



HILL WEST *Primary*

FOUR OAKS

Year 3

Autumn 1 Week 4



Home Learning Links

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=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%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/>

Twinkl

Twinkl literally have 10s of thousands of quality resources for all areas of the curriculum. What's better is they are offering a month's free access (with no subscription) for all families. Just search for a topic, e-book, spellings, arithmetic, science – the possibilities are endless.

www.twinkl.co.uk/offer

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/>

<u>Etymology:</u>			
<u>Prefix:</u>		<u>Root word:</u>	
<u>Suffix:</u>			
<u>Word:</u>	constructed		
<u>Opposite:</u>			
<u>Synonyms:</u>			
<u>Definition:</u>			
<u>Put it in a sentence:</u>	Remember ABC (A) ●		

Task: Can you find the correct spellings to match these pictures? They all include alternate sounds for 'ei' such as 'ai'.





Task: Can you use some of those words in a sentence?

Task: practise this terms spellings.

Y3 Half

Term 1

eight/
eighth

disappear

straight

reign

weight

earth

early

learn

heard

when

Writing: This task should take you a couple of days if you do it correctly. You will plan, draft , improve and then create a final draft of a non chronological report about the Stone age. Recommended subheadings are :

When Was The Stone Age?

What Did They Eat?

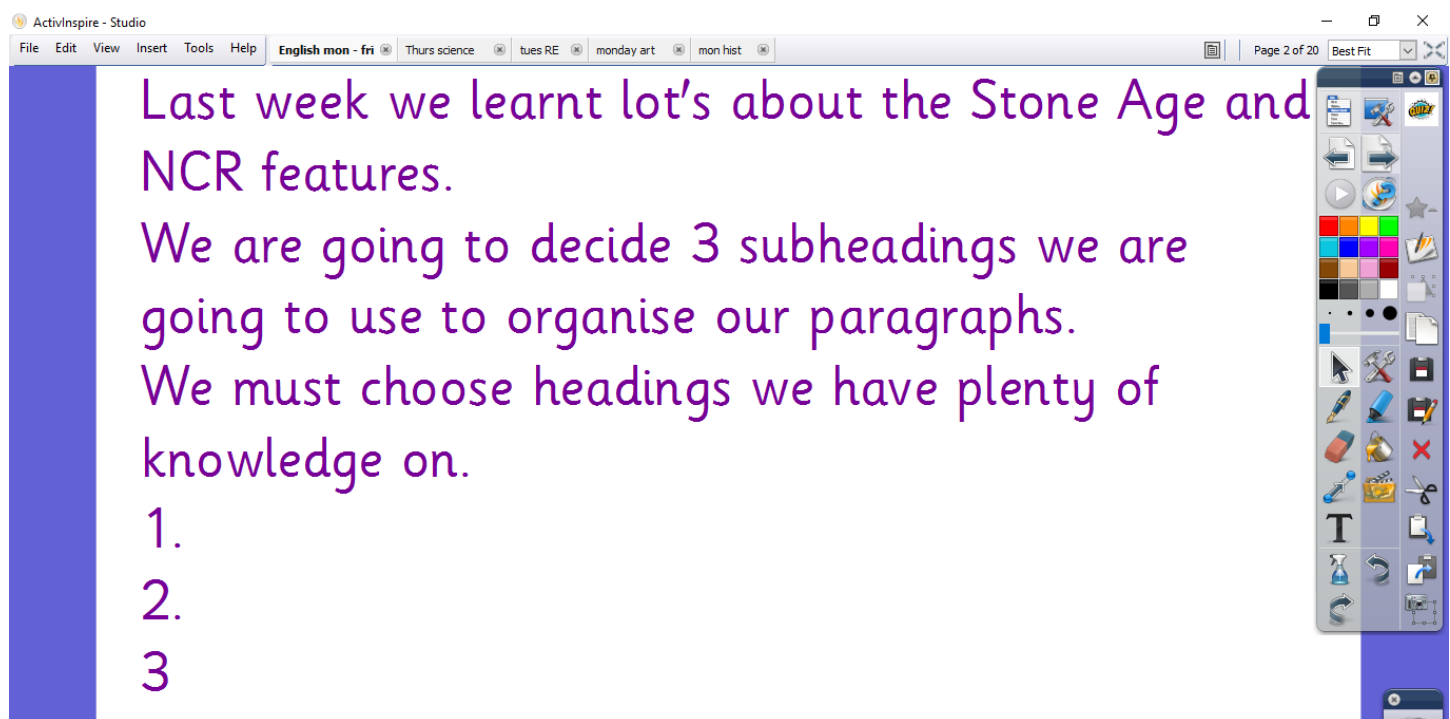
What Did They Look Like?

What Tools Did They Use?

What Were Their Houses Like?

Some useful lessons can be found here:

<https://classroom.thenational.academy/units/pandas-non-chronological-report-b43a>



The screenshot shows the ActivInspire Studio interface. The title bar reads "ActivInspire - Studio". The menu bar includes "File", "Edit", "View", "Insert", "Tools", and "Help". The window title bar shows several open tabs: "English mon - fri", "Thurs science", "tues RE", "monday art", and "mon hist". The status bar at the bottom right indicates "Page 2 of 20" and "Best Fit". The main workspace displays a presentation slide with a blue background. The slide text, written in purple, reads: "Last week we learnt lot's about the Stone Age and NCR features. We are going to decide 3 subheadings we are going to use to organise our paragraphs. We must choose headings we have plenty of knowledge on." followed by a numbered list: "1.", "2.", and "3". A vertical toolbar on the right side of the workspace contains various icons for drawing, erasing, and navigating.

Last week we learnt lot's about the Stone Age and NCR features.

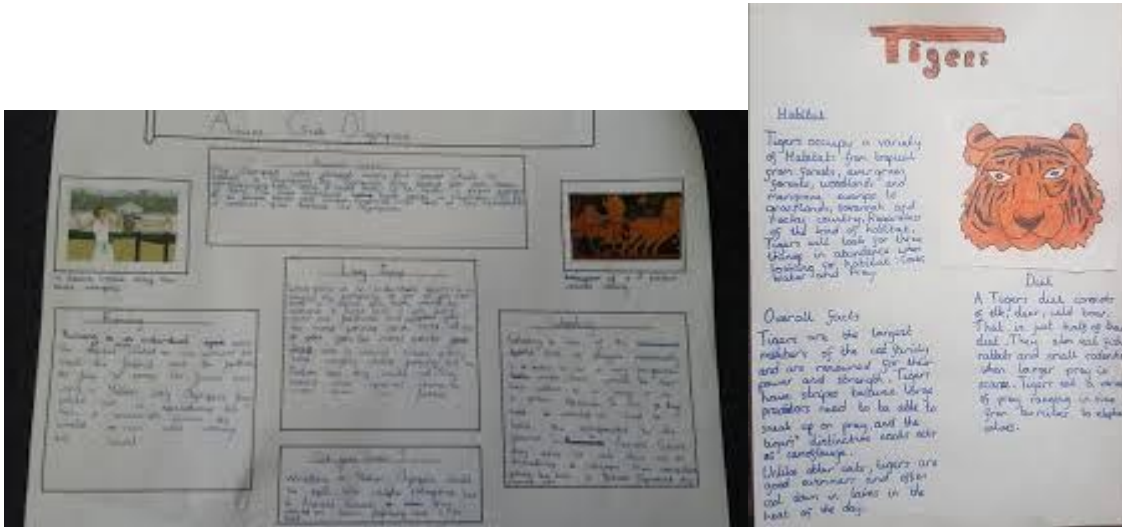
We are going to decide 3 subheadings we are going to use to organise our paragraphs.

We must choose headings we have plenty of knowledge on.

- 1.
- 2.
- 3

Task: Read and research to ensure you know enough information about your chosen headings.
Note down so facts to help you later.

Your final draft might look something like these examples



History

Task: Research and record some facts about the appearance of Neanderthals. There is some information to get you started below.

ActivInspire - Studio

File Edit View Insert Tools Help Thurs science tues RE monday art mon hist Page 2 of 10 Best Fit

- short ,stocky body
- darker weathered skin
- large nose
- Wide jaw
- thick eyebrow ridge
- smaller chin

What did cavemen wear?

It isn't known when people started wearing clothes but some researchers believe that humans may have started wearing clothes as long as 500,000 years ago. The very first clothes would have been simple leather or fur blankets that were wrapped around the body. Later, people began to fasten long strips of leather around their clothing to hold it in place.

Around 47,000 years ago, people started using awls. These were sharp, pointed tools that pierced holes into leather. Sinew or other natural cordage could then be weaved through the holes to join pieces together. Around 5000 years later, the first needle was invented. These allowed the holes to be made and the cord to be threaded in one step, and allowed people to wear clothing that was more secure.

Some random facts!

- During the Neolithic period of the Stone Age, the mysterious **monument** of Stonehenge was built. No one is quite sure why or how it was built, and it remains one of the greatest mysteries in human history.
- At the beginning of the Stone Age, Europe was still attached to Africa. This means that early humans could walk from Africa to Britain!
- People during the Stone Age made jewellery from shells, teeth, stones and animal claws.
- Dogs first became **domesticated** during the Mesolithic period of the Stone Age. People used their dogs to help them hunt for food.
- There were several Ice Ages during the Stone Age. During the Ice Ages, glaciers covered large portions of the Earth. The last Ice Age ended at the end of the Palaeolithic period.
- Animals that roamed the Earth during the Stone Age include woolly mammoths, saber-toothed tigers, mastodons and woolly rhinos.
- Some of the best **preserved** Stone Age houses are found at **Skara Brae** in Scotland. The Stone Age village was discovered after a storm in 1850. Researchers found a very well preserved Neolithic village from 5000 years ago. Many rooms had fitted furniture, like dressers and beds. Dice, tools, pottery and jewellery and other objects were also found.
- Many people believe that the Stone Age diet was much healthier than the diet we have today because it contained no **processed** or sugary foods. The 'Paleo' diet has now become popular and is based on the diet our Palaeolithic ancestors would have eaten!
- Before the Stone Age, people would have used bones, wood and vegetable fibres for tools. Learning how to use stones as tools was a big advancement for humans.

Do you know
what the yellow
words mean?

What did Neanderthals look like?

Neanderthals had a long, low skull (compared to the more globular skull of modern humans) with a characteristic prominent brow ridge above their eyes.

Their face was also distinctive. The central part of the face protruded forward and was **dominated by a very big, wide nose**. Some scientists think this feature may have been an adaptation to living in colder, drier environments. The large internal volume of the nose would have acted to moisten and warm the air they breathed.

Their front teeth were large, and scratch-marks show they were regularly used like a third hand when preparing food and other materials. Unlike modern humans, Neanderthals didn't have much of a chin.



ActivInspire - Studio


File Edit View Insert Tools Help

Thurs science x **tues RE *** x monday art x

Page 1 of 7 Best Fit

Being fair and just

What do you think that means?



Task: Watch and discuss the story of Jacob and Esau. Were they fair and just?

<https://www.youtube.com/watch?v=hGs1WfRKIoM&t=1s>

Spend time discussing the images below, what was happening at those points of the story? How did they feel? Why?





Art

Task: Research stone age jewellery, using what you found out design your own necklace (to be made with paper mache next week.)

carved and shaped wood and stone



teeth and bones



© Marilyn Angel Wynn/Nativestock Pictures/Corbis



Your design will include commonly seen shapes and styles.

You will be using paper mache (pretending to be stone).

You will need around 10 or more 'beads'

It might look something like this when done.



Science

Task: Collect different soil samples and test their permeability. Make very close observations and record changes over time, I recommend 30 minutes. Some helpful information below.

Just like rocks, soils differ in terms of how permeable they are.

Why does it matter?

We grow much of our food in soil, including vegetables, fruit, wheat and rice. The permeability of soils affects which plants will grow and how well they grow in the particular soil.

When describing the permeability of a material...

Permeable means that liquids flow through it.

Semi-permeable means that some liquid manages to flow through it.

Impermeable means that liquid cannot flow through it.

Making Careful Observations

In this investigation it is important that you make **careful observations**.

Seeing, looking and glancing are not the same as observing!

Scientists have to train themselves to observe carefully to know and understand what they are observing.



Observation Checklist:

- Focus your attention to what you are trying to find out in your investigation (in this case the permeability of soil).
- Make sure you have a clear view of what you are observing.
- Avoid taking your attention away as you may miss something important happening. This would mean that what you think has happened and what actually happened is different.



Question: What is the permeability of different types of soils?

Prediction: I predict that _____ soil will be the most permeable and _____ soil will be the least permeable. I think this because _____

Equipment:



Samples of soil



Measuring cylinder



Funnels



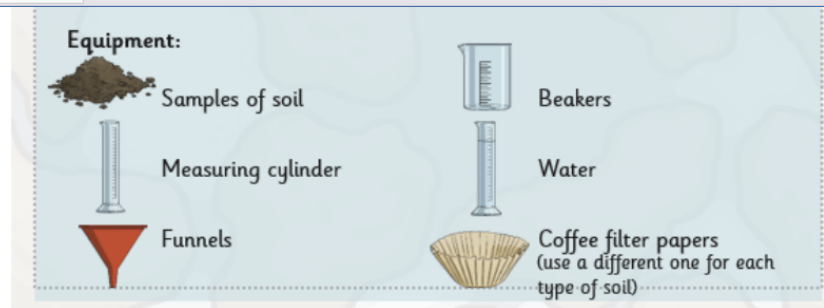
Beakers



Water



Coffee filter papers
(use a different one for each
type of soil)



How do you think we are going to test the soil using this equipment?
How will we keep it a fair test?

Method:



1. Place the funnel in the beaker.



5. Observe the water filtering through.



2. Insert a coffee filter into the funnel.



6. After a while check how much water has collected in the beaker and record this on your **Soil Permeability Activity Sheet**.



3. Add the soil sample to the lined funnel.



4. Pour 300 ml of water into the soil.

Repeat the instructions with each soil sample you are testing.

Type of soil	Initial observation	Observation after adding water	Observation after being left.

Computing

Task: Can you find a document on the computer's network? Can you open it and then re save it with a new name?

Have a practise!

French

Task: practise these sounds

The screenshot shows a PowerPoint presentation titled "Retrieval Practice" with a subtitle "Think, Pair, Share." The main task is to identify the phoneme or pronunciation rule corresponding to four images. Below each image is a speaker icon and a label: "qu", "i or y", "an, en, on", and "gn". To the right of these is a yellow emoji with its finger to its lips, labeled "SFE". The presentation is displayed in a window titled "week 4 french - introductions - PowerPoint" with a ribbon menu showing File, Home, Insert, Design, Transitions, Animations, Slide Show, Review, and View. The Home tab is active, showing options for Cut, Copy, Paste, Format Painter, New Slide, and Section. The Font section shows Calibri (Body) 12. The Paragraph section shows text direction and alignment options. The Drawing section shows shape fill, outline, and effects options. The Editing section shows Find, Replace, and Select options. The left sidebar shows a list of slides, with slide 4 selected.

Task: Practise your French greetings

<https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-french-greetings-with-ben-shires/zdpdvk7>

Do you know how to say these things in French? Practise with someone at home.

Hi
Good Morning
Good Evening
Good bye
How are you?
I'm good
I'm bad
I'm ok
So so
And you?

Maths

Circle all the tens numbers

20 34 56 90

21 30 40 29

22 50 55 18

True or false?

4 tens more than 20 is 60...

$$10 - 3 = \boxed{}$$

$$10 - 6 = \boxed{}$$

$$10 - 5 = \boxed{}$$

$$10 - 2 = \boxed{}$$

Count in tens from 0 to 100!

Day 1: Develop mental methods of subtraction: subtract by counting up.

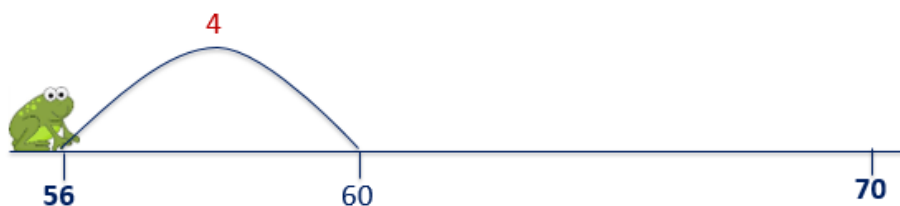
We can use Maths Frog to find the difference between two numbers.



Let's try $70 - 56$.
Frog starts on the smaller number and hops to the next 10.

What number does he hop to?

How far does he hop?



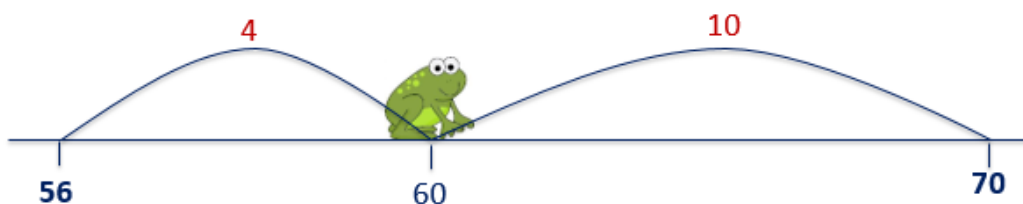
Day 1: Develop mental methods of subtraction: subtract by counting up.

Now Frog jumps to 70.
How far does he jump?

How far has Frog gone altogether?

$$\text{So } 70 - 56 = ?$$

$$4 + 10 = ?$$



Day 1: Develop mental methods of subtraction: subtract by counting up.

How will Frog count up to find $72 - 54$?

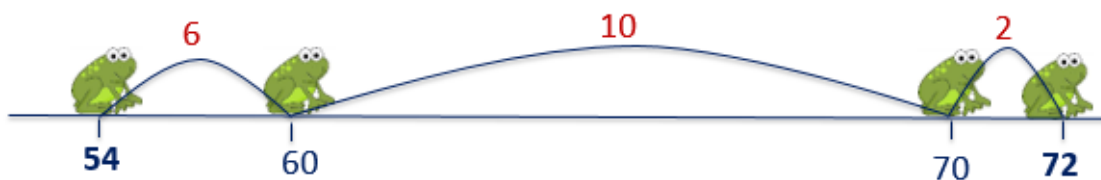
$$\text{So } 72 - 54 = 18$$

Can you see why?

Frog hops 6 to 60...

... and another 10 to jump from 60 to 70...

... then 2 to hop from 70 to 72.



Subtracting by counting up

Sheet 1



Use Maths Frog to work out these subtractions.

Set A

$60 - 45 = \square$

$40 - 26 = \square$

$30 - 13 = \square$

$50 - 31 = \square$

$70 - 52 = \square$

$80 - 64 = \square$

Add

$$2+5+10=$$

$$3+3+3=$$

$$20+7+3=$$

True or false?

3 tens more than 22 is 52...

$$10 - 4 =$$

$$10 - 1 =$$

$$10 - 7 =$$

$$10 - 9 =$$

Count in tens from 21 to 91!

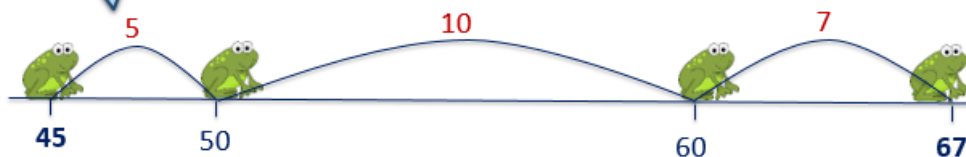
Day 2: Develop mental methods of subtraction: subtract by counting up.

Let's see if we can remember
our rules for Frog.
Who can help him find
 $67 - 45$?

Frog starts at the
smaller number
and hops **5** to the
next 10.

... and then
jumps **10** from
50 to 60...

... then **7** to
get from 60
to 67.



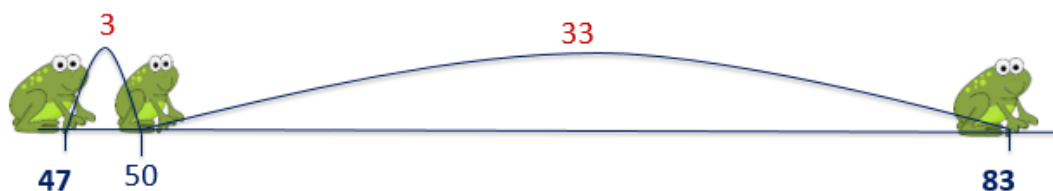
Day 2: Develop mental methods of subtraction: subtract by counting up.

Now let's try
 $83 - 47$.
What jumps will Frog
make this time?

Frog hops **3**
to 50...

This Frog is
clever – he can
get from 50 to 83
in one big jump!

So $83 - 47 = ?$



Subtracting by counting up

Sheet 1



Use Maths Frog to help you work out these subtractions.

Set A

$30 - 18 = \square$

$80 - 66 = \square$

$40 - 23 = \square$

$90 - 75 = \square$

$60 - 43 = \square$

$70 - 54 = \square$

Set B

$83 - 45 = \square$

$94 - 78 = \square$

$45 - 29 = \square$

$91 - 76 = \square$

$54 - 37 = \square$

$42 - 24 = \square$

Day 3: Develop mental methods of subtraction: subtract by counting up; Find change from £1.

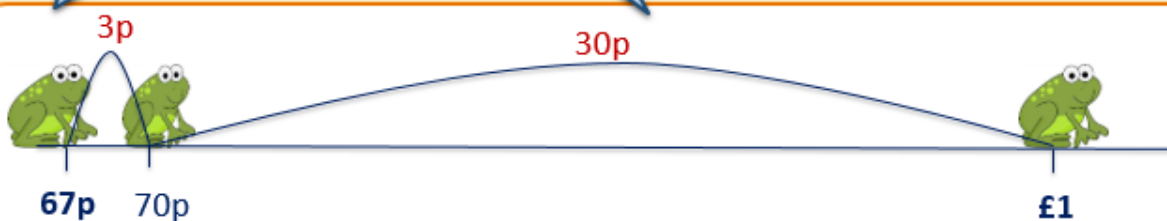
If you buy this badge
how much change
will you get from £1?
Let's see how Frog
can help us...



Frog hops
3p to 70p.

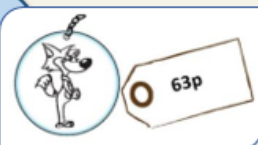
Then
jumps **30p**
to £1.

So the change
will be
30p + 3p = 33p



Day 3: Develop mental methods of subtraction: subtract by counting up; Find change from £1.

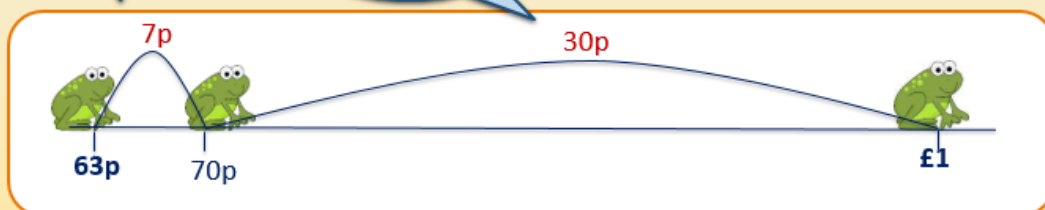
If you buy *this* badge
how much change
will you get from £1?
Let's see how Frog
can help us...



Frog hops
7p to 70p

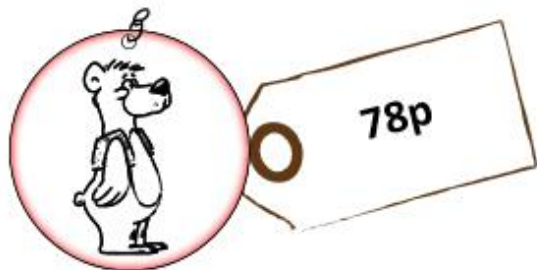
Then
jumps **30p**
to £1

So the change will be
30p + 7p = 37p



How much change?

How much change from £1?



Change from £1

Sheet 1



Find the change from £1 using Maths Frog to help you count up.

cost of item	workings	change from £1
68p		
99p		
32p		
24p		
71p		
27p		
13p		
85p		
46p		
50p		

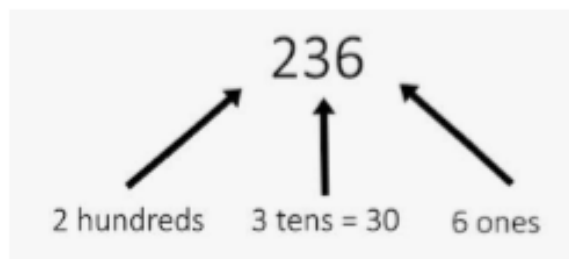
$84 + 37$. Do you think the answer will be more or less than 100? Why?

Partition into tens and ones

76

39

True or false?



My answer is 127. What is my question?

Day 1: Add 2-digit numbers by partitioning.

In your head
imagine the place
value cards to make
65 and **24**.

6 5

2 4

We are going to add the
65 and 24 by
partitioning.
Put the tens together
and the ones together:

Add the 10s.
Add the 1s.
Recombine.

We can record it like this:

$$\begin{aligned} 65 + 24 &= 60 + 20 + 5 + 4 \\ &= 80 + 9 \\ &= 89 \end{aligned}$$

6 0

2 0

5

4

8 0

9

Day 1: Add 2-digit numbers by partitioning.

Now try **72 + 34** and
83 + 35.
What happens in
these questions?

Which cards will
you use to make
the numbers?

How will you
partition the
numbers to add?

$$\begin{aligned} 72 + 34 &= 70 + 30 + 2 + 4 \\ &= 100 + 6 \\ &= 106 \end{aligned}$$

$$\begin{aligned} 83 + 35 &= 80 + 30 + 3 + 5 \\ &= 110 + 8 \\ &= 118 \end{aligned}$$

This time the answers
are more than 100!

How will you record
these additions?



Adding 2-digit numbers

Sheet 1

Add each pair of numbers using partitioning.

Set A

$34 + 13 = \boxed{}$

$44 + 32 = \boxed{}$

$12 + 24 = \boxed{}$

$51 + 32 = \boxed{}$

$23 + 41 = \boxed{}$

$44 + 22 = \boxed{}$

$11 + 43 = \boxed{}$

$23 + 32 = \boxed{}$

Set B

$34 + 28 = \boxed{}$

$22 + 19 = \boxed{}$

$56 + 36 = \boxed{}$

$45 + 27 = \boxed{}$

$18 + 64 = \boxed{}$

$77 + 15 = \boxed{}$

$39 + 43 = \boxed{}$

$28 + 66 = \boxed{}$

Set C

$46 + 53 = \boxed{}$

$32 + 67 = \boxed{}$

$64 + 42 = \boxed{}$

$81 + 26 = \boxed{}$

$65 + 64 = \boxed{}$

$18 + 89 = \boxed{}$

$59 + 77 = \boxed{}$

$24 + 68 = \boxed{}$

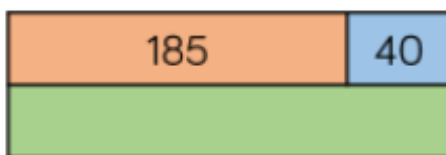
Which is the odd one out? Why?

$$336 + 80$$

$$453 + 60$$

$$347 + 70$$

$$285 + 80$$



Spot the Mistake



Amir

589 - 70 is equal to 582

What should the answer be?

Mo is counting back to solve $35 - 7$

He counts

35, 34, 33, 32, 31, 30, 29

Is Mo correct?

Explain your answer.

Day 2: Add 2-digit numbers by partitioning.

How can we
find
 $54 + 35$?



First make the
numbers with the
place value cards.

Remember we
first **partition** the
numbers.

We can record it like this:

$$\begin{aligned} 54 + 35 &= 50 + 30 + 4 + 5 \\ &= 80 + 9 \\ &= 89 \end{aligned}$$



Add the 10s.
Add the 1s.
Recombine.

Font Paragraph Drawing

Day 2: Add 2-digit numbers by partitioning.

$56 + 42$


$65 + 37$

$58 + 46$

$55 + 43$


$52 + 54$


Which of these additions will have a total of **more than 100**?


Choose two to have a go at on your whiteboards. 


Pocket Money Promotion


Add two items to make over £1.


 34p


 72p


 68p


 17p


 59p

 65p

 26p

 44p

 81p

 86p

To understand how plateaus are formed.

What are they?

Plateaus are flat areas of land found in high places. When a mountain is formed, blocks of earth can drop and lift next to each other to produce a high mountain and a lower plateau. Plateaus can be found in places that are high above sea level. The Tibetan plateau in the Himalayas is the world's highest plateau, and the largest. It is 5,000m (16,400ft) above sea level.



How are they formed?

One of the ways a plateau mountain is formed is by erosion. This is where water breaks away small bits of earth to form the flat plateau in high ground.

Activity

pile up the sand in the tray so that it looks like a mountain. Then drip water a little bit at a time, on to the top of the mountain to form a plateau.

Draw a picture of a plateau mountain and write a sentence explaining how one is formed.

PDW

To understand the rights we have chosen to display.

We have discussed what your rights are but what do each of them mean?



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



Article 19

You have the right to be protected from being hurt and mistreated, in body and mind.



Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this convention, so that you can live a full life.



Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.



Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you cant do many of the things that other kids



Article 39

You have the right to help if you've been hurt, neglected or badly treated.

Activity

Now we are going to make ourselves as rabbits for the display.

You will get a rabbit or a hedgehog to decorate with your picture to stick on the rabbit.

