

Year 3 home learning. Week beginning 18<sup>th</sup> May 2020.

### Year 3 Home Learning 18<sup>th</sup> May 2020

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 would like more ideas for online learning and additional activities, please see the list of websites that has been sent out.

#### **English**

*Focus: Story writing.*

Look at the picture. Answer the questions about it. Remember there are no right or wrong answers. It depends on your imagination. Draw a picture of what you think the girl is holding. Read the story starter and draw a story-board of what you think happens next. Spend some time writing your own story.



**It must be magic...**

It must be magic...

## Question time!

What is Astrid holding in her hands?

Is it really magic?

Where did she find the item?

Why is she all alone in the forest?

What could happen next?

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## Perfect picture!

Can you draw what Astrid is holding in her hands? Can you draw what might happen next?

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## Story starter!

Astrid held out her hands. She was alone in the forest, and an eerie silence surrounded her. All she could hear was the faint buzz, like a bee settling down on a flower, coming from the thing she held so protectively in front of her.

Her hands were suddenly filled with a comforting warmth, as a silvery light pulsed from the object. A tingle ran down Astrid's spine.

"It must be magic..." She muttered excitedly under her breath... "It must be!"

## Sentence challenge!

All she could hear was the faint buzz, like a bee settling down on a flower, coming from the thing she held so protectively in front of her.

I have used a simile to describe the noise coming from the object.

Can you use a simile to add a description to these sentences?

The light glowed in her hands like \_\_\_\_\_.

The noise was rising from the thing in her hands like \_\_\_\_\_.

Suddenly, the orb exploded like \_\_\_\_\_.

**Maths:**

*Focus: + - X ÷ calculations.*

Have a go at working out the calculations and cracking the code.

Challenge: Have a go at setting your own code breaking challenge for someone at home to solve. You will need to check their answers though.

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.

## Spring Code Breaker

Solve the calculations and use the code breaker to spell out the spring-themed words.

A	B	C	D	E	F	G	H	I	J	K	L	M
26	25	24	23	22	21	20	19	18	17	16	15	14
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
13	12	11	10	9	8	7	6	5	4	3	2	1

	Answer	Letter
$5 \times 5$		
$260 \div 10$		
$2 \times 4$		
Double 8		
$11 \times 2$		
$\frac{1}{2}$ of 14		

	Answer	Letter
$3 \times 5$		
Double 13		
$7 \times 2$		
$5 \times 5$		

	Answer	Letter
$6 \times 4$		
$65 - 46$		
$9 \times 2$		
$\frac{1}{2}$ of 48		
$4 \times 4$		
$64 \div 8$		

	Answer	Letter
$38 + 2$		
$48 + 4$		
$56 + 8$		
$3 \times 8$		
$72 + 8$		
$3 \times 4$		
$40 + 5$		
$24 + 3$		
$\frac{1}{2}$ of 50		
$48 + 8$		
$130 + 10$		

	Answer	Letter
$11 \times 2$		
$100 \div 5$		
$5 \times 4$		
$32 \div 4$		

	Answer	Letter
$100 - 75$		
$18 + 3$		
$26 + 2$		
$100 - 87$		
$16 + 8$		



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## Science

*Focus: Reflection.*

Investigate different surfaces in your home e.g. table tops, phone screens, mirrors, spoons, books, TV screens etc. Sort them into reflective surfaces and non- reflective surfaces. Write a sentence in your book about why you think some surfaces are reflective whilst some are not.

Challenge: What happens when you look at your reflection in a spoon? What happens? Can you find out why this happens? Is your reflection the same on both sides of the spoon? What is different?

## Art

*Focus: Nature art.*



Go on a treasure hunt outside. Collect twigs, leaves, stones etc. Don't pick flowers though. Daisies, dandelions and buttercups will be fine. Can you arrange them into a pattern? Create your own work of art. If you are unable to get out, try finding objects in your home you could use. Take a photo of your work of art and draw a copy in your book.

## Geography

*Focus: Understanding the impact of an Earthquake*

Use your previous work on the impact of an earthquake to design a poster advising people what to do if an earthquake hits.

Challenge: Make a short film telling people what to do if an earthquake hits.

## PE

*Focus: workout*

Complete as many workouts as you can in 2 weeks with Joe Wicks every morning at 9am.

<https://www.youtube.com/user/thebodycoach1/videos>

Complete at least 3 Just Dance workouts. (Note for adults – please make sure song choices are appropriate as some do contain inappropriate language). Here are some that are appropriate:

- [https://www.youtube.com/watch?v=gCzgc\\_RelBA](https://www.youtube.com/watch?v=gCzgc_RelBA)
- [https://www.youtube.com/watch?v=I3u\\_gaOPCGk](https://www.youtube.com/watch?v=I3u_gaOPCGk)
- [https://www.youtube.com/watch?v=YUfoYCpJja0&list=PLJX\\_NbXD9IBc\\_BQp-6WgIFiCdhKxAwvzT&index=6](https://www.youtube.com/watch?v=YUfoYCpJja0&list=PLJX_NbXD9IBc_BQp-6WgIFiCdhKxAwvzT&index=6)

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- [https://www.youtube.com/watch?v=jXJ-q\\_sGBk&list=PLJX\\_NbXD9IBc\\_BQp-6Wg!FiCdhKxAwvzT&index=9](https://www.youtube.com/watch?v=jXJ-q_sGBk&list=PLJX_NbXD9IBc_BQp-6Wg!FiCdhKxAwvzT&index=9)

Design your own home work out! Try it out on somebody at home.

## French

*Focus:* Food.

Match the French words with the English words. By all means use an online French – English dictionary.

Challenge: List five other of your favourite foods in French.

le lait

le fromage



le poulet

la glace

le yaourt



le pain

le chocolat

les pâtes

le jus d'orange

le jambon

le poisson

le gâteau

chicken

orange juice

pasta

cheese

ice-cream

fish

milk

yoghurt

ham

cake

chocolate

bread



## DT

*Focus:* Packaging

Think of the food item you researched last week. Design the packaging to go with it. You will need to think about the shape of the packaging and what information to include on the outside, such as a picture and even the ingredients. Draw a picture in your book. If you have the resources at home you could even try making the packaging.

**RE**

*Focus: making comparisons*

Research the features of a mosque and church. Draw a diagram of each in your book and label the main features of each.

**Computing**

*Focus: decomposition*

Think of an everyday task, such as making a sandwich or cleaning your teeth. Break the activity into series of easy to follow steps. Record these in your book as if you were programming a robot to carry them out.

**PSHE**

*Focus; Keeping safe.*

Chat with an adult you live with about anything at home you need to keep safe from. For example, a hot oven, sharp knives, a boiling kettle or any cleaning products that could be dangerous. List these items in your book. Choose three of the items and create a 'Keep Safe Label' for each one. I have included an example you could use, but by all means design one of your own if you wish.

The image shows a 'Keep Safe Label' template. It is a rectangular label with a pointed left side and a circular hole for a fastener. The title 'Keep Safe Label' is centered at the top. Below the title is a table with three columns: 'Hazard: Thing /person/place', 'Picture of hazard:', and 'Top tips to keep safe:'. The table has six rows. The first row contains the column headers, and the following five rows are empty for data entry.

Hazard: Thing /person/place	Picture of hazard:	Top tips to keep safe: