



# HILL WEST *Primary*

FOUR OAKS

## Home Learning Pack

Year 3

Week Beginning 07.12.20



## 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](http://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**

<https://readingeggs.co.uk/>



## Next Week at Hill West

**Key Question:** What is under the bed?

**Key Text for Linked Learning:** The Creakers

**Linked Learning:** English and PDW

In English, the children will be looking at the text 'The Creakers' by Tom Fletcher. They will be focusing on their inference skills. To begin with, they will be making predictions using clues from the text. Then, they will make inferences about the characters. Children will move on to looking at how different books introduce a character and setting, thinking about exciting vocabulary and how to capture the reader's interest to help them write some paragraphs of their own. With the characters in mind during PDW children will think about what characteristics make them strong.

**Maths:** Children will be adding and subtracting 2 and 3 digit numbers

**Science:** Children will continue their learning about rocks and begin to investigate how soil is made and how they can identify different soil types.

**History:** Children will apply their knowledge of chronology again to support the exploration of life in the Stone Age.

**Geography:** Children will explore maps and identify different mountains around the world. Children will then begin to talk about their locations using compass points.

**Computing:** To support their geographical research children will navigate software to find information and will begin to record their findings onto a document.

**Art:** Children will begin to look at the work of Van Gogh sharing opinions and making links. They will then begin a small study of his work and painting style.

**PDW:** See above

**P.E:** In P.E, children will continue to receive Rugby coaching, playing a variety of invasion games.


**MFL:** Children will revise their counting and will begin to answer questions using yes or no focussing on pronunciation.

## English

This terms spellings are:  
Please practise these at home.

beautiful	eight
sugar	disappear
plant	straight
father	reign
hour	weight
improve	earth
prove	early
Mr/ Mrs	learn
parents	heard
people	when
path	eighth

**Task 1:** We are going to be looking at the book *The Creakers*. We will be reading chapters 1-4 over the week if you can get a copy of the book to read aswell. Can you make some predictions based on the cover?



What do you think this book will be about?

Use the front cover to help you!

Tell your talk partner your ideas.

Prediction


Label your picture

What is the girl doing?

What is the picture showing you?

What does the title suggest?

What does this sentence indicate?



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thursday history \* Monday and Tuesday English 1

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**Task 2:** Find out everything you can about the following word and complete a grid like this one below. Can you find any interesting vocabulary in the book you're reading at home and do one for another word?

**SPAG**

Etymology:

Prefix:

Root word:

Suffix:

Word:

**Inscription**

Opposite:

Definition:

Put it in a sentence: Remember ABC

Synonyms:

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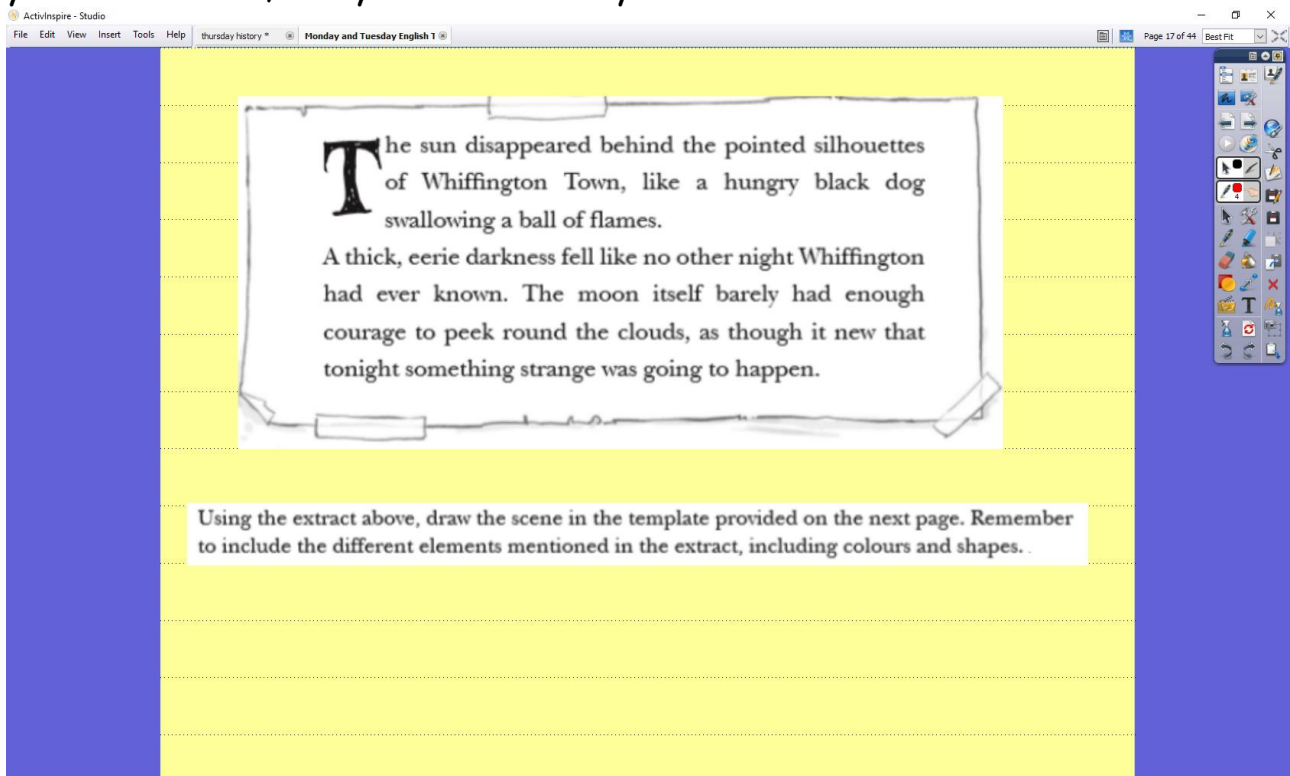
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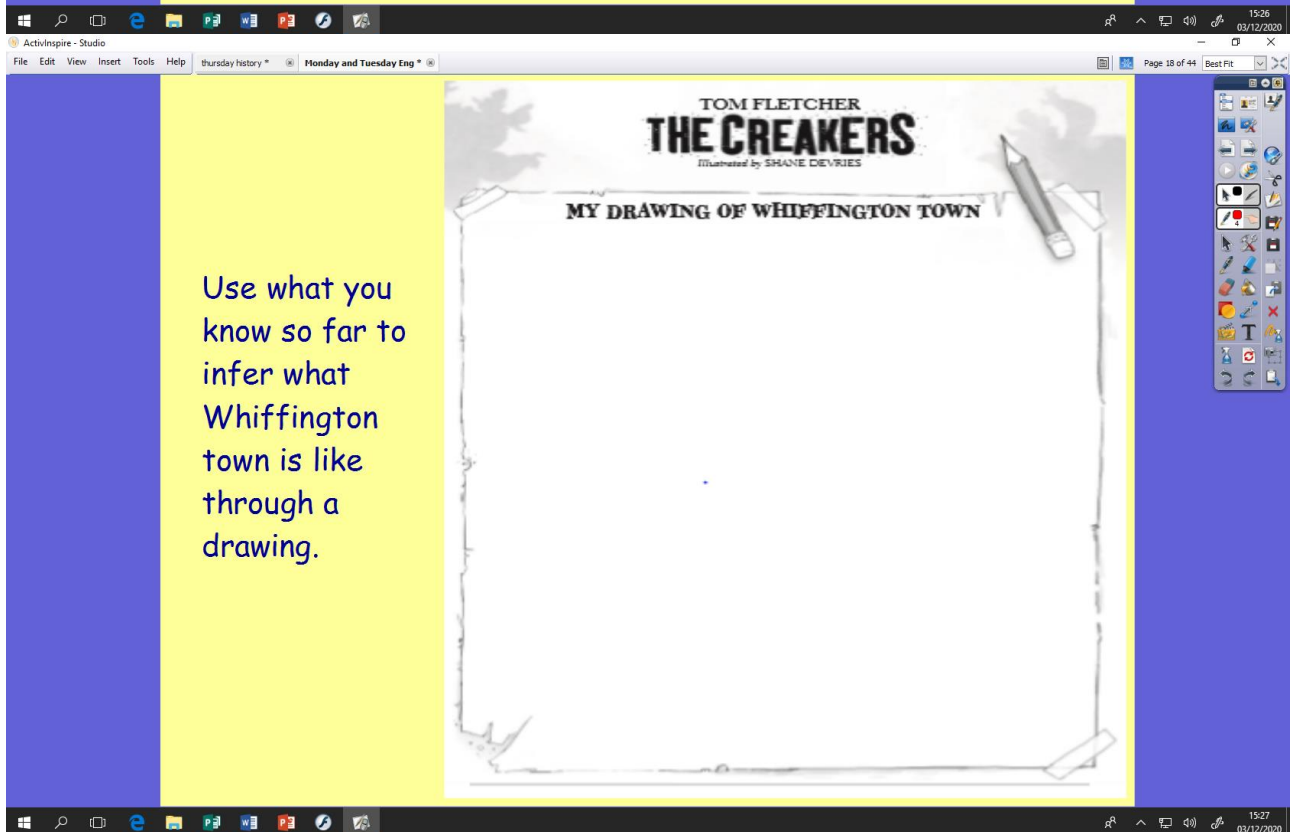
**Task 3:** Have a look at the language the author uses. How does it make you feel? Then, can you draw what you visualised?



The sun disappeared behind the pointed silhouettes of Whiffington Town, like a hungry black dog swallowing a ball of flames.

A thick, eerie darkness fell like no other night Whiffington had ever known. The moon itself barely had enough courage to peek round the clouds, as though it new that tonight something strange was going to happen.

Using the extract above, draw the scene in the template provided on the next page. Remember to include the different elements mentioned in the extract, including colours and shapes.



TOM FLETCHER  
**THE CREAKERS**  
Illustrated by SHANE DEVRIES

MY DRAWING OF WHIFFINGTON TOWN

Use what you know so far to infer what Whiffington town is like through a drawing.

## Task 4: Can you analyse the language and writing features the author has used on the extracts below?

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**THE CREAKERS**

Lucy stopped the alarm clock and ran to check the bathroom.  
Empty bath.  
Empty shower.  
Empty loo (although Lucy would have been very surprised to find her mum hiding in there).  
She ran downstairs.  
Empty kitchen.  
Empty living room.  
Empty everywhere.  
'Mum? **MUM?**' she called, a note of panic rising in her voice, and her heart leaping like a frog in her chest.  
She was beginning to get an awful feeling that something terrible might have happened . . . and it was a feeling that Lucy already knew.  
You see, the really creepy thing was that this wasn't the first time it had happened to Lucy Dungston.  
A few months ago her dad had vanished too!  
Unbelievable, right?  
Lucy's mum had been devastated.  
'Must have run off with another woman,' Lucy had

As a class

Identify Short snappy sentences

Identify areas of speech

Repetition

Questions to engage the reader

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**THE CREAKERS**

with flower-shaped sparkly bits were sitting on the mat, exactly where her mum kicked them off every night and where she'd slip back into them before leaving the house each day. Surely her mum wouldn't have left the house without her shoes . . . would she?

Lucy's heart sank. This all seemed far too familiar. On the day her father disappeared, one of the strangest things was that his favourite chunky black boots with the yellow laces, which he wore every single day, were still sitting by the front door, like he'd never left. Just like her mum's shoes!

Lucy knew there was only one thing for it. She was going to have to call the police.

She'd never done that before, and her heart was pounding like a drum in her chest as she pressed the number nine three times with a shaky, nervous finger.

Now what do you suppose happened next? If you think a police officer answered the phone and said, *'It's OK, Lucy, we've found your mum and we'll bring her home right away and we'll even pick up some breakfast for you too. What would you like?'* then you'd be very wrong indeed and should probably never write a book.

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Identify areas of speech

Identify a simile

Identify an expanded noun phrase

Can you see any other features?

Questions to engage the reader

Italics

Remember to draw a key

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**Task 5:** Can you practise spelling some of the words below using the pyramid method?

The screenshot shows the ActivInspire Studio interface. On the left, the word "Spelling" is written in a large, bold, black font. In the center, there is a text box with the following instructions: "Introduce a learning strategy to pupils such as Pyramids. Pupils identify the tricky part of the word in up to five statutory words and try writing that bit as many times as possible in 30 seconds. Then do as below for each word:". Below the instructions, a pyramid of the word "should" is displayed, with each letter on a new line: "s", "sh", "sho", "shou", "shoul", "should". Below the pyramid, there is another instruction: "Or do this in reverse. Practise this on the five words from the statutory list." At the bottom of the screen, there are three columns of words: "accident(ally)", "actual(ly)", "address", "answer", "famous", "favourite", "February", "forward(s)", "peculiar", "perhaps", "popular", "position". The right side of the screen shows a toolbar with various icons for drawing and editing.

**Spelling**

Introduce a learning strategy to pupils such as Pyramids.

Pupils identify the tricky part of the word in up to five statutory words and try writing that bit as many times as possible in 30 seconds. Then do as below for each word:

s  
sh  
sho  
shou  
shoul  
should

Or do this in reverse. Practise this on the five words from the statutory list.

accident(ally)  
actual(ly)  
address  
answer

famous  
favourite  
February  
forward(s)

peculiar  
perhaps  
popular  
position

**Task 6:** Can you think of words with the 'ai' sound. There are many different ways to spell that sound. Can you write the words you think of under the correct spelling coloumn?

The screenshot shows the ActivInspire Studio interface. At the top, there are six columns of letters: "ae", "ai", "ei", "a", "ay", and "ey". Below these columns, there is a large empty space for writing words. The right side of the screen shows a toolbar with various icons for drawing and editing.

ae ai ei a ay ey

**Task 7:** In class we are going to write our own chapter 4, If you were able to read along with The Creakers then great! If not you can just write the next chapter of a book you are reading at home. Use the story map below to plan then aim to write at least 3 paragraphs to continue your book.

ActivInspire - Studio

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thursday history \* Monday and Tuesday Eng \* Wednesday English v2 \*

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## Story Planning Mountain

My Main Characters

My Setting

Climax:

Build up:

Ending:

Opening:

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**Task 8:** Spelling. Can you write words to match these pictures? Did you spell them with the correct 'ai' sound?













ActivInspire - Studio

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thursday history \* Monday and Tuesday Eng \* Wednesday English v2 \* Thursday english v2 \*

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Can you spell these words using the correct spelling?

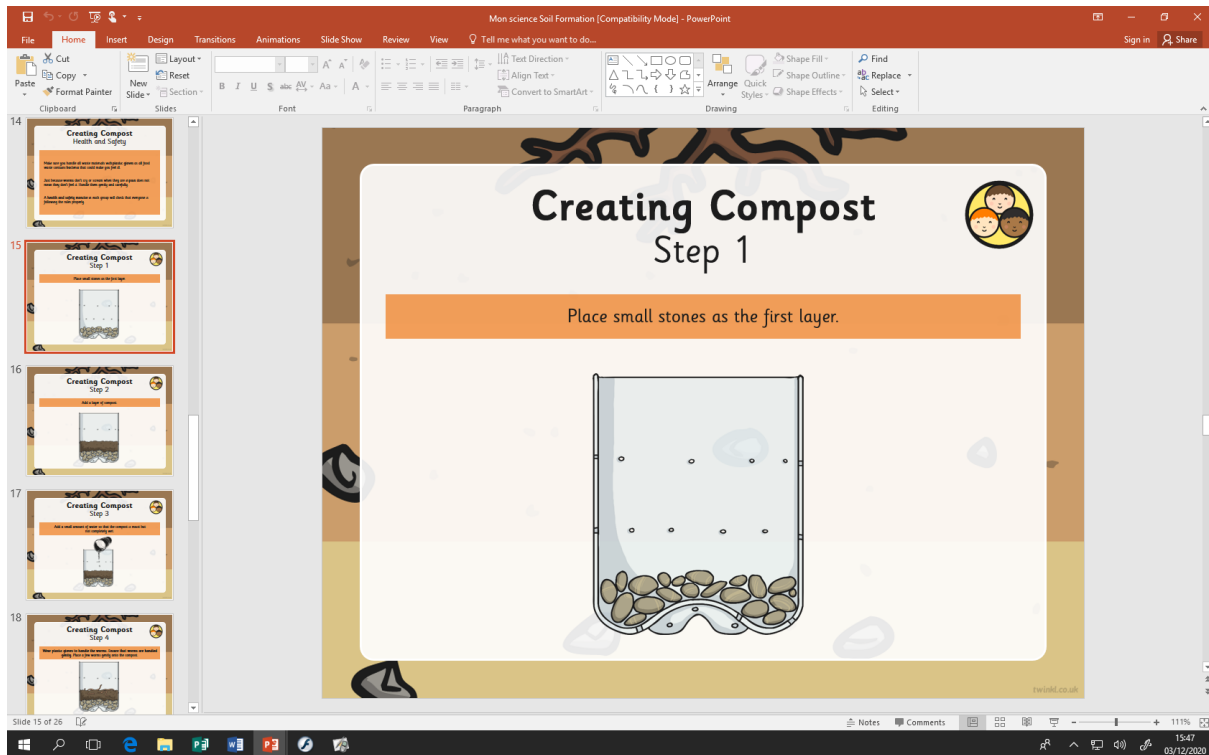
		
		
		
		

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## Science

**Task 1:** This week in class we will be learning about how soil is formed and will begin to look at different samples. At home can you find out how soil is formed and create a piece of work to show off what you have learnt?

**Task 2:** We are going to make our own mini class compost bins! You can make one at home too if you can find some worms out of your garden. Over the next couple of weeks feed your worms scraps and make observations.



Mon science Soil Formation (Compatibility Mode) - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do...

Clipboard Slides Font Paragraph Drawing Editing

14 Creating Compost Health and Safety

15 Creating Compost Step 1

16 Creating Compost Step 2

17 Creating Compost Step 3

18 Creating Compost Step 4

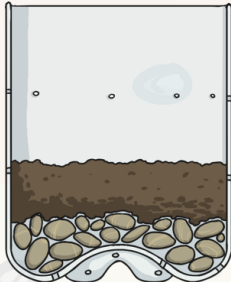
Slide 16 of 26

Notes Comments

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## Creating Compost Step 2

Add a layer of compost.



Mon science Soil Formation (Compatibility Mode) - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do...

Clipboard Slides Font Paragraph Drawing Editing

17 Creating Compost Step 3

18 Creating Compost Step 4

19 Creating Compost Step 5

20 Creating Compost Step 6

21 Creating Compost Step 7

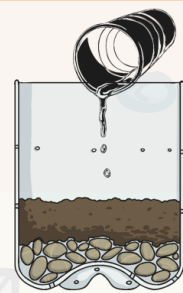
Slide 17 of 26

Notes Comments

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## Creating Compost Step 3

Add a small amount of water so that the compost is moist but not completely wet.



Mon science Soil Formation [Compatibility Mode] - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do... Sign in Share

Clipboard Cut Copy Paste Format Painter New Slide Layout Reset Section Slides Font Paragraph Drawing Shape Fill Shape Outline Shape Effects Find Replace Select Editing

17 Creating Compost Step 3

18 Creating Compost Step 4

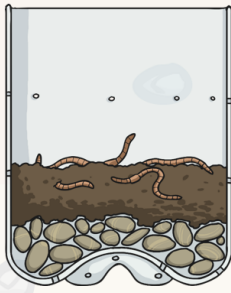
19 Creating Compost Step 5

20 Creating Compost Step 6

21 Creating Compost Step 7

# Creating Compost Step 4

Wear plastic gloves to handle the worms. Ensure that worms are handled gently. Place a few worms gently onto the compost.



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Mon science Soil Formation [Compatibility Mode] - PowerPoint

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Clipboard Cut Copy Paste Format Painter New Slide Layout Reset Section Slides Font Paragraph Drawing Shape Fill Shape Outline Shape Effects Find Replace Select Editing

17 Creating Compost Step 3

18 Creating Compost Step 4


19 Creating Compost Step 5

20 Creating Compost Step 6

21 Creating Compost Step 7

# Creating Compost Step 5

Wear plastic gloves while adding waste food. Place a handful of scraps on top of the worms. Leave it placed gently on the worms; it will fall further by itself so there is no need to push it down.



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Mon science Soil Formation (Compatibility Mode) - PowerPoint

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Clipboard Slides Font Paragraph Drawing Editing

Creating Compost Step 6

Wet the shredded paper and add it as the topmost layer of your mini compost bin.



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Notes Comments 111%

03/12/2020

Mon science Soil Formation (Compatibility Mode) - PowerPoint

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Clipboard Slides Font Paragraph Drawing Editing

Creating Compost Step 7

Add a thin piece of fabric over the top of the plastic bottle and secure it with an elastic band.



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Notes Comments 111%

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Mon science Soil Formation (Compatibility Mode) - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do...

Clipboard Slides Font Paragraph Drawing Editing

20 Creating Compost Step 6

21 Creating Compost Step 7

22 Creating Compost Step 8

23 Creating Compost

24 Caring for Worms

## Creating Compost Step 8

Attach long rectangular pieces of card around the bottle so that it makes it dark for the worms. They live in the dark and do not like bright lights.



twinkl.co.uk

Mon science Soil Formation (Compatibility Mode) - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do...

Clipboard Slides Font Paragraph Drawing Editing

21 Creating Compost Step 7

22 Creating Compost Step 8

23 Creating Compost


24 Caring for Worms

25

## Caring for Worms

How will you care for the worms?

- Keep the mini compost bins in a quiet place.
- Keep the mini compost bins away from the sunlight and keep the cardboard pieces in place.
- Do not place anything on top of the compost bins so that enough air gets through.
- Every other day, check that the top layers of compost are damp. The worms need moist skin to breathe.
- Add only small amounts of food once the first scraps have been eaten.
- After a few weeks, return the worms to a compost bin or heap as they may not survive in the soil straight away.



Whole Class

twinkl.co.uk

## Art

**Task 1:** We are going to begin to look at the work of Van Gogh and will begin to study his style of painting before having a go ourselves. Can you research this artist and have a go at copying a section of one of his paintings?

## Maths

Now write 57 and 25.

How will you partition the numbers to add?

How will you record this addition?

We can record it like this:

$$\begin{aligned} 57 + 25 &= 50 + 20 + 7 + 5 \\ &= 70 + 12 \\ &= 82 \end{aligned}$$

### 1: Add 2-digit numbers by partitioning.

#### Adding 2-digit numbers Sheet 1

Add each pair of numbers using partitioning.

##### Set A

$34 + 13 = \boxed{\phantom{00}}$

$44 + 32 = \boxed{\phantom{00}}$

$12 + 24 = \boxed{\phantom{00}}$

$51 + 32 = \boxed{\phantom{00}}$

$23 + 41 = \boxed{\phantom{00}}$

$44 + 22 = \boxed{\phantom{00}}$

$11 + 43 = \boxed{\phantom{00}}$

$23 + 32 = \boxed{\phantom{00}}$

##### Set B

$34 + 28 = \boxed{\phantom{00}}$

$22 + 19 = \boxed{\phantom{00}}$

$56 + 36 = \boxed{\phantom{00}}$

$45 + 27 = \boxed{\phantom{00}}$

$18 + 64 = \boxed{\phantom{00}}$

$77 + 15 = \boxed{\phantom{00}}$

$39 + 43 = \boxed{\phantom{00}}$

$28 + 66 = \boxed{\phantom{00}}$

##### Set C

$46 + 53 = \boxed{\phantom{00}}$

$32 + 67 = \boxed{\phantom{00}}$

$64 + 42 = \boxed{\phantom{00}}$

$81 + 26 = \boxed{\phantom{00}}$

$65 + 64 = \boxed{\phantom{00}}$

$18 + 89 = \boxed{\phantom{00}}$

$59 + 77 = \boxed{\phantom{00}}$

$24 + 68 = \boxed{\phantom{00}}$

Show your partitioning for the first 3 questions.

### Set A

$36 + 25 = \boxed{\phantom{00}}$

$42 + 19 = \boxed{\phantom{00}}$

$19 + 64 = \boxed{\phantom{00}}$

$57 + 25 = \boxed{\phantom{00}}$

### Set B

$56 + 25 = \boxed{\phantom{00}}$

$82 + 47 = \boxed{\phantom{00}}$

$55 + 54 = \boxed{\phantom{00}}$

$72 + 43 = \boxed{\phantom{00}}$

### Challenge

#### Challenge

Can you use the numbers in your set to create different calculations? Which combination of numbers will make the largest answer and which the smallest?

## Problem solving and reasoning questions

Write two numbers which total 91 where one has a 1s digit of 6.

### Addition Word Problem Challenge Cards



3. Amy Steel loves her fruit salad. She goes to the shops and buys 12 bananas, 13 apples and 27 oranges. Her team mate, Kate Shimmin, buys 13 bananas, 10 apples and 15 oranges. How many pieces of fruit did they buy in total?





Day 1: Add multiples of 1, 10 and 100 to 3-digit numbers.

**Adding multiples of 1s, 10s and 100s to 3 digit numbers**  
Sheet 1

**Set A**

$462 + 4 = \boxed{\phantom{000}}$

$635 + 3 = \boxed{\phantom{000}}$

$371 + 20 = \boxed{\phantom{000}}$

$527 + 40 = \boxed{\phantom{000}}$

$286 + 200 = \boxed{\phantom{000}}$

$158 + 300 = \boxed{\phantom{000}}$

**Set B**

$563 + 400 = \boxed{\phantom{000}}$

$381 + 8 = \boxed{\phantom{000}}$

$214 + 60 = \boxed{\phantom{000}}$

$427 + 70 = \boxed{\phantom{000}}$

$644 + 5 = \boxed{\phantom{000}}$

$195 + 800 = \boxed{\phantom{000}}$

$286 + 500 = \boxed{\phantom{000}}$

$439 + 50 = \boxed{\phantom{000}}$

**Set C**

$438 + 7 = \boxed{\phantom{000}}$

$345 + 60 = \boxed{\phantom{000}}$

$722 + 9 = \boxed{\phantom{000}}$

$927 + 6 = \boxed{\phantom{000}}$

$653 + 50 = \boxed{\phantom{000}}$

$584 + 40 = \boxed{\phantom{000}}$

**Challenge**

**Challenge**

The same number of multiples of 100, 10 and 1 is added to a mystery 3-digit number. The answer is 490. There are 3 possible numbers it could be. What are they?

Day 2: Subtract multiples of 1, 10 and 100 from 3-digit numbers.

Let's read this  
together:  
**856 - 100**

100s	10s	1s
<b>7</b>	<b>5</b>	<b>6</b>

Now write the  
answer on your place  
value grid.

Now try  
**856 - 200** and **856 - 400**.

Talk to your partner.  
Which digit did you  
change? How did you  
know?

**Section A**

1.  $45 - 2 =$

2.  $45 - 20 =$

3.  $74 - 3 =$

4.  $74 - 30 =$

**Section B**

1.  $432 - 1 =$

2.  $432 - 10 =$

3.  $432 - 100 =$

4.  $546 - 2 =$

5.  $546 - 20 =$

6.  $546 - 200 =$

Year 3

11

**Section C**

1. 84 people are on a coach, 20 get off in Manchester. How many are left on the coach?
2. 76 people are on a coach, 4 get off in Birmingham. How many are left on the coach?
3. 367 people are on an aeroplane, 200 get off in Singapore. How many are left on the aeroplane?
4. 453 people are on an aeroplane, 40 get off in New York. How many are left on the aeroplane?
5. 569 people are on an aeroplane, 8 get off in Milan. How many are left on the aeroplane?
6. 625 people are on an aeroplane, 30 get off in Tokyo. How many are left on the aeroplane?

**Telling the time**  
Sheet 1

On whiteboards

1. Write the time in words under each clock.



03:00

05:00

06:30

12:30

03:30

**You are going to make your own  
little book .**

- **Choose a stone age person**
  - **(woman ,man child)**
- Explain and show where they lived.**
- What they would have eaten.**
- Clothes or jewels they would have worn.**
- How they communicated.**
- Who lived together.**

**Use books and the internet to  
research.**



# I am strong.



Think about four occasions you have shown strength in some way. Remember we all have inner strength as well as physical strength.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Do you think we should always remain strong and never show weakness? Reflect and record your personal thoughts in the thought bubble.

