

## Year 3 Home Learning

Time frame: week beginning: 11.01.21

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 3 Timetable

**Wake up, Shake up**  
8.30am – 9:00am

**'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?!
<b>Registration</b> <b>10:00am</b>	<ul style="list-style-type: none"> <li>• Be dressed in your uniform</li> <li>• Have your resources to hand</li> <li>• Registration</li> <li>• Home learning for the day explained</li> </ul>
<b>Maths</b> <b>10:05am – 10:30am</b>	<ul style="list-style-type: none"> <li>• Teacher to teach the maths concept – up to 20 minutes.</li> <li>• Pupils sent off to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>
<b>English</b> <b>12:00pm – 12:30pm</b>	<ul style="list-style-type: none"> <li>• Teacher to teach the English concept – up to 20 minutes.</li> <li>• Pupils to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>
<b>Curriculum</b> <b>When you have completed Maths and English</b> <b>1:30pm – 2:30pm</b>	<ul style="list-style-type: none"> <li>• Pupils to complete the curriculum work in the home learning document.</li> <li>• Pupils to post their work on Seesaw to be marked by the teacher.</li> <li>• During this time, pupils to have lunch and take some exercise.</li> </ul>
<b>Afternoon Registration</b> <b>2:30pm-3:00pm</b>	<ul style="list-style-type: none"> <li>• Whole class reading session.</li> <li>• Pupils to share their work and say goodbye for the day.</li> </ul>

## Maths

Monday

Chapter 5 Length, Lesson 5: Comparing Length

Support: Questions 1 and 2

<https://classroom.thenational.academy/lessons/converting-between-metric-units-of-length-6cu3cc?step=2&activity=video>



Deepening: If Elliot travels 1055 m on Monday and 2062m on Tuesday. How many Km and M has he travelled in total? Explain how your worked this out.

Tuesday

Chapter 5 Length, Lesson 6 and 7: Solving word problems




Support: Support: Lesson 6 Question 1 and 2, Lesson 7 Question 1

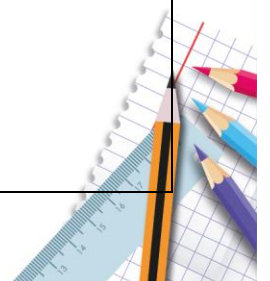
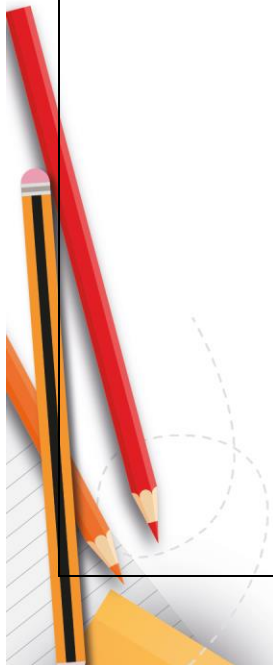
<https://classroom.thenational.academy/lessons/solving-addition-and-subtraction-word-problems-6mw3ct?step=2&activity=video>





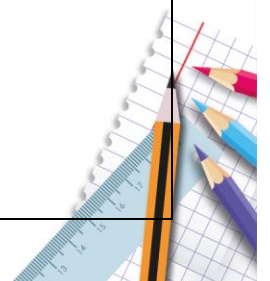
Deepening: Why is it important to measure mass accurately?




Include real-life examples in your explanation.

Wednesday	Chapter 4 Length, Lesson 8 and 9: Solving word problems
	Support: Lesson 8, Question 2 and 4, Lesson 9, Question 1 <a href="https://vimeo.com/431758029/7fce98149a">https://vimeo.com/431758029/7fce98149a</a> <a href="https://www.khanacademy.org/math/arithmetic-home/multiply-divide/mult-digit-div-2/v/division-2">https://www.khanacademy.org/math/arithmetic-home/multiply-divide/mult-digit-div-2/v/division-2</a>
	 Deepening: Mind workout and Review
Thursday	Chapter 6 Mass, Lesson 1: Reading weighing scales
	Support: <a href="https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-mass/v/intuition-for-grams">https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-mass/v/intuition-for-grams</a>  <a href="https://classroom.thenational.academy/lessons/grams-and-interpreting-scales-75j3gt?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/grams-and-interpreting-scales-75j3gt?step=2&amp;activity=video</a>
	 Deepening: Why is it important to measure mass accurately? Include real-life examples in your explanation.
Friday	Chapter 6 Mass, Lesson 2: Reading weighing scales
	Support: <a href="https://classroom.thenational.academy/lessons/grams-and-interpreting-scales-75j3gt?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/grams-and-interpreting-scales-75j3gt?step=2&amp;activity=video</a>
	 Deepening: Explain how to read a weighing scale when it isn't pointing to a number.
<b>Writing</b>	
Monday	<p>Today we are going to be looking at the skill of prediction.</p> <ol style="list-style-type: none"> <li>1. Read up to page that says '... the wolves came out of the walls.' and write what your prediction. What do you think will happen next and why?</li> <li>2. Answer these questions about 'Wolves in the Walls'             <ol style="list-style-type: none"> <li>a. Look at the page beginning: Lucy heard noises.                 What is the impact of the repetition of noises on this page?</li> <li>b. Why do you think Lucy picked up her pig-puppet doll?</li> <li>c. Look at the page beginning: In the middle of the night...                 What does the use of larger fonts on this page suggest?</li> <li>d. How can you tell that Lucy's brother might not like school?</li> </ol> </li> </ol>



	<p>e. Look at the <b>two</b> pages beginning: <i>Lucy knew what kinds of things...</i></p> <p>Why might Lucy have been alarmed after speaking to her mother?</p> <p>Support: Question 1 and Question 2b and 2d.</p> <p> Deepening: Can you summarise what has happened in the story so far?</p>
<p>Tuesday</p>	<p>Today we will be describing the wolves focusing on using the possessive apostrophe.</p> <ol style="list-style-type: none"> <li>1. Add the possessive apostrophe in to these sentences:</li> <li>3. The wolves orange eyes are fierce.</li> <li>4. Lucys toy puppet is a pig.</li> <li>5. The pigs large snout is pink.</li> <li>6. The fathers top is as red as a rose.</li> </ol> <p>Write sentences describing the characters in the story using the possessive apostrophe for plurals e.g. The wolves' fur is grey and matted. The wolves' teeth are incredibly sharp.</p> <p>Support: Watch this <a href="#">video</a> on how to use the possessive apostrophe.</p> <p> Deepening: Can you write an explanation for a Year Two pupil on how to use the possessive apostrophe?</p>
<p>Wednesday</p>	<p>This week we are going to be writing the rest of the story of 'Wolves in the walls' from after the sentence 'the wolves came out of the walls'. Today you will be using the short story triangle (<a href="#">Resource 1</a>) to plan the rest of the story.</p> <p>We have already read the beginning and part of the rising action. You will need to plan:</p> <p>Middle (rising action and climax):</p> <ul style="list-style-type: none"> <li>- Describe wolves – make them sound fierce and terrifying!</li> <li>- Problem happens with the wolves</li> </ul> <p>Ending (falling action and resolution):</p> <ul style="list-style-type: none"> <li>- Problem is solved</li> <li>- All is well</li> </ul>



	<p>Make sure to label your plan with at least two details per box (feelings, descriptions or explanations).</p> <p>Support: Use the storyboard (<a href="#">English resource 2</a>) to plan your story. Draw pictures of the events in your story.</p> <p> Deepening: Could you challenge yourself by adding a thinking detail as well as a feeling detail?</p>
Thursday	<p>Today you are using your plans to write the rising action and climax to your story.</p> <p>Remember to use:</p> <ul style="list-style-type: none"> <li>- Possessive apostrophes</li> <li>- Paragraphs</li> <li>- Conjunctions</li> <li>- Adverbs</li> </ul> <p>Support: Use the sentences starters to help you. <a href="#">See English resource 3.</a></p> <p> Deepening: Could you add a 'show not tell' description into your writing?</p>
Friday	<p>Today you will be using your plans to finish your story of 'Wolves in the walls'!</p> <ol style="list-style-type: none"> <li>1. Use your plan to write the ending to your story.</li> <li>2. Using a different coloured pencil, edit and improve your writing using CUPS and ARMS poster (<a href="#">English resource 4</a>).</li> <li>3. Read your story aloud to someone at home or record a video of your story!</li> </ol> <p>Support: Read your story using your clause bubble to ensure the full stops and capital letters are in the correct places. You could also use a coloured pencil or pen to show capital letters and full stops.</p> <p> Deepening: Could you vary sentence structure particularly when describing the wolves?</p>

## 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

Practice your spellings every day for 15 minutes. 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:

antique

unique  
cheque  
mosque  
famous  
favourite  
February  
by  
bye  
buy

## Other Curriculum Subjects

Monday

Science

### What are the types of different rocks and their properties

- Watch the [video](#) about different of types of rock. Write down any new vocabulary.  
*(Check with an adult as this is a youtube link)*
- Look at the types of rock in the pictures in [science resources](#).
- Watch the video about [granite](#) and [limestone](#) and how they are used.
- Write 3 facts about 3 more types of rock next to the pictures eg pumice, chalk, sandstone.

Challenge; The pyramids in Egypt were built with 2 types of rock. Can you find out what they were and why they were used?

Tuesday

History

### What can we learn about the Ancient Egyptians from the pyramids?

- Discuss that people were living in Egypt before the pyramids for about 1000 years. The Ancient Egyptians were inventing and creating their civilisation well before the pyramids were even conceived.
- Watch the video clips [here](#), [here](#), [here](#), [here](#) and [here](#).

Find out and answer the following questions: Why did the Ancient Egyptians build the pyramids? Why did they build them in those locations? Who built them and how long did it take? Where did they get the stone from? How did they build the pyramids?

Wednesday

Science

### How is igneous rock formed?

You will need a pen and paper

- In this lesson, we will learn about the structure of the Earth, how igneous rock is made and how you can recognise it. We will also learn some of the uses of igneous rock.
- Watch the video for [Lesson 4](#).

Complete the activities as you watch.

Thursday

Miss Stuart will post the link to the music recorded lesson in the week to seesaw.



# Home Learning

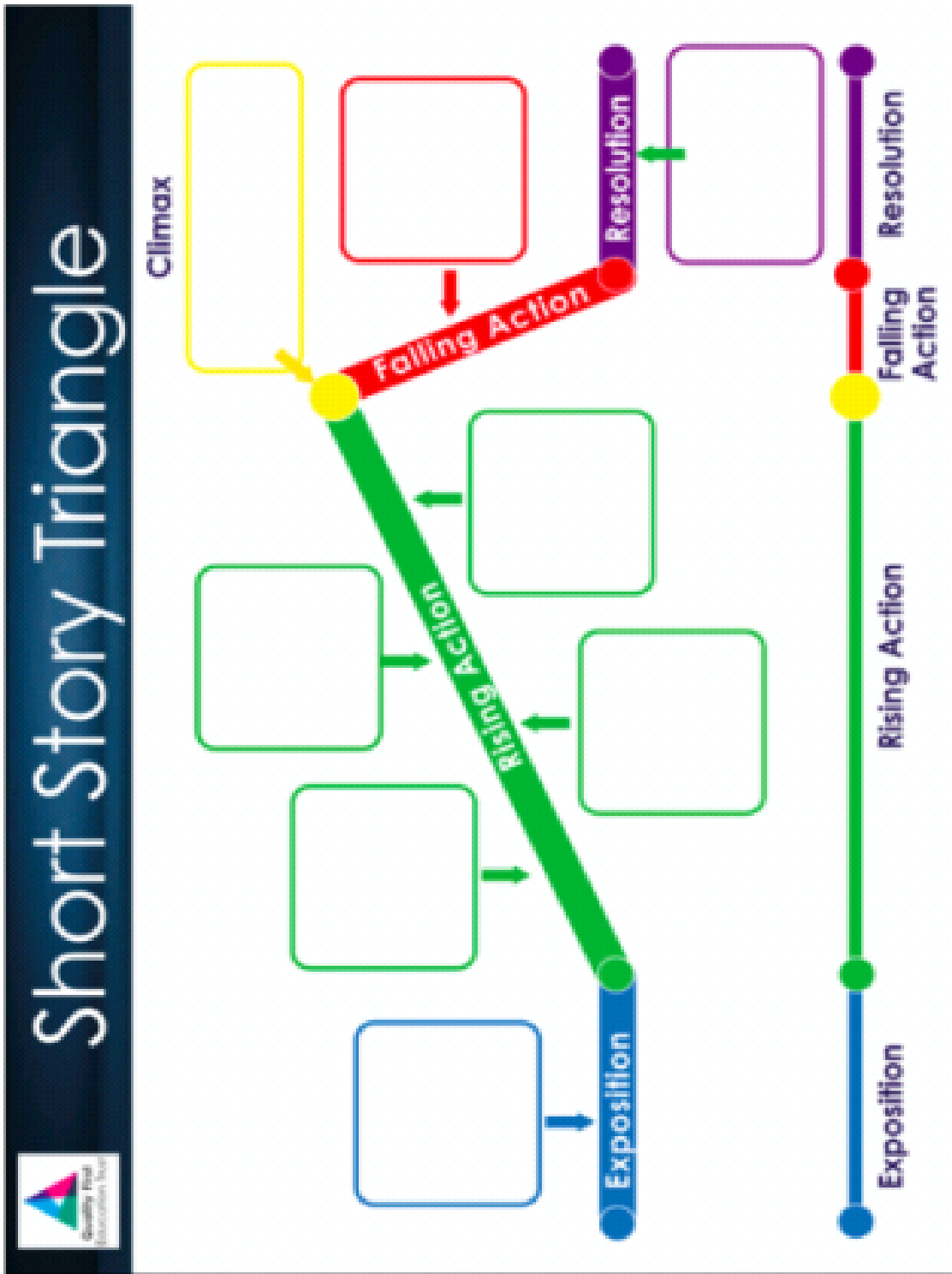
Friday

Miss Stuart will post the link to the PE recorded lesson in the week to seesaw.

**Miss Stuart**



English resource 1





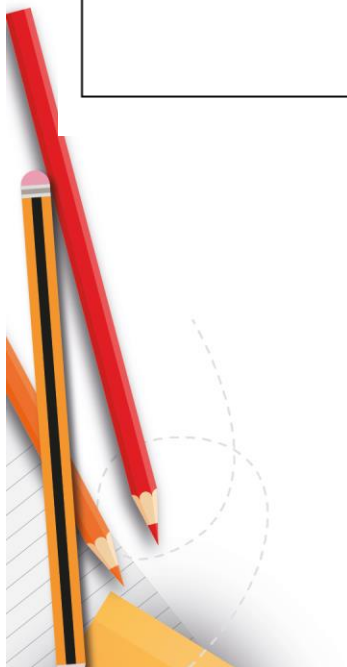
English resource 2

 <p>...the wolves came out of the walls.</p>	<p><u>Next</u></p>	<p><u>Then</u></p>
<p><u>After that</u></p>	<p><u>Before long</u></p>	<p><u>At last</u></p>



English resource 3

One day	In the middle of	However
One morning	the...	Yet
One evening	Under the	Despite
After that	bridge...	Still
After a while	Over the bridge...	Unlike
Before long	In the distance...	Even though
Afterwards	Far away...	Although
As soon as	In a far off	Rather than
At last	land...	
A moment later	Inside of...	
In the meantime	At the end of...	
All of a sudden	On top of the...	
	Next to the...	
	Nearby...	
	Opposite the...	



## English resource 4

### 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



Science Resources:

			
Pumice	Sandstone	Marble	Obsidian
			
Limestone	Gneiss	Basalt	Slate
			
Granite	Chalk	Quartzite	Conglomerate

