HILL WEST
Primary
FOUR OAKS

Home Learning Pack
Year 3
Week Beginning 23.11.20

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/

Year Three
Monthly Medium Term Overview for November

Reading	Writing	Speaking and Listening
- I can retrieve and recall information from non-fiction texts. - I can use chunking/ syllables to help me sound out longer words. - I can read books that are structured in different ways and reading for a range of purposes. - I can identify words and phrases that capture the reader's interest and imagination recognising some different forms of poetry	**Handwriting** - I can use diagonal and horizontal strokes that are needed to join letters. **Spelling** - I can use further suffixes (ing, ly, er, ed). - I can correctly spell year 3 set 1 spellings. **Writing** - I am beginning to draft and write by composing and rehearsing sentences orally. - I am beginning to use a range of increasing vocabulary to widen my range of sentences. - I can discuss similar pieces of writing to learn from its structure, vocabulary and grammar - I can extend the range of sentences with more than one clause by using a wider range of conjunctions, (including when, if, because, although).	- I can ask relevant questions to further my understanding and knowledge. · - I am beginning to use a range of strategies to build my vocabulary.

Maths

- I can represent numbers to 1000 using apparatus and diagrams, showing hundreds, tens and ones.
- I can explain the value of any given digit in a three-digit number.
- I can count in multiples of 50.
- I can count in multiples of 100.
- I can use notes and coins to show given amounts of money.
- I can add and subtract amounts of money presented in notes, coins and written using £ and p.

	Science	
	Animals (including humans) ·	
	- I can explain that animals need the right types and amounts of nutrition to be healthy (carbohydrate, protein, lipid and trace elements) e.g. design a healthy meal · - I can explain that animals cannot make their own food and their nutrition comes from what they eat · I can explain that humans and some animals have skeletons and muscles for support, protection and movement · - I can identify, observe, group and compare the movement of vertebrates and invertebrates · - I can explore what would happen if humans did not have skeletons	
Personal Development and Wellbeing	**P.E.**	
- I can say how an individual's body parts change from a child to an adult. - I can recognise factors that contribute to a healthy and unhealthy lifestyle. - I know what constitutes a healthy diet and the characteristics of a poor diet and unhealthy eating. - I can plan and prepare a range of healthy meals. - I can explain how my actions impact upon others. I can recognise hurtful behaviour and the impact this has on others (bullying) both online and offline.	**Playing cricket and rugby :** - I can send a ball towards a target with increasing accuracy and control. - I can retrieve a ball with increasing efficiency. - I can pass and receive a ball with control during a game of handball/netball/tag-rugby. - I can follow an opponent in a defensive situation. I can show some understanding of basic tactics.	

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

During English these week we are exploring autumn themed poetry.

Task 1: Read the following poems and make a list of interesting vocabulary. Then, write some sentences of your own using some of the words.

Autumn Leaves

Leaves don't just fall - they rustle.
When the cool wind blows, they hustle.
Leaves don't just fall - they whirl.
When the cool winds blows, they twirl.
Leaves don't just fall - they prance.
They pick themselves up and dance, dance, dance!

Autumn Leaves

Leaves don't just fall -- they rustle.
When the cool wind blows, they hustle.
Leaves don't just fall -- they whirl.
When the cool winds blows, they twirl.
Leaves don't just fall -- they prance.
They pick themselves up and
dance, dance, dance!

Little Leaves

Little leaves, little leaves,
High up in the trees,
Little leaves, little leaves,
Swinging in the breeze.
Autumn comes along
And they change from red to brown
Winter comes along.
And they flutter to
the ground.

The Birds

Good-bye, little birds, good-bye!
I see you swiftly fly
Away to the south, where the sky is
blue
And flowers and sunshine wait for
you.
Good-bye, little birds, good-bye!

| |
| |
| |
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| |
| |
| |
| |

Can you add commas to these sentences so that 'and' isn't so repetitive?

1. Jake bought an apple and two bananas and some sugar and a pineapple.

2. Mary looked in the cupboard. In the cupboard was some bread and some butter and a bone and a can of dog food.

3. Tony had two marbles and a piece of string and a stone in his pocket.

4. At the Circus Ryan saw a clown and a lion and a juggler and a lot of other things.

5. Jane had forgotten the washing powder and the peanuts and the yoghurts.

6. There were sweets and presents and toys in the sack.

7. Lions and tigers and monkeys and penguins and elephants live at the zoo.

Task 3: Read this poem and using clues from the rhyming can you complete the missing words?

Autumn Days

Swirling,
Twirling,
Autumn leaves
Whooshing,
Whirling
From the [   ]

Snapping,
[   ]
Conkers fall.
Dropping,
Popping
Near the [   ]

Grouping,
Swooping,
Birds up [   ]
Crying,
Flying
Round the sky.

Curling,
Furling
Smokey fires.
Flowing,
[   ]
Higher, [   ]

By Brenda Williams

Task 4: Can you change these sentences to be in the past tense?

ate

1. They eat dinner at six o'clock yesterday.

2. Did Maria drove to work this morning?

3. I not finished my homework last night.

4. Did you busy last Monday?

5. Was she buy a new car yesterday?

6. I wanted to went to Montreal two years ago.

7. Was you late for the meeting?

8. Who did you talked to?

Task 5: Following the same sentence structure as the 'Autumn Days' poem can you write your own verses?

Autumn Days

Swirling,
Twirling,
Autumn leaves
Whooshing,
Whirling
From the trees.

Snapping,
Cracking
Conkers fall.
Dropping,
Popping
Near the wall.

Can we write our own verses , like this poem, about: clouds, puddles, grass and hedgehogs?

_____

_____

_____   _____

_____

_____

_____   _____   _____

Task 6 : Use all of your English skills to analyse the poem below.

Walking through the playground,
what can I see?
All the crispy autumn leaves
falling off the tree.

Walking through the playground,
what can I hear?
The wind blowing things around
and whistling past my ear.

Walking through the playground,
what shall I wear?
Something nice and warm,
to keep out the cold air.

Walking through the playground
how is the weather?
It's cold and very windy so let's
all huddle together.

What would make a good title?
Why?
What did you notice about structure?
What did you notice about vocabulary?
What are the paragraphs about?
What could the next one be?
Why?

PAST SIMPLE (IRREGULAR VERBS)

● Change the verbs to Past Simple and fill in the missing words.
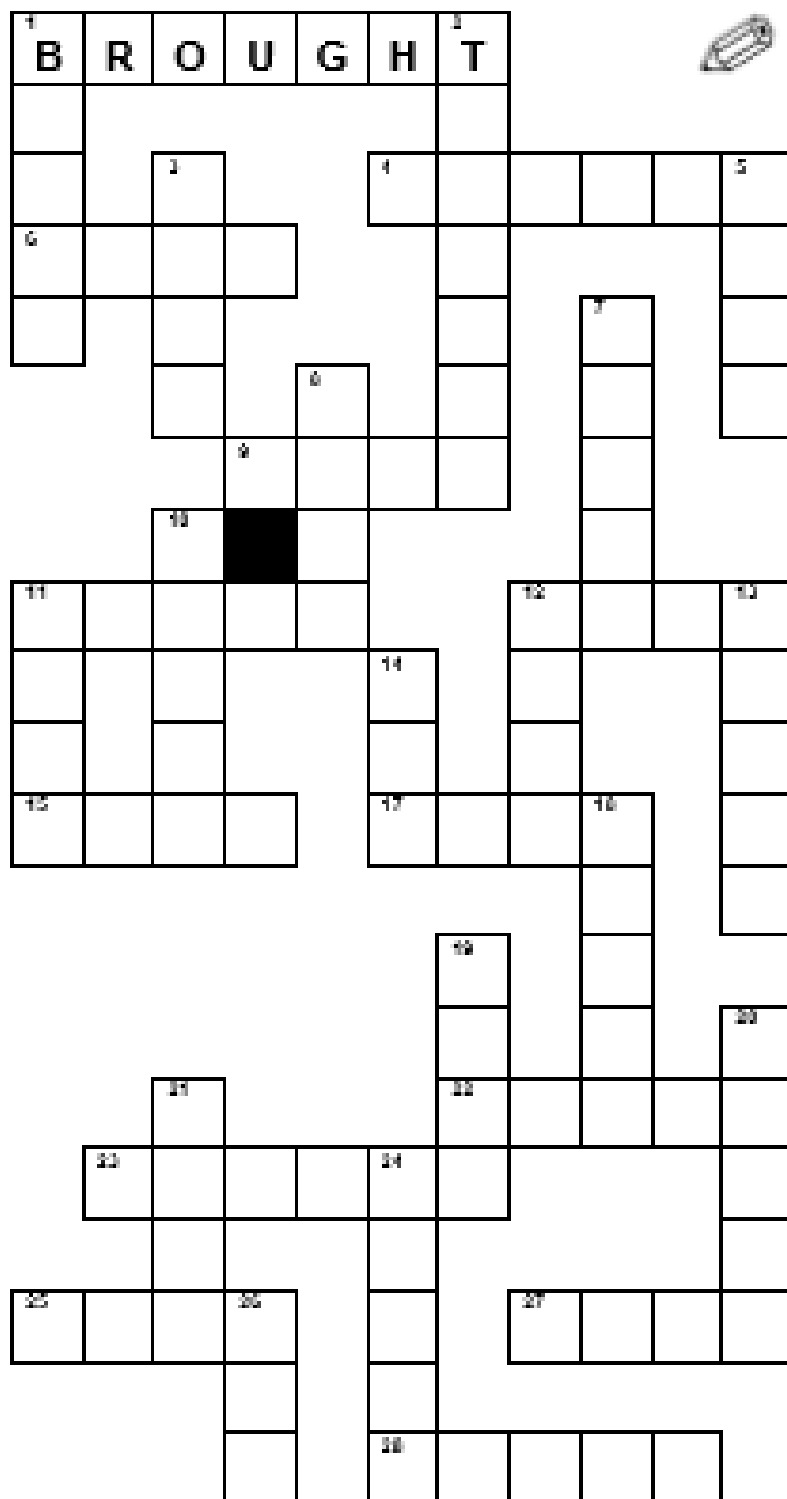
| B | R | O | U | G | H | T |

ACROSS WORDS

1. bring
4. forget
6. know
9. send
11. stand
12. read
15. make
17. draw
22. spend
23. catch
25. fly
27. are
28. drive

DOWN WORDS

1. break
2. think
3. go
5. take
7. choose
8. hold
10. find
11. swim
12. ride
13. drink
14. do
18. write
19. lose
20. steal
21. come
24. hear
26. is

Task 8: Plan and write your own poem following a similar structure to ' Walking through the playground'. Once complete write up in 'best' handwriting and decorate your poem for display.
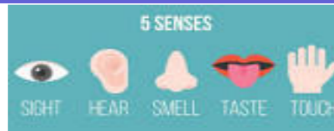
<u>Writing: My Descriptive Poem</u>

<u>Autumn things in school</u>

ActivInspire - Studio

File   Edit   View   Insert   Tools   Help | calendar to model * | tues all end ACTUAL * | **wed all eng** * | Page 8 of
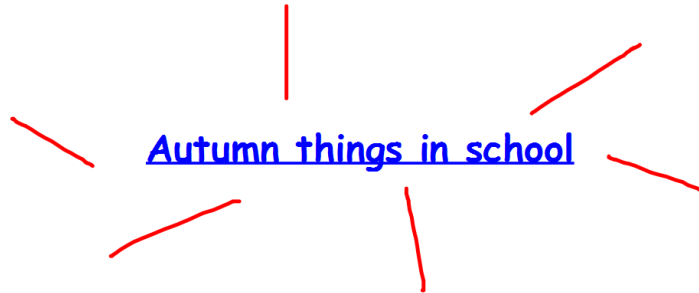
<u>Walking through the Playground.</u>

Walking through the playground,

What can I _____

_____

_____

Plan

5 SENSES

SIGHT   HEAR   SMELL   TASTE   TOUCH

verse 1   verse 3

Verse 2   Verse 4

Task 9: How many of these past tense words can you complete in 5 minutes?

- How many Past Simple irregular verbs do you know?

Complete the Grammar Reference Chart below.

For example:

be: was / were
become: become

be	*was / were*	hit	_____
become	*became*	hold	_____
begin	_____	hurt	_____
bite	_____	keep	_____
blow	_____	know	_____
break	_____	leave	_____
bring	_____	lose	_____
build	_____	make	_____
buy	_____	meet	_____
can	_____	pay	_____
catch	_____	put	_____
choose	_____	read	_____
come	_____	ride	_____
cost	_____	run	_____
cut	_____	say	_____
do	_____	see	_____
draw	_____	sell	_____
drink	_____	sing	_____
drive	_____	sit	_____
eat	_____	spend	_____
fall	_____	stand	_____
feed	_____	steal	_____
feel	_____	swim	_____
find	_____	take	_____
fly	_____	teach	_____
forget	_____	tell	_____
freeze	_____	think	_____
get	_____	throw	_____
give	_____	understand	_____
go	_____	wear	_____
have	_____	win	_____
hear	_____	write	_____

In the wonderful countryside, lived a group of **kind people**. **Mr** and **Mrs** Williams were loved by all. They were amazed when they finally became **parents** to the **most beautiful child** in the **whole** world. They named her Sarah.

Science

We are starting a new topic all about rocks! Research and produce some work to show your learning, in whichever way you like, about the three main types of rock.
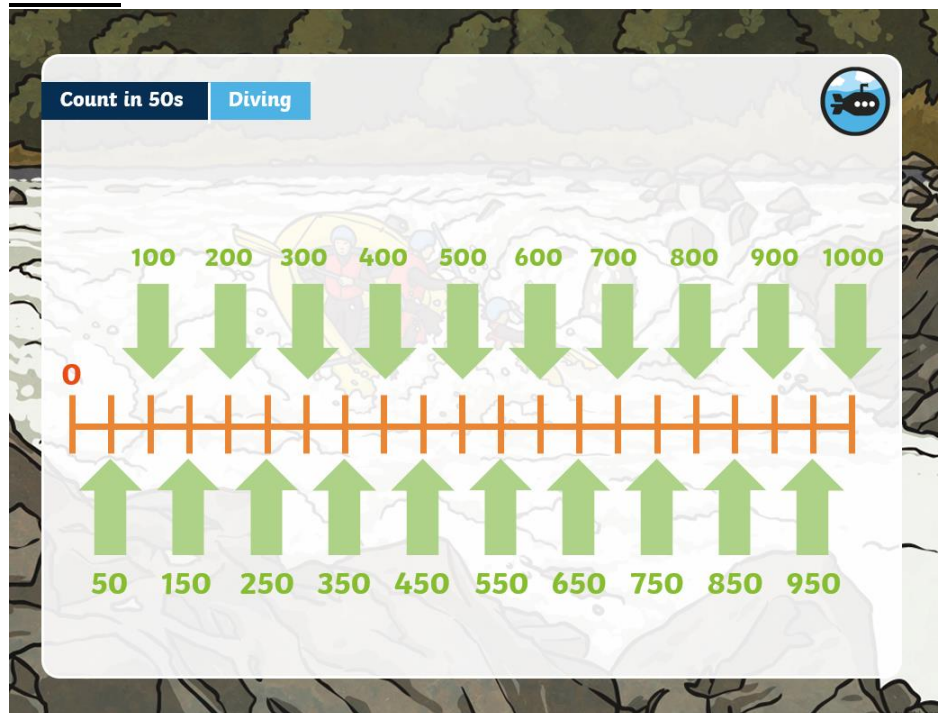
- How are they formed?
- Where can you find them?
- What uses do they have in the modern world?
- Are some rocks stronger than others?

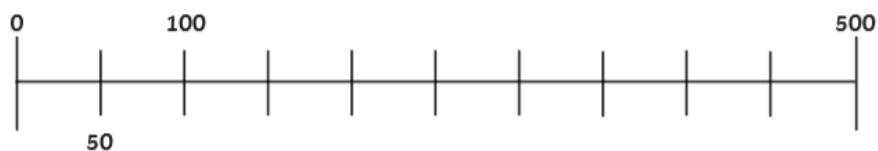You may find this website and video helpful:
https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zsgkdmn

Maths

Task 1: Practise counting up to 1000 in 50's! Can you go forwards and backwards?

Task 2: Complete these questions based on couting in 50's.

1) Count in 50s to complete the number line:

2) a) Complete these statements.

1 × 5 =	1 × 50 =
2 × 5 =	2 × 50 =
5 × 5 =	5 × 50 =
8 × 5 =	8 × 50 =

   b) What do you notice about the answers? Can you spot a pattern?

   _____

   _____

1) **a)** A group of friends are on a rafting trip. There are signs posted every 50m along the river to show them where they can get off safely. Count in 50s and circle the distances along the river that would have a sign posted.

175m	300m	200m	275m	280m	450m	550m	320m

b) How did you know which numbers were multiples of 50? Write a rule for spotting multiples of 50.

_____

_____

2) Count in 50s to find the correct route through these rapids from start to finish. You can move in any direction, including diagonally, but each number you move through must be the next one in the sequence.

_____

_____

Start 0	200	250	300	325	470
50	150	415	350	390	415
105	100	110	400	840	850
175	540	450	460	800	900
455	500	605	700	750	950
555	550	600	650	675	Finish 1000

1) Jay says, "If I start at 100 and count forward in 50s, the 6th number I will reach is 500."

Agnes says, "If I start at 800 and count backwards in jumps of 50, I will have to count down 16 jumps to get to 0."

Jani says, "If 5 × 6 is 30, then 50 × 6 must be 300."

Sunil says, "If I start at 0 and count in 50s, I will reach 520 because 520 has a 0 and a 5."

Jay   Agnes   Jani   Sunil

a) Which children do you agree with? _____

b) Explain the mistakes that some children made.

_____

_____

2) There are some canoes in a boat race. They are numbered in multiples of 50, starting at 50 and ending at 900.

a) How many canoes are in the race in total? _____

b) How many canoes will have an odd digit in their number? _____

c) How many canoe numbers will have a 0 in the tens column? _____

Practise recall of your 4 times table facts. How can you apply your knowledge to help you answer the following?

1) You have 24 cubes divided into groups of 4. How many groups do you have? Write a calculation to match your model.

2) You have 32 cubes divided into four equal groups. How many cubes are in each group? Write a calculation to match your model.

3) Miss Vardy is printing spellings for her class. She has put 4 lists onto each page. There are 28 children in the class. How many copies should Miss Vardy print? Complete the bar model to show your answer.

28

4) Nadiya is ordering sandwiches for a party and has decided to order 4 per person. If Nadiya has ordered 56 sandwiches, how many people will there be at the party?

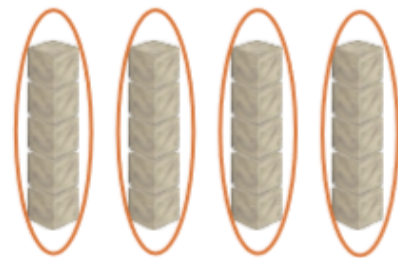**1)** Match the problems to the correct representations. Explain your reason for each choice.

Johanna grouped 12 children into groups of four.

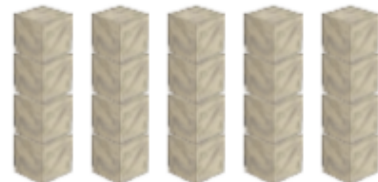| Mr Johnson split his class of 20 children into teams of four. |

| Jake shared 12 packets of stickers between his four friends. |

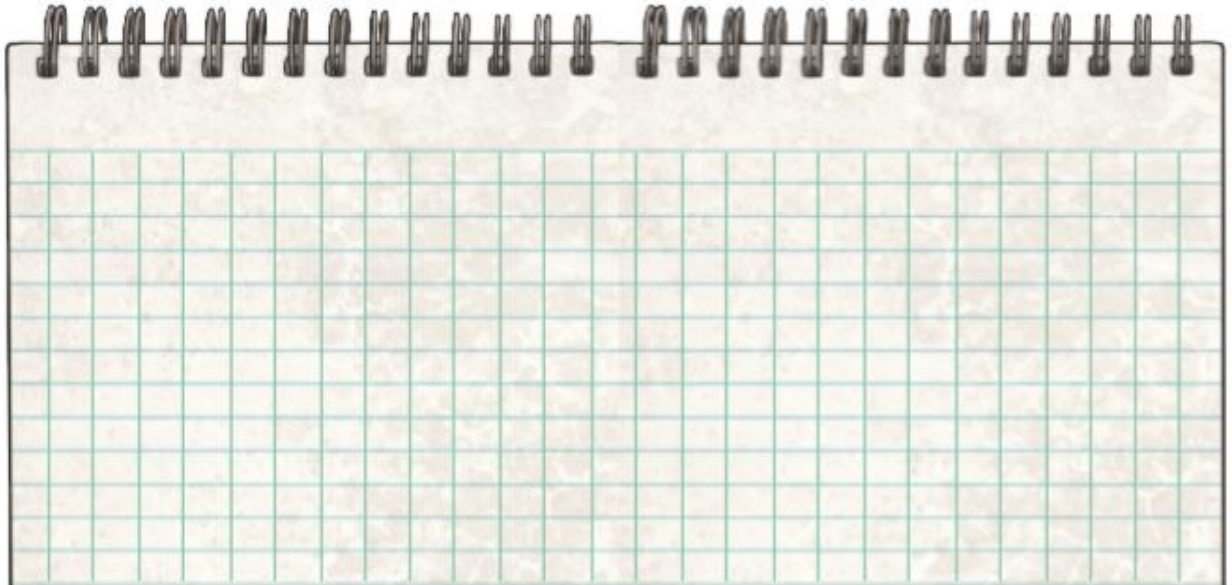| Karim sorted his 20 books into four equal piles. |

12			
3	3	3	3

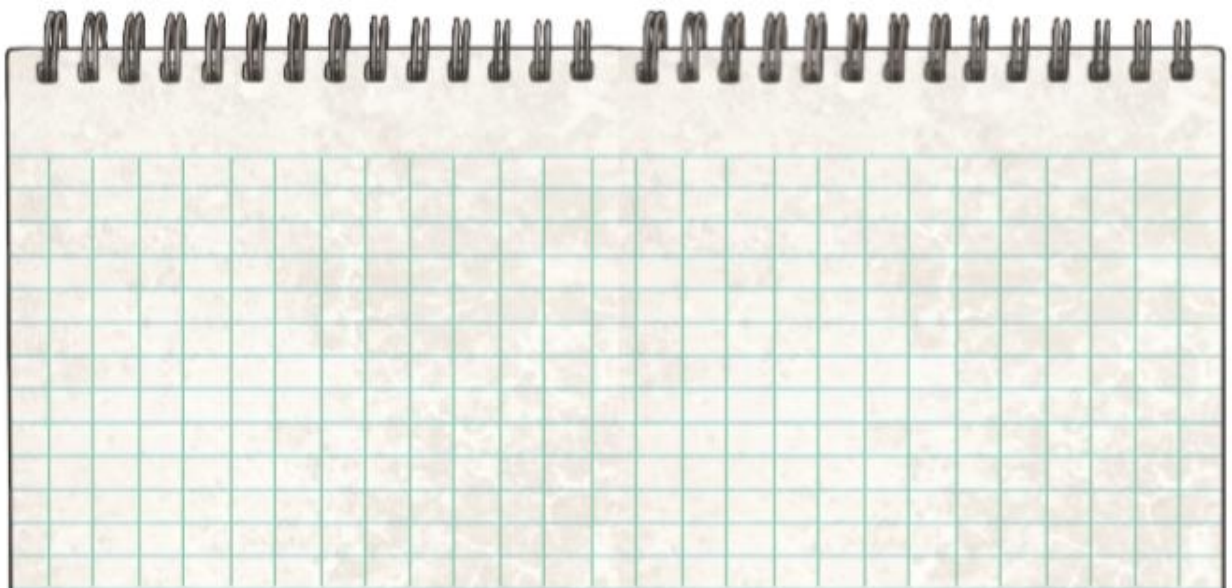| 12		
4	4	4

4 points	1 point	5 points	11 points

1) Michelle threw some balls and they all landed in the red bucket except one. Michelle scored 29 points. How many balls did she throw into the red bucket? Show your calculations.

2) Michelle threw some balls and they landed in red and yellow buckets. Michelle scored between 34 and 38 points. How many balls might she have thrown? Find all the possibilities.

: Can you make your own x4 game? It could be a card game or a board game – get creative!

: An easy way to divide by 4 is to halve a number, then halve again. Partitioning your numbers can help you.

$$48 \div 4 = 12$$

40   8

halve 1   20   4
÷2 | |

halve 2   10 + 2 = 12
÷4
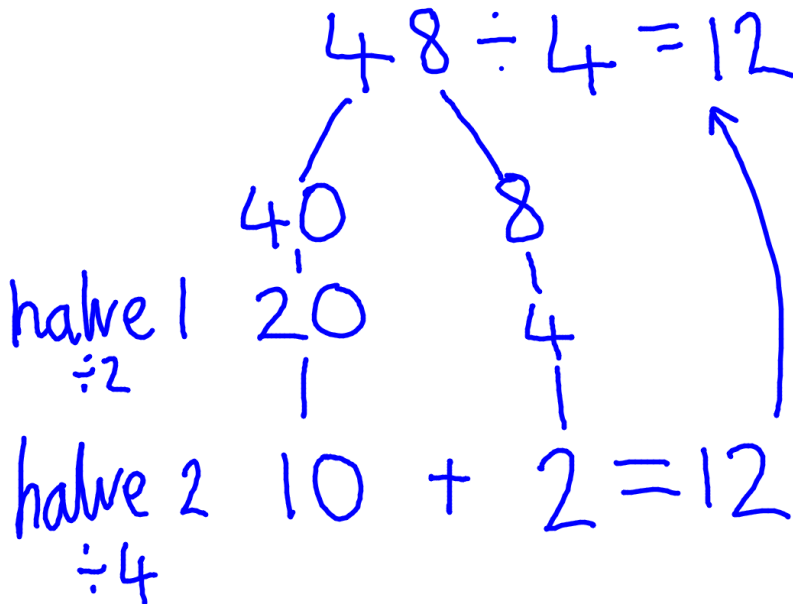
Can you complete the table below - using the method above might help you.

Halve the starting number each time to divide the starting number by 4.

Starting Number	Halve (÷2)	Halve again (÷4)
84		
24		
460		
364		
252		
620		
724		
1276		

Maths Challenges

Have a go at applying logical thinking skills to solve this puzzles.

Directions: Find the value of each symbol and the '?'

$$\text{(unicorn)} + \text{(unicorn)} + \text{(unicorn)} = 6$$

$$\text{(unicorn)} + \text{(lamp)} = 11$$

$$\text{(lamp)} - 3 = \text{(mermaid)}$$

$$\text{(cauldron)} = \text{(mermaid)} + \text{(mermaid)}$$

$$\text{(unicorn)} + \text{(cauldron)} + \text{(lamp)} = \text{?}$$

Directions: Find the value of each symbol and the '?'

$$\text{(broken heart)} + \text{(potion)} = \text{(bear)}$$

$$8 = \text{(broken heart)} + \text{(broken heart)}$$

$$\text{(bear)} = \text{(envelope)} \times 3$$

$$\text{(potion)} - \text{(broken heart)} = 1$$

$$\text{(bear)} + \text{(envelope)} \times \text{(potion)} = \text{?}$$

Directions: Find the value of each symbol in the multiplication table.

$\times$	2	(shell)	(seal)
(shell)	(clownfish)	9	(stingray)
(clownfish)	(stingray)	(manatee)	24
9	(manatee)	(penguin)	36

(shell) ☐   (seal) ☐   (stingray) ☐

(clownfish) ☐   (penguin) ☐   (manatee) ☐

PDW

Task: To continue all of the excellent work this week regarding kindness, we would like you to continue this at home. Can you complete the table each day to record at least one act of kindness that you did for someone else?

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	