

Year 3B Home Learning

Time frame: week beginning: 11 January 2021

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



Year 3B Timetable

Zoom

Wake Up, Shake Up	Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays. Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!
8:30am	
Registration	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained
10:00am	
Maths	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further.
10:05am	
English	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further.
12:00pm	
Curriculum	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise.
When you have completed Maths and English	
Afternoon Registration	<ul style="list-style-type: none"> • Whole class reading session. • Teacher to read to class. • Pupils to share their work and say goodbye for the day.
2:30pm	

Maths

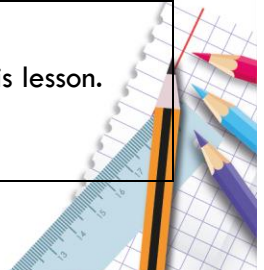
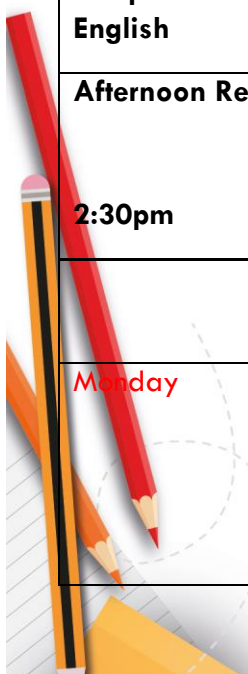
Monday




Textbook 4A – Chapter 7 – Worksheet 1 and 2

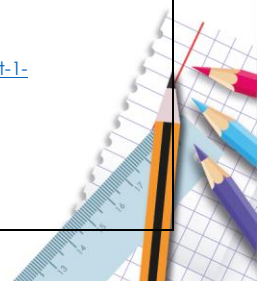
Support:

Your teacher will invite you to stay on our live lesson for extra help with this lesson.

You may want to watch the video below to help:



	<p>Lesson 1</p> <p>capacity: https://classroom.thenational.academy/lessons/estimating-and-measuring-in-litres-70v3at?step=2&activity=video</p> <p>(up to 3 minutes 55 seconds)</p> <p>https://classroom.thenational.academy/lessons/comparing-millilitres-and-litres-using-fractions-cdk32d?step=2&activity=video</p> <p>Lesson 2</p> <p>https://classroom.thenational.academy/lessons/measuring-using-millilitres-6mvkec?step=2&activity=video</p>
	<p> Deepening: T/F and why</p> <p>“It does not matter if I write the units when I measure volume because it is always in millilitres.”</p>
Tuesday	<p>Textbook 4A – Chapter 7 – Worksheet 3</p> <p>Support:</p> <p>Your teacher will invite you to stay on our live lesson for extra help with this lesson.</p> <p>You may want to watch the video below to help:</p> <p>Learn the strategy: (up to 5 minutes and 44 seconds)</p> <p>https://classroom.thenational.academy/lessons/measuring-volume-cmwked?step=2&activity=video</p>
	<p> Deepening: What is the difference between volume and capacity?</p>
Wednesday	<p>Textbook 4A – Chapter 7 – Worksheet 4</p> <p>Support:</p> <p>Your teacher will invite you to stay on our live lesson for extra help with this lesson.</p> <p>You may want to watch the video below to help:</p> <p>https://classroom.thenational.academy/lessons/measuring-and-comparing-capacities-in-mixed-units-65gk2d?step=2&activity=video</p>
	<p> Deepening: If I have 73ml of water in one jug and my friend has three times as much as me. How much water do we have altogether? Draw a bar model to show your calculations.</p>
Thursday	<p>Textbook 4A – Chapter 7 – Worksheet 5 and 6</p> <p>Support:</p> <p>Your teacher will invite you to stay on our live lesson for extra help with this lesson.</p> <p>You may want to watch the video below to help:</p> <p>Lesson 5</p> <p>https://classroom.thenational.academy/lessons/solving-word-problems-about-capacity-and-volume-part-1-6rk0c?step=2&activity=video</p>



Lesson 6

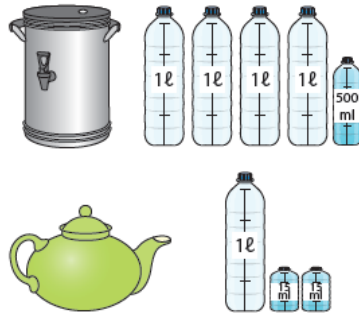
(start at 5 minutes and 9 seconds)

<https://classroom.thenationalacademy/lessons/consolidating-and-reviewing-learning-on-capacity-and-volume-cdhp2r?step=2&activity=video>



Deepening:

There is a tea urn and a teapot. The bottles next to them show their capacity.



How much more water does the urn hold than the teapot?

Friday

Textbook 4A – Chapter 7 – Worksheet 7

Support:

Your teacher will invite you to stay on our live lesson for extra help with this lesson.

You may want to watch the video below to help:

<https://classroom.thenationalacademy/lessons/solving-word-problems-about-capacity-and-volume-part-2-75gkae?step=2&activity=video>



Deepening: Write your own word problem involving volume. Challenge someone in your family to answer it.

Writing

Monday

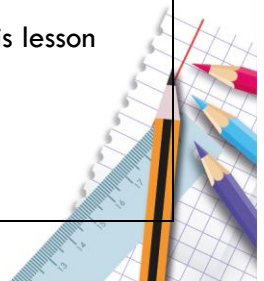
Listen to the story of [‘The boy who cried wolf’](#)




Answer the questions below:



1. What is the boy’s job with the sheep?
2. Why does the boy pretend that a wolf is attacking?
3. How do the shepherd and the villagers react the first time the boy does this trick?
Why?
4. How do the shepherd and the villagers react the second time the boy does this trick?
Why?
5. Why do the shepherd and the villagers not come when the wolf attacks?
6. What is the main message of *The boy that cried wolf*?

Support:

Your teacher will invite you to stay on our live lesson for extra help with this lesson



	<p>Definitions:</p> <p>attack(ing) – act aggressively, trying to hurt someone or something</p> <p>main message – the moral of the story / the lesson to learn from the story</p> <p>pretend – imagine or make believe something that is real when it is not</p> <p>react – respond to something</p> <p>shepherd – someone who looks after a herd (group) of sheep</p> <p>villager – someone who lives in a small town</p> <p> Deepening: Can you think of any other stories that teach us a lesson?</p>								
<p>Tuesday</p>	<p>This week you are going to be retelling the story of <i>The Boy Who Cried Wolf</i>.</p> <ol style="list-style-type: none"> 1. Stick the pictures of The Boy Who Cried Wolf into the correct place on the Short Story Triangle and add details to each picture. This could be a description, a feeling or an explanation. 2. Using your short story triangle, write the beginning of <i>The boy Who Cried Wolf</i> Remember to use: <ul style="list-style-type: none"> - Paragraphs - Conjunctions - Adverbs <p>Support:</p> <p>Your teacher will invite you to stay on our live lesson for extra help with this lesson</p> <p> Deepening: Can you use inverted commas to show speech at least one in your writing?</p>								
<p>Wednesday</p>	<ol style="list-style-type: none"> 1) Today you will be continuing to write your retelling of the story <i>The boy who cried wolf</i> Remember to use: <ul style="list-style-type: none"> - Paragraphs - Conjunctions - Adverbs 2) When you have finished writing the story, use a different colour pen or pencil to edit and improve your writing using CUPS and ARMS to help you. <p>Support:</p> <p>Your teacher will invite you to stay on our live lesson for extra help with this lesson</p> <table border="0"> <tr> <td>C – capitals</td> <td>A – add words or extra information</td> </tr> <tr> <td>U – usage (grammar)</td> <td>R – remove un-needed words</td> </tr> <tr> <td>P – punctuation</td> <td>M – move words or sentence so it sounds better</td> </tr> <tr> <td>S – spelling</td> <td>S – substitute in better words using a thesaurus</td> </tr> </table> <p> Deepening: Can you use inverted commas at least one in your writing?</p>	C – capitals	A – add words or extra information	U – usage (grammar)	R – remove un-needed words	P – punctuation	M – move words or sentence so it sounds better	S – spelling	S – substitute in better words using a thesaurus
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<p>Thursday</p>	<p>We are now going to read <i>Wolves in the Walls</i> by Neil Gaiman.</p> <ol style="list-style-type: none"> 1) Look at the picture of the front cover. Write down your prediction for the story. What clues did you use to make your prediction? 								

	<p>2) What do you notice about this story and The Boy Who Cried Wolf? What is similar? What is different? In the table, list the similarities and differences between 'The Boy Who Cried Wolf' and 'Wolves in the Walls'.</p>												
	<p>Support:</p> <p>Your teacher will invite you to stay on our live lesson for extra help with this lesson</p> <p>The Boy Who Cried Wolf – https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-the-boy-who-cried-wolf/zdsft39</p> <p>Wolves in the Walls – https://www.youtube.com/watch?v=ytsKeZTtRV8</p>												
	<p>Deepening: Do both the boy and Lucy feel the same way?</p> <p> Are they being listened to? How do you know?</p>												
<p>Friday</p>	<p>Today we are going to write a short comparison.</p> <ol style="list-style-type: none"> Using your ideas in your table from yesterday, put a star beside your best similarity and best difference. Write a couple of sentences to explain how the books are similar. Write a couple of sentences to explain how the books are different. <p>Support: Word Bank – similar, different, wolf (wolves), because, both, neither</p> <p>Deepening:  In your opinion, are there more similarities or more differences between the two books? Explain your thinking.</p>												
<p>Reading</p>													
<p>Continue to read the book you are reading at home every day for at least 20 mins with an adult.</p> <p>You should also use your Bug Club account to read with an adult.</p> <p>Please Complete: Bright Sparks: King Kafu and the Seasons (Part 1)</p>													
<p>Grammar and Spelling</p>													
<p>Please practise your spellings every day for 15 mins. Ask an adult to test you on your spellings to learn for the week. Look up the meaning and write it out in your own words. Write the spelling word in a sentence. Your spellings to learn are:</p> <table border="0" data-bbox="97 1697 1466 1863"> <tr> <td>grass</td> <td>after</td> <td>past</td> </tr> <tr> <td>class</td> <td>enough</td> <td>exercise</td> </tr> <tr> <td>experience</td> <td>extreme</td> <td>bored</td> </tr> <tr> <td>board</td> <td></td> <td></td> </tr> </table>		grass	after	past	class	enough	exercise	experience	extreme	bored	board		
grass	after	past											
class	enough	exercise											
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<p>Mathletics and SPaG</p>													
<p>Please complete any previously assigned tasks if you have your logins.</p>	<p>Please complete any previously assigned tasks if you have your logins.</p>												

Other Curriculum Subjects

<p>Monday</p>	<p>Science – Life Cycles</p> <p>Complete the K and W section of the KWL grid. Write and draw everything you know about life cycles. What questions do you have about life cycles? Remember to include the correct punctuation in the W section!</p> <ul style="list-style-type: none"> • Watch this video on BBC Bitesize • Complete the activities and quiz after
<p>Tuesday</p>	<p>Science – Life Cycles</p> <ul style="list-style-type: none"> • Watch the video lesson. • Complete the activities as you watch <p>Note: you may have to click 'accept cookies' to see the 'next' button</p>
<p>Wednesday</p>	<p>RE – How the World Began</p> <ol style="list-style-type: none"> 1. Look at the vocabulary for this unit below. 2. Pick at least 5 words and look up their definition. Write them out in your own words. 3. Create a word search using all the words below <p>Islam, Christianity, Judaism, heaven, paradise, seven days, creator, God, Hinduism, Brahma, creator Vishnu, preserver, Big bang, theory, science, universe, billions of years ago</p> <p>Challenge: Can you create a crossword puzzle with a few of these words?</p>
<p>Thursday</p>	<p>Miss Malinowski will post the link to the music recorded lesson in the week to seesaw.</p>
<p>Friday</p>	<p>Miss Malinowski will post the link to the PE recorded lesson in the week to seesaw.</p>

Good luck!

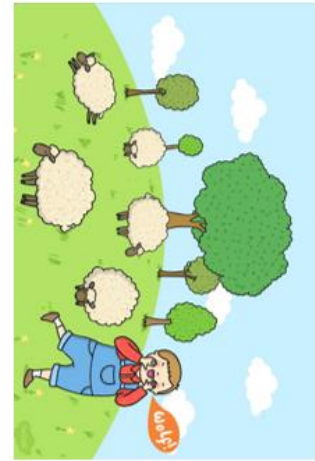
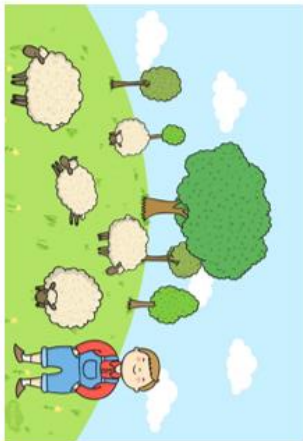
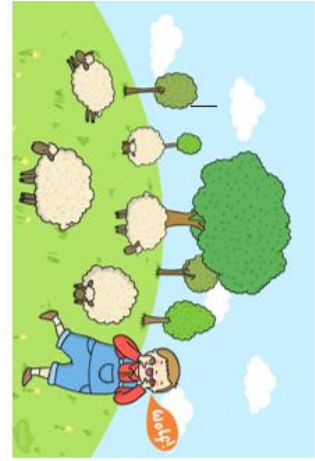
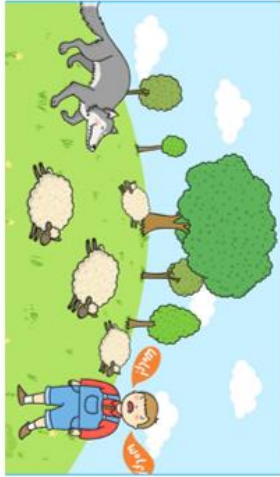
Miss Malinowski

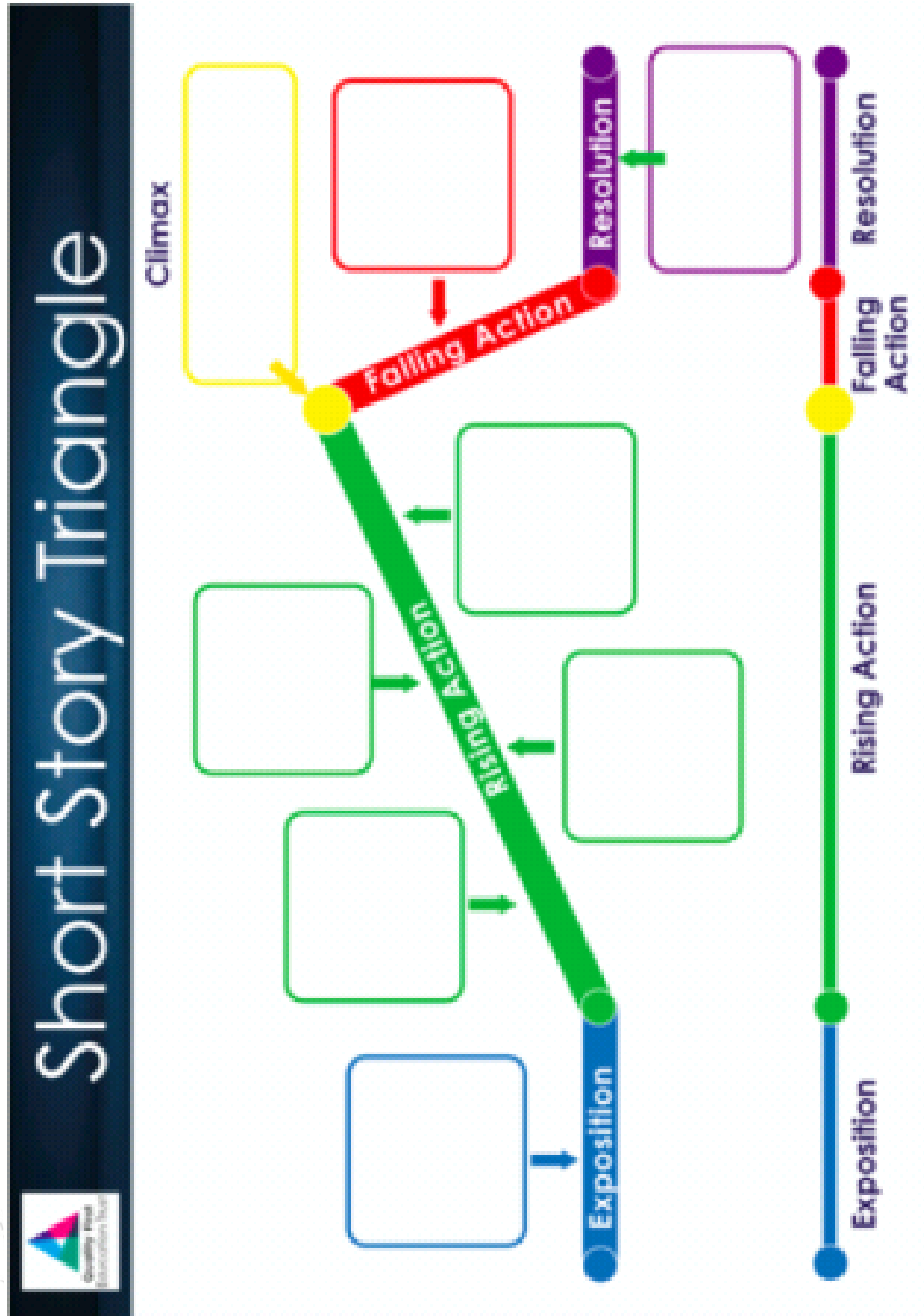


Resources

English

Resource 1





Resource 3

Revising

The 'content' checking

A.R.M.S.

Add

Add interesting or precise sentences and words

Remove

Remove sentences you don't need

Move

Move words or sentences to a more suitable place

Substitute

Change words and sentences for new ones to avoid repetition or use of boring words

Editing

The SPAG checking

C.U.P.S

Capitalise

First word in a sentence and proper nouns:
names, places, titles, days, months

Usage

Inflection of nouns and verbs.
E.g. we ~~was~~ were / One ~~dogs~~

Punctuation

. ! ? , - ; ' "

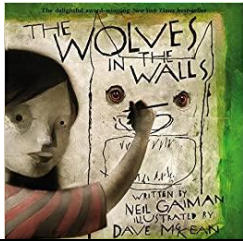
Spelling

Check words you are not sure how to spell,
including homophones

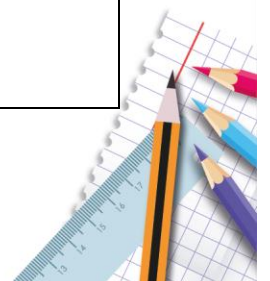


Resource 4

What is similar about the two stories?



What is different about the two stories?





Home Learning

Curriculum

Resource 5

Know What I know about this already...	What Wonder What I want to know... What I wonder... How could I find this out?	Learn What I have learned

