Belleville Wix Academy

Year 3 Home Learning

Time frame: week beginning: 4/01/2021

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.

- Choose the work for the correct day of the week. Our home learning provision each day includes the following: one maths lesson, one English lesson and a curriculum subject of your child's choice.
- 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 3 Timetable

Zoom	
Wake Up, Shake Up **8.30am** 30 minutes	**'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am.** 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?!
Registration 10am	• Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained
Maths 10:00am-10:25am	• 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. • All pupils return at 12pm.
English 12:00pm-12:25pm	• 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.

	• All pupils return at 2.30pm.
Between 1:30pm - 2.30pm	• 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.
Afternoon Registration 2:30pm-2:45pm	• Whole class reading session. • Pupils to share their work and say goodbye for the day.
	Maths You can find our maths home learning on the Q1E website: https://www.q1e.co.uk/current-home-learning/
Monday	INSET day
Tuesday	Chapter 4 Length, Lesson 1: Writing Length in Metres and Centimetres
Wednesday	Chapter 4 Length, Lesson 2: Writing Length in Centimetres
Thursday	Chapter 4 Length, Lesson 3: Writing Length in Metres
Friday	Chapter 4 Length, Lesson 4: Writing Length in Kilometres and Metres
	Writing
Monday	INSET day
Tuesday	Listen to the story of 'The boy that 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'.
Wednesday	This week they are going to be retelling the story of The Boy who Cried Wolf. 1. Stick the pictures of The Boy of 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 'The boy that cried wolf' Remember to use: - Paragraphs - Inverted commas - Conjunctions

	- Adverbs
Thursday	1) Today you will be continuing to write your retelling of the story 'The boy who cried wolf' Remember to use: - Paragraphs - Inverted commas - 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.
Friday	We are now going to be reading 'Wolves in the Walls' by Neil Gaiman. 1) Look at the picture of the front cover. Write down your prediction for the story. 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'.

Reading

Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

Grammar and Spelling

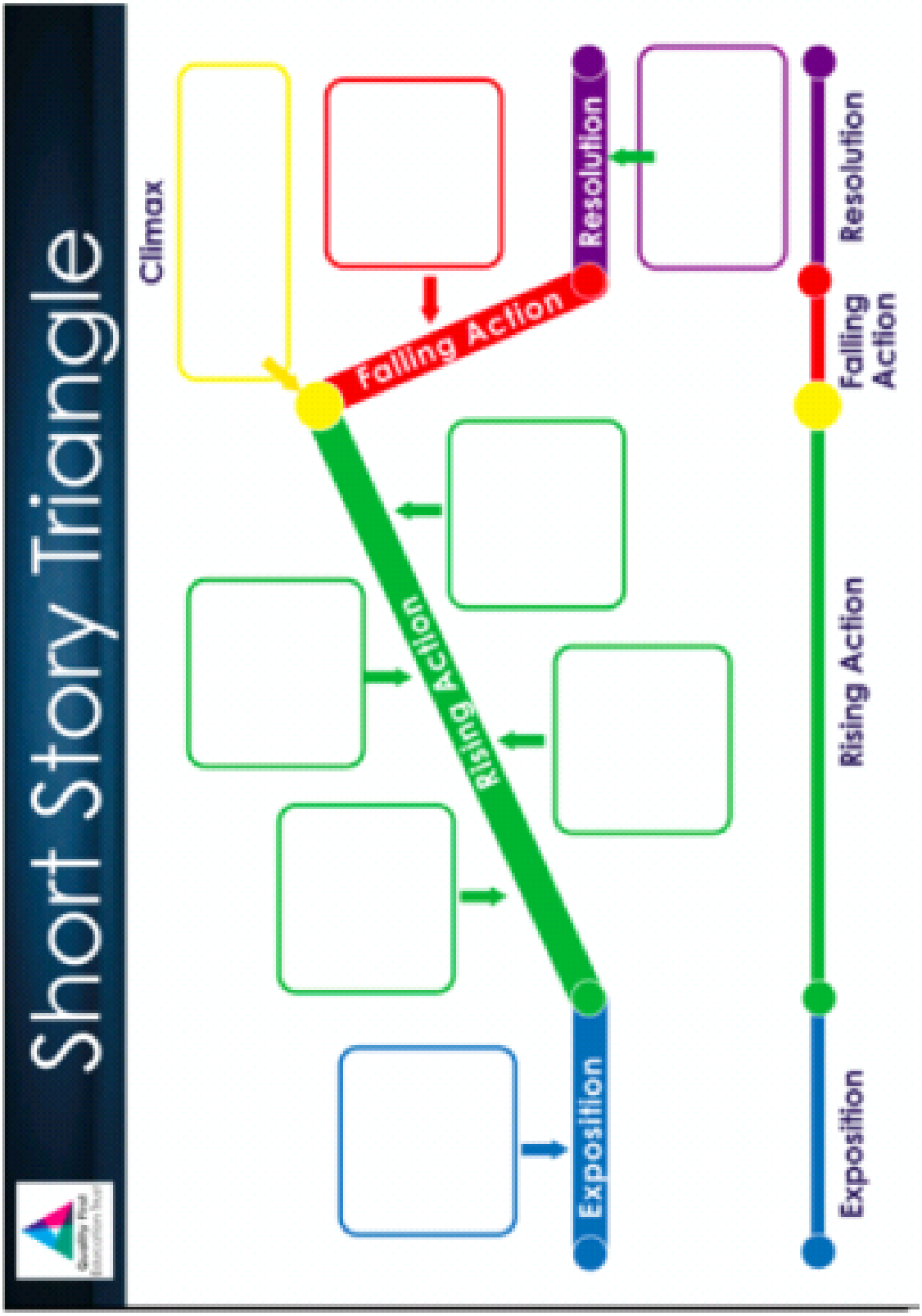
Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Your spellings to learn are:

grass
after
past
class
enough
exercise
experience
extreme
bored
board

Other Curriculum Subjects You can find out curriculum home learning on the Q1E website: https://www.q1e.co.uk/current-home-learning/	
Science	**What are natural or raw materials?** You will need a pen and paper • Watch this video. What do you already know about rocks? And what do you want to know? Complete the KWL grid in the resources for Lesson 1. • Start a list of questions you would like to ask a geologist (a rock expert!) we have someone visiting in a zoom in a few week's time. Rocks are part of the natural world and resources. Find out more about what a raw material is here. Follow the lesson and the activities.
Science	**What is inside the earth – is it all rock?** • What do you think is inside the earth? Draw what you think is inside before you start this lesson. • My friend says the earth is like a hard-boiled egg – it has a shell and inside it has different layers. Is this right? Watch this video. *(Check with an adult as this is a youtube link)* • You can also do your own research using the internet to help you answer the lesson key question. • Create your own labelled drawing, explanation or poster to answer the question: "What is inside the earth – is it all rock?"
History	**What is a civilisation?** • A civilisation is an organised group of people with a shared culture and traditions. • Research the pyramids in the resources below. Use the internet to find out where the pyramid is located and when it was built. Discuss how the pyramids are marks of civilisation. What do the pyramids tell us about the people who must have built them? Label the timeline below to show when the pyramids were built and in which civilisation.
Religious Education	**What is a creator? What is creation?** • We will be looking at different beliefs about the creation of the world from different religions. A question that is possibly the biggest in the universe is 'How did the world come to be?' • Create something of your choice with any materials you have available. It could be a picture, a model, a sculpture, a poem or something else. You are the creator. Create your own list or poem of the feelings when creating something new. See resource 1 for ideas. Share your creation with a member of your family.

Miss Stuart

English Resources : Wednesday



Wolf!

Wolf!

Wolf!

Wolf!

Thursday

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 dog~~s~~

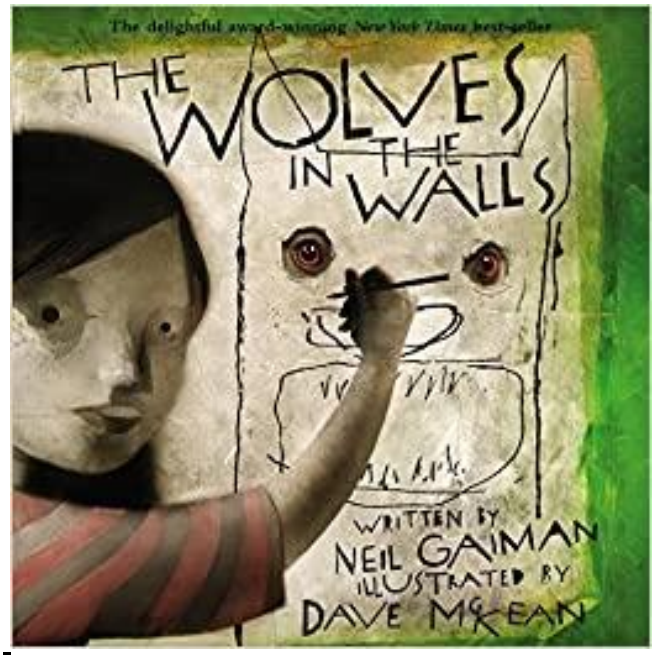
Punctuation

. ! ? , - ; '

Spelling

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

Friday



What is similar about the two stories?	What is different about the two stories?

RESOURCES

Science Lesson 1

Rocks, the Earth and Soil

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**

Questions I would like to ask an expert (Geologist)

1

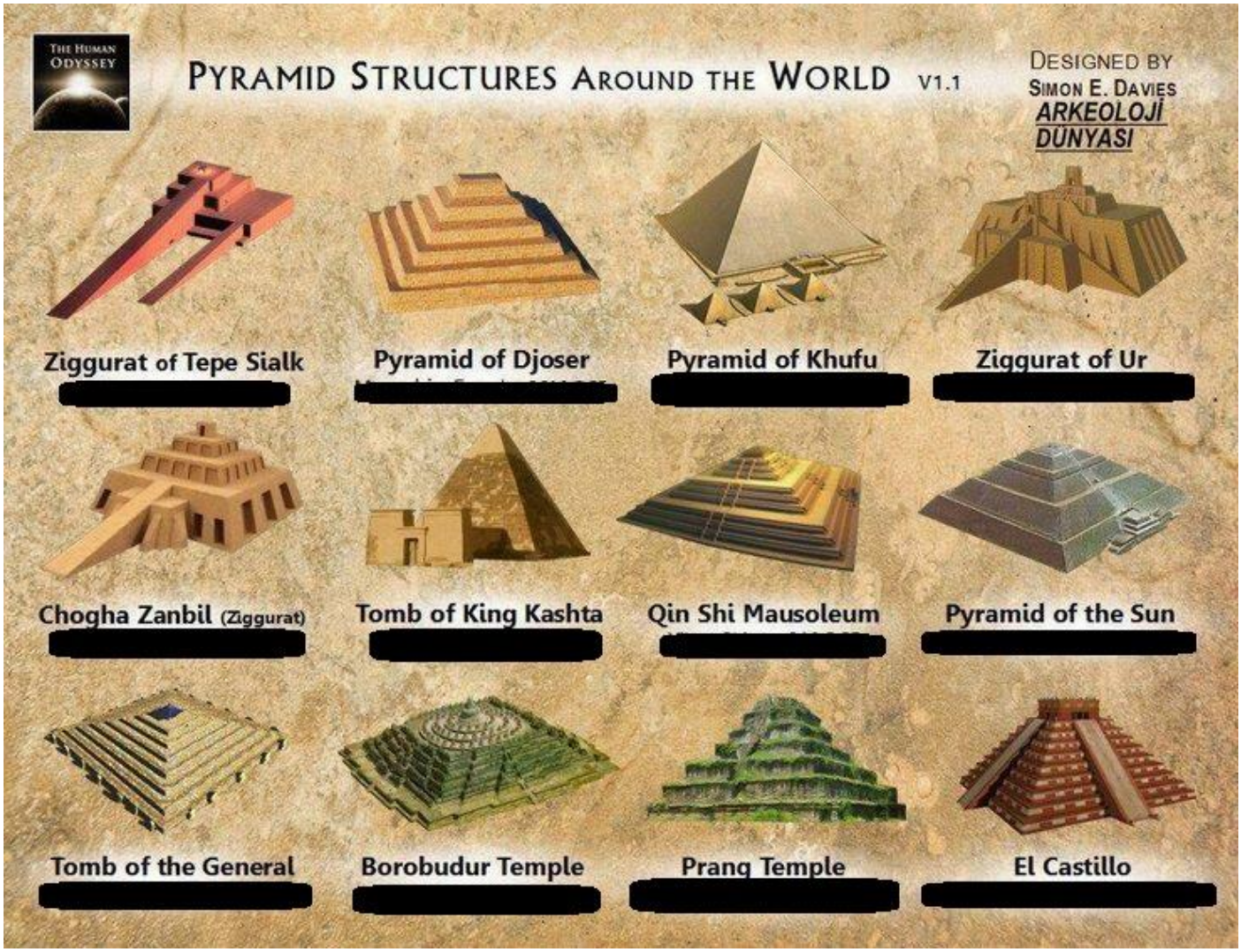
2

3

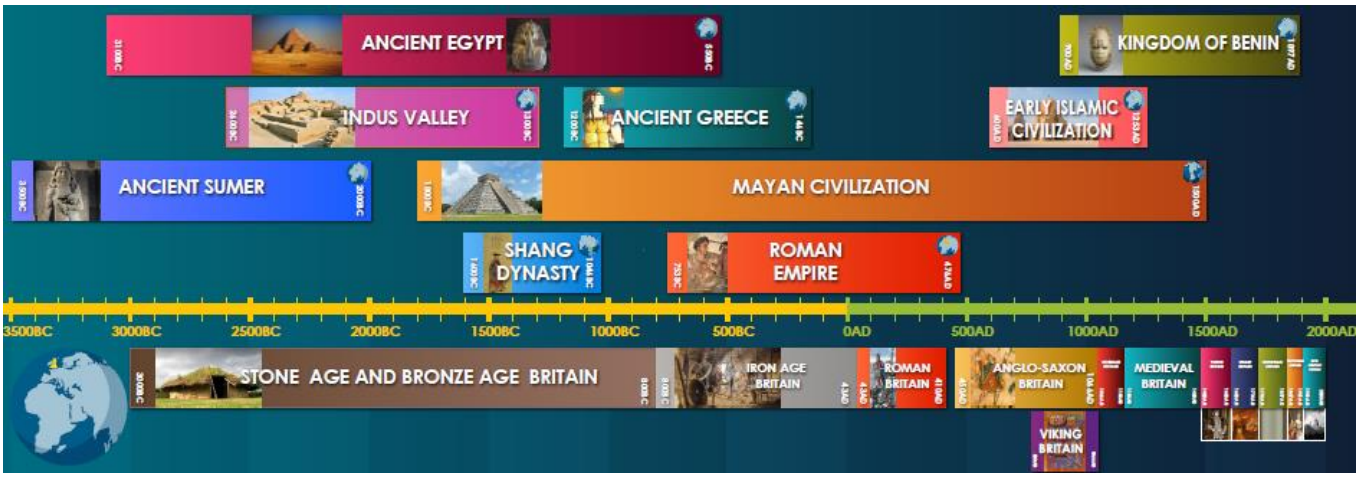
4

History session 1

Pyramids around the world



Timeline



RE

Lesson 1

Creation Thoughts

Creation is messy, frustrating, thrilling.
It is exciting, exhausting.

Knowing you are making something new.
Every detail thought of, every problem worth solving.

Brings pride and joy
Wanting to share with everyone.
Knowing the hard work was worth it.
New, special, cherished.

How does nature make it look so easy?

Length

Chapter 5

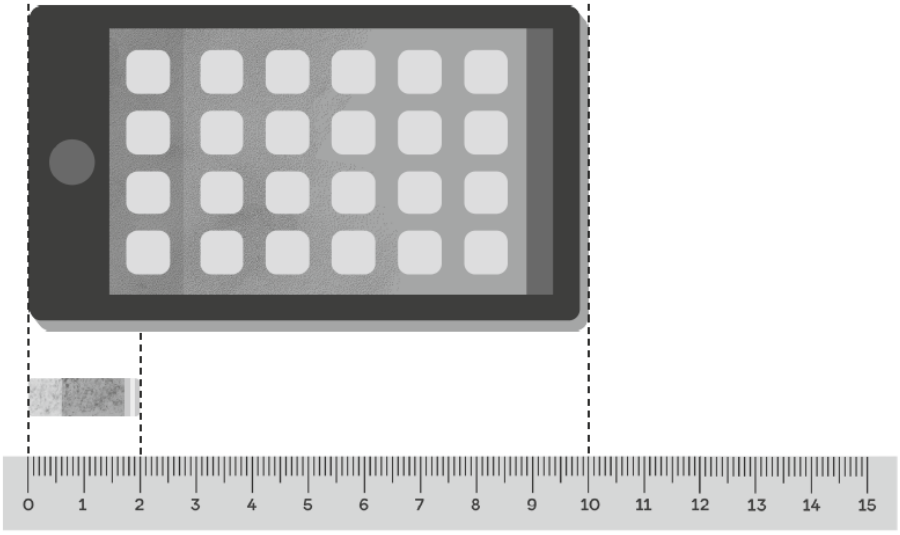
Name: _____ Class: _____ Date: _____

Worksheet 1

Writing Length in Metres and Centimetres

1 Fill in the blanks.

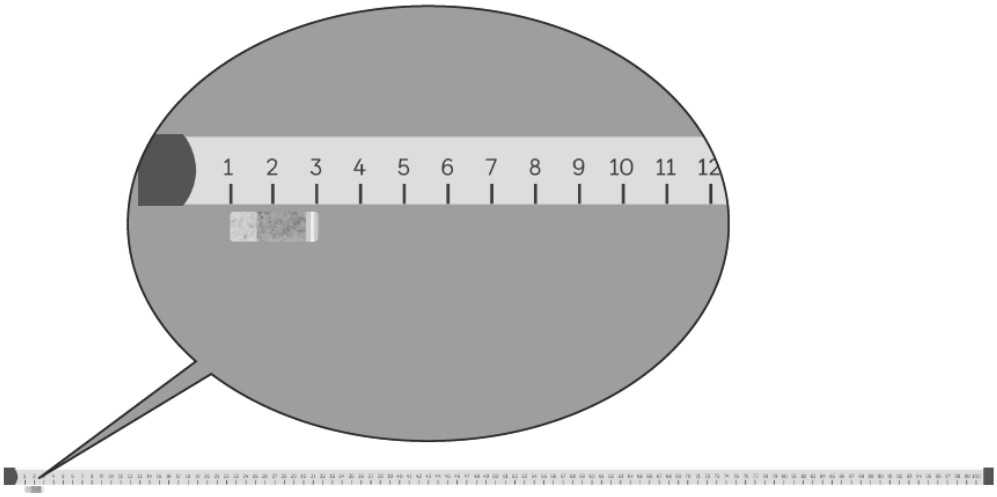
(a) What is the length of the rubber and the mobile phone in centimetres?



(i) The length of the rubber is ☐ cm.

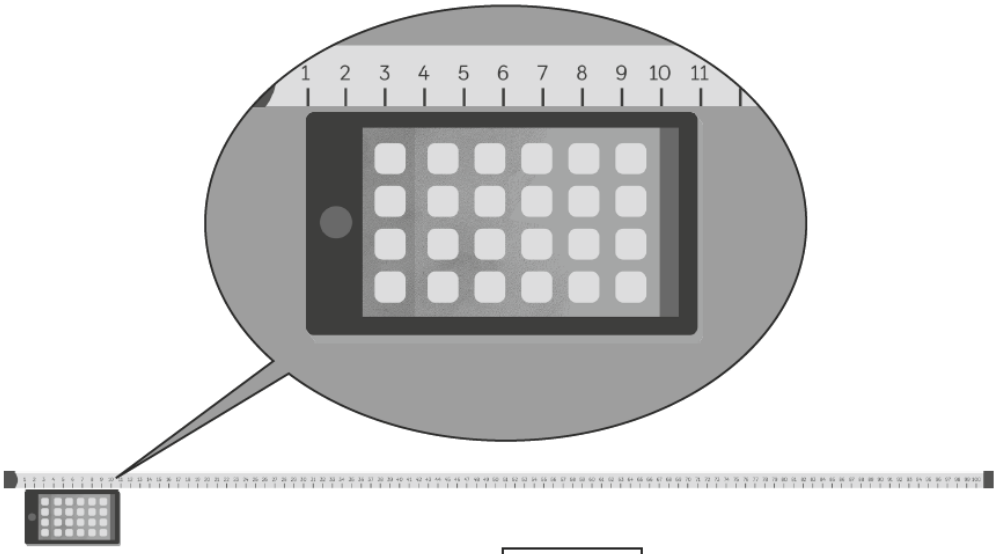
(ii) The length of the mobile phone is ☐ cm.

(b) How many rubbers are needed to make 1 metre?



The 1-metre ruler is made up of ☐ rubbers.

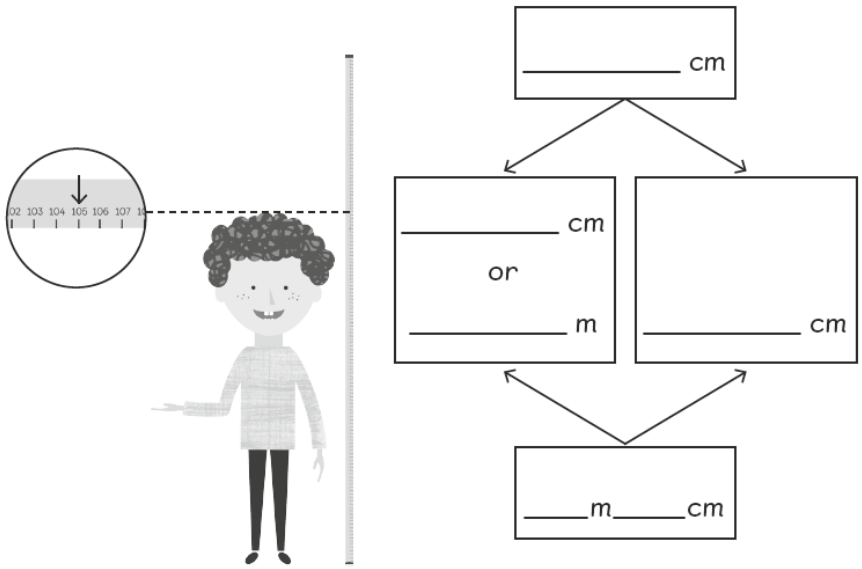
(c) How many mobile phones are needed to make 1 metre?



The 1-metre ruler is made up of ☐ mobile phones.

2 Fill in the blanks.

What is Elliott's height?



Elliott's height is ☐ m ☐ cm.

3 Write each of the following in metres and centimetres.

(a) 130 cm = ☐ m ☐ cm

(b) 402 cm = ☐ m ☐ cm

(c) 865 cm = ☐ m ☐ cm

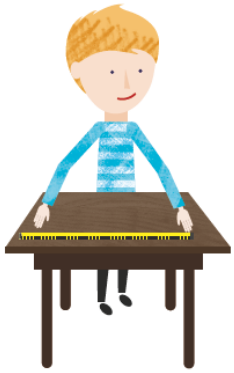
(d) 999 cm = ☐ m ☐ cm

Lesson 1

Writing Length in Metres and Centimetres

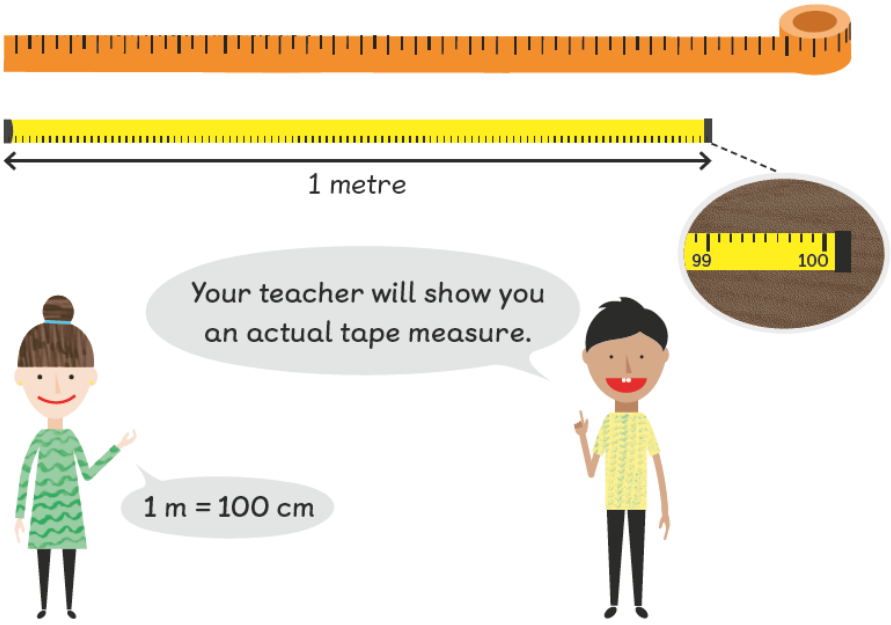
In Focus

The length of the table is more than 1 metre.
What is the length of the table?

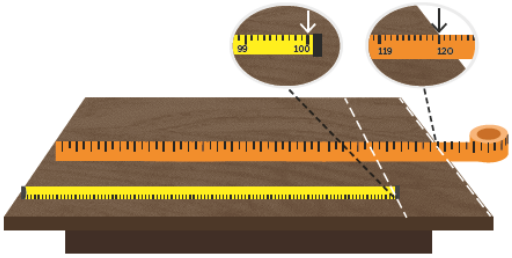


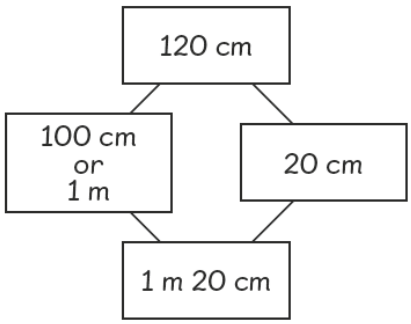
Let's Learn

1 We use a tape measure to measure lengths longer than 1 metre.



2 What is the length of the table?





The length of the table is 120 cm.

120 cm = 100 cm + 20 cm

= 1 m 20 cm

The length of the table is 1 m 20 cm.

Activity Time

Work in groups of 4.

What you need:

① Take a ▭ and cut 10 strips of paper.
Each piece should be about 12 cm long, with flaps at both ends.

② Mark out 10 cm on each paper strip.

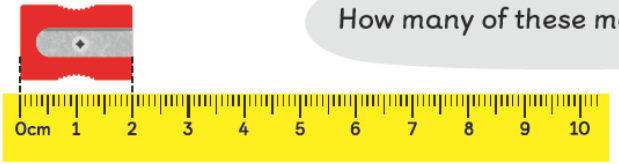
③ Punch a hole on each end of the strip.

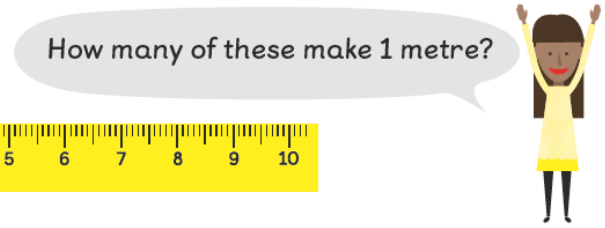
④ Join the strips end to end with a through the holes.
Now you have a foldable ruler.

⑤ Guess the length of things around you in the classroom.
Use your foldable ruler to check your guess.

Guided Practice

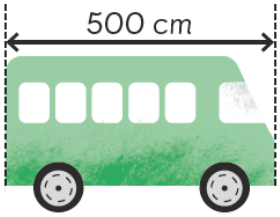
1 What is the length of the sharpener in centimetres? ☐ cm

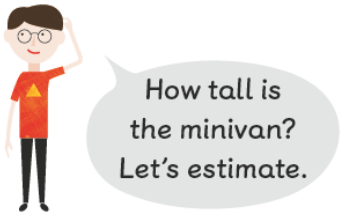




2 What is the length of the toy minivan in metres and centimetres?

☐ m ☐ cm





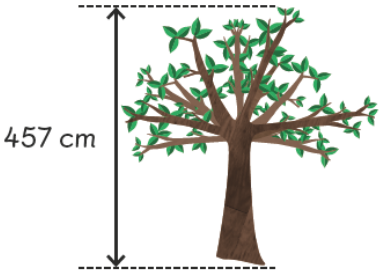
3 Arrange 6 books to form a long row on the floor.

The length of the books is ☐ cm.

It is ☐ m ☐ cm long.

4 What is the height of the tree in metres and centimetres?

457 cm = ☐ m ☐ cm



Complete Worksheet **1** • Page **141** – **143**

Name: _____ Class: _____ Date: _____

Worksheet 2

Writing Length in Centimetres

1 Fill in the blanks.

Ruby 1 m 30 cm

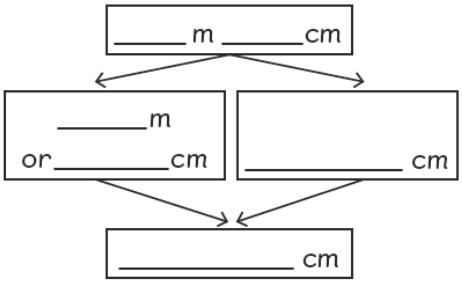
Holly 1 m 9 cm

Sam 1 m 45 cm

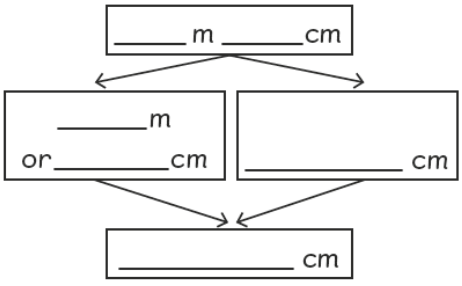
Ruby, Holly and Sam draw a line.

Write the length of the line they draw in centimetres.

(a) Ruby's line is ☐ cm.



(b) Holly's line is ☐ cm.



(c) Sam's line is ☐ cm.

2 Match.

(a)	1 m 34 cm	●	● 997 cm
(b)	3 m 7 cm	●	● 134 cm
(c)	2 m 56 cm	●	● 804 cm
(d)	9 m 97 cm	●	● 256 cm
(e)	8 m 4 cm	●	● 307 cm

3 Write each the following in centimetres.

(a) 2 m 40 cm = ☐ cm

(b) 3 m 2 cm = ☐ cm

(c) 5 m 65 cm = ☐ cm

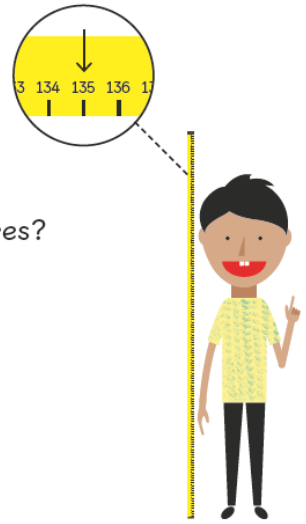
(d) 8 m 7 cm = ☐ cm

(e) 9 m 84 cm = ☐ cm

Lesson 2

Writing Length in Centimetres

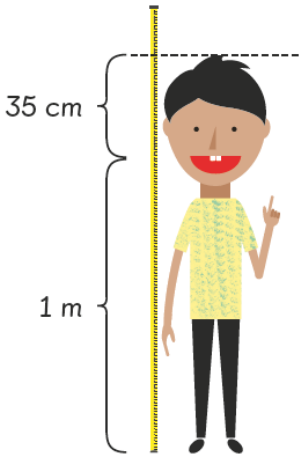
In Focus

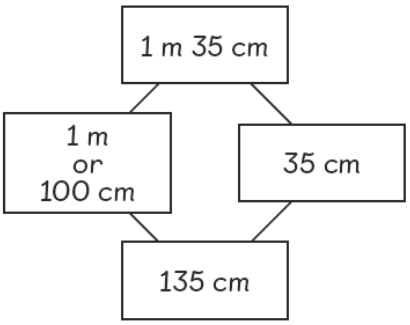


What is Ravi's height in centimetres?

Let's Learn

1 We use a tape measure to measure Ravi's height.





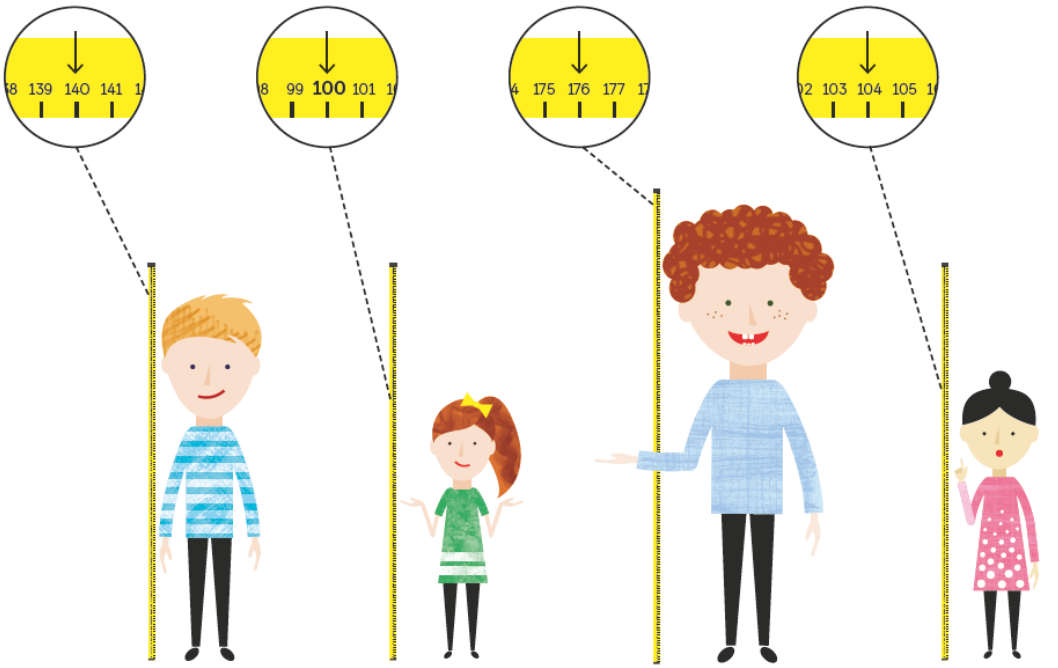
1 m 35 cm = 100 cm + 35 cm

= 135 cm

Ravi's height is 135 cm.

Guided Practice

How tall is each person in centimetres?



Sam
1 m 40 cm

Holly
1 m

Elliott
1 m 76 cm

Ruby
1 m 4 cm

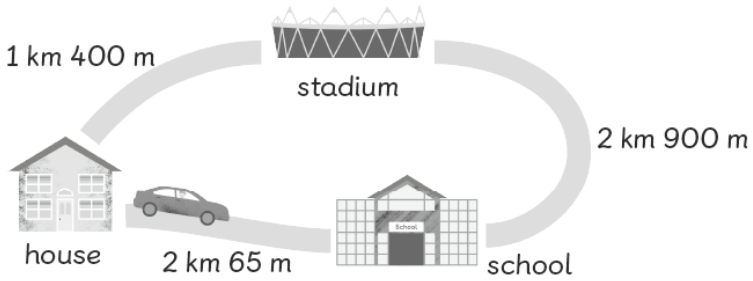
Complete Worksheet **2** • Page **144** – **145**

Name: _____ Class: _____ Date: _____

Worksheet 3

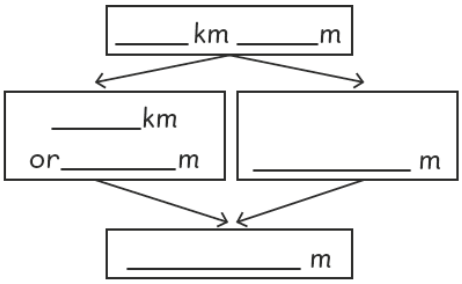
Writing Length in Metres

1 Look at the diagram and fill in the blanks.

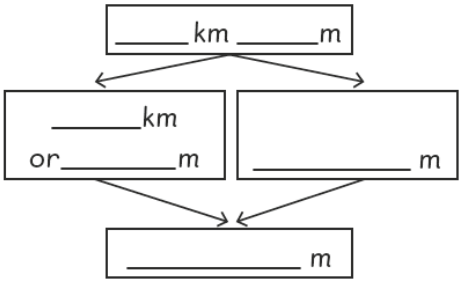


(a) The distance between the ☐ and the ☐ is the shortest.

(b) The distance between the stadium and the school is ☐ m.



(c) The school is ☐ m away from the house.



2 Match.

(a)	1 km 450 m ●	● 1005 m
(b)	1 km 45 m ●	● 10 004 m
(c)	1 km 5 m ●	● 1450 m
(d)	1 km 50 m ●	● 1045 m
(e)	10 km 4 m ●	● 1050 m

3 Write each of the following in metres.

(a) 2 km 400 m = ☐ m

(b) 6 km 20 m = ☐ m

(c) 9 km 65 m = ☐ m

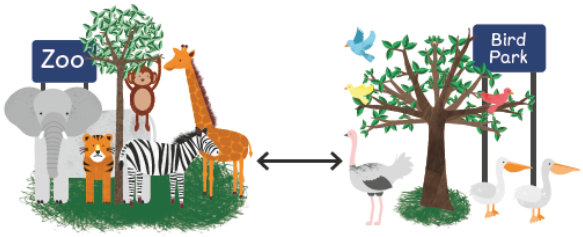
(d) 5 km 7 m = ☐ m

(e) 4 km 1 m = ☐ m

Writing Length in Metres

Lesson 3

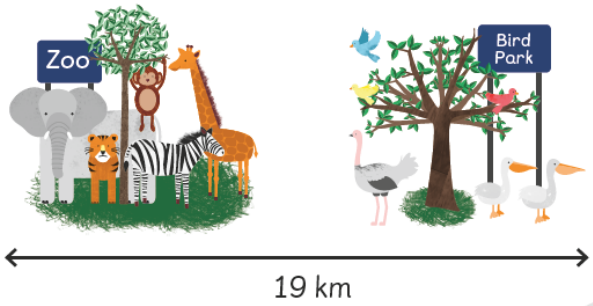
In Focus



What is the distance between the zoo and the bird park?

Let's Learn

1

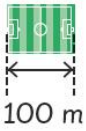


The distance between the zoo and the bird park is about 19 **kilometres**. We write km for kilometre.

1 kilometre is the same as 1000 metres.

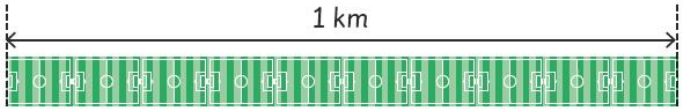
1 km = 1000 m

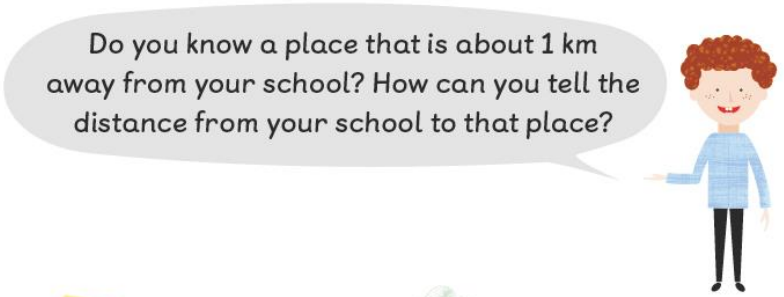
2 The length of the football pitch is 100 m.



100 m

The length of 10 football pitches is about 1000 m or 1 km.

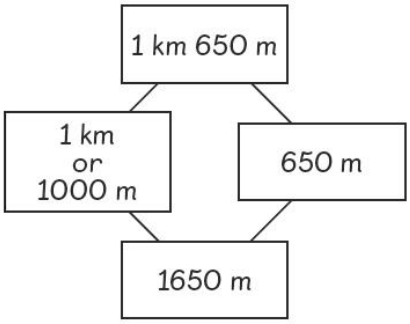




3

The distance from the cable car station to the mountain top is 1 km 650 m.
The distance is more than 1 km.

1 km 650 m = 1000 m + 650 m
= 1650 m



Guided Practice

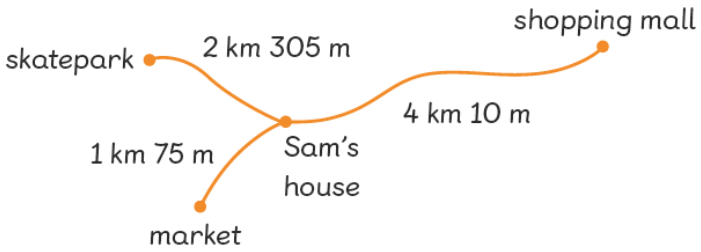
1 Write in metres.

(a) 1 km 400 m = _____ m

(b) 3 km 45 m = _____ m

(c) 5 km 5 m = _____ m

2 Look at the map and answer the questions.



(a) The distance between Sam's house and the _____ is the shortest.

(b) The distance between the skatepark and Sam's house is _____ m.

(c) Sam needs to travel _____ km _____ m from his house to the shopping mall.

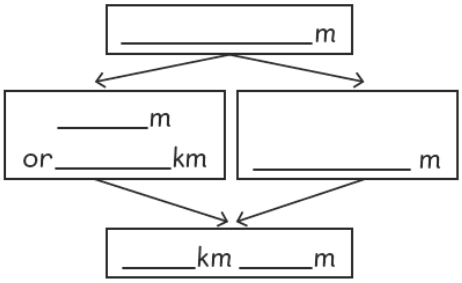
Complete Worksheet **3** • Page **146 – 147**

Name: _____ Class: _____ Date: _____

Worksheet 4

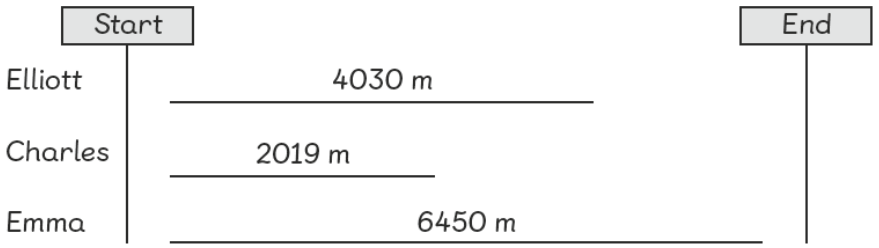
Writing Length in Kilometres and Metres

1 Lulu went for a jog.



The distance around the track is ☐ km ☐ m.

2 Elliott, Charles and Emma took part in a marathon.



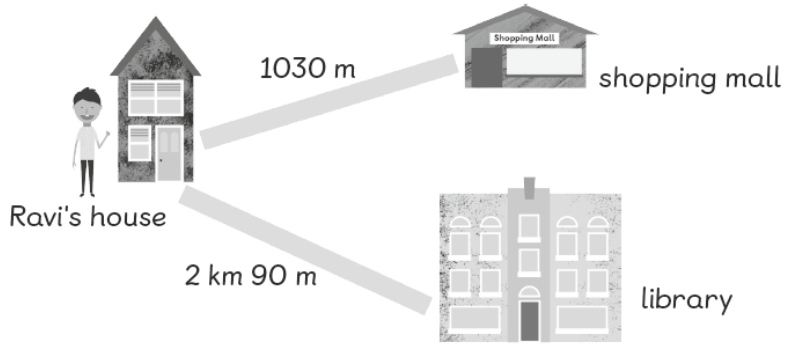
(a) ☐ ran the furthest distance.

(b) ☐ ran the shortest distance.

(c) Elliott ran ☐ km ☐ m.

(d) Emma was ☐ km ☐ m from the starting point.

3 Study the diagram and fill in the blanks.



(a) What is the distance between Ravi's house and the shopping mall?

☐ m = ☐ m + ☐ m

= ☐ km + ☐ m

The distance between Ravi's house and the shopping mall is ☐ km ☐ m.

(b) The distance between the library and Ravi's house is ☐ m.

4 Fill in the blanks.

(a) 1232 m = ☐ km ☐ m

(b) 8009 m = ☐ km ☐ m

(c) 3 km 60 m = ☐ m

(d) 4 km 200 m = ☐ m

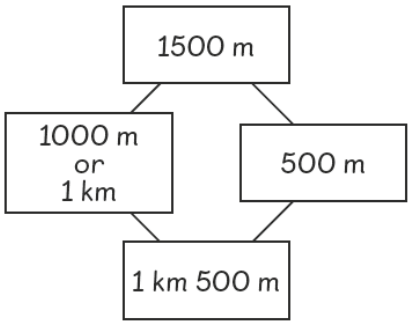
Lesson 4

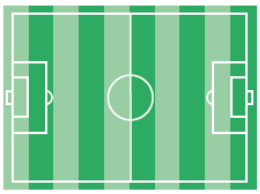
Writing Length in Kilometres and Metres

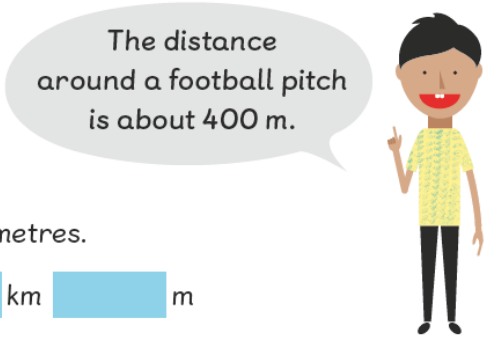
In Focus

Ravi won a race.
He ran 1500 m.
What was the distance Ravi ran in kilometres and metres?

Let's Learn







Guided Practice

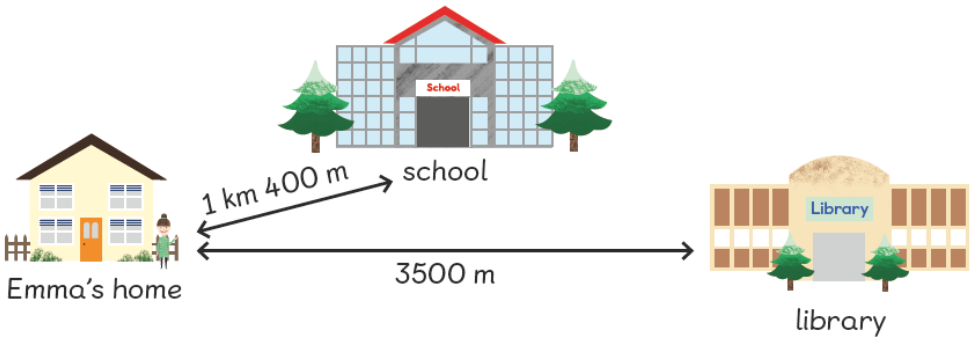
1 Write in kilometres and metres.

(a) 2350 m = _____ km _____ m

(b) 4010 m = _____ km _____ m

(c) 6007 m = _____ km _____ m

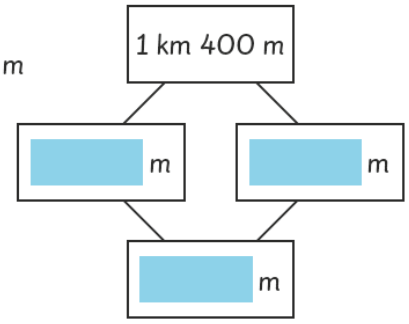
2



(a) What is the distance between Emma's home and her school in metres?

1 km 400 m = ____ m + ____ m

= ____ m

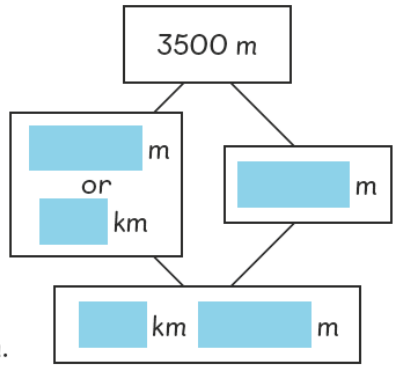


The distance between Emma's home and her school is ____ m.

(b) What is the distance between Emma's home and the library in kilometres and metres?

3500 m = ____ m + ____ m

= ____ km ____ m



The distance between Emma's home and the library is ____ km ____ m.

Complete Worksheet **4** • Page **148 – 149**