










Year 3 Home Learning

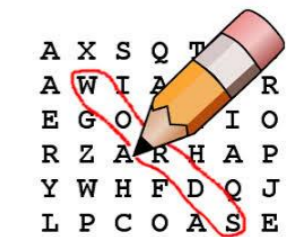
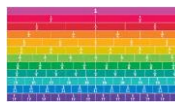
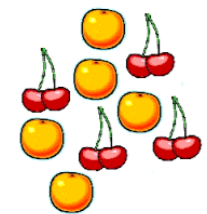
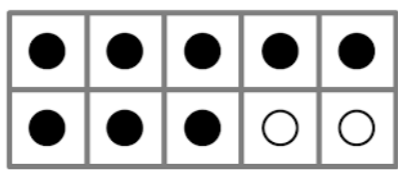





Remember to look for the  icon. This is the piece of work we would like you to upload on Showbie.
Mrs Brown/Miss Jones and Miss Loane will then be able to give you feedback.

As a guide we would suggest year 3 children complete 3 hours of home learning each day however we understand that in these difficult times everybody is juggling work, school and home life. Therefore, 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.

04.05.2020	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 Live Joe Wick's PE class					
<p>English</p> <p>Narrative writing</p>	<p>Change the list of present tense verbs to the past tense.</p> <p>Example: walk – walked</p> <ul style="list-style-type: none"> • stomp - • screech - • buy - • fight - (Clue- the answer isn't fought) <p>Character description</p>  <p>How would you describe this troll? Write a list of words/phrases to describe different body parts. Use the 'adjective to describe appearance' sheet to help you.</p> <p>Can you spot the describing words/phrases in the character description below? You may want to make a note of them as you go. The first example has been highlighted for you.</p> <p>As the lonely troll stood sluggishly with slumped shoulders, he held onto his baton tightly with his long, bony fingers. A small tuft of dry, wiry hair peeked out from under his armpit. His petite mouth was hidden under his enormous, bulbous nose but this did not stop his stinky breath escaping out.</p> <p>Now write your own character description for a troll.</p>	<p>Change the list of past tense verbs to the present tense.</p> <p>Example: fell - fall</p> <ul style="list-style-type: none"> • stumbled - • glared - • became - • blew - <p>Setting description</p> <p>Last week we learnt that trolls live in cold countries and make their homes in caves.</p>  <p>Look carefully at the cave picture. For a setting description you will need to describe different things within it. Can you think of 2 adjectives for each of the things below?</p> <p>Ground - Walls - Water - Noise - Smell - Light -</p> <p>Can you spot the describing words/phrases in the setting description below? You may want to make a note of them as you go.</p>	<p>Change the sentence below so that it is written in the past tense. The verbs you need to change have been underlined.</p> <p>The wind blows gently against the tent while the birds sing their favourite tune.</p> <p style="text-align: center;">Speech</p> <p>In your story next week, you will include a family of trolls who live in a cave.</p> <p style="text-align: center;">Who will you have in your story?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Zim</p> </div> <div style="text-align: center;">  <p>Zog</p> </div> </div> <p>What might Zim and Zog say to each other?</p> <p>Look at the speech below. Can you identify the following features of speech?</p> <ul style="list-style-type: none"> • Inverted commas around spoken words • Capital letter • Punctuation before the closing inverted commas • Reporting clause (who is speaking) • Subordinate clause (extra information) 	<p>Change the sentence below so that it is written in the present tense. The verbs you need to change have been underlined.</p> <p>With a smile on her face, she skipped towards the ice cream shop so she could buy a delicious ice cream with sprinkles on top.</p> <p style="text-align: center;">Creating a character and setting</p> <p>Next week you are going to be planning and writing a story which will include trolls and a cave setting.</p> <p>Thinking about how you described the troll on Monday and the cave on Tuesday, can you create a shoe box cave setting (or using something similar) and include characters too.</p> <p>Things you could include in your setting:</p> <ul style="list-style-type: none"> • Pool/stream of water • Rocky walls • Fire pit • Beds for trolls • Trolls' personal belongings 	<p>Bank Holiday</p>

	<p>Why not try? Write a sentence for each body part.</p> <p>Example: Nose- He has an enormous round nose.</p>	<p>Can you find the similes? Remember similes are descriptive phrases which compare something using 'like' or 'as'.</p> <p>Glistening in the shimmering light, the clear, blue water sat as still as a statue. It looked fresh but was ice cold. Above the water, a rocky arch way began to crumble. Small pieces of brown rock dropped to the ground making a crackling echo.</p> <p>Now write your own setting description of a cave.</p> <p>Why not try? Write a sentence for describing each part or the cave.</p> <p>Example: The rough brown walls were crumbling away.</p>	<ul style="list-style-type: none"> New line for a new speaker <p>“Good morning! I’m going to go and take a nice refreshing dip in the pool,” Zim stated, as he stretched out his arms and yawned “I wouldn’t if I was you, it is ICE COLD in there!” Zog relied quickly while warming his hands by the fire.</p> <p>Can you write 3 pieces of speech like the one above? Don’t forget to include all of the features.</p> <p>Why not try? With an adult, act out what 2 trolls would say to each other. Record what they say? Can you add in inverted commas, capital letters and a reported clause?</p>	 <p>Why not try? Draw your setting and characters and colour them in.</p>	
<p>Reading</p>	<p>Click the link below to read a traditional Pashto story: The Clever Rabbit.</p> <p>https://worldstories.org.uk/reader/the-clever-rabbit/english/279</p> <p>You can find lots of stories from around the world on this website – why not try another story?</p>	<p>Try this game - it will help you with your vocabulary skills:</p> <p>https://uk.ixl.com/ela/year-3/use-context-to-identify-the-meaning-of-a-word</p> <p>Challenge: Choose 5 words from your own reading book – can you think of a synonym and an antonym for each of your chosen words?</p>	<p>This clip includes a game about finding information in a text:</p> <p>https://www.topmarks.co.uk/Flash.aspx?e=reading03</p> <p>Challenge: Use your skills to find information from a non-fiction text you have at home. Make sure you refer to the contents, index and glossary! Write down the most interesting fact that you find!</p>	<p>Let’s play a game:</p> <p>a or an?</p> <p>https://uk.ixl.com/ela/year-3/use-the-correct-article-a-or-an</p>	
<p>Spelling Summer - Term 1 Week 3</p>	<p>Check that you understand the meaning of each of this weeks’ spelling words. Look up any you are unsure of in a dictionary.</p> <p>Write each of your spelling words into a sentence. Ask an adult to check your sentence makes sense.</p>	<p>Write your spelling words using different lettering:</p> <p>E.g.: <i>pressure</i> MEASURE</p> <p>Challenge: Test yourself on The Year 2 or Year 3/4 the Common Exception words: http://www.ictgames.com/littleBirdSpelling/</p>	<p>Practice writing each of your spelling words three times.</p> <p>Then, play scramble! Write each spelling word with the letters in the wrong order – ask someone at home if they can unscramble your words!</p>	<p>Spelling test! Ask an adult at home to test you on this weeks’ spellings</p> 	
<p>Miss. Tolhurst’s Group: table, stable, apple, bottle, little, middle</p>					
<p>Mrs. Taylor-Brown's Group: their, they’re, there, to, too, two</p>					
<p>Miss Loane, Miss Jones and Mrs. Brown’s Group: measure, treasure, enclosure, closure, leisure, pressure</p>					
<p>Phonics Phase 3</p> <p>Focus Sound:</p>	<p>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!</p> <p>This week we are looking at the ow sound:</p>	<p>Play Yes or No?</p> <p>https://www.phonicsbloom.com/uk/game/yes-no-yeti?phase=3</p>	<p>Can you identify the real words in this game? https://new.phonicsplay.co.uk/resources/phase/2/dragons-den</p>	<p>Can you find the “ow” words in this word search? https://www.ictgames.com/mobilePage/phonicsFinder/index.html</p>	

<p>Ow (as in the word "now")</p>	<p>https://www.bbc.co.uk/bitesize/topics/zvq9b/dm/articles/z64j47h</p>				
<p>Maths</p> <p>This week we will be looking at fractions and applying our knowledge to problem solving.</p> 	<p>White Rose Maths – Week 2 – Lesson 1 and activities</p> <p>https://whiterosemaths.com/homelearning/year-3/</p> <p>Why not try? Using socks and spoons as an example, work out the fraction you have of each item. For example, if you have ten objects altogether your denominator (bottom number) will always be ten. Then the number of socks you have is your numerator (top number). If out of the ten items, three of them are socks the fraction would be 3/10, or if seven of the items are spoons the fraction would be 7/10.</p> <p>An example:</p>  <p>5/9 are oranges 4/9 are cherries</p> <p>Complete this activity using a range of objects from around the house.</p>	<p>White Rose Maths – Week 2 – Lesson 2 and activities</p> <p>https://whiterosemaths.com/homelearning/year-3/</p> <p>Why not try? Draw ten circles and colour all the circles in two different colours. For example, you may colour four circles in blue and the remaining six circles in purple. Now write down the fraction of circles that are blue and the fraction of circles that are purple.</p> <p>Hint: remember the denominator (bottom number) is the total number of circles.</p> <p>Repeat this activity again but change the number of circles that are coloured in blue and purple and re-write the fractions.</p>  <p>Example: 8/10 are black and 2/10 are white</p>	<p>White Rose Maths – Week 2 – Lesson 3 and activities</p> <p>https://whiterosemaths.com/homelearning/year-3/</p> <p>Why not try? You are going to find fractions of food today. You will need a packet of sweets ideally, for example skittles.</p> <ol style="list-style-type: none"> Count up how many sweets are in the packet altogether (this is your denominator). Now group the skittles into colours. Count up how many skittles there are of each colour and write the number down next to each group. Write the fraction for each coloured group. To help you work this out, the numerator will be the number of red skittles or purple skittles and the denominator will be the total number of skittles in the packet. For example, if there were 5 orange skittles in a packet of 22 skittles the fraction would be 5/22. <p>Have a go and good luck!</p> 	<p>White Rose Maths – Week 2 – Lesson 4 and activities</p> <p>https://whiterosemaths.com/homelearning/year-3/</p> <p>Why not try? Today you are going to complete a worksheet on finding fractions of objects. Please see the attached maths sheet dated 07.04.2020.</p>  <p>$\frac{3}{4}$</p> <p>← Numerator ← Denominator</p>	
<p>Afternoon Activities</p>	<p>Computing/PE</p> <p>Coding</p> <p>Using the hour of code website, can you complete a coding activity? https://hourofcode.com/uk/learn</p>	<p>Geography</p> <p>What plants would you find in the rainforest?</p> 	<p>French/PE</p> <p>La famille</p> <p>This week you will be learning to identify members of your family: ma mère = my mother</p>	<p>Science</p> <p>Research how water and nutrients are transported around a plant</p> <p>If you have planted a seed, use your observation skills and record any changes you notice this week.</p>	



Just Dance



Will you choose to be the pink, green, red or blue character?

<https://www.youtube.com/watch?v=TKK5ynoH3So>

First of all, you need to remember that a plant needs; water, sunlight, nutrients (food), air and a suitable temperature to survive.

Your task is to research the plants: kapok tree, bromeliad, cacao tree, heliconia stricta, Colombian cup fungi and fittonia leaves.



Think about:

- In what layer of the rainforest will you find the plant?
- Can you find out three interesting facts about the plant?

This work can be presented however you wish to – be as creative as you like.

Challenge: Try to identify what rainforests the plants live in. You can either write the name of the continent the rainforest is in or as a **super challenge**, the name of the country.

mon père = my father
mon frère = my brother
ma soeur = my sister
mes parents = my parents

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

Challenge: Can you describe a family member? What colour eyes do they have? What about their hair? Is it long or short? You could draw a picture of them and label their features.

Circuits

Design your own circuit with 5 stations and complete.

You may want to do a set number of each exercise at each station OR for a set time at each station.

Example:

Complete each station for 30seconds

- 1- press ups
- 2- arm circles
- 3- star jumps
- 4- sit ups
- 5- squats

This week you will be learning about the importance of roots and how water and nutrients are transported around a plant.

You will need to log on to Developing Experts to watch the lesson presentation:

<https://www.developingexperts.com/accounts/pupil/sign-in>

Your pupil login code is the first three letters of your first name and the first three letters of your surname. For example, John Smith would be: JOHSMI



Next Lesson

Describe how plants soak up water

First, watch the presentation.

Then you can choose which activity to complete:

A) Complete the activity shown in the presentation and observe then sketch the roots of a vegetable or any other plant.

OR

B) Conduct your own experiment:

For this you will need:

A carnation flower or stick of celery

Red or blue food colouring

Bottle of water

- Mix some food colouring with the water – the darker the better!

- Place the carnation or celery in the water and leave overnight.

- Observe how the flower has changed the next day. If you have used celery, you may need to ask an adult to cut the stem into sections for you to make your observation.

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.