

## Year 3

### **Week beginning: 23rd March**

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 after Easter. 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: Dear Diary writing – 1<sup>st</sup> person perspective (using the pronouns I, I'm, I'll, I've etc.)*

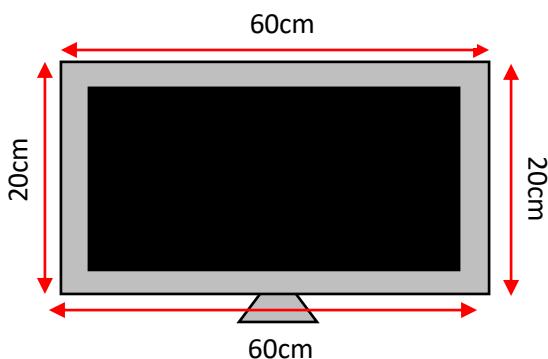
Create a Dear Diary entry for every day of the week.

### **Maths**

*Focus: perimeter*

Perimeter is the measure of the outside of a shape. In class we would measure regular and irregular shapes as well as shapes we find in the classroom. Using a ruler, choose 10 objects and measure its perimeter. Draw a table in your book to show what you find.

For example,



$20\text{cm} + 20\text{cm} + 60\text{cm} + 60\text{cm} = 160\text{cm}$ , the perimeter of the TV screen is 160cm.

Object	Perimeter
TV Screen	160cm

### **Times Tables**

*Focus – building speed*

Practice Times Table Rockstars.

Practice a times table you find challenging – can you time how long it takes you to recall the times table facts in order? How does your time compare from Monday to Friday? Does it improve? Make notes in your books and see how well you can improve your time.

## Science

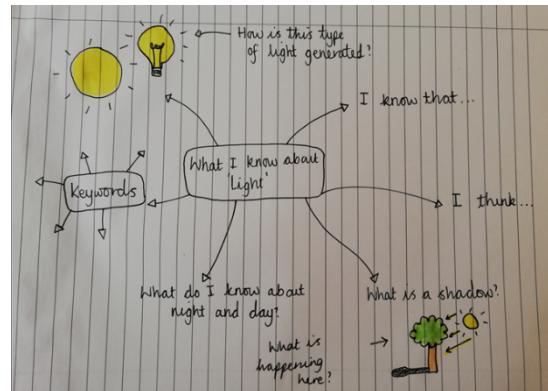
### Focus – Identifying what you know about Light

We are starting a new topic in science but before we can move into some exciting projects, I would like you to think about everything you know about Light! Create a mind map (in your book, on the computer, on a large piece of paper – however you like!) and tell me everything and anything you know! You can write key words, ask questions, draw images, take photos...the list goes on! Get creative!

Here are some key questions to get you thinking:

- What key words can you use to describe light?
- Where does light come from?
- Can light change?
- How are shadows made?

Here's how you might create yours:



## Art

### Focus – Giuseppe Arcimboldo and food art

Giuseppe Arcimboldo was an Italian painter best known for creating imaginative portrait heads made entirely of objects such as fruits, vegetables, flowers, fish and books! We are going to focus on the *food* part!

Your task is to choose a meal (breakfast, lunch or dinner) and create a piece of art on your plate! An image of an object made entirely from food! Of course, anything you use **must** be eaten by someone so it does not go to waste! Use only food items that you have in your house and that you would normally eat for a meal or snack. Please do not buy food specially for this.

Here are some ideas of what you could do:



You could take a photo or draw an image of your food art to put into your book!

I can't wait to see what you create!

Omelette  
(If you need anything cooking – please speak to your adult!)

## Geography

### Focus – how earthquakes are measured

- Sort the following cards into order of strength from the least to the most powerful.
- Number the statements from 1 to 12.
- Choose four different descriptions to illustrate.

<input type="radio"/> Felt by nearly everyone. Sleeping people may be woken. Trees and Telegraph poles sway.	<input type="radio"/> Felt by no-one.
<input type="radio"/> Felt by all. People run outside. Furniture moves. Slight damage to property.	<input type="radio"/> Total destruction. Waves seen on the ground.
<input type="radio"/> Felt by many but they don't realise it is an earthquake.	<input type="radio"/> Many buildings destroyed. Ground is badly cracked.
<input type="radio"/> Felt indoors by most people. Vibrations similar to a lorry hitting a building.	<input type="radio"/> Almost all buildings destroyed. Wide cracks in the ground. Water, gas and electric out of action.
<input type="radio"/> Specially designed buildings damaged, others collapse.	<input type="radio"/> Felt by very few people. Hanging objects may swing.
<input type="radio"/> Felt by all. People run outside. Moderate damage to buildings.	<input type="radio"/> All buildings damaged. Cracks appear in the ground.

## PE

*Focus – creating movements to represent Extreme Earth*

**Warm up:** play The Floor is Lava with your family. This can be done inside or outside!

One member calls out “The floor is lava” and everybody has to get off the floor and make sure they aren’t touching the floor. Be make sure you are aware of your environment and always be safe.

### Main activity:

There are 4 different stages for an active volcano.

1 – a still, resting volcano

2 – a volcano beginning to erupt

3 – a huge eruption

#### 4 – lava flowing out of the volcano

Create a dance move to replicate each stage of the volcano's actions. Be as creative as possible and use your knowledge of dance and gymnastics to the best of your ability.

### French

#### *Focus – family vocabulary*

Create a family tree for your family. You can include as many or as little family members as you like. Using the French vocabulary to label each member of your family.

<b>English</b>	<b>French</b>	<b>English</b>	<b>French</b>
father	un <u>père</u>	mother	une <u>mère</u>
brother	un <u>frère</u>	sister	une <u>sœur</u>
son	un <u>fils</u>	daughter	une <u>fille</u>
husband	un <u>mari</u>	wife	une <u>femme</u>
grandfather	un <u>grand-père</u>	grandmother	une <u>grand-mère</u>
grandson	un <u>petit-fils</u>	granddaughter	une <u>petite-fille</u>
cousin - male	un <u>cousin</u>	cousin - female	une <u>cousine</u>
uncle	un <u>oncle</u>	aunt	une <u>tante</u>
nephew	un <u>neveu</u>	niece	une <u>nièce</u>

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**DT***Focus – food technology*

Design a healthy snack food item for these 3 events:

1 – a birthday party

2 - a school fete

3 – a football match

**RE***Focus – Christianity*

Research the main beliefs of Christianity and create a bullet point list in your book. You can draw images too!

**Computing***Focus – Internet safety*

Think about and write about how the following forms of digital communication could be used to be unkind to someone online. A couple of sentences about each one will be enough.

E mail, social media, messaging app, video site, online game, text.

Next, write about how you would respond to it if you saw it happening or if it was happening to you.

What is the first thing you must do if you think someone is being unkind online to you or someone else?

**PSHE***Focus – Relationships*

Draw a picture of the people in your family. Label each person with the jobs they do to look after you. E.g. Cooking, washing clothes, taking me to school / clubs, reading with me. Anything someone in your family does to help you. You don't have to live with them and they could be a brother, sister or cousin.

Is there a difference between the kind of jobs that girls / women do compared with the boys / men?

Complete this sentence in your book.

'A job I do at home is.....'

Should there be any difference between what boys and girls are expected to do?