

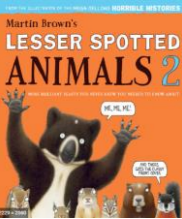
Year 3 Home Learning

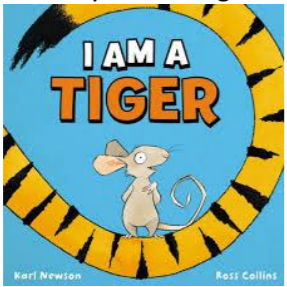











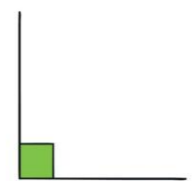
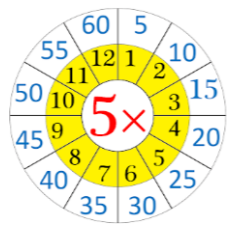
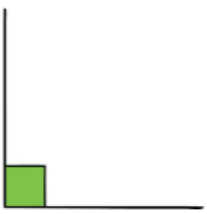
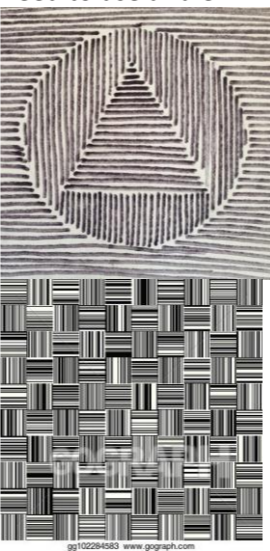
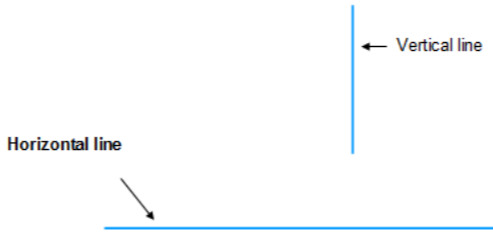
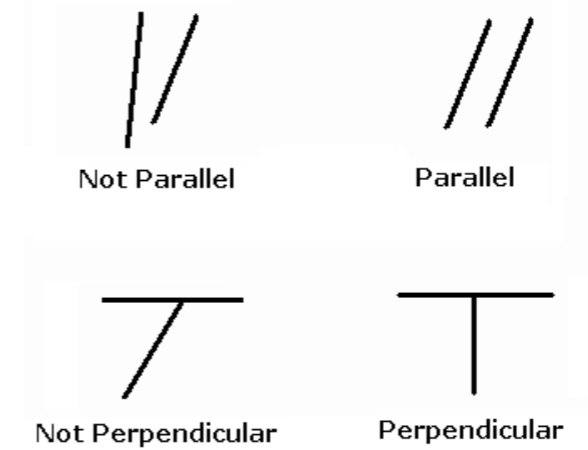
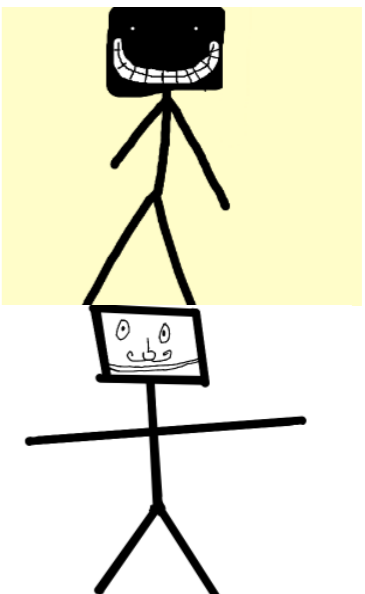
Well done for all your hard work last week, you all did a great job!

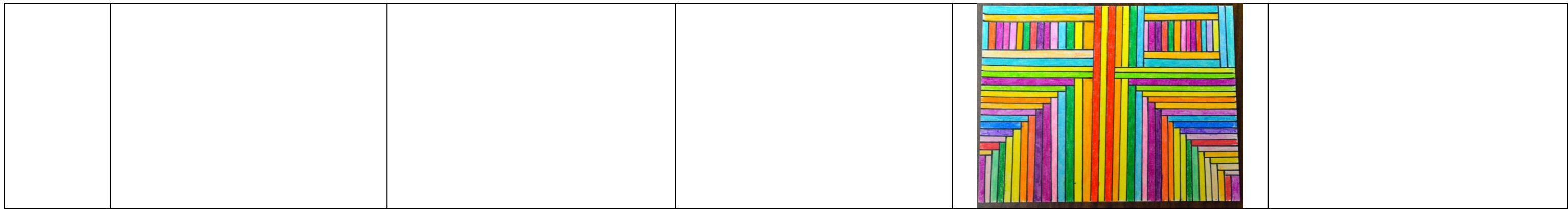
Remember to look for the icon. This is the piece of work we would like you to upload on Showbie. Remember to stay safe, have fun and keep smiling!

Remember if you find the task a little too challenging, complete the green 'Why not try?' task instead.

29.06.2020	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 Live Joe Wick's PE class (Monday and Wednesday)					
<p>English</p> <p>This week we are going to be looking at an information text taken from the book 'Lesser Spotted Animals 2' by Martin Brown (illustrator of Horrible Histories)</p> 	<p>A contraction is a shorter way to say two words. An apostrophe will fill the space of the missing letters. For example: is not = isn't. Write a list of contractions.</p> <p>LO: To identify key vocabulary.</p> <p>Read the information text about the 'Cuban Solenodon'. As you are reading, make a list of words you do not know the meaning of. For example: nocturnal. At the back of Martin Brown's book there is a glossary. A glossary is an alphabetic list of words with their definitions. These words include those that are either newly introduced, uncommon or subject specific vocabulary.</p> <p>Today you are going to create a glossary for the information text about the Cuban Solenodon. If you didn't record many words when you were reading, think about what words would be needed in the glossary. In the 'Cuban Solenodon - Why Not Try' task, I have included 8 words that I think would be needed. Have a look at my examples if you haven't managed to find 8 words. If you do not have a dictionary at home you could use: https://www.oxfordlearnersdictionaries.com/</p> <p>Remember to:</p> <ul style="list-style-type: none"> • Write the list of words in alphabetical order • Spell the words correctly • Write a definition that you and the reader will be able to understand. <p>Why not try? Follow the task above and when you are ready to create your glossary, use the 'Cuban Solenodons glossary template' on Showbie. You may want to ask an adult to read the text about the 'Cuban Solenodon' back to you once you have had a go at reading it.</p>	<p>Choose 5 contractions from yesterday and write them into a sentence. Example: Robert isn't going to Sam's birthday party.</p> <p>LO: To comprehend a text.</p> <p>Read the information text about the 'Cuban Solenodon'.</p> <p>Using your VIPER's skills, answer the questions which are on the 'Cuban Solenodon Comprehension Questions' worksheet on Showbie.</p> <p>Why not try? Read the information text about the 'Cuban Solenodon'. You may want to ask an adult to read the text after you have had a go yourself. Answer the following retrieval questions?</p> <ul style="list-style-type: none"> • What happened to the Cuban Solenodon after it had been caught in 2002? • How big is a Solenodon? • Who discovered the Cuban Solenodon in 1861? • For how many years were no Cuban Solenodons caught? • What type of saliva does it have? • Why is its bite dangerous? • What do they eat? • Where do they live? 	<p>Using your 5 sentences from yesterday, add a conjunction onto each sentence. Example: Robert isn't going to Sam's birthday party because he is going on holiday to Spain.</p> <p>LO: To identify key vocabulary.</p> <p>Read the information text about the 'Ili Pika'. As you are reading, make a list of words you do not know the meaning of. For example: mountainous.</p> <p>Today, like Monday, you are going to create a glossary for the information text about the Ili Pika. If you didn't record many words when you were reading, think about what words would be needed in the glossary. In the 'Ili Pika Why Not Try' task, I have included 8 words that I think would be needed. Have a look at my examples if you haven't managed to find 8 words. If you do not have a dictionary at home you could use: https://www.oxfordlearnersdictionaries.com/</p> <p>Remember to:</p> <ul style="list-style-type: none"> • Write the list of words in alphabetical order • Spell the words correctly • Write a definition that you and the reader will be able to understand. <p>Why not try? Follow the task above and when you are ready to create your glossary, use the 'Ili Pika glossary template' on Showbie. You may want to ask an adult to read the text about the 'Ili Pika' back to you once you have had a go at reading it.</p>	<p>Using your 5 sentences from yesterday, add an adjective to each sentence. Example: Robert isn't going to Sam's birthday party because he is going on holiday to sunny Spain.</p> <p>LO: To comprehend a text.</p> <p>Read the information text about the 'Ili Pika'.</p> <p>Using your VIPER's skills, answer the questions which are on the 'Ili Pika Comprehension Questions' worksheet on Showbie.</p> <p>Why not try? Read the information text about the 'Ili Pika'. You may want to ask an adult to read the text after you have had a go yourself. Answer the following retrieval questions?</p> <ul style="list-style-type: none"> • When were Ili Pikas discovered? • How big is an Ili Pika? • Where are the Ili Pikas from? • The Ili Pikas are from which family? • What are their ears like? • Where does it snow a lot? • What are stacked in haypiles? • Where are the haypiles hidden? 	<p>Using your 5 sentences from yesterday, highlight the nouns in the sentence. Example: Robert isn't going to Sam's birthday party because he is going on holiday to sunny Spain.</p> <p>LO: To plan ideas.</p> <p>Thinking about the Ili Pika and the Cuban Solenodon, you are going to create/ make up your own animal which you would like to add to Martin Brown's collection of 'Lesser Spotted Animals 2'. Today you are going to plan your ideas ready for next week.</p> <p>What will your animal look like? Will it be a combination of different animals? For example a hedgehog body with an owl's head and long legs.</p> <p>Draw and label your animal.</p> <p>Using the 2 glossaries you created earlier in the week, record notes about your animal using the key vocabulary. Try to use all 16 words as this will help you next week. Remember notes do not need to be in full sentences and you can use bullet points to list your ideas.</p> <p>For example:</p> <ul style="list-style-type: none"> • Captured in Bury St Edmunds • Spikes are venomous • When spikes are about to fall out (moulting) they let off a foul smell. <p>You will need to use your imagination to include all of the words from earlier in the week.</p> <p>Why not try? Work through the instructions above. When writing notes, use both glossaries and write a list of notes using 8 of the key words. Use the planning template to organise your ideas.</p>

<p>Reading</p> <p>Please continue to read your own reading book each day.</p>	<p>Listen to the story 'I am a Tiger'</p>  <p>https://www.youtube.com/watch?v=Un-70ZRI&list=PLE5MZB5pedUMQRHw2etfKDkufdGKDiPsU&index=16</p> <p>Think about some different animals and how they behave – could they be mistaken for something else? Explain why you think this, just like in the story!</p>	<p>Read the text Deciduous and Evergreen Trees.</p> <p>Use the text to help you answer the following questions:</p> <ol style="list-style-type: none"> 1. What is the difference between a deciduous and an evergreen tree? 2. Can you name some types of deciduous and evergreen trees? 3. What happens to an evergreen tree if you cut it down? 4. Do you know what trees need to survive? 5. Why do deciduous trees lose their leaves in winter? 	<p>Vocabulary Infer Predict Explain Retrieve Summarise</p>  <p>Today you will use some of your VIPERS skills. This animation is based on a book called Tuesday:</p>  <p>Predict – what is the story about?</p> <p>https://www.youtube.com/watch?v=IV5LOHdP8</p> <p>Retrieve – What is the man doing when he hears a knock on the window? Infer – How do the frogs feel at different points in the story? How do you know? Explain – How would the police explain what had happened? Summarise – summarise the key points from the story Predict – What will happen next Tuesday?</p>	<p>showbie </p> <p>Read the text Hummingbirds.</p>  <p>Then answer the questions about the text.</p>	<p>Try the speed-reading challenge:</p> <p>Gary's Big Adventure which you will find on Showbie.</p> <p>How many words can you read in 1 minute?</p>  <p>Answer the quick questions.</p>
<p>Spelling</p> <p>Summer - Term 2 Week 5</p>	<p>Check that you understand the meaning of each of this week's 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 sentences make sense.</p>	<p>Write your spelling words in bubble letters.</p> 	<p>Speed write!</p> <p>How many times can you write each of your spelling words in 1 minute? Which word is the quickest/easiest to write speedily?</p> 	<p>Write your spelling words, then use a coloured pencil to divide the words into syllables.</p> <p>E.g:</p> <p>other</p> <p>antique</p> <p>exercise</p>	<p>Spelling test! Ask an adult at home to test you on this week's spellings.</p> 
<p>Miss. Tolhurst's Group: other, mother, brother, nothing, Monday, month</p>					
<p>Mrs. Taylor-Brown's Group: opaque, technique, cheque, critique, antique, unique</p>					
<p>Miss Loane, Miss Jones and Mrs. Brown's Group: early, earth, eight, enough, exercise, experience</p>					
<p>Phonics</p> <p>Phase 4</p>	<p>As we move into Phase 4, please begin to learn the tricky words for this Phase. You will find these on the following link:</p> <p>http://www.letters-and-sounds.com/resources/p4tricky.pdf</p>	<p>Play "Sentence Substitution" with Phase 4 words:</p> <p>https://www.ictgames.com/mobilePage/sentenceSub/index.html</p>	<p>Play "Dragon's Den" - help the dragons to sort their eggs – the green dragon has eggs with real words on them. Remember to choose Phase 4.</p>	<p>Play "Tell a T-Rex" - try the CVCC and CCVC words.</p> <p>https://www.ictgames.com/mobilePage/tellATRex/index.html</p>	<p>Play "Alien Escape" - spell the words to help the alien get back to his spaceship!</p> <p>https://www.phonicsbloom.com/uk/game/ali-en-escape?phase=4</p>

	<p>Practise your tricky words every day!</p> <p>Play the game "Word Pairs" - read the word on the card and find the picture to match! https://www.phonicsbloom.com/uk/game/word-pairs?phase=4#</p>		<p>https://www.phonicsplay.co.uk/resources/phase/4/dragons-den</p> <p>Challenge: Try the polysyllabic words.</p>		
<p>Maths</p> <p>This week we are looking at angles and lines within shapes.</p> <p>On TT Rockstars, there is a battle between Year 3 and the teachers. Who will win?</p>	<p>Play 3 garage games on TT Rockstars. https://ttrackstars.com</p> <p>L.O: to identify right angles in shapes</p> <p>Watch the video 'Lesson 1 – Right angles in shapes' at https://whiterosemaths.com/homelearning/year-3/. Then complete the worksheet on Showbie.</p> <p>Challenge: How can you place two sticks to make just one right angle? Now make just two right angles using the two sticks. Can you make three right angles? Four right angles?</p>  <p>How many right angles can you make using more sticks?</p> <p>Why not try? A right angle is where 2 straight lines meet at 90 degrees, making the corner of a square.</p>  <p>The green square shows us it is a right angle. Have a go at drawing your own right angle – you must use a ruler.</p> <p>Draw a robot using different 2D shapes and 4 right angles.</p>	<p>Create your own multiplication wheel for a times table that you may find challenging. You will need to go up to 12x and don't forget to include the answers on the outer edge.</p>  <p>L.O: to compare angles</p> <p>Watch the video 'Lesson 2 – Compare angles' at https://whiterosemaths.com/homelearning/year-3/. Then complete the worksheet on Showbie.</p> <p>Challenge: Have a go at making some angles with either two sticks, straws or rulers. Can you identify if they are right angles, acute angles or obtuse angles?</p> <p>Why not try? Go on a hunt around your house, can you find 5 different objects that have at least 1 right angle?</p>  <p>Choose three different objects from around your home. Can you identify the angles? Are any of the angles bigger or smaller than a right angle?</p>	<p>Play 1 studio game and 2 garage games on TT Rockstars. https://ttrackstars.com</p> <p>L.O: to identify horizontal and vertical lines</p> <p>Watch the video 'Lesson 3 – Horizontal and vertical lines' at https://whiterosemaths.com/homelearning/year-3/. Then complete the worksheet on Showbie.</p> <p>Challenge: Can you draw a doodle using only horizontal and vertical lines? You will need to use a ruler.</p>  <p>Why not try?</p>  <p>Using objects from around your house, make horizontal lines and vertical lines and label them. Then draw a picture using only horizontal and vertical lines.</p>	<p>Write down the numbers 1-50. If the number is a multiple of the 3x table highlight it. Using the same numbers from 1-50, circle all the multiples of the 4x table. What do you notice?</p> <p>L.O: to identify parallel and perpendicular lines</p> <p>Watch the video 'Lesson 4 – Parallel and perpendicular lines' at https://whiterosemaths.com/homelearning/year-3/. Then complete the worksheet on Showbie.</p> <p>Challenge: Write your name out in capital letters. How many parallel and perpendicular lines can you find? How many vertical and horizontal lines can you find?</p> <p>Why not try?</p>  <p>Using twigs or straws, make a set of parallel lines. Make sure the gap between the lines doesn't widen or get smaller. Now using twigs or straws make a perpendicular line. Can you identify the right angle/s?</p> <p>Try creating a piece of rainbow artwork using parallel and perpendicular lines only. Below is an example. You will need to use a ruler.</p>	<p>Challenge 3 people to a rock slam on TT Rockstars, this could either be an adult or a pupil. https://ttrackstars.com</p> <p>L.O: to identify angles and types of lines</p> <p>Draw a stick family. For each stick member of the family can you identify and label:</p> <ul style="list-style-type: none"> • Right angles • Acute angles (less than 90 degrees) • Obtuse angles (more than 90 degrees) • Horizontal lines • Vertical lines • Parallel lines • Perpendicular lines <p>Why not try?</p> <p>Draw a stick family. For each stick member of the family can you identify and label:</p> <ul style="list-style-type: none"> • Horizontal lines • Vertical lines • Right angles <p>Challenge: identify parallel and perpendicular lines</p> 



Afternoon Activities

Art / PE

Art

Henri Rousseau – jungle scene

This week we are going to put together our work from the last few weeks. You have already created a background and some animals for your jungle scene.



This week you are going to cut carefully around the animals you created last week and stick them down onto your jungle scene. You may want to draw a third or even fourth animal. Below are some videos you may want to watch to help with your drawing/s.

Once you have your animals stuck down and are happy, you are going to create a 3D foreground. The foreground (the front of the scene) will include some leaves. You may want to use leaves that you have collected, or you may want to draw them and then stick them on – the aim is to get a 3D look by layering the leaves. However, you don't need too many leaves as it is just for your foreground only and you don't want to overload it.

Now once you are happy with your final piece, think of a title for your art piece, be proud and show it off to family members and friends. Well done!

Geography

What are the negative impacts of deforestation?



Deforestation is where trees are being cut down so the land can be used for agriculture (farming) and the timber (wood) can be sold on for building materials or even used to make paper.

Watch this video that summarises deforestation.

<https://www.youtube.com/watch?v=nUstYj4o2VQ>

Did you know every minute, a forest the size of 20 football pitches is cut down?

Can you create a piece of work that explains the negative impacts of deforestation? It could be an explanation text, a poster or a leaflet.

Things to consider:

- Animals habitats / extinction
- Climate change
- Production of oxygen
- Flooding
- Impact on plants

Some websites that may be useful:

<https://www.activewild.com/what-is-deforestation-for-kids-information-and-facts/>
<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-impact-deforestation-has-on-plants/zd34hbk>

Religious Education / French

French

Recap saying numbers to 50 in French.

<https://www.youtube.com/watch?v=ZDTc rb0szSo>

0	zéro	20	vingt
1	un	21	vingt et un
2	deux	22	vingt-deux
3	trois	23	vingt-trois
4	quatre	24	vingt-quatre
5	cinq	25	vingt-cinq
6	six	26	vingt-six
7	sept	27	vingt-sept
8	huit	28	vingt-huit
9	neuf	29	vingt-neuf
10	dix	30	trente
11	onze	31	trente et un
12	douze	32	trente-deux
13	treize		etc...
14	quatorze	40	quarante
15	quinze	50	cinquante
16	seize		
17	dix-sept		
18	dix-huit		
19	dix-neuf		

This week we will learn the months of the year:

January - janvier
February - février
March - mars
April - avril
May - mai
June - juin
July - juillet
August- août
September- septembre
October - octobre
November - novembre
December - décembre

You may find this song helpful:

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

Complete the months of the year word Search.

[Why not try?](#)

Moreton Hall Animal Adventure Trail



Today you will research an animal of your choice – it could be an animal that lives in the rainforest, the deserts of Egypt, or perhaps an animal that lived in the Stone Age...the choice is yours!

You will then present your animal information. Again, how you do this is up to you!



If you are working in school, we will be displaying your creations outside the school as part of the "Animal Adventures Trail" taking place on the 4th and 5th July. If you are working at home, you can choose whether to display your creations outside for this event.

We would love to see pictures of what you create so please do upload a photo of your completed work to the Rainbow Moments Folder on Showbie.

Science

Refraction

Put your thinking caps on, and see if you can answer this question:

What if we didn't have mirrors?

What would be the positives? What would be the negatives? Can you think of any interesting points for either?

Last week we investigated how to change the direction of light using mirrors.

This week, we will continue to investigate how light travels.

Watch this clip which explains refraction:

<https://www.bbc.co.uk/bitesize/clips/zqg3cdm>

Today you will investigate refraction. For this, you will need:

- A pencil
- A glass
- Water
- A piece of paper
- Coloured pens
- A coin

There are 3 simple experiments for you to try:

1. Place the pencil in the empty glass. What do you notice when you look at the pencil from the side? Now fill the glass with water – what do you notice now?

2. On your sheet of paper draw two arrows (in the same direction, or you could draw them in opposite directions using different colours) Draw one arrow near the top of the paper and one near the bottom. Fill the glass with water, then slowly lower the piece of paper behind the glass of water. What do you notice when you look through the glass of water? What happens if you move the piece of paper closer to or further away from the glass?



PE
Fitness circuit training

Using the fitness circuit training cards on Showbie, choose 6-10 exercises that you would like to include in your circuit training plan

Following the training plan below and complete it 3 times (3 sets) . During the rest period, answer the questions on the exercise cards.

- Exercise 1
- Rest/ Questions (30seconds)
- Exercise 2
- Rest/ Questions (30seconds)
- Exercise 3
- Rest/ Questions (30seconds)
- Exercise 4
- Rest/ Questions (30seconds)
- Exercise 5
- Rest/ Questions (30seconds)
- Exercise 6
- Rest/ Questions (30seconds)

How do you feel now you have completed your circuit training?



Make flashcards for the months of the year in French. Mix up the cards and then put them back in the correct order.

Religious Education

What does the Lord’s Prayer say about the Kingdom of God?

The Lord’s Prayer is an important prayer for Christians. It is a prayer about wanting God’s kingdom to come. Christians say the Lord’s Prayer as a declaration, accepting God as their king.

The Bible says that Jesus taught his disciples the Lord’s Prayer (Luke 11:1-4) <https://www.youtube.com/watch?v=3B0d1GRH7s>



Think back to the parable of the sheep and the goats from last week. Can you identify any similarities between the parable and the Lord’s Prayer?
What things do you think Christians do to bring about God’s kingdom?

3. Place an empty glass on top of the coin. Can you see it? Now pour water into the glass – can you still see the coin?

Perhaps you can come up with your own experiment to demonstrate refraction.

Write a paragraph to explain refraction and the difference between reflection and refraction. Try to give examples of where we might see these in everyday life.

As a guide we would suggest year 3 children complete 3hours 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.