

Year 3 - Home Learning - Summer Week 2 - 27.4.20

Dear Year 3,

We hope that you are well and that you had an enjoyable Easter break and found some delicious chocolate treats.

We are sure that you found last week's learning on the website and we hope you were able to access and complete some of the activities. Let us know what you enjoyed or how we can help when we give you a call.

Remember to check the website for any new resources each week and don't forget to check the Twitter feed. Have you managed to guess the staff member in the baby pictures?

We still miss you all and look forward to when we can all be together again.

Mrs Cheek, Mrs Ingram, Mrs Ross and Mrs Sandhi

Reading

Make sure you spend time reading for pleasure independently and with an adult.

Try to read a range of text types which can include fiction and non-fiction books, comics and instructions.

This week's reading focus is: **Continuing to learn summarising skills.**

Starter activity – What is a legend? Read the statements and decide if they are true or false. Follow the PowerPoint. This will explain what you need to do.

This week's text: Read the story of King Arthur.

Hard – Titles reading group

Harder - Publishers and Illustrators groups

Editors choose Harder or Hardest

Hardest - Authors and Blurbs

Pre read task: If there are words you do not understand, look for clues in the text to help you and if this does not work, use a dictionary.

Summarising

Can you remember what summarising is? There is an explanation on the PowerPoint to help you.

Choose from these activities to help you summarise The Legend of King Arthur. You can tell someone the summary or write it down. You don't need to print the sheets, just use the headings to help. These are the same activities you had last week but this time you have to summarise The Legend of King Arthur.

Choose a summarising activity:

- 1) Activity 1:** Draw around your hand and write the question words who, what, when, where and why on each finger (and thumb) and write how onto the palm of the drawing. Answer each question about the story of King Arthur. (verbal or written)
- 2) Activity 2:** Twinkl sheet with questions.
- 3) Activity 3:** Summarising wheel. Draw the 6 main parts of the story of King Arthur into the parts of the circle. Can you write a summary to go with it?

Other activities you may like to do:

- 1) Watch Jackanory Junior - 'Crazy Camelot Capers'
<https://www.bbc.co.uk/bitesize/clips/zvmw2hv>
- 2) Answer the comprehension questions about the text. (can be done verbally or written)
- 3) Colouring comic sheet of the Legend of King Arthur.

Writing

This week's writing focus is: To use co-ordinating and subordinating conjunctions to make writing coherent. (Please see 'Adult Guidance to conjunctions' document for support)

SPaG Activity:

Use the two PowerPoints to revise the use of coordinating and subordinating conjunctions.

Activity:

Hard: Colin's Co-ordinating conjunction activity AND subordinating conjunction Computer Malfunction activity

Harder: Cameron's Conjunction activity AND Super sentence swap activity

Hardest: Fairy Tale sentences activity AND Super sentence swap activity

Writing activity: Comic book Capers activity

The comic strip can be a legend story like St George and the Dragon. Maybe change the character to make it your own legend. Remember to create vivid images of the character(s) and setting(s) with adventurous vocabulary in the description.

Extra Fun Quiz: Play the conjunction quiz.

Maths

Starter activity for each day: Daily maths <https://www.topmarks.co.uk/maths-games/daily10>

Click on: Level 3 – Multiplication – Mixed tables and then choose from below.

Hard – x2, x5, x10, x3

Harder – x3, x4 and x8

Hardest – If you are confident with the above times tables, then practice x6.

This week's maths focus is: **Fractions**

Teaching: White Rose lessons – Use **week 2** resources. <https://whiterosemaths.com/homelearning/year-3/> Start by watching the video. (Note: Do not start the summer term's resources yet. If you have completed the 'Week 2' before or during Easter, use the additional resources below to support consolidation of learning.)

Activity: You can print the sheets or read them from the screen and write your answers on paper. (The follow up sheets are on the website.)

Additional resources to support learning

Lesson 1 - Create your own number lines. Use a shoelace or a skipping rope (any string) and write the fractions on a card and estimate where they would go on the string. Get someone to check to see if they agree.

Lesson 2 - <https://www.topmarks.co.uk/maths-games/daily10> Level 3 – Fractions – unit fractions of amounts - $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$

Lesson 3 - Fraction Maze activity sheet

Lesson 4 – Fraction of an amount page 3 activity

Lesson 5 – Click on link and play 'Fraction matcher' see what level you can get up to. https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html

Spelling and Handwriting

This week's spelling focus is: To spell words using the prefix 'super'

This week's spellings are: superman, superstar, supervision, superhuman, superpower, supervise, superhero, superwoman, supermarket, supernova

Choose an activity:

Activity 1: Add the 'super' prefix to the words and then use the words to fill in the gaps in the sentences.

Activity 2: Choose from Hard or Harder.

Hard – Mr Whoops has muddled up the last part of your spelling words. Can you help him work out what they are?

Harder – Mr Whoops has muddled up all of the letters in your spelling words. Can you help him work out what they are?

This week's common exception words: continue/continuously, although, surprise

Activity: Shannon's game -(like hangman) see link for game explanation. <https://www.youtube.com/watch?v=oN3879nq7vk>

Handwriting: Now use your handwriting joins sheet to write the words again using your best handwriting. (Available in last week's resources)

Challenge: Use the common exception words correctly in your own sentences.

Physical Activity

This week's focus is: Using a range of movements in an obstacle course

Warm up: Get someone to give you the one step instructions and then move onto two step instructions. (see resource sheet)

Activity: Create your own obstacle course (outside if possible). *Have a look on Twitter at some fantastic obstacle courses that the children created in school.*

Include something to jump over, slalom around (could run around it or dribble a ball), balance (could be a balanced walk or something balanced on your head or an egg and spoon) and a way of aiming and scoring.

Reflection and evaluation: How quickly can you complete your course? Which parts of your body are getting a workout? How could you change or improve the course to make you work harder?

Can you get someone to take a picture and video you doing your course? Watch it back and see what you could do to improve your work.

We're sure you can come up with your own fantastic ideas but here are some possible resources or ideas:

cones/food tins to slalom or dribble around, football/basketball/netball net or create a 'goal' using a sheet and two chairs, draw a line with chalk to 'balance' walk on, use a small soft toy in place of a beanbag to balance on your head.

Challenge: Can you use the compass points as part of the activity?

Topic – Geography

This week's geography focus is: **Human and physical features of a place**

Revise and develop your learning from Key Stage 1 about Human and Physical characteristics of a place. Follow the PowerPoint provided and do the tasks.

Task 1:

Option 1: Sorting activity (printer required)

Option 2: web links

Hard: (Has pictures) <https://wordwall.net/resource/184914/geography/human-physical-features-sort> and <https://wordwall.net/resource/211591/geography/human-physical-basic-features-sort>

Harder: (Has words only) <https://wordwall.net/resource/451286/geography/natural-human-features>

Task 2: Play the game to check your understanding:

<https://wordwall.net/resource/58779/geography/spot-physical-geography-features>

Task 3: On the PowerPoint look at the photographs, including the Mere Green area, and identify the human and physical features on the images.

You could tell someone about what you observed, print the slides and use post it notes to label the features or you could create a written list of the human and physical features that you observe.

Extra task: When you go out for your daily exercise, look for examples of human and physical features in the area where you live.

Optional task: Here are some extra games to help you understand and name physical and human features:

Physical: <https://wordwall.net/resource/44876/geography/physical-features-quiz>

Human: <https://wordwall.net/resource/44982/geography/human-features-quiz>

Mindfulness

Relaxing session: <https://youtu.be/hh58j2Yw6dg> Rainbow Waterfall

Follow up activity: Do a scribble picture and use a rainbow of colours to colour each section of your scribble. How does each colour make you feel?

Tell your adult about your feelings today/this week.

Optional activity: Create a picture to go with your mindful rainbow journey. You may like to use coloured pencils, pens, paint or collage. You could do a colour mixing activity to make all the colours of the rainbow.



French

Check the list of French resources in the year 3 area and choose activities to revise previous learning from this year.

Other things you may like to do:

Continue to work on touch typing. Use this link to help you: <https://www.typingclub.com/sportal/program-3/116.play>

Go onto Google maps <https://www.google.co.uk/maps/> and choose different areas to look at. Click onto satellite view. What human and physical features can you spot?

MUSIC - BBC link <https://www.bbc.co.uk/bitesize/articles/z7f72sg> Singing focus with melody and pitch

If you have it, you could watch the Disney film, 'The Sword in the Stone'.

Note to parents:

How you structure your week at home is of course entirely up to you (parents). We appreciate that it is challenging to work from home with children and try to home school them at the same time so please use your discretion as to when to deliver these activities.

Please do not feel you have to print sheets off if there isn't the need too. Many of the activities we have suggested have a worksheet free alternative idea provided. You could also use the worksheet on the screen for children to point/refer too rather than print it out.

Top Tip

If you have an iPad (or other tablet) to use at home, then you can take a photo of a page and use 'Markup' or you can simply mark up the entire document itself. Remember to save your work so you know where you got to.

Link that explains Markup: <https://support.apple.com/en-gb/HT206885>

On Android, this will look slightly different, but annotating pictures works in a similar way.

Alternatively, you can print the document or write on a lined, squared or blank sheet of paper while viewing the sheet on a device/screen.