


Year 3 Literacy Home Learning w/c: 19-10-20

This week's lessons are based on our class text, 'Counting on Katherine'. A video with a reading of this text can be found by clicking on this link:

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

Monday -



<p>Draw on what is already known or on background information and vocabulary provided by the teacher</p> <p>Predict what might happen on the bases of what has been read so far</p> <p>Write narratives about personal experiences and those of others</p> <p>Plan or say aloud what is going to be written about</p> <p>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>→ Use expanded noun phrases to describe and specify</p> <p>Use present and past tenses correctly and consistently including the progressive form</p>	<p>Read the next two pages, from 'Apollo 13 launched...' to 'Houston, we've had a problem.'</p> <p>Give pupils a picture of the exploding rocket and ask them to describe what they can see. Pupils write their ideas on post it notes and expand into noun phrases as they did in session 2, recapping that we can add description before or after the noun.</p> <p>e.g. <i>flying debris</i> <i>a yellow flash as bright as the sun</i> <i>thousands of pieces of shrapnel</i> <i>a trickle of fuel</i></p> <p>Ask pupils to do the same again but now focusing on what the astronauts could hear and feel.</p> <p>e.g. <i>a deafening boom</i> <i>a sudden lurch</i></p> <p>Model how to turn these phrases into a description of the exploding rocket. Draw attention to the way the description should be in the past tense, with the progressive weaved in. Encourage pupils to use the Y2 common exception words and words from the developing vocabulary bank in their own writing.</p> <p>e.g. <i>A sudden blast from the left wing made the spaceship shake. It spiralled off the flight path before lurching to a halt. The terrified astronauts saw an explosion of yellow, as bright as the sun, from their tiny window. Thousands of pieces of shrapnel were flying from their rocket in many directions. The three fathers looked at each other, sensing the grave peril they were in.</i></p> <p> Pupils write a description of the explosion.</p> <p>Give pupils time to evaluate their writing, edit and proofread , ensuring they have included the <i>Mastery keys</i>.</p>
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Children can write this on lined paper or print and use the sheet below.

Tuesday - The 'More about Katherine' pages mentioned in this lesson can be found posted separately on Dojo.

<p>Session 10:</p> <p>Articulate and justify answers</p>	<p>Read to the end of the book, including the 'More about Katherine' section at the back.</p> <p>Create a timeline of Katherine's life by looking through the book again and deciding on the pivotal moments (e.g. <i>date born, starting school, moving to a new house age 10, leaving high school, first job, job at Langley, etc</i>). Ask pupils to retrieve key information from the text and infer other facts (e.g. <i>born 1918, moved to a new house age ten which</i></p>
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<p>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Explain and discuss understanding of books, poems and other material</p> <p>Write narratives about personal experiences and those of others (real or fictional)</p> <p>Write for different purposes</p> <p>Plan or say aloud what is going to be written about</p>	<p><i>must be 1928</i>). Align these with the dates of the Space Race where possible to show how her life was impacted by this point in history.</p> <p>Pupils consider what Katherine needed to succeed. Suggestions could include:</p> <ul style="list-style-type: none"> • support from her family • hard work • resilience • a dream/ clear goal • a positive attitude • the right skills • belief in herself <p><i>Could anyone achieve what she achieved?</i> <i>What does it mean to be 'a star'?</i> Discuss and debate. Encourage pupils to use subordinating conjunctions to justify responses. e.g. <i>I think anyone can achieve anything if they work hard enough.</i> <i>You need people to support you because it is always a team effort.</i></p> <p>Pupils use contraction cards from session 6 to come up with a sentence about the impact of the story on them. Pupils write a sentence and add to the working wall or class display. e.g. <i>I've learnt that you can achieve your goal if you refuse to give up.</i> <i>I'm amazed by this woman's achievements when so much was against her.</i> <i>She's incredible. I'd love to have that impact on the world.</i> <i>It'll inspire a lot of people.</i></p> <p>Pupils imagine they are Katherine Johnson herself. <i>What would your message be to young children with a dream, particularly those facing barriers such as race, class, financial hardship or gender?</i></p> <p>Model the start of an open letter from Katherine to people who have read her book or to her former students. Consider how she overcame those barriers and how she could encourage others to do the same. Choose three things people need to achieve their dream from the ideas discussed and show how to use conjunctions to explain. Also draw attention to the use of words from the word list.</p>
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couldn't	she's
shouldn't	I've
wouldn't	I'll
isn't	I won't
hasn't	I'm
haven't	they're
doesn't	we're
wasn't	I'd
won't	you've
cannot	

Session 6

could not	she has
should not	I have
would not	I will
is not	I will not
has not	I am
have not	they are
does not	we are
was not	I will not
will not	I had
cannot	you have

Write down ideas, key words, new vocabulary

→ Use subordination (using when, if, that, or because) and co-ordination (using and, or, but)

Use apostrophes for contracted forms

e.g.


Why she writes to you	Things you need 1	Things you need 2	Things you need 3	Final message
<i>to say keep believing</i>	<i>education</i>	<i>love and support</i>	<i>bravery</i>	<i>make the most of your life</i>

Dear inspired one,

I am writing to you to let you know that nothing is impossible. Once upon a time I looked up at the stars and dared to dream. Few people like me took the path I took in life. I want you to know that any dream can be yours if you keep believing.

Firstly, I believe that education should be for everyone. Fight for it. Value it. Demand to keep hold of it if someone tries to take it from you. Your education is your greatest tool because what it teaches you can take you anywhere.

Wednesday -

<p>Session 11:</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Read non-fiction books that are structured in different ways</p> <p>Explain and discuss understanding of books, poems and other material</p>	<p>Investigate a model non-chronological report/biography fact-file about Usain Bolt. ↳ Ensure clarity of <i>Feature keys</i> through discussion.</p> <p>Share with pupils the model fact-file describing Usain Bolt's life and the modern-day Olympic Games. Pupils highlight mastery keys which have been addressed in the unit.</p> <p>Once pupils have completed this, look at the feature keys and unpick elements which can be found in the fact-file:</p> <ul style="list-style-type: none"> • <i>Is there any specific vocabulary e.g. Olympic, and some technical vocabulary e.g. medallist?</i> • <i>Are there facts pulled from research?</i> • <i>Is there clear and precise description?</i> • <i>Which layout features have been used? e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams, bullet points</i> <p>As a class, discuss how Usain's life has been organised for the fact-file.</p> <p> Pupils highlight the mastery keys within the text and make notes on how the <i>Feature keys</i> have been used.</p>
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Look for these Mastery Keys in the text below about Usain Bolt and highlight them. You may use a different colour for each Mastery Key.

↳ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co-ordination (using and, or, but) • Use expanded noun phrases to describe and specify • Use apostrophes for contracted forms 	<p>Information:</p> <ul style="list-style-type: none"> • Use specific vocabulary e.g. <i>Olympic</i>, and some technical vocabulary e.g. <i>medallist</i> • Use facts from research • Write with clear and precise description • Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams

Discuss how the Feature

Keys have been used.

TIMELINE OF THE OLYMPIC GAMES

1896	1900	1904	1916	1936	1972	2000	2012	2020
First modern Olympic Games	Women first took part in the Games	Gold, silver and bronze medals first awarded	Games cancelled due to the First World War	Jesse Owens won 4 gold medals in one Games	Swimmer Mark Spitz set 7 world records	Millenium Games were held in Sydney, Australia	London hosted the Olympics for the third time	Tokyo Games postponed due to Covid-19

USAIN BOLT

HOW HAS HE OVERCOME DIFFICULTIES IN HIS LIFE?

Usain Bolt doesn't look like a typical sprinter. He's taller and heavier than his peers. Many believed this would hold him back. Doctors told him he had scoliosis when he was a child. This meant his spine was curving in places it shouldn't have done. This caused him repeated injuries and led to many setbacks. His coach helped him to build his core strength and with a lot of hard work he's not troubled by it any longer.

WHY IS USAIN BOLT FAMOUS?

Usain St Leo Bolt is a Jamaican sprinter and the fastest human alive. Many people believe he is the greatest sprinter of all time. He's the world-record holder in the 100 metres, 200 metres and 100 metres relay. He earned the nickname 'Lightning Bolt' after he won eight Olympic gold medals at three Olympic Games in a row in 2008, 2012 and 2016. He always looks like he is having a great time.

WHAT WAS HIS LIFE LIKE AS A CHILD?

Bolt lived in the small town of Sherwood Content in Jamaica before he was famous. It was a rural town with little electricity or running water. Usain's family weren't wealthy and he helped his parents run their grocery shop. He was the fastest 100-metre runner in his school by the age of twelve. In 2002 Bolt represented Jamaica and won the 200 metres. This made him the youngest world-junior gold medalist ever. He claims he was so nervous he even put his shoes on the wrong feet. Thankfully, he realised before the race began.

"Worrying gets you nowhere. If you turn up worrying about how you're going to perform, you've already lost. Train hard, turn up, run your best and the rest will take care of itself."

HOW HAS HE INSPIRED OTHERS?

Usain Bolt has achieved more than any other sprinter but he has also charmed the world. The crowd love him because he loves them right back. His laps of honour are endless so that everyone can enjoy his success with him. He seems to have time for people and he believes in the importance of manners. Is there any wonder the world loves the 'Lightning Bolt'?

MY QUESTION

WHEN DID YOU REALISE HOW GOOD YOU ARE?

1st August 1986

May 1999

June 2002

August 2004

May 2008

August 2008

August 2009

August 2012

August 2016

Born in Jamaica	Won local church race	Won first international gold medal	Joined Jamaican Olympic team	Broke 100m world record - 9.72 seconds	Won 100m and 200m gold in Beijing	Broke his own 100m record - 9.58s	Wins three Olympic gold in London	Wins three Olympic gold in Rio
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Thursday -

<p>Session 12:</p> <p>Listen and respond</p> <p>Discuss the sequence of events in books and how items of information are related</p>	<p>Recap the structure of the 'Usain Bolt fact-file' from the previous session.</p> <p>Discuss how to organise a similar fact-file using the information the pupils have learnt about Katherine Johnson and the Space Race. Explain to the pupils that we can keep the sub-headings the same as the model as they still fit with Katherine's experiences (see resources for template).</p>
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<p>Plan or say aloud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p>	<p>Model how to pull key facts together under each sub-heading using bullets points. Draw on discussions, sources and information from elsewhere in the unit.</p> <p>Plan the four paragraphs as a class using key words.</p> <div style="background-color: #27ae60; color: white; padding: 5px; text-align: center;"> <p>Pupils plan a fact-file about Katherine Johnson and the Space Race.</p> </div>
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Template below for ideas. Plan out fact file on plain / lined paper.

Question 1
Why is Katherine Johnson famous?

Question 2
What was her life like as a child?

Question 3
How has she overcome difficulties in her life?

Question 4
How has she inspired others?

Friday - morning and afternoon session

<p>Session 13 & 14:</p> <p>Write about real events</p> <p>Write for different purposes</p> <p>Plan or say aloud what is going to be written about</p> <p>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>➔ Apply all <i>Mastery</i> and <i>Gateway</i> keys</p>	<p>Pupils write over several days.</p> <p>Pupils write their fact-file about Katherine Johnson and the Space Race.</p> <p>Model sections of the writing over several days. Create some sections using shared writing for groups as appropriate.</p> <p>It is important to model and give sufficient time for pupils to edit and proof-read during each writing session. They should also read their work to check that the Gateway and Mastery keys have been applied accurately:</p> <p><i>Gateway keys:</i></p> <ul style="list-style-type: none"> • Combine words to make sentences • Join words and clauses using <i>and</i> • Sequence sentences to form short narratives • Punctuate sentences using a capital letter and full stop <p><i>Mastery keys:</i></p> <p>➔</p> <ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form • Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>and, or, but</i>) • Use expanded noun phrases to describe and specify • Use apostrophes for contracted forms
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<p>Session 15:</p> <p>Make simple additions, revisions and corrections</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proof-read to check for errors in</p>	<p><i>Check</i></p> <p><i>When the fact-file is finished, give pupils the opportunity to reflect and evaluate their writing. Focus on the Mastery keys.</i></p> <p>➔</p> <p><i>Have they used present and past tenses correctly and consistently including the progressive form?</i></p> <p><i>Can they use subordination (using when, if, that, or because) and co-ordination (using and, or, but)?</i></p> <p><i>Are they using expanded noun phrases to describe and specify?</i></p> <p><i>Have they used punctuation correctly including apostrophes for contracted forms?</i></p> <p><i>Allow time for pupils to make revisions and corrections. Pupils use a partner to support with this.</i></p>
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