



**Birches First School**  
Believe, Grow, Succeed



## School Closure Home Learning

### Year 3 Daily Tasks

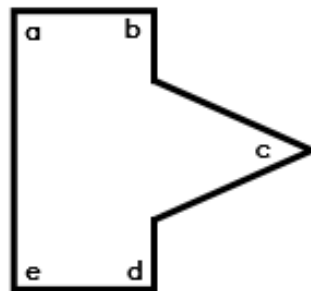
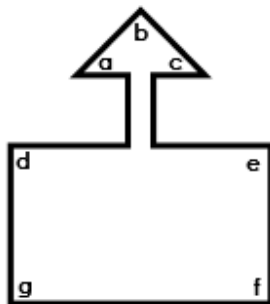
Date: 9.6.20

### Maths

1. Label each of these angles as either obtuse, acute or right angle.



2. Label the angles in these shapes.

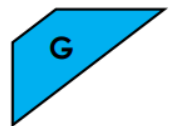
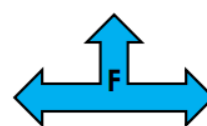
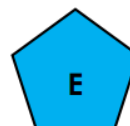
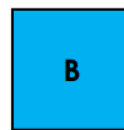
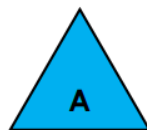


3. Has the minute hand moved through an acute, obtuse or right angle to get to its new position?



Bonus Challenge:

Using your knowledge of angles, sort these shapes into different groups. It's up to you how you group them.



# English

## Poetry

### A Sea Creature Ate our Teacher

Brian Moses

Our teacher said that it's always good  
to have an inquisitive mind,  
then he told us, 'Go check the rock pools,  
let's see what the tide's left behind.'

The muscles on his arm were bulging  
as he pushed rocks out of the way  
'Identify what you see,' he called  
'Note it down in your book straight away.'

It was just as he spoke when we smelt it,  
A stench, like something rotten,  
A wobbling mass of wet black skin  
Like something time had forgotten.

In front of us, snaking up from the pool,  
was a hideous slime-soaked creature  
with a huge black hole of a mouth  
that vacuumed up our teacher.

I didn't actually see him go,  
I was looking away at the time,  
but I saw two legs sticking out  
and trainers covered in slime.

But our teacher must have given this creature  
such chronic indigestion.  
It found out soon that to try and digest him  
was simply out of the question.

It gave an almighty lunge of its neck  
and spat our teacher out.  
He was spread with the most revolting goo  
and staggering about.

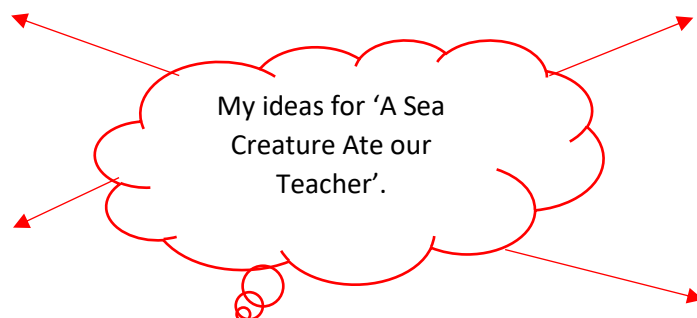
None of us moved to help him  
as he wiped the gunge from his head.  
We looked at each other and smirked.  
'That'll teach *him* a lesson,' we said!

Can you find all the rhyming word pairs in the poem?

Make a note of what happens in each stanza of the poem in the grid below. Some have been filled in for you:

<b>Stanza 1</b> Teacher take children to a supermarket Tells children to see what is being sold	<b>Stanza 5</b> Teacher disappears into monster (add some description here)
<b>Stanza 2</b> Teacher moves aside cat food and tells children to identify any items.	<b>Stanza 6</b> Problem:
<b>Stanza 3</b> Smell Monster (add some description here)	<b>Stanza 7</b> How Teacher reappears:
<b>Stanza 4</b> Monster appears and eats Teacher (powerful verbs)	<b>Stanza 8</b> No-one helps, children smirk

Mind map your own ideas for a class trip where your teacher could get eaten. Think about what you want your sea creature to look like and give it lots of description.



# Reading

## The Fisherman



*The fisherman goes out at dawn  
When every one's abed,  
And from the bottom of the sea  
Draws up his daily bread.*

*His life is strange; half on the shore  
And half upon the sea --  
Not quite a fish, and yet not quite  
The same as you and me.*

*The fisherman has curious eyes;  
They make you feel so queer,  
As if they had seen many things  
Of wonder and of fear.*

*They're like the sea on foggy days, --  
Not gray, nor yet quite blue;  
They 're like the wondrous tales he tells  
Not quite -- yet maybe -- true.*

*He knows so much of boats and tides,  
Of winds and clouds and sky!  
But when I tell of city things,  
He sniffs and shuts one eye!*

1. 'The fisherman has curious eyes...' Circle the word which is opposite in meaning to 'curious'.

**disinterested**

**strange**

**bizarre**

**weird**

2. What might this character have been thinking and feeling in the first stanza?
3. Why do you think his 'tales' are described as 'Not quite – yet maybe – true.'?
4. What five things does the fisherman know so much of?