

### Year 3

Please find below a list of activities to complete during the week. It is not essential that all are done and do not feel limited by this if you have your own ideas too. At school, we do Maths and English every day and would like you to do so on weekdays. The tasks will be different each week. Science, PE and RE are done every week at school so these activities will change weekly. All other subjects are done on rotation so you have two weeks for these ones before new ones will be set.

If you have internet access, in addition to the websites previously sent out, there are also some websites that are offering daily lessons with videos, quizzes and online learning. These are ones we recommend: <https://whiterosemaths.com/homelearning/> <https://www.bbc.co.uk/bitesize> <https://www.thenational.academy/> If you would like more ideas for online learning and additional activities, please see the list of websites that was previously sent out or is available on the school website.

### English

*Focus: Adventure Writing*



#### Story Starter:

The creaky, old doors had not been opened for years. The beast had always lived inside, but nobody dared to visit. Noises that echoed from the gaps in the door had haunted those who heard them. Nobody knew what the narrow, mossy steps led to. Nobody knew what was lurking within.

One day, the heavy, wooden doors slowly began to open with a groan...

#### Question time!

Who might live inside the tree?

What would the house look like? Who put the sign on the door?

What do the local people think about the beast living inside?

Is the lamp ever lit?

Does the beast have neighbours?

Does the beast live alone?

If you lived in a village nearby, would you approach the door and meet the beast?

What do you think the beast is like?

What does the saying 'don't judge a book by its cover' mean? Could this apply to the beast?

If you were the beast, would you want to go out and meet people or would you prefer to hide away?



Use the pictogram to answer the following questions.

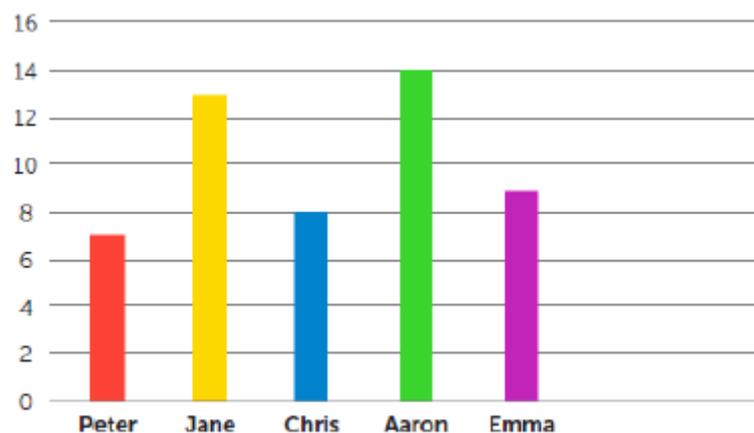
- How many children attend science club?
- Which club has 40 children attending?
- What is the difference between the number of children attending dance club compared to art club?
- The maximum number of children allowed in gym club is 70. How many spaces are currently free?
- If 15 more children joined the gym club, what would the new total number of children attending?  
Draw how this would look on the pictogram:

Club	Number of children attending
Gym	

- The weekly cost of each club is £2 per child. If all children attended, how much money would be raised in a week from art and science club?
- Last week only 18 children went to science club. How many children in the club did not attend?

Challenge:

**Number of Goals Scored  
in September**



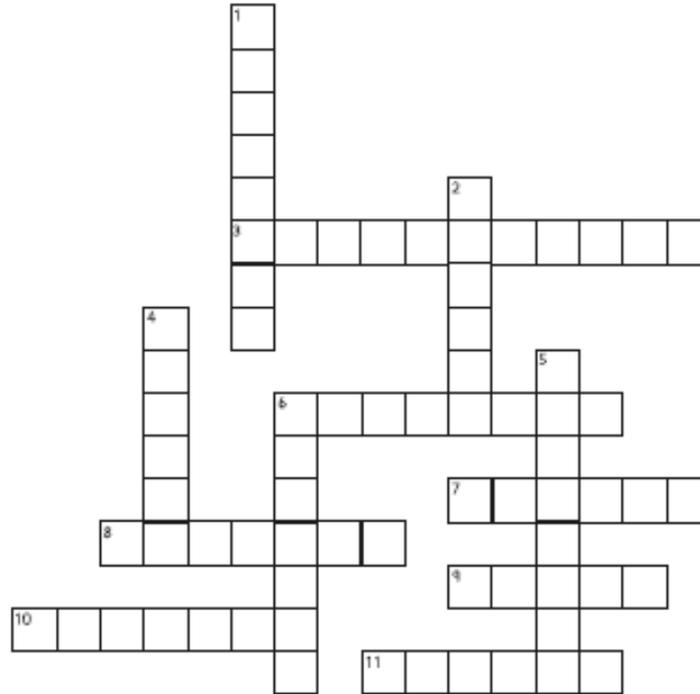
Can you write three statements - two true and one that is false about the bar chart.

### Time Tables

Times tables is a key priority for Year 3 with the expectation that you will know your 2's, 3's, 4's, 5's, 6's, 8's 10's and 11's by the end of the year. Continue to practise your times tables daily through the Times Tables Rock Stars website, the times tables flash cards that you have been given, games (see sheet you have been given) or simply writing them out and chanting them.

**Science***Focus – Light*

Use your knowledge of light, reflection and shadows to complete this crossword.

**Across**

3. \_\_\_\_\_ objects let light travel through them.
6. The Moon is not a light source. It \_\_\_\_\_ light from the Sun.
7. When an object blocks light, a \_\_\_\_\_ is formed.
8. Sunglasses \_\_\_\_\_ your eyes from sunlight.
9. People need \_\_\_\_\_ to see.
10. The Sun, a light bulb and a television screen are all \_\_\_\_\_ of light.
11. \_\_\_\_\_ materials reflect light well.

**Down**

1. You should never look \_\_\_\_\_ at the Sun.
2. Objects that block light are \_\_\_\_\_.
4. When an object moves closer to a source of light, its shadow gets \_\_\_\_\_.
5. Light travels in a \_\_\_\_\_ line.
6. A mirror appears to \_\_\_\_\_ an image.

Use these words to help you:

opaque, bigger, directly, shadow, reflects, light, sources, straight, protect, transparent, reverse, smooth

## Art

### *Focus- Henna Patterns*

A few weeks ago in RE we looked at the celebration of Eid. In the short video it showed you that during Eid people decorate their hands with Henna.



Get a piece of paper and draw around your own hands and create your own henna artwork.

## History

### *Focus: The Roman Army*

This week I would like you to find out about the Roman Army. This is a good website you could use.

<http://www.primaryhomeworkhelp.co.uk/romans/soldiers.html>

Once you have done your research I would like you to create a fact file to present all your findings.

## PE

### *Focus: Daily Sports Challenges*

This week you have 2 daily PE challenges to complete each day.

**Monday:** How long can you do a wall sit? / How many shuttle runs can you do in a 1 minute?  
(Place down 2 markers 10 steps apart and see how many times you can run back and forth)

**Tuesday:** How far can you jump doing a standing long jump? How long can you balance on one leg?

**Wednesday:** How many star jumps can you do in 1 minute? How many speed bounces can you do in 1 minute? (Find something low to jump over using a two footed jump)

**Thursday:** How many times can you hit a scrunched up piece of paper with your hand up in the air in 1 minute? / How many squat jumps can you do in 1 minute?

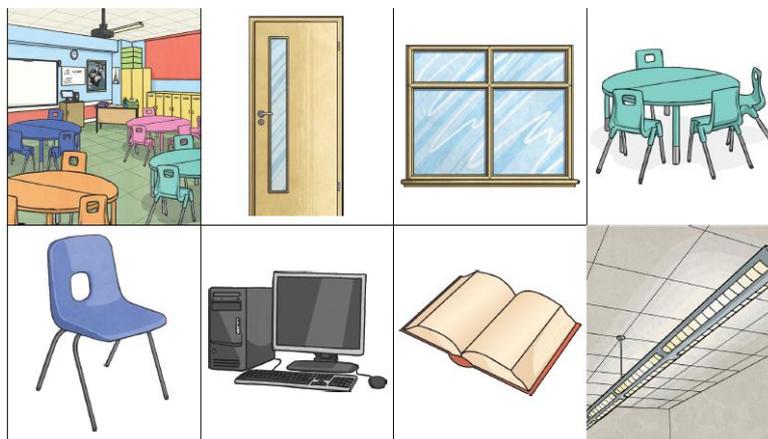
**Friday:** How many step ups can you do in 1 minute? / How long can you balance on 1 leg?

Once you have one go see if you can beat your score with the second attempt.

Remember to try and keep active every day, whether you use these ideas, do a Jo Wicks workout, just dance or just take a walk.

**French**

*Focus: School- Classroom*



English	French
Classroom	la salle de classe
Chair	la chaise
Door	la porte
Computer	l'ordinateur
Window	la fenêtre
Book	le livre
Table	la table
Light	les lumières

Draw a picture of your classroom and label, in French, the parts of the classroom above. Then practise the following questions and answers in French.

**Où est** ◉  
(Where is?)



**Où sont** ◉  
(Where are?)



**DT***Focus: Packaging*

This week I would like you to find an object from around your house (ideally not too big) and design and make some packaging for it. Remember the packages you looked at a few weeks ago and what you thought made the best packaging, as well as the 'nets' you looked at last week. Think about whether the object is it fragile, heavy, would the packaging benefit from having a see-through section so you can see the item inside the packaging. What graphics techniques will you use to achieve a desired visual effect and purpose on the outside of the packaging? Be as creative as possible!

**RE***Focus: Reflection question*

This week in RE I would like you to think about the following question:

- What kind of world would Jesus want?

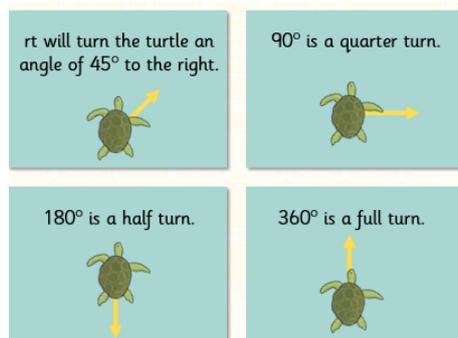
Write down your answer in your book. You could even draw a picture of your ideas.

**Computing***Focus: Programming Turtle Logo and Scratch*

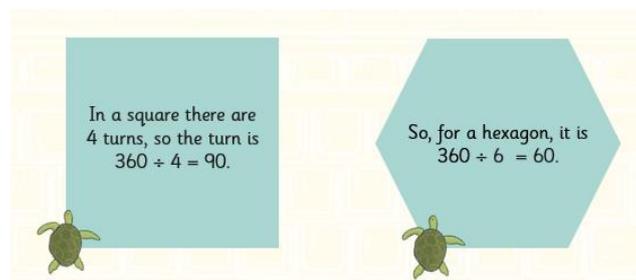
This week we are going to learn how to create regular polygons using turtle logo.

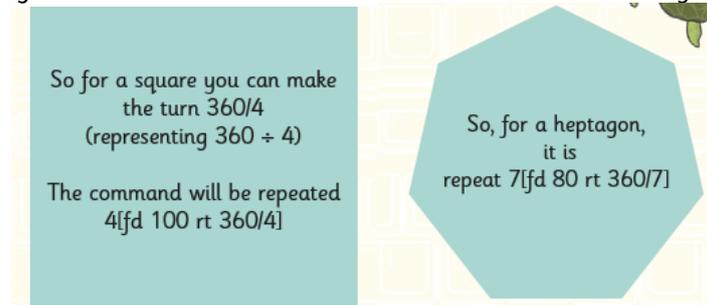
[https://turtleacademy.com/lessons/1?lang=en\\_US&lang=en\\_US](https://turtleacademy.com/lessons/1?lang=en_US&lang=en_US)

To do this you need to know how the turtle can be commanded to turn any angle. The angle of the turn is measured in degrees. We learnt how to turn 90 degree angles in year 2, which is a quarter turn, needed for rectangles and squares. But in order to make more complex shapes you need to know how to create other angles.



To work out the angle to turn for any polygon you need to divide 360 by the number of sides.





Using a Turtle Logo programme on a computer or tablet, draw different regular polygons.

If you haven't got internet access remember you can just write down the instructions and then physically follow them.

## PSHE

### *Focus: Changing Me*

This week I would like you to think forward to September and moving into year 4. What are you looking forward to in Year 4? How do you feel about going into Year 4? What changes might happen to you when you go into Year 4? What changes would you like to make for yourself when you are in Year 4? E.g. to make new friends by being friendly and kind, to work harder at my presentation etc. Is there anything you are worried about going into year 4? It's normal to have worries but it's important to think how we might overcome these worries. Remember that you probably felt the same when you went into year 3, however you dealt with them and came out the other side. Have a chat to your family about your hopes and if you have any concerns.