



HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 3

Week Beginning 14.12.20



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

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: Are you for or against the Grinch stealing Christmas?

Key Text for Linked Learning: The Grinch

Linked Learning: English, PDW and French.

During this week, the children will be using the text 'The Grinch' as a stimulus for persuasive writing. Throughout the week, children will look at a range of persuasive writing examples, breaking down the purpose, features and whether the text is effective and why? By the end of the week, children will be debating for and against The Grinch stealing Christmas. Through this debate, children will be stating their own opinions, listening to the opinions of others and giving feedback to each other (linking to PDW). Alongside this learning, children will focus on sentence structures, breaking down the elements that create a sentence and identify its parts. In French, children will start to focus on what happens in France at Christmas time, comparing this to traditions in the UK.

Maths:

Children will revise their shape knowledge and will begin to look at right angles within shapes. Children will also look at 90° turns. They will apply their knowledge to solve a range of mastery questions. Over the week children will also have plenty of opportunities to practise their times table facts and mental maths skills.

Science: To conclude their rocks topic children will complete investigations to test the permeability of soil and will begin to look at what our Earth is made of.

History: Children will secure their understanding of chronology and their understanding of BC and AD.

Geography: This week children will look at how volcanos are formed, Mt Vesuvius in particular, linking learning to their rock topic.

Computing: Children will use Microsoft word to create Christmas card inserts and save them as a file.

Art: Children will paint in the style of Van Gogh and create their own section of 'Starry Night' influenced by his style and technique.

Design Technology: Children will join materials to complete their Christmas card.

PDW: See above

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

MFL: See above

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

We are reading and completing work around the book ' How the Grinch Stole Christmas' A full copy of the book can be found online here:

[https://maken.wikiwijs.nl/bestanden/642289/how-the-grinch-stole-christmas%20\(2\)%20\(1\).pdf](https://maken.wikiwijs.nl/bestanden/642289/how-the-grinch-stole-christmas%20(2)%20(1).pdf)

Task 1: Read the book up to the page below and discuss the main character.

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Page 3 of 57 Best Fit

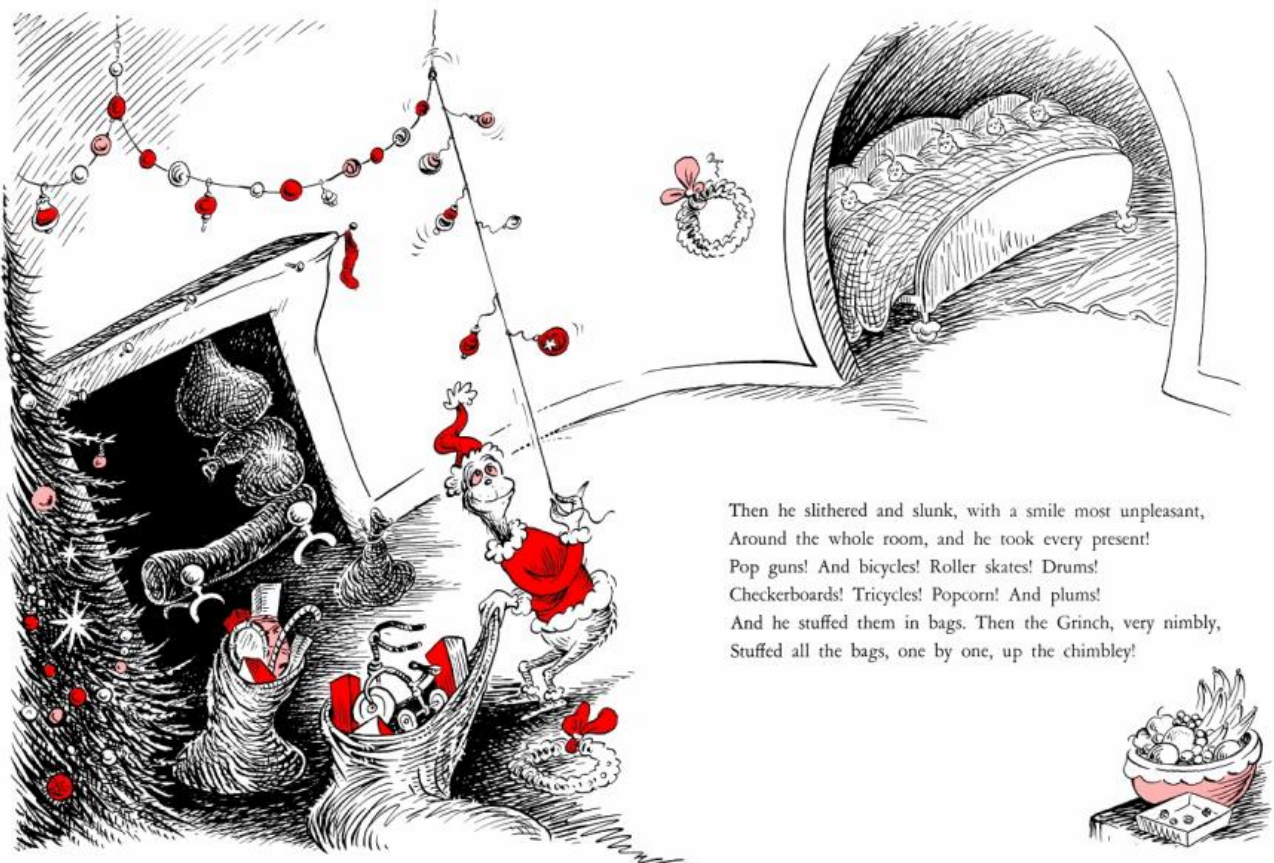
Lets read some of the text

While I am reading think about:

What characters we are introduced to?
What is the setting?
What is happening?
What do we think might happen next?

15:51
10/12/2020

Stop reading here



Task 2: Complete a zone of relevance about the Grinch's character up to this point in the story. You must have ideas to prove your decisions. Move the words to show what type of

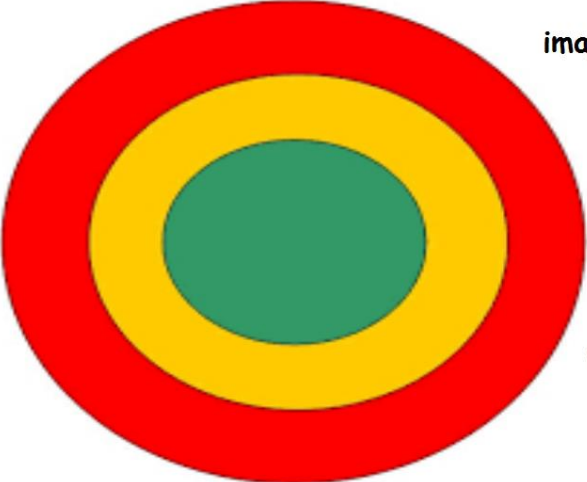
character he is. Green means he is very much like that, yellow means sometimes or only a little evidence, red means not like that at all.

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English all week * Page 16 of 57 Best Fit

Character Zone of relevance. (up to this point of the story)
Rule= You can't move a word unless you have evidence to prove your idea.

Zones of Relevance



kind generous
imaginative nervous
grumpy dishonest
lonely helpful
cheerful cunning
embarrassed humorous
loving mean adventurous



Windows taskbar: 15:53 10/12/2020

Task 3: Answer the following questions.

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English all week * Page 19 of 57 Best Fit

Comprehension questions to be completed in pairs.:

1. What character didn't like Christmas and why do you think that he doesn't like it?
2. What did the people of Who-ville do around Christmas time?
3. What idea did the Grinch have?
4. What are the rhyming words in this section of the text?
6. Can you describe what you think it is like during Christmas in Whoville?

he slid down the chimney. A rather tight pinch, if Santa could do it, then so could the Grinch. He stuck only once, for a moment or two. He stuck his head out of the fireplace flue. The little Who stockings all hung in a row. He saw the stockings, he grinned, "are the first things to go!"

Windows taskbar: 15:56 10/12/2020

Then he slid down the chimney. A rather tight pinch.
But, if Santa could do it, then so could the Grinch.
He got stuck only once, for a moment or two.
Then he stuck his head out of the fireplace flue
Where the little *Who* stockings all hung in a row.
"These stockings," he grinned, "are the *first* things to go!"

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Summarising.

Independent task in books:
To summarise what has happened in the story.

THINK ABOUT:

- What has happened in the story?
- The setting and the characters.
- Chronological order.
- Use full sentences.

15:59 10/12/2020

Task 5 : We are going to be writing a short persuasive letter. We have to decide whether we are 'For' the Grinch Stealing Christmas or 'Against'. You will need to decide which route your letter will take and then decide your arguments. Then, construct your persuasive letter. There are some lesson slides to help you as well as some Oak National lessons to support. Persuasive letter lessons on Oak National if you feel like you need them:


<https://classroom.thenational.academy/units/school-uniform-persuasive-writing-4ef1>

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English all week *

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So we need to decide.
Are we **For or Against** the Grinch
stealing christmas?



Which do we have the most arguments for?

16:04
10/12/2020

Activinspire - Studio

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For or against the Grinch stealing Christmas.

In pairs create a list of reasons for and against the Grinch in your book.

For	Against

Windows taskbar: 16:04 10/12/2020

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Persuasive text example:

Why There Should Be a Match of the Day Programme for Women's Football

Anyone who likes football can close their eyes and hear the Match of the Day theme tune. They can hear the crowd noise, imagine the net bulging and picture the players celebrating another goal. However, the players are always men. Why? I strongly believe that women's football should be given equal billing with men's football and that would include having the same programme for women each week.

Women's football is a popular and growing sport and should be represented on TV. Football is the most popular team sport for women, the crowds at games are getting bigger and the skill levels are even better than those in the men's game. It is time to give women's football equal standing on TV.

Girls who enjoy playing football should have access to role models that can be a positive influence for them. Not many people know the names of women's football stars. If girls could be more familiar with women who had become professional players, they would be more likely to train hard to try and achieve the same thing.

It is hugely important to give boys and girls equal rights in everything. Females are paid on average less than males and are not represented equally in films. As football is the national sport in the UK, it makes really good sense for football to lead the way in this. Wouldn't you like to have a world where everybody is treated equally?

Undoubtedly, the time has come to air a Match of the Day programme for women too. This would be the perfect way to provide positive role models for girls and combat inequality. The time is now.

Find:
 Introduction paragraph
 Arguments 1, 2, 3
 Conclusion paragraph
 Conjunctions

Windows taskbar: 16:04 10/12/2020

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Rhetorical questions

Using questions that don't need an answer to get the audience to think.

e.g. Could you live with yourself if you let this dreadful deed happen?

Repetition

Words or phrases are repeated so that they stick in the reader's mind.

e.g. remember what it was like at Christmas last year, remember that feeling of coming down the stairs on Christmas morning?.

Groups of three

When three adjectives or phrases are used together to make them stand out.

e.g. Christmas is fun, enjoyable and fantastic.

16:05 10/12/2020

Activinspire - Studio

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Writing

Fronted adverbials.

What examples of fronted adverbials could we use in our persuasive writing?

Consequently,

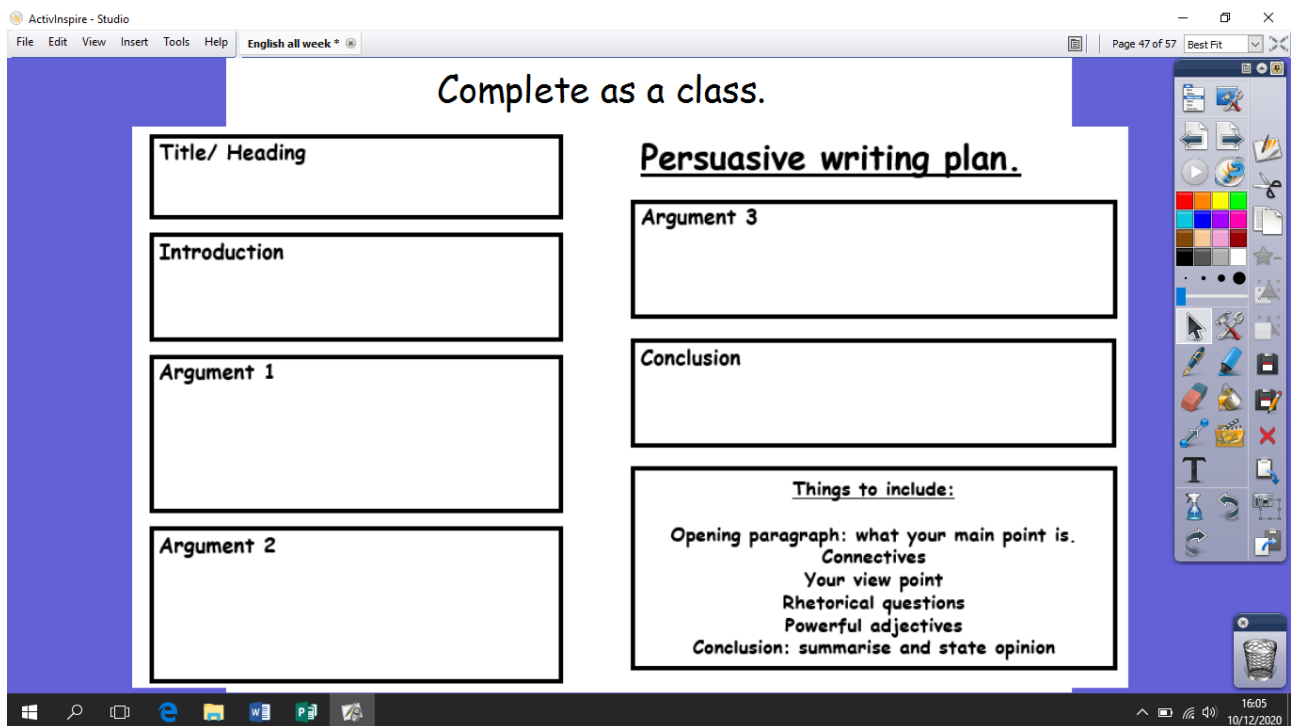
Also,

Firstly,

Similarly,

Blank Page After Current

16:05 10/12/2020



Task 6: For a little fun we will also be writing and performing some acrostic poems. Can you write your own? Use the template below.

Name _____

C _____

H _____

R _____

I _____

S _____

T _____

M _____

A _____

S _____



Geography

Task: We will be looking at how volcanos are formed. Can you research and find out the information you will need to create a piece of work to show off what you know?

Oak national Academy lesson:

<https://classroom.thenational.academy/lessons/how-are-volcanoes-made-71h3cd>

Science

Task: In class we will be exploring soil permeability. We will be conducting investigations similar to those in the video below. Can you investigate the soil in your garden? Perhaps see if there are any differences between your front garden and back garden.

Youtube:

<https://www.youtube.com/watch?v=GqcbX-bSI3E>

French

Task 1: in class children will be learning about how Christmas is celebrated in France and will be comparing traditions to the UK. Can you research Christmas traditions in France and then complete a bubble map like the one below?

The screenshot shows a PowerPoint slide titled "Christmas in the UK and in France". The slide features a double bubble map with two central circles labeled "UK" and "France". Each central circle is connected to six surrounding circles, for a total of twelve empty circles for notes. The circles connected to the "UK" are blue, and the circles connected to the "France" are red. Below the map, a text box says: "Print off this double bubble map for students to use to record their thinking. Stick into their French books." The slide is part of a presentation titled "CQ10. Christmas in France - PowerPoint" by Kelly Stone.

Task 2: Can you design and make a French Christmas card? Use the vocabulary below to help you.

The screenshot shows a PowerPoint slide titled "Joyeux Noël et Bonne Année". It displays various French Christmas vocabulary words with corresponding illustrations. The words and their translations are: "un ange" (an angel), "une église" (a church), "une bougie" (a candle), "un sapin" (a Christmas tree), "le berceau" (a manger), "le Père Noël" (Father Christmas), "une bûche de Noël" (a Yule log), "le gui" (mistletoe), "un traîneau" (a sleigh), "le houx" (holly), and "des cloches" (bells). The slide also includes a small illustration of a reindeer labeled "un renne". At the bottom, a text box says: "Extra slide. Additional activity. Use this vocab to make a Christmas card in French. Draw some pictures and label them with the French words." The slide is part of a presentation titled "CQ10. Christmas in France - PowerPoint" by Kelly Stone.

Maths

We will be looking at angles and turns in shapes. Lessons 1 and 2 below may be helpful.

Oak National Academy:

<https://classroom.thenational.academy/units/angles-and-shape-2e85>

Task 1: Using your place value skills and partitioning can you solve the following problems.

The screenshot shows a PowerPoint presentation titled "mon maths Spot the Pattern - PowerPoint" by Kelly Stone. The slide is titled "Spot the Pattern – Making it Explicit" and "Diving". It contains the following text:

Subtract 10 from 342.

332

Now try subtracting 20, 30 and 40.
Which digit changes each time?

The tens digit.

Which other digit changes
when you subtract 50?

The hundreds digit.

Why do you think this is?

The slide features a cartoon character of a boy holding a pencil and a starburst background. The PowerPoint interface shows the Home tab with various editing tools. The slide is part of a presentation titled "mon maths Spot the Pattern - PowerPoint" by Kelly Stone. The slide is titled "Spot the Pattern – Making it Explicit" and "Diving". It contains the following text:

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mon maths Spot the Pattern - 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

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5

6

7

Slide 5 of 10 English (United Kingdom) Notes Comments 80% 10:18 11/12/2020

Spot the Pattern - Making it Explicit Deeper

How can $7 + 2 = 9$ help to solve:

$745 + 200$	$700 + 200$ must be 900, so $745 + 200 = 945$.
$424 + 70$	$20 + 70 = 90$, so $424 + 70 = 494$.
$390 - 20$	$90 - 20 = 70$, so $390 - 20 = 370$

Discuss with a partner and share your ideas.

1) Solve the following:

- a) $553 + 4$
 $553 + 40$
 $553 + 400$
 $553 - 4$
 $553 - 40$
 $553 - 400$



- b) Explain one thing that is the same in at least two of the calculations.

2) Subtract the following numbers from 456:

- a) 3
b) 4
c) 5
d) What happens to the tens digit when you subtract more than 6?

- 1) Adding 10 to a 3-digit number will only ever make the tens digit change.

True or false?

Explain how you know and give at least two examples.



- 2) Investigate: what is the highest tens number you can subtract from a 3-digit number before the hundreds digit changes?

What do you notice about the 3-digit number you start with and the amount of tens that can be subtracted from it?



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- 1) Circle the calculations that can be solved using the fact $7 - 3 = 4$.

$$572 - 30 = 542$$

$$712 - 300 = 412$$

$$149 + 30 = 179$$

$$453 + 40 = 493$$



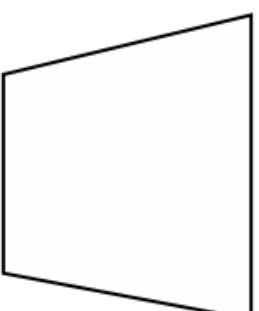
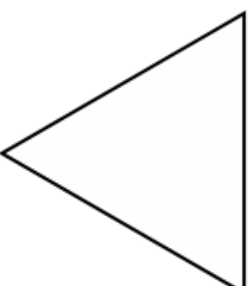
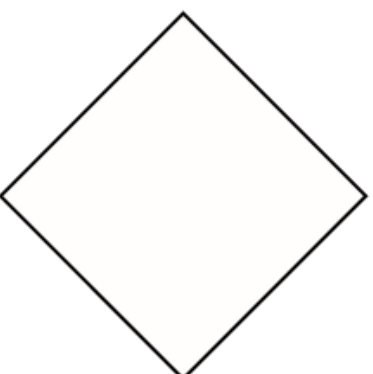
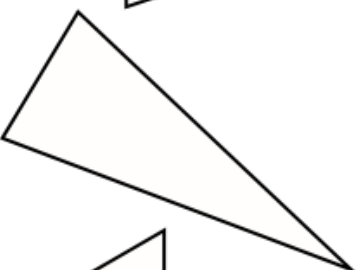
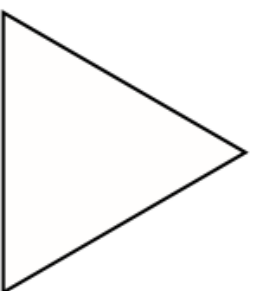
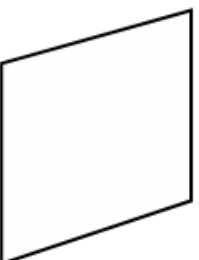
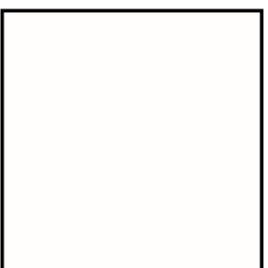
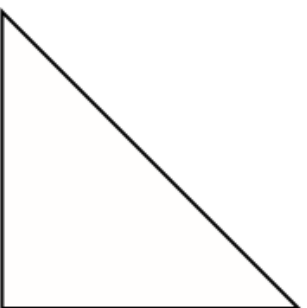
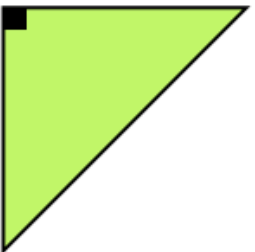
- 2) I want to add 90 to a 3-digit number. Explain two methods I could use. Give an example for each method.

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Task 2: Can you find the angle angles in the shapes below? Use the fish to help you. Extra challenge, can you name any of the shapes?

I can find right angles in a wide range of polygons.

Can you find any right angles inside these shapes? Draw a square to show where you find a right angle. One has been done for you.



Task 3: Using your angle finding skills can you solve these mastery questions?

- 1) Complete the sentences:

The angle in the corner of a square is called a _____ angle.

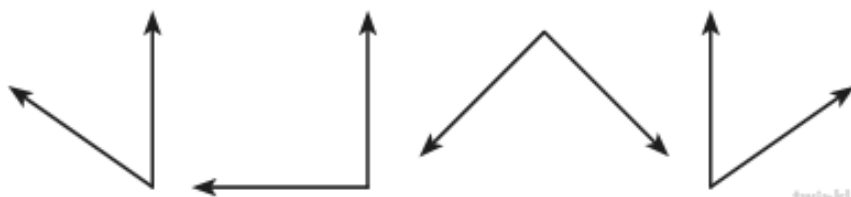


A right angle is the same as a _____ turn.

- 2) Colour any shapes with right angles, then mark each right angle with a small square using your pencil or pen:



- 3) Toby the turtle has turned a quarter of a circle clockwise to make a right angle. Circle the pair of arrows that shows his turn.



- 1) Write your own name here in capital letters: _____



How many right angles can you find in your name? _____

- 2) Circle the odd one out:



Explain why you chose it:



- 1) Draw a line to match the shape to the description:



Caroline

My shape has more than double the number of right angles that Akeem's shape has.



Akeem

My shape has three right angles.



Harvey

My shape has fewer right angles than Caroline's.



- 2) Draw a **picture** with exactly 20 right angles. Use squared paper to help.

Task 4: Can you complete these angles and turns mastery questions?

- 1) Complete the sentence below:

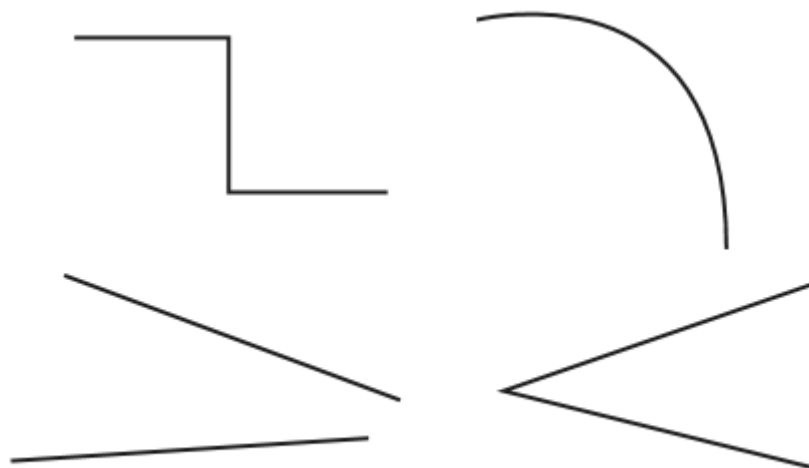
An angle is made when
two _____ lines meet at a point.

If I turn 90° , I will have made a _____ turn.

90° is the size of a _____ angle.



- 2) Circle the pictures below that show angles:



- 1) If I start facing the circle each time, which shape will I be facing after each of the following turns?



a quarter turn anticlockwise _____

a three-quarter turn clockwise _____

a 90° turn clockwise _____

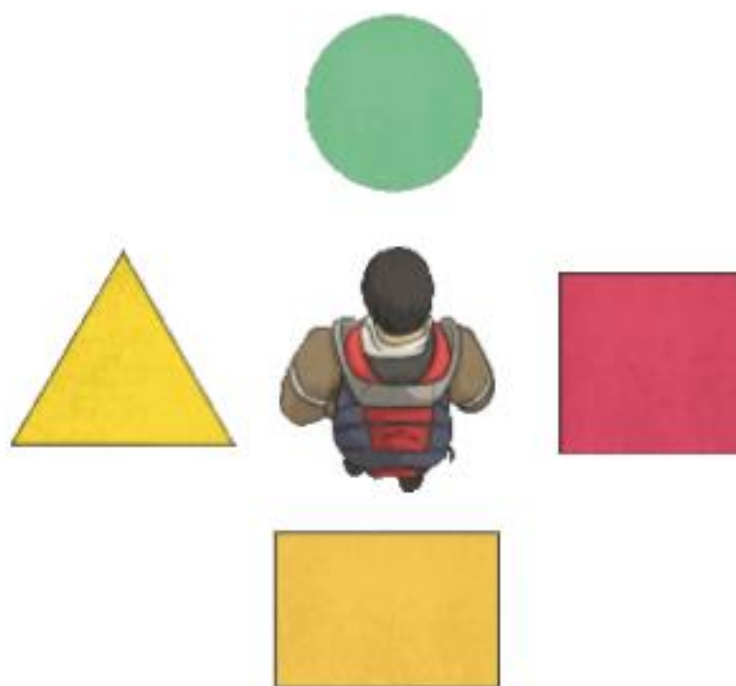
a whole turn anticlockwise _____

- 2) Write the turns I would need to make if I started facing the square each time and wanted to face:

the rectangle _____

the circle _____

the triangle _____



- 1) I start facing the triangle and end facing the rectangle. My friends say:



Who do you agree with? _____

Why? _____



Mira

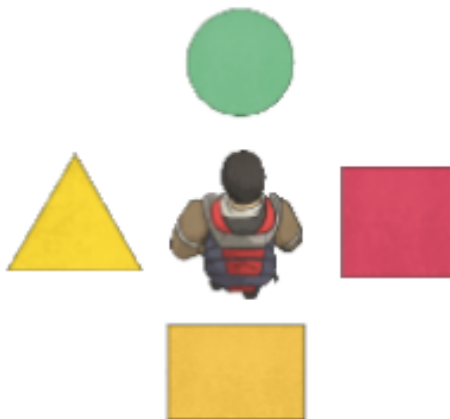
You must have made a quarter turn anticlockwise.



Ian

You turned a three-quarter turn clockwise.

- 2) Create a path on squared paper for a robot to follow. The angles on your path must only be right angles. Mark a start and finish point at each end. Write a set



of instructions for the robot to follow to walk from start to finish. Use the vocabulary here to help you:

quarter turn clockwise anti-clockwise forwards

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Task 5: we will also be doing lot's of mental maths, TT rockstars and times tables practise. At home try to access TT rockstars each day and practise your times tables using super movers.

<https://www.bbc.co.uk/teach/supermovers>