the best fit.

Trolls like the dark.

Trolls would be turned to stone.

Trolls would go blind.

Trolls would go swimming.

2. Underline the words that suggest Landra did not really want to go and rescue the ship at first?

Suddenly, Skess jumped up, pointed at the horizon and roared. "Landra, look, a three-masted ship. I think it's in trouble!" Landra followed his gaze and stared at the magnificent ship, pitching and rolling on the bubbling sea. "Let's wade out and pull it into shore," Skess said, setting off down the beach. Landra frowned as it was already very late and the sun rose earlier and earlier in late spring, but then he jumped down from the cliff and followed close behind.

3. Below, the sea *bubbled and foamed*.

What do the words *bubbled* and *foamed* suggest about the sea?

Circle the answer that is the best fit.

The sea was like a fizzy drink.

The sea was boiling.

The sea was very stormy.

The sea was calm and relaxing.

Reading challenge task:

4. Underline the words in this paragraph that tell you that there might be danger ahead? One has been done for you.

One stormy night, two mischievous trolls called Skess and Landra perched together on the craggy cliff, watching. Below, the sea bubbled and foamed. Above, the full moon glared down, casting a long shadow across the ebony beach. In the distance, they could hear the low rumble of the other trolls, feasting on their hoard of freshly caught fish.



The Adjective Game

Adjectives are used to describe **nouns**.

Let's make a list of all the things (**nouns**) you can see in these pictures of Iceland. For example, I can see **rocks** and **clouds** ... what else can you see? Add your **ideas** to the table on the next page.



Now try and think of some interesting **adjectives** to describe the things in the pictures of Iceland.

Remember you can always magpie some of the words in the story to get started!



Writing Tip – try and think about:

- What is the colour?
- What is the size?
- What is the mood (for example, a calm sea or lonely clouds or a terrifying crater)



Now think about using some of the other senses:

- What might it feel like?
- What might it smell like?
- What might it sound like?

For example:

Nouns	Adjectives
1. rocks	grey tall craggy sharp rounded lifeless slimy
2. clouds	white grey wispy thin silver soft
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
15.	

Challenge 1: Now use the **adjectives** you have thought of and have a look in a thesaurus or just type *alternative word for xxxxx* (insert your word here) online to find some other words that are similar. These are called synonyms.

For example: *Rocks could be described as tall.*

When I looked in my thesaurus (a book that gives you alternative words), I found some more alternative words (synonyms) that I could use to describe the rocks.

The rocks could also be described as:

towering soaring giant colossal

Remember to make sure the new words make sense. The trouble is the thesaurus also said another word for tall is lanky. Lanky cannot be used to describe the rocks because lanky is only used to describe someone or some creature that is very thin and has long legs!



Now use some of your best adjectives to fill in the gaps to describe the setting. Read your sentence out loud. Does it work? Does it sound right?

The _____ rocks stood and stared down on
the _____ canyon.

The _____ rocks steamed above the
_____ valley.

Challenge 2: Now try using 2 adjectives with a comma to describe the nouns – make sure both adjectives work, and they are not just saying the same thing!

The _____ , _____ iceberg shimmered
in the _____ lake.

I stared towards the _____ , _____
crater across rocks carpeted in _____ moss .

Challenge 3: Now try writing your own sentences to describe the setting using your best adjectives. Remember to read your sentence out loud first. Also use a capital letter, a full stop and, if you use 2 adjectives, remember the comma!



The Preposition Game

Prepositions are words that tell the reader where things are. They are really useful to help you describe a good setting in your story. For example, in the story:

Below, the sea bubbled and foamed. **Above**, the full moon glared down.

Imagine you are Skess and Landra, sitting, looking and listening.

- What can you see **above** or **below** you?
- What might you hear **above** or **below** you?

Remember you can use the pictures in this workbook to help you.

Now let's try writing some new sentences using your ideas.

Start each of your sentences with the preposition **Below** or **Above**. Remember to use a comma when you start your sentence with a preposition (or a prepositional phrase like, **Above** the beach,). Also finish your sentence with a full stop.

Writing Tip

Try and describe the things you see or hear using some adjectives. For example:

Below, the rolling waves crashed over the rocky beach.

Below, _____.

Above, _____.

Below the cliffs, _____.



Challenge: Now write some additional sentences using some of these prepositions or prepositional phrases at the start of your sentence.

In the distance,

In front,

Behind,

For example:

In the distance, they could hear the low rumble of the other trolls, feasting on their hoard of freshly caught fish.