



HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 3

Week Beginning 04.01.21



Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

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

Phonics English Hubs

Online phonics lessons for the Letters and Sounds phonics programme.

<https://www.wandleenglishhub.org.uk/lettersandsounds>

World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%3D%3D>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic


National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.


<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggs

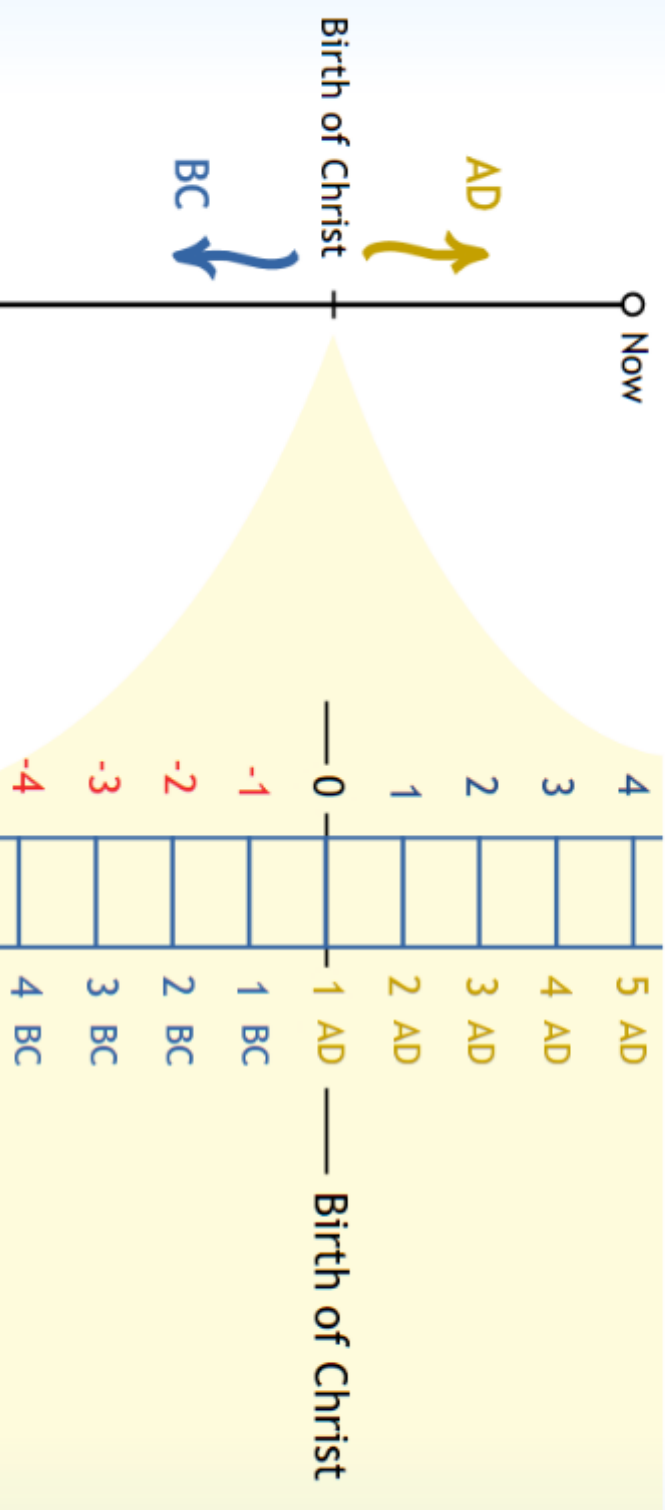
Key Question Week 1: What was life like in Ancient Egypt?
Key Text for Linked Learning: Horrible histories- The Awful Egyptians.
Linked Learning: History, English and PDW
To begin our Ancient Egyptian topic, children will create a timeline showing the key events during the Ancient Egyptian period. This will then lead on to the children exploring what life was like in Ancient Egyptian times. The children will improve their history skills by placing events in chronological order, recall reliable facts and use historical terms, as well as ask and answer questions about the past using primary and secondary sources. In English this week, children will focus on reading using extracts from the text 'Horrible histories – The Awful Egyptians' to retrieve and recall information, using dictionaries and glossaries to learn new subject-specific vocabulary. Alongside their work on the Egyptians, in PDW, children will be learning to confidently and articulately express their views (being open, honest and truthful).
Maths: This week the children will look at number and place value. They will start the week by placing 3-digit numbers between multiples of 100 on landmarked lines and will round 3-digit numbers to the nearest 10. They will then place 3-digit numbers on a 0-1000 line and compare two 3-digit numbers. Towards the end of the week, they will move onto ordering three 3-digit numbers using place value and will solve problems using their knowledge of place value.
Science: Children will be introduced to the word 'force'. Children will be investigating different forces and using their bodies to help them. They will investigate how they can manipulate and move objects and record this using iPads. Children will then discuss in groups the movement they can see (push, pull or both).
History: See above
Geography: Children will be able to locate the UK on a world map and name the seas around the UK.
Computing: Children will recap their learning on algorithms by detecting and correcting errors in a range of algorithms.
Art: Children will continue to study the famous artist Vincent Van Gogh. They will be exploring the piece 'The Sunflowers', learning facts about this painting and compare it to 'A Starry Night'.
Design Technology: Pulleys- what a pulley is? How does it work? Children will be introduced to a range of pulleys. (To be taught later)
PDW/ RE: See above
P.E: In P.E., children will be beginning their athletics topic. This week children will be running for speed, developing an awareness of time, distance and speed. They will also improve their coordination and learn how to accelerate accurately.
MFL: Children will recap their learning from the Autumn term and will secure some understanding of some French phonic sounds.
Mini Quiz: This week the children will be taking a spaced retrieval quiz which will cover topics learned last half term and in previous years.

We are learning about ancient Egypt –can you answer these questions about these artefacts?

What do you think it was used for?	What is it?	What is it made from?	Who might it have belonged to?
			
What does it tell us?	What would you like to know about it?		Where do you think it might have been found?

What do you think it was used for?	What is it?	What is it made from?	Who might it have belonged to?
			
What does it tell us?	What would you like to know about it?		Where do you think it might have been found?

... except AD started at 1, not 0



So, 2 AD is actually 1 Year after Jesus was born
And 2000 AD is actually 1999 Years after Jesus was born.

Order Ancient Egyptian Events on a Timeline



3500 BC
First use of
hieroglyphics



1500 BC
Valley of the
Kings tombs built



2400 BC
First obelisks built
(tombs for nobles)



30 BC
Death of
Cleopatra



3000 BC
First buildings
of mud brick



525 - 404 BC
Persians invade
and rule Egypt



5000 BC
Farm cattle,
wheat and barley



30 BC onwards
Romans control
Egypt



6000BC
People settle
near River Nile



1325 BC
King Tutankhamun
buried



2500 BC
Great Sphinx and
Great Pyramid

AD and BC

Sometimes you see Years written like

2000 AD

550 BC

What do they mean?



AD is AFTER Jesus was born



BC is BEFORE Jesus was born

What can we learn from this artefact?

What is it?

It is a statue of a cat.

Where do you think it might have been found?

It might have been found in a pyramid.

What is it made from?

It is made from wood.



Who might it have belonged to?

It probably belonged to someone rich because it's not something you would need in your daily life so it was a luxury.

What does it tell us about?

I think it tells us that cats were important to the Ancient Egyptians because they wouldn't have made statues of them otherwise.

What do you think it was used for?

It might have been made to look like a real cat that they had as a pet.

Phascinating Pharaohs The Mystery of the Kings

The most awesome sight that you can see in Egypt is the pyramids. And the most awesome things that you can't see are the people who had them built – the Egyptian kings or Pharaohs. They've now turned to dust, bones, musky mummies and, of course, history. But how did they come about?

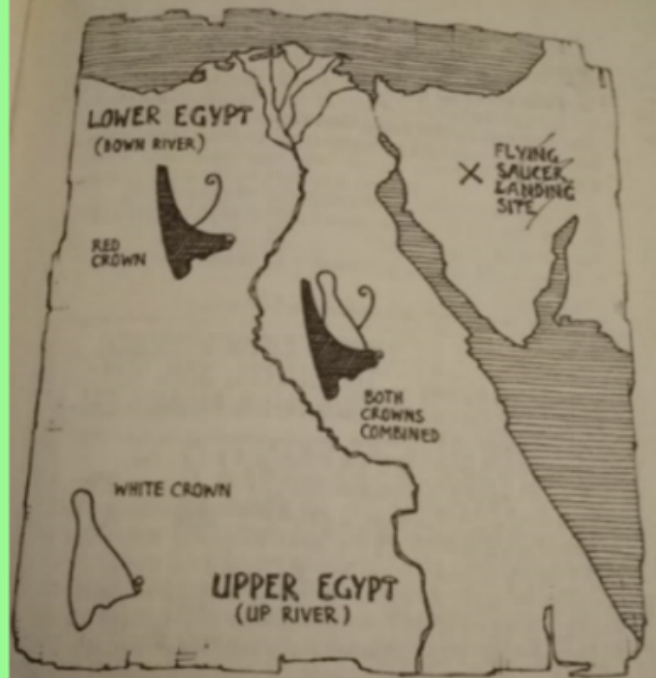
Before Egypt was a country, small villages had grown up on the banks of the River Nile. Each village had a chief. The most powerful chiefs took over other villages from neighbouring chiefs. They became kings of small kingdoms by the Nile.

Again, the most powerful would conquer neighbours and become even more powerful. In the end there were just two awesome chiefs – the King of Upper Egypt with his white crown and the King of Lower Egypt with his Red crown.

About 3200 BC, King Menes of Upper Egypt conquered Lower Egypt – he joined the two crowns as a symbol. The country we now know as ancient Egypt was born.

Villages with chiefs changed to countries with kings in a matter of only 200 years. How could this change have happened so quickly? Some historians think the new leaders were an awesomely clever group of people from outside Egypt – conquerors in fact. There is proof that these early kings were taller and had much larger heads than the peasants of Egypt!

One leading historian says they came from the East. A leading hysteric says they must have come



from another planet! Their skeletons and their graves have been found... their flying saucer has not. Still, no one is certain... *make up your own mind*. In any case, wherever they came from, it was their even more awesome descendants who built the pyramids.

Read the text and then copy and answer the questions in your book.

1. Before Egypt was a country, small villages had grown on the banks of which river?
2. What phrase suggests that the Early Kings of Ancient Egypt were Aliens?
3. What does "the country we now know as Ancient Egypt was born" mean?
4. Give two reasons why historians think that the Early Kings were conquerors.
5. In your own words explain how the white crown and red crown joined.

Your royal role

As a king, here are some of your duties . . .

The Heb-sed festival

Are you fit? The king has to prove his fitness by running round a fixed course. This is usually held after the king has ruled for 30 years. This terrible trial is held at the Heb-sed festival.



Religious leader

Remember you are not just a king; you are also a god. Every morning the king has to make offerings to the other gods. This is to ask the sun to rise. If you don't, then the sun won't rise and the world will end! (If you are a bit lazy, don't worry. The priests usually do this job for you – the priests will also eat the offerings to the gods as part of their payment.) One of your other powers is command over the great River Nile. Each year you perform the ceremonies to make the river rise and flood the land. This keeps the land fertile for growing crops, and the people well fed.



Government leader

An important duty is to keep the two parts of Egypt together – Upper and Lower Egypt. Feeling a bit overwhelmed? Don't worry, you have lots of officials to help you run the country.

The royal nickname

Of course, it's very unlikely you would have been an Egyptian king, and much more likely you'd have been a commoner. As a commoner you'd have to mind your manners with the king. For a start, you'd be in big trouble if you called the king . . . well . . . "King"! If you were an ordinary Egyptian it could mean death. The Egyptians believed that their ruler was sacred. They were supposed to be in awe of him. After all, he wasn't just a king, but a god as well. So

it was very insulting to use his private name! Instead they used respectful nicknames. The most popular nickname was Pharaoh, which meant 'Great House' or 'Palace' – because the king's body was the human 'house' of a god.

Awesome army leader

The carvings on all Egyptian monuments show the king as a conqueror. What if you lose? Don't worry, the writers (scribes) can still say you won! Ramesses II fought the Hittites at the Battle of Qadesh in Syria – the Egyptian scribes described his great victory. The Hittite writers described the same battle – but in the Hittite story the Hittites won!



To be King

pgs 15, 16 & 17

Read the text and then copy and answer the questions in your book.

1. Every morning the King makes offerings to the other Gods. Why?
2. Why was "Pharoah" one of the most popular nicknames for a King?
3. Which section of the text implies that Egyptian monuments do not always tell the truth?
4. Which phrase suggests that Egyptians believed that the King was connected to God and was regarded with great respect?
5. Why was it important that the river Nile flooded the land each year?



Aaliyah's Apostrophe Homework

Aaliyah has been set some homework. She must choose which sentence has correctly used an apostrophe to show possession by a singular noun. However, she isn't sure which one it is! Please help her by reading each sentence carefully and then place a tick by the correct sentence.

Tick one

1. ☐ The ogres shoe's were rotten and smelly.
☐ The ogres' shoes were rotten and smelly.
☐ The ogre's shoes were rotten and smelly.
2. ☐ Snow White's clothes were covered in mud.
☐ Snow Whites' clothes were covered in mud.
☐ Snow Whites clothe's were covered in mud.
3. ☐ The girls pencil's fell out onto the floor.
☐ The girl's pencils fell out onto the floor.
☐ The girls' pencils fell out onto the floor.
4. ☐ The Queen's jewels were kept in the tower.
☐ The Queens jewels' were kept in the tower.
☐ The Queens' jewels were kept in the tower.
5. ☐ The flowers' petals slowly fell to the ground.
☐ The flower's petals slowly fell to the ground.
☐ The flowers petal's slowly fell to the ground.
6. ☐ The cowboys gun's were attached to his belt.
☐ The cowboys' guns were attached to his belt.
☐ The cowboy's guns were attached to his belt.
7. ☐ The squirrel's nuts were stored in the tree.
☐ The squirrels' nuts were stored in the tree.
☐ The squirrels nut's were stored in the tree.



Maths

This week we will be thinking about place value to 1000, using our problem solving skills to find missing number and to reason and explain our choices.

Online number line and activities :

<https://www.topmarks.co.uk/Search.aspx?q=number%20line>

Have a go at completing the activities below.

Day 2: Place 3-digit numbers on a number line.

What are some of our **top tips** for placing numbers on a line?



How close is the number to a whole 100?

How close are the 10s to 50?

Look at the 10s – how close is the number to a whole 10?

Any others?

If the 10s are the same, look at the 1s.



Placing three-digit numbers between hundreds

Sheet 1

Mark the numbers on the number line where you think they should go.



55

48

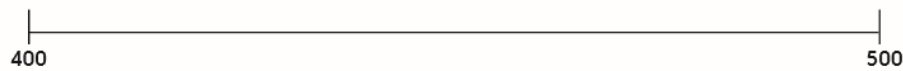
77



150

199

170



405

475

490



785

715

725

Placing three-digit numbers between hundreds

Sheet 2

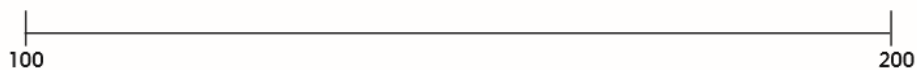
Mark the numbers on the number line where you think they should go.



52

48

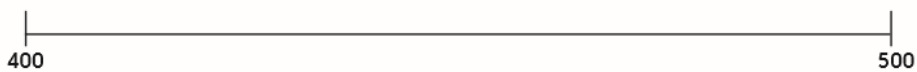
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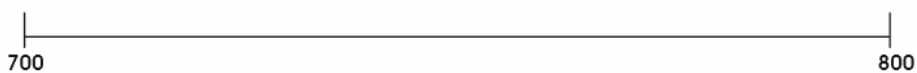
171



405

475

493



784

716

725

Challenge

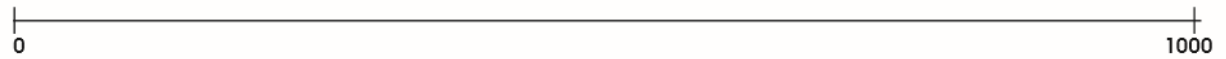
Which four 3-digit numbers when placed on a number line from 100-200 are spaced evenly?

Placing three-digit numbers on a 0-1000 number line

Sheet 2

Mark the 100s intervals on the number line.

Write the numbers on the number line where you think they should go.



690	105	499	505
385	275	25	370
420	935	745	860

Challenge

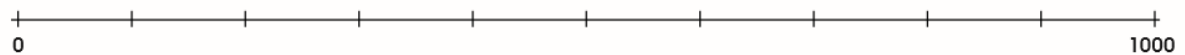
If the order of the digits were reversed on these numbers, how would their number line position change?

Placing three-digit numbers on a 0-1000 number line

Sheet 1

Mark the 100s intervals on the number lines.

Write the numbers on the number line where you think they should go.



500	250	750
125	401	25
625	945	325

Challenge

Roll three 0-9 dice. Use the digits to make 4 more different numbers to place on your line.

Put the numbers in each row in order from smallest to largest.

		Order from smallest to largest
1	400, 200, 800, 450, 201, 102	
2	199, 665, 595, 911, 605, 109	
3	111, 102, 210, 201, 101, 110,	
4	324, 516, 978, 388, 813, 999	
5	555, 454, 545, 444, 554, 455	
6	340, 403, 334, 333, 443, 343	
7	225, 1025, 255, 125, 1205, 522	

Challenge

Choose one of your sets of ordered numbers. Can you find a number to go in between each pair in the list?

Always, Sometimes, Never?

A two-digit number multiplied
by a one-digit number
has a two-digit product.

Always, Sometimes, Never?

A two-digit number multiplied
by a one-digit number
has a two-digit product.

Explain the mistake.

H	T	O
	2	7
x		3
<hr/>		
6	2	1

Explain the mistake.

H	T	O
	2	7
x		3
<hr/>		
6	2	1

How close can you get to 100?
Use each digit card once in the
multiplication.

2 3 4

× =

How close can you get to 100?
Use each digit card once in the
multiplication.

2 3 4

× =

Creating 3-digit numbers

Sheet 1

Complete the following challenges. You can use digit cards to support you in making the numbers.

Challenge 1

Write at least 10 even three-digit numbers, using the digits 0-9. You can only use each digit once in a number.

Challenge 2

Write at least 10 three-digit numbers that are multiples of 5, using the digits 0-9. You can only use each digit once in a number.

Super challenge!

Choose one of your sets of numbers and put them in order smallest to largest.

Problem solving and reasoning questions

Sketch a line 0-1000 and mark 500 on it.

Mark 350, 700 and 990 on the line.

How can you demonstrate that you have marked these accurately?

True or false

- Between any pair of next-door multiples of 100, there are always 98 whole numbers.
- The middle of a 500-1000 line is 800.
- There are ten numbers ending in 3 between 300 and 400.
- The digit 0 is used 18 times between 600 and 700.

Write numbers to make the sentences true:

a) $100 < \square < 110$

b) $304 > \square > 302$

c) $999 > \square > 888$

d) $0 < 101 < \square$

e) $459 < \square < 461$

Write the value of the 5 digit in these numbers:

(i) 652

(ii) 591

(iii) 905

Make a number

Sheet 1

Use the following digits to make 3-digit numbers as instructed:



1. A number with seven 100s.
2. A number where the 10s digit is four.
3. A number with a 1s digit < 3 .
4. A number with more than six 10s.
5. An even number between 200 and 300.
6. An odd number > 800 .

Now order these numbers from smallest to largest:

Science

This week in science we are going to explore forces. We are going to begin by exploring the push and pull force. We will then develop our understanding in later weeks. Can you conduct exploring investigations like those below?

ActivInspire - Studio

File Edit View Insert Tools Help tues sci * @ Page 2 of 6 Best Fit

**You will be given a variety of objects on your table.
You will be given 5 minutes to explore these objects
and move them from one side of the table to the
other without leaving your seats.
The objects must also keep contact with the table at
ALL times.**

What forces did you use to move the objects?

These forces need direct contact between two objects

Windows taskbar: 15:35 17/12/2020

ActivInspire - Studio

File Edit View Insert Tools Help tues sci * @ Page 3 of 6 Best Fit

Using your knowledge of pushing and pulling can you
manipulate (change) the shape of the following objects.

Blue tac	teddy
Paper	Cotton wool

You can only use the forces push and pull!

Windows taskbar: 15:36 17/12/2020

1. Force:

Start or Stop?



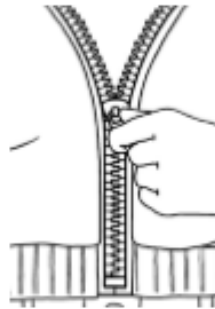
4. Force:

Start or Stop?



2. Force:

Start or Stop?



5. Force:

Start or Stop?



3. Force:

Start or Stop?



When you kick a football, what type of force do you use? Can you describe other sports or activities that involve pushing or pulling?



Computing

We will navigate Scratch online and learn how it works to programme our sprite. This online version is more advanced than the app version. Take some time to see how it works. What can you create?

<https://scratch.mit.edu/projects/editor/?tutorial=getStarted>

Art

We will be looking closely at another Van Gogh painting.

Research here:

<https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh>

Then complete this

Description

What do you see in the work? What is it?

Write down how it looks.



This piece is by Vincent
Van Gogh

Analysis

What materials have been used?

Interpretation

How does the painting make you feel?

Do you like the colours?

Judgement

Why would people want to see this work?

What is worth remembering about the picture?

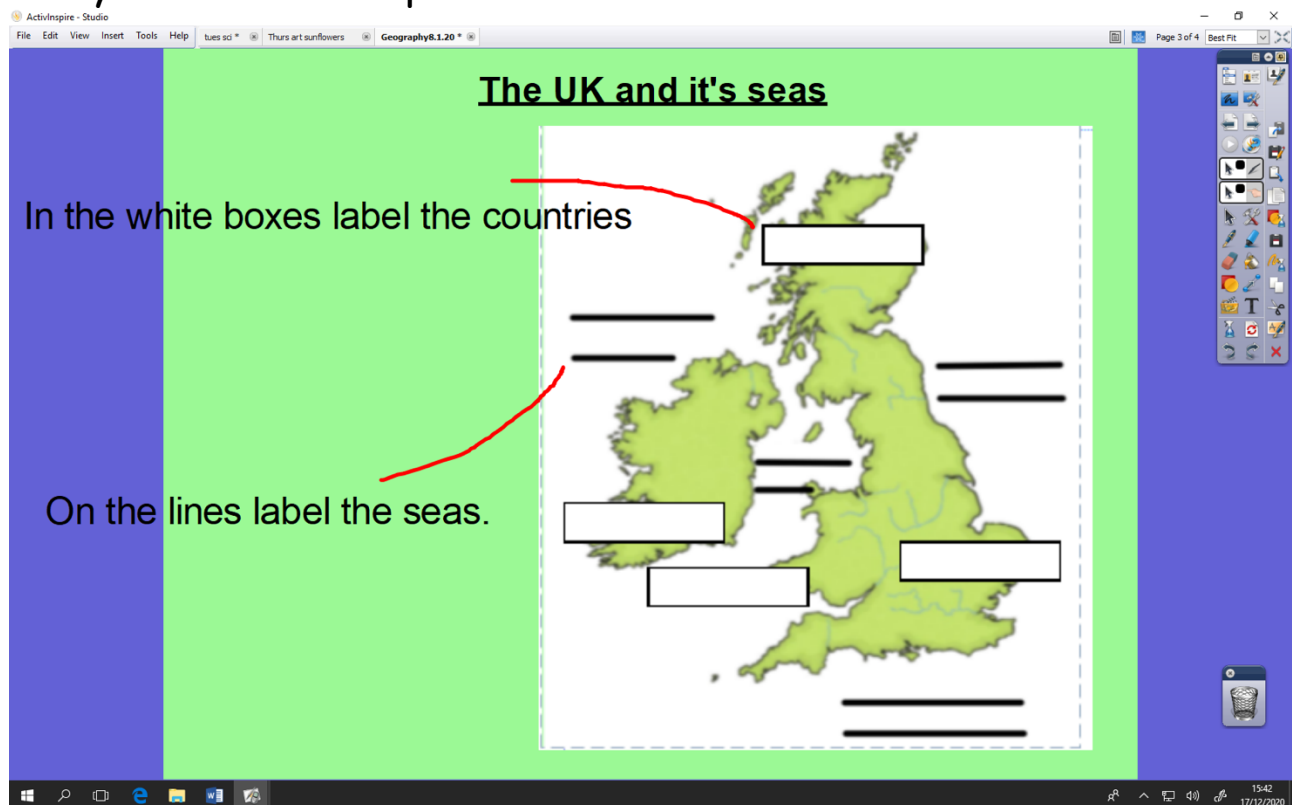
Geography

We will be using an Atlas to label the countries in the UK and to begin to learn the names of some seas surrounding the uk.

Online atlas:

<http://yourchildlearns.com/online-atlas-europe.htm>

Can you create a map like this one?



PDW –what do you think?

- What's an opinion?
- What's the difference between having an opinion and expressing an opinion?
- What types of opinions are okay to share?
- What types of opinions are not okay to share?
- What does it mean when a person is called 'opinionated'?

1. Highlight the views (opinions) in the following text.

Tomorrow is an important day for the pop group BoysRUs. They release their third single tomorrow. Their last two singles went straight into the charts at number 1. The new single, however, is an awful mix of pop and rock music. It's not as good as their previous two hits. It certainly seems to me that BoysRUs should ask for their day jobs back at the toyshop.

2. Discuss

- An opinion about football
- An opinion about a piece of food