



# Year 3 Home Learning



Well done for all your hard work last week!





We will be welcoming you all to upload 1 piece of work a week onto 'Showbie'. This piece of work will have the 'Showbie' icon

Mrs Brown/Miss Jones and Miss Loane will be able to give you feedback.

Watch out for the daily videos and challenges too!

Remember we have added a green 'Why not try?' task. If you find the task above a little too challenging, complete the green 'Why not try?' task instead.

We understand that in these difficult times everybody is juggling work, school and home life, please use this home learning plan as a guide rather than a strict timetable, the children's well-being is the most important thing and we do not want them to be worrying about their home learning tasks. Daily reading with your child remains hugely beneficial. We will be uploading a list of websites that you may also want to use.

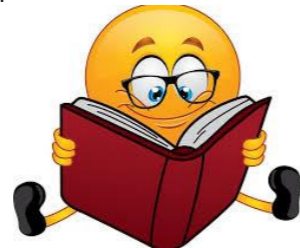
27.04.2020	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9:00 Live Joe Wick's PE class</b>					
<p><b>English</b></p> <p>This week we will be looking at the information text <b>The Truth About Trolls</b> By Dean Thompson</p> 	<p>Write an alphabetic list of words related to a troll. These could be adjectives, nouns, verbs or adverbs. A- aggressive B – bravely C – cunning D – dashed</p> <p>Read through pages 3, 4, 5 and 6 of 'The Truth About Trolls'</p> <p>Look at Page 7 – Write a definition for each word.</p> <p>Remember to use your TIPS, before looking in a dictionary, if you are unsure.</p> <div style="background-color: #90EE90; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>TIPS</b></p> <ul style="list-style-type: none"> <li>- sound it out</li> <li>- read on</li> <li>- reread the sentence</li> <li>- I think it means</li> <li>- It looks like?</li> </ul> </div> <p><b>Why not try?</b> Discuss the meaning of each word with an adult and draw a picture to show what each word means.</p>	<p>Ask an adult to place 10 different objects in a bag. Place your hand in the bag and describe what it feels like. (Example: It was 8 <u>pointy</u> edges and <u>smooth</u> edges) Can they guess what item you are describing?</p> <p>Read or/and listen to the text 'The Truth About Trolls' (<a href="https://soundcloud.com/talkforwriting/trolls">https://soundcloud.com/talkforwriting/trolls</a>) on page 4 and 5.</p> <p>Look at the document 'Adjectives to describe appearance' Pick words from each body part that you could use to describe a troll.</p> <p>Work through page 8 and 9, completing the tasks as you go.</p> <p><b>Why not try?</b> Can you draw a troll and label the body parts using an adjective?</p> <ul style="list-style-type: none"> <li>_____ nose</li> <li>_____ horns</li> <li>_____ ears</li> <li>_____ hands</li> <li>_____ hair</li> <li>_____ legs</li> <li>_____ arms</li> <li>_____ teeth</li> </ul>	<p>How many adverbs can you think of that describe a troll's actions?</p> <div style="text-align: center;"> </div> <p>Read or/and listen to the text 'The Truth About Trolls' (<a href="https://soundcloud.com/talkforwriting/trolls">https://soundcloud.com/talkforwriting/trolls</a>) on page 4 and 5.</p> <p>Work through page 10, 11 and 12 completing the tasks as you go.</p> <p><b>Why not try?</b> Write a sentence for each of the topics below to describe how a troll would complete the action.</p> <ul style="list-style-type: none"> <li>• Eating</li> <li>• Walking</li> <li>• Running</li> <li>• Washing</li> <li>• Talking</li> <li>• Looking</li> </ul> <p><b>Example</b> Running - The ugly troll <b>quickly</b> sprinted towards his peaceful cave.</p>	<p>In one minute, how many adjectives can you write down to describe a troll?</p> <p>Read or/and listen to the text 'The Truth About Trolls' (<a href="https://soundcloud.com/talkforwriting/trolls">https://soundcloud.com/talkforwriting/trolls</a>) on page 4 and 5.</p> <p>Work through page 13.</p> <p>Complete 5 sentences dropping in 5 different 'who' phrases.</p> <p>One troll, <u>                    </u>, lived under a wooden bridge.</p> <p>Read page 14 and choose 3 new subheadings that you could include in your information text about trolls tomorrow.</p> <p><b>Why not try?</b> Write 2 sentences dropping in 2 different 'who' phrases.</p> <p>One troll, <u>                    </u>, lived under a wooden bridge.</p> <p>Ask an adult to read page 14 and choose 1 new subheading you could include in your information text about trolls tomorrow.</p>	<p>Read or/and listen to the text 'The Truth About Trolls' (<a href="https://soundcloud.com/talkforwriting/trolls">https://soundcloud.com/talkforwriting/trolls</a>) on page 4 and 5.</p> <div style="text-align: center;">  </div> <p>Today you are going to write your own information text about trolls. Remember to use the modelled information text 'The Truth About Trolls' to help you.</p> <p><b>The structure of your text should be:</b></p> <ul style="list-style-type: none"> <li>• Heading (Title)</li> <li>• Introduction to get the reader interested in trolls</li> <li>• Subheading 1</li> <li>• Subheading 2</li> <li>• Subheading 3</li> </ul> <p><i>(These can be the subheadings you chose yesterday or the ones modelled in the text. You may want to write a longer information text so more subheadings could be chosen)</i></p> <ul style="list-style-type: none"> <li>• Did you know? Keep your best fact until the end</li> </ul> <p><b>Remember to include</b> everything you have worked hard on in the week.</p> <p>We will be looking for your <b>adjectives, adverbs</b> and <b>'who' phrases</b>.</p> <p><b>Why not try?</b></p> <ul style="list-style-type: none"> <li>• Heading (Title)</li> <li>• Introduction to get the reader interested in trolls</li> <li>• Subheading 1- What do trolls look like</li> <li>• Did you know? Keep your best fact until the end</li> </ul>

**Reading**

Read the following news articles. Can you complete the News Puzzle at the bottom of the page?

<https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/L1-Crossword-722.pdf>

Read the next few pages of your reading book – look up any new vocabulary and draw picture clue prompts.



Listen to the story “Explorers Trauma”




<https://www.bbc.co.uk/bitesize/clips/z69b4wx>

Think about how the author describes the holiday locations. Compare Christmas in Peru to Boggy Beach Holiday Camp – what is the same? What is different? How does it compare with one of your own holidays?

Read the next few pages of your reading book.

Write a character description or draw a picture of one of the characters in your story.



Write a book review for one of our Bingo Books:

What did you like about the story? Why?  
 What star rating would you give it?  
 Would you recommend the book to a friend?

Year 3 bingo-style recommended reading list.

To encourage you to read a wide range of books, we would like to see how many of these books you can read this year. You can read them in any order, but if you want to play bingo, you might decide to choose a row, a column, a diagonal or the 4 corners first. When you have finished a book you will be able to talk about it in the classroom, you will be able to prove that you have read it by answering a few questions. The more you read, the more rewards you'll receive! Happy reading!

The Tin Forest	The 101 Dalmatians	Diary of a Wimpy Kid Old School	Voyak Paw	Dunston Dad
Heim Ward	Dodie Smith	Jeff Kinney	SF Said	Peter Beatty
Dog Man	The Boy who grew Dragons	Monkey Puzzle	The Sheep Pig	The BFG
Dave Pilkey	Andy Sheppard	Julia Donaldson	Dick King-Smith	Rosald Dahl
Ice Palace	Revolving Rhymes	The Animals of Farthing Wood	Voices in the Park	The Accidental Prime Minister
Robert Swindells	Rosald Dahl	Colin Dann	Anthony Browne	Tom McLaughlin
Charlie and the Chocolate Factory	The Magic Faraway Tree	Charlie and the Great Glass Elevator	Old Possum's book of Practical Cats	King Kong
Rosald Dahl	Enid Blyton	Rosald Dahl	T. S. Eliot	Anthony Browne
The Iron Man	Fing	Clarice Bean, that's me	The Abominables	Dunston Baby
Ted Hughes	David Williams	Lauren Child	Eva Ibbotson	Jacqueline Wilson

**Spelling**

Summer - Term 1 Week 2


Check that you understand the meaning of each of this weeks' spelling words. Look up any you are unsure of in a dictionary.

Write each spelling word three times – use a different colour each time!

See what your spelling words are worth in scrabble: Which word is worth the most? Which word is worth the least?

A = 1	H = 4	O = 1	V = 4
B = 3	I = 1	P = 3	W = 4
C = 3	J = 8	Q = 10	X = 8
D = 2	K = 5	R = 1	Y = 4
E = 1	L = 1	S = 1	Z = 10
F = 4	M = 3	T = 1	
G = 2	N = 1	U = 1	


Make a “wordle” with your spelling words (See example below – this does not need to be made on a computer – just use paper and coloured pens or pencils!)



Write your spelling words in a sentence.

Challenge: Can you use more than one of your spelling words in a sentence?

Spelling test! Ask an adult at home to test you on this weeks' spellings.



**Miss. Tolhurst's Group:** write, wrote, written, wrong, wrap, wrist

**Mrs. Taylor-Brown's Group:** station, motion, emotion, fiction, section, correction

**Miss Loane, Miss Jones and Mrs. Brown's Group:** jealous, generous, fabulous, enormous, tremendous, ominous

**Phonics**

Phase 3

Focus Sound: **ur**

Throughout this week, please practise the Phase 3 tricky words on the following link:  
<http://www.letters-and-sounds.com/resources/p3tricky.pdf>  
**Practise your tricky words every day!**

This week we are looking at the **ur** sound  
<https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zjv4vk7>

<https://www.phonicsbloom.com/uk/game/phonics-frog?phase=3>

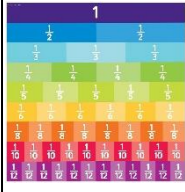
<https://www.phonicsplay.co.uk/PictureMatch.html>

(Phase 3 – Sets 6-7)

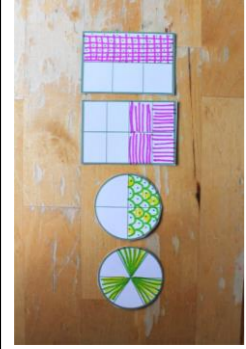
<http://www.ictgames.com/mobilePage/forestPhonics/index.html>

<https://www.phonicsbloom.com/uk/game/alien-escape?phase=3>

**Maths**  
This week we are looking at fractions.



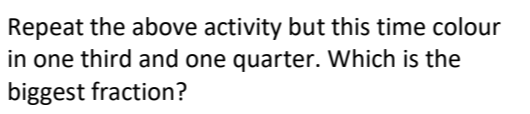
White Rose – Week 1 – Lesson 1 and activities <https://whiterosemaths.com/homelearning/year-3/>  
**Why not try?**  
Draw a variety of shapes and shade in one half.



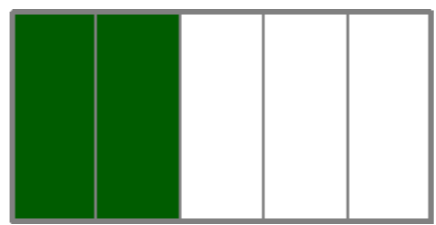
White Rose – Week 1 – Lesson 2 and activities <https://whiterosemaths.com/homelearning/year-3/>  
**Why not try?**  
Draw a variety of shapes and shade in one third. Don't forget to label the fraction that is coloured in.



White Rose – Week 1 – Lesson 3 and activities <https://whiterosemaths.com/homelearning/year-3/>  
**Why not try?**  
Draw a rectangle and shade in one half. Draw the same rectangle again and shade in one quarter. Which is the biggest fraction?  
Repeat the above activity but this time colour in one third and one quarter. Which is the biggest fraction?



White Rose – Week 1 – Lesson 4 and activities <https://whiterosemaths.com/homelearning/year-3/>  
**Why not try?**  
Draw a bar with five equal sections and draw this bar five times. On the first bar colour in one section, on the second bar colour in two sections and repeat until all five sections have been coloured in. Now order the bars from the biggest fraction to the smallest fraction. Can you identify what fraction has been shaded in for each bar?



Building on your knowledge of fractions, we would like you to create your own fraction wall.



You may be as creative as you like but remember each part needs to be equal.

**Why not try?**  
Cut up a fraction wall into each fraction and put it back together like a jigsaw.

**Afternoon Activities**

**Computing/PE**

**Coding**  
Can you code a dance party?  
<https://code.org/dance>

Follow the instructions on the link above. Once you have completed a step, click on the circle next to the number at the top of your screen - this will allow you to complete the next step.

Good luck!

**Just Dance**

Have a go at these Just Dance videos below:

- <https://www.youtube.com/watch?v=39L-M5nhx6Y>
- <https://www.youtube.com/watch?v=dx6wHNQVsJo>
- <https://www.youtube.com/watch?v=6h5LiooWoa4>



**Geography**

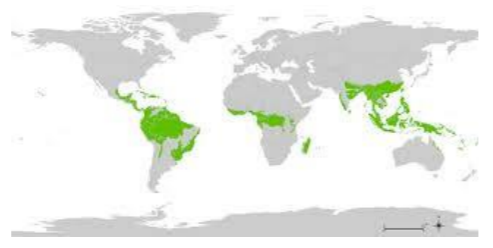
**Where are rainforests?**

Using a world map, can you identify the equator line, Tropic of Cancer line and the Tropic of Capricorn line?

Using the attached blank world map, draw the equator line, Tropic of Cancer line and the Tropic of Capricorn line onto your map.

Now using the internet, research where rainforests are located, colour them in and label them on your map.

**Hint: Rainforests are usually found within the tropic lines.**



**Challenge:** Why do you think rainforests are located within the tropic lines?

**French/PE**

**Jours de la semaine**

Re-cap numbers 1-20  
You can practise singing the song from last week:  
<https://www.youtube.com/watch?v=dhj9SqrIZqI>

This week we are learning days of the week in French:

- Monday = Lundi
- Tuesday = Mardi
- Wednesday = Mercredi
- Thursday = Jeudi
- Friday = Vendredi
- Saturday = Samedi
- Sunday = Dimanche

You might find this song helpful:  
<https://www.youtube.com/watch?v=eA5jSbKd5cM>

Record the words in English and in French and draw a picture to remind you (as we would do in our dictionaries at school).

**Challenge:** Practise asking someone at home what day it is. For example:  
Q: C'est quel jour?  
A: C'est Mercredi (or whichever day you choose!)

**Catching challenge**

With everyone who lives in your house, can you throw a ball/toilet roll/or something similar to each other?

- Level 1-** Catch with both hands
- Level 2-** Throw and catch with your dominant hand (the hand your write with)
- Level 3-** Throw and catch with your non-dominant hand

**Science**

**Life cycle of a plant**

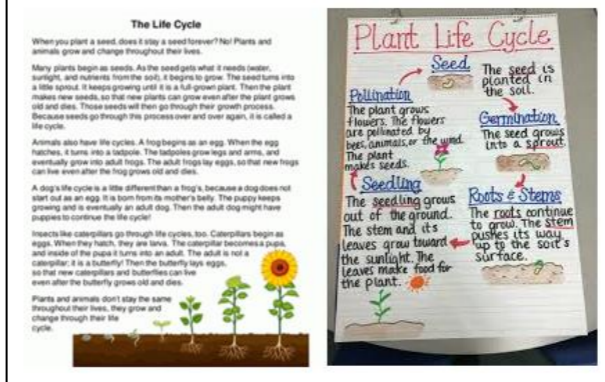
If you have planted a seed, use your observation skills and record any changes you notice.

Watch this clip describing the life cycle of a plant:  
<https://vimeo.com/218127170>

Create your own explanation text explaining the life cycle of a plant. Last week you labelled a diagram of a plant – as you write about the life cycle, make sure you describe each part of the plant from last week and explain why it is important. What does each part of the plant do in the life cycle?

**Key vocabulary to include:**

- Seed, root, stem, leaves, flower, germination, nutrients, pollination, sunlight, water, carbon dioxide



**Art**

You are going to have a go at **printing**. During your daily exercise, you will need to collect some leaves.

First you will need to cover the rough side of the leaf either with paint, colouring pens or oil pastels. Once it is completely covered, place the rough side of the leaf down onto plain paper and rub the leaf and then lift the leaf carefully up. Hopefully, the colour will print onto the paper, creating an outline of a leaf.



Can you make a rainforest backdrop just by printing with leaves?



