

Year 3 Home Learning

Time frame: week beginning: 1.2.2021

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 3 Timetable

<p>Zoom</p> <p>Wake up, Shake up</p> <p>8:30am-9:00am</p>	<p>Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays.</p> <p>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?!</p>
<p>Registration</p> <p>10.00am</p>	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained

Maths 10.05am-10:30am	<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.
English 12:00pm-12:30pm	<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.
Curriculum When you have completed Maths and English 1:30pm-2:30pm	<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.
Afternoon Registration 2:30pm-3:00pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.

Maths

Monday

Chapter 7, Lesson 6, Worksheet 6: Writing Capacity in Litres and Millilitres

Support:

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






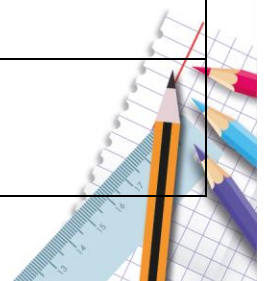
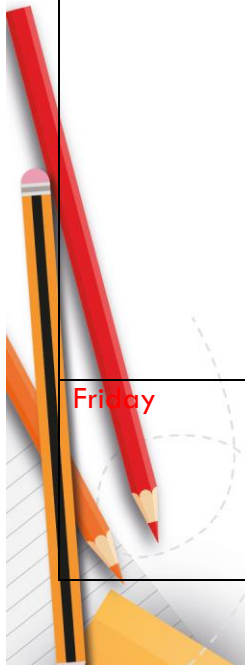
Deepening:



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

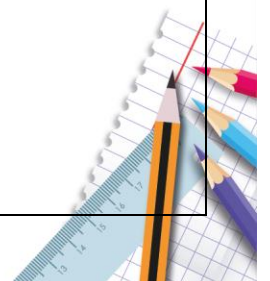


How much more water does the urn hold than the teapot?

<p>Tuesday</p>	<p>Chapter 7, Lesson 7, Worksheet 7: Solving word problems.</p> <p>Support:</p> <p>https://classroom.thenational.academy/lessons/solving-word-problems-about-capacity-and-volume-part-2-75gkae?step=2&activity=video</p> <p> Deepening:</p>
<p>Wednesday</p>	<p>Chapter 7, Lesson 8, Worksheet 8: Solving word problems.</p> <p>Support:</p> <p>https://classroom.thenational.academy/lessons/solving-problems-using-measures-69i32f?step=2&activity=video</p> <p> Deepening:</p> <p>If the car used 325 l of petrol in a week and the motorbike used 69 l less. The lorry used 126 l more than the motorbike. How much petrol was used by each vehicle and how much was used in total?</p> <p>Explain why your bars represent these numbers. Explain your method.</p>
<p>Thursday</p>	<p>Chapter 7, Lesson 9, Worksheet 9: Solving word problems.</p> <p>Support:</p> <p>https://classroom.thenational.academy/lessons/drawing-bar-models-to-represent-multiplication-and-division-word-problems-cct3qc?step=2&activity=video</p> <p> Deepening:</p>
<p>Friday</p>	<p>Chapter 8, Lesson 1, Worksheet 1: Naming Amounts of Money</p> <p>Support:</p> <p>https://classroom.thenational.academy/lessons/to-recognise-the-value-of-different-coins-and-notes-65j64e?step=2&activity=video</p>



	 Deepening:
	<p>Writing</p>
<p>Monday</p>	<p>Identify features of a newspaper report</p> <ul style="list-style-type: none"> • Think – <i>What happened on the midsummer night? What were the key events?</i> • Last week, you were television journalists interviewing. This week, you are journalists writing for a newspaper. • Think – <i>What is a newspaper report? What is its audience? What is its purpose?</i> • Think – <i>What are the features of a newspaper report?</i> • Watch this lesson video on the features of a newspaper report. • Read this example newspaper report Back to Earth with a Bump or watch this video of a teacher reading it. <p>Identify and label features in <i>Back to Earth with a Bump</i>: headline, lead, body and quotations.</p> <p>Support: headline, lead, body and quotations.</p> <p> Deepening:</p>
<p>Tuesday</p>	<p>Plan a newspaper report</p> <ul style="list-style-type: none"> • Think – <i>What are the features of a newspaper report?</i> • Read this plan for the newspaper report <i>Back to Earth with a Bump</i>. • Look at this planning format that you will use to plan your newspaper report and watch this lesson video on how to plan a newspaper report. • Plan your newspaper report about what happened on the midsummer night in <i>A Midsummer Night's Dream</i>. • Think – <i>Why do newspaper reports include quotes? In your newspaper report, who might be quoted?</i> • Watch this lesson video on using quotations. • Write a correctly punctuated quotation on your plan.



Support: Read this [quotation example](#). Look at the punctuation that has been used to help you with the quotations in your newspaper article.



Deepening: Can you include more details and quotations from the characters in your plan?

Wednesday

Use the present perfect tense

- **Think** – *What is a headline?*
- **Watch** this [lesson video](#) on writing a headline.
- **Write** the headline for your newspaper report.
- **Think** – *What is the first paragraph of a newspaper report called? What is its purpose?*
- **Watch** this [lesson video](#) on using the present perfect tense to write a lead. **Read** the lesson [here](#).
- **Read** this [model lead](#).
- **Write** the lead for your newspaper report.

Remember to use your plan from yesterday and the present perfect tense.

Support:

Use these sentence starters to help you when writing your newspaper article:

According to witnesses...

He/she claimed that....

On the other hand...

In addition...

It appears that...

However...

It is surprising that...

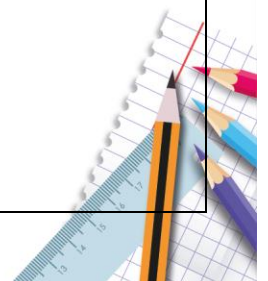
The following information...


Afterwards...

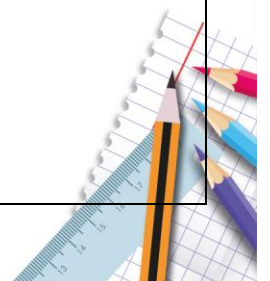
Nobody knows why...



Many people believe that...

Generally...



	<p>Despite the fact that...</p> <p>He/she confirmed that...</p> <p>Hours later...</p> <p>Later that day...</p> <hr/>  Deepening: Can you use both the present perfect tense and the past tense in the lead appropriately?
<p>Thursday</p>	<p>Newspaper report</p> <ul style="list-style-type: none"> • Think – <i>What are the key events of the midsummer night?</i> • Read this model newspaper report. • Watch this lesson video on using time adverbs. Read the lesson here. • Write the body of your newspaper report using your plan. <p>Remember to use time adverbs, paragraphs and punctuate your quotations correctly using inverted commas.</p> <hr/> <p>Support: Use these sentence starters to help you when writing your newspaper article:</p> <p>According to witnesses...</p> <p>He/she claimed that....</p> <p>On the other hand...</p> <p>In addition...</p> <p>It appears that...</p> <p>However...</p> <p>It is surprising that...</p> <p>The following information...</p> <p>Afterwards...</p> <p>Nobody knows why...</p> <p>Many people believe that...</p> <p>Generally...</p> <p>Despite the fact that...</p> <p>He/she confirmed that...</p> <p>Hours later...</p> <p>Later that day...</p>



	 <p>Deepening: Can you vary your tenses in your newspaper report? You could try to use the past tense, present perfect tense and progressive tense where appropriate</p>
Friday	<p>Improve and present a newspaper report</p> <ul style="list-style-type: none"> • Think – <i>What features did we need to remember to include in our newspaper report?</i> • Check and improve your newspaper report using the CUPS and ARMS poster. <p>Publish your newspaper onto this publishing format.</p> <p>Support: Focus on the CUPS section of the poster when editing and revising your work.</p> <p> Deepening: Could you have a go at revising and improving a whole paragraph?</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	
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:	
submarine submission television teleport	
hire higher knot not knead need	
Other Curriculum Subjects	
Monday Science	<p>What are the steps in the rock cycle?</p> <p>You will need a pen, a ruler and paper</p> <ul style="list-style-type: none"> • In this lesson, we will learn each of the steps of the rock cycle and how igneous, sedimentary and metamorphic rock are all connected. • Watch lesson 7. <p>Complete the activities as you watch</p>
Tuesday History	<p>What can the discovery of an old tomb tell us about Ancient Egyptian life?</p> <ul style="list-style-type: none"> • In 1920s, most tombs had been discovered, but Howard Carter found a new tomb: Tutankhamun's tomb. Watch the two videos: Who was Tutankhamun? and How Tutankhamun's tomb was discovered here. • Look at the pictures and read the information here. <p>Answer the question: What can the discovery of an old tomb tell us about Ancient Egyptian life?</p>
Wednesday Science	<p>How are fossils made?</p> <p>You will need a pen and paper</p>

	<ul style="list-style-type: none"> In this lesson we will learn how fossils are formed in sedimentary rock, what a palaeontologist is and identify some different fossils. What do you know about fossils and how are they formed? Write 3 things you already know or want to know. Watch the BBC video here and make notes. Watch the video for the lesson 8 you need to start from 19:20 <p>Complete the activities as you watch.</p> <p>Answer the question: 'How are fossils made?' using your own diagrams to help.</p>
Thursday RE	<p>How are some creation stories similar?</p> <ul style="list-style-type: none"> Remind yourself about how the Qu'ran is important to Muslims by watching this video. Read the Qu'ran story about the world being created (see resource session 4 Find 2 things which are similar and 2 things which are different in from the stories you have read from other religions. You could highlight the story. Create your own Venn diagram (see resources) to add what you notice about the similarities and differences about how the world was created. <p>(Things which are in the centre are beliefs held by all faiths)</p>
Friday French	<p>Here is your French lesson for the week. See resources for your worksheet.</p>
Friday	<p>Miss Stuart will post the link to the PE recorded lesson in the week to seesaw.</p>

Resources

English

Lesson 1: Newspaper report

Back to Earth with a Bump!

Reported by Amanda Kelper, Media Correspondent, London





Home Learning

After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have returned home to Earth.

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the ISS, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS which is a large spacecraft that travels around the Earth.

The men were launched into space on 15th December 2015. The mission involved conducting experiments, testing out new technology and inspiring the next generations of space travellers.

Peake said, "The best part of the mission was a spacewalk where I had to make a repair on the space station."

Having circled the planet nearly 3000 times, the crew have returned home to Earth in a capsule. The astronauts landed safely and in good health. Having arrived back on solid ground, the astronauts were pulled out of the capsule and carried as their leg muscles were too weak to walk.

If you would like to receive further updates from the ISS or other space programmes, visit the NASA website.

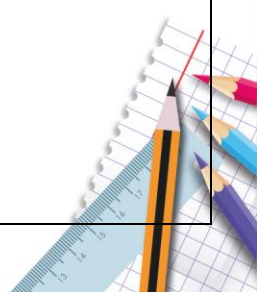
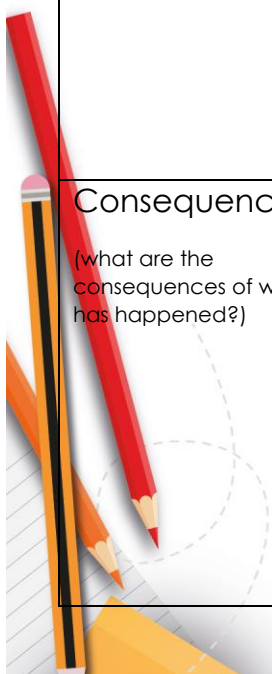


Lesson 2: Example plan (*Back to Earth with a Bump*)

Who are you writing for? (Audience)	People with an interest in current affairs/ the news
Why are you writing? (Purpose)	To inform people about a recent event that has happened
Headline (summarises story/ grabs the reader's attention)	Back to Earth with a Bump!

Lead (intro) (summarises story and answers as many as possible of 5 Ws)	Who?	Astronauts Tim Peake, Yuri Malenchenko, Timothy Kopra
	What?	returned home
	Where?	Earth/from International Space Station (ISS)
	When?	after six months

	Description/ Quotes
Background (what happened before the key event/ when did it happen?)	returned last week Tim Peake – British – first British astronaut to live on ISS ISS – large spacecraft travels around Earth launched – 15 th December 2015
Key Event (more detail)	mission – experiments, new technology, inspire new generation circled planet nearly 3000 times crew returned – in capsule Peake said, "The best part of the mission was a spacewalk where I had to make a repair on the space station."
Consequences (what are the consequences of what has happened?)	astronauts landed safely – in good health astronauts pulled from capsule – carried as leg muscles too weak to walk



<p>Now/ future</p> <p>(bring the story up to date/ what might happen next?)</p>	<p>further updates from ISS/other space programmes – NASA website</p>
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Lesson 2: Planning Format

<p>Who are you writing for?</p> <p>(Audience)</p>	<p>People with an interest in current affairs/ the news</p>
<p>Why are you writing?</p> <p>(Purpose)</p>	<p>To inform people about a recent event that has happened</p>

<p>Headline</p> <p>(summarises story/ grabs the reader's attention)</p>	
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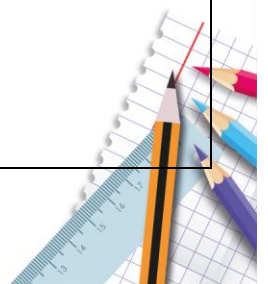
<p>Lead (intro) (summarise)</p>	<p>Who?</p>	
	<p>What?</p>	



Home Learning

	Where?	
	When?	

	Description/ Quotes
Background (what happened before the key event/ when did it happen?)	
Key Event (more detail)	
Consequences (what are the consequences of what has happened?)	
Now/ future (bring the story up to date/ what might happen next?)	





Home Learning

Lesson 2: Example Quotation

Demetrius said, "I am so happy and relieved to be marrying Helena. What an unbelievable night it was!"

Reporting clause followed by a comma

Direct quotation

Inverted commas

Punctuation inside the inverted commas



Lesson 3: Use the Present Perfect Tense

In a newspaper report, journalists mostly write in the past tense because they are writing about something that has already happened.

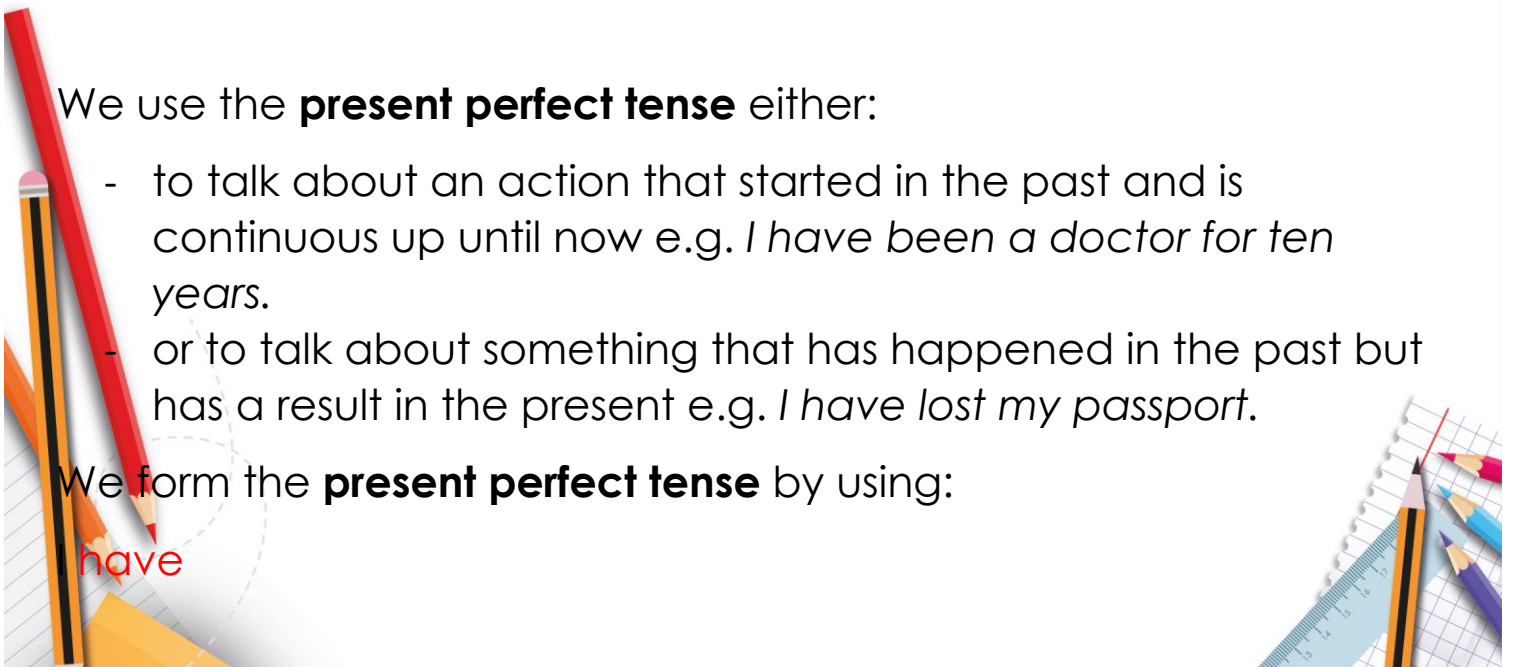
They also often use a different tense called the **present perfect tense**.

We use the **present perfect tense** either:

- to talk about an action that started in the past and is continuous up until now e.g. *I have been a doctor for ten years.*
- or to talk about something that has happened in the past but has a result in the present e.g. *I have lost my passport.*

We form the **present perfect tense** by using:

have



you **have**
he/she/it **has** + past participle
of the main verb
we **have**
they **have**

Examples:

I **have** walked.

You **have** walked.

He **has** walked. She **has** walked. It **has** walked.

We **have** walked.

They **have** walked.

What sentences can you think of about the events in A Midsummer Night's Dream that use the present perfect tense?

They **have** **had** a crazy night!

Puck **has** **promised** never to cast love spells again.

The four lovers **have** **returned** safely.





Home Learning

Today, you are going to write the lead for your newspaper report using your plan. You are going to use the **present perfect tense** in your lead.

Lesson 3: Model lead

In the past 24 hours, an extraordinary sequence of events **has taken** place in the woods involving four locals. A mischievous fairy called Puck cast love spells and caused chaos. Fortunately, the four people involved **have returned** home safely and Puck **has promised** never to cast love spells again.

present perfect tense





Home Learning

Lesson 4: Model Newspaper Report

MIDSUMMER NIGHT MAGIC

In the past 24 hours, an extraordinary sequence of events has taken place in the woods involving Queen Titania and several locals. A mischievous fairy called Puck cast love spells and caused chaos. Fortunately, life has returned to normal and Puck has promised never to cast love spells again.

Last night, Puck caused chaos and confusion with his spell that made victims fall in love with the first person they saw after waking up. Earlier, Puck cast a spell on local actor, Nick Bottom, who was rehearsing for a play in the woods. Puck turned the actor's head into a donkey's head.

His magic affected many people, including Queen Titania. Many villagers believe that Oberon encouraged Puck to cast the love spell on the queen. However, that spell went badly wrong. When the queen woke up, Bottom was the first person she saw. Puck's spell made her fall in love with him.

After this disaster, Puck tried to fix the problem. At first, he was unsuccessful, but eventually he turned everything back to normal. Oberon claims that he asked Puck to put things right.

Locals are relieved that the spells have ceased and are looking forward to the wedding of local residents, Lysander and Hermia. Lysander said, "I have never experienced anything like last night! I'm glad everything is calmer and I'm looking forward to getting married."

Rehearsals continue for the play, *Pyramus and Thisbe*. If you would like to see Bottom's play, find further information on page 23.

Lesson 4: Time adverbs

How can you add details to this sentence to tell someone **when** this happened?

Puck tried to fix the problem.

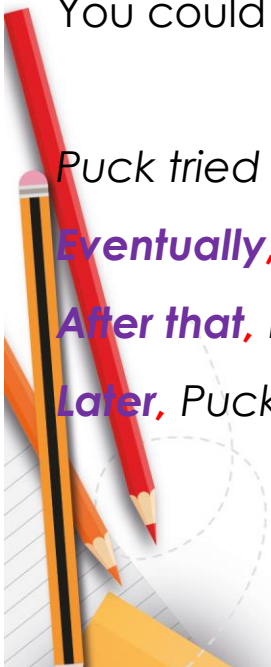
You could say:

*Puck tried to fix the problem **eventually**.*

***Eventually**, Puck tried to fix the problem.*

***After that**, Puck tried to fix the problem.*

***Later**, Puck tried to fix the problem.*





Home Learning

Words and phrases that tell us **when** are adverbials of time or time adverbs.

If the adverbial is at the **front** of the sentence, we must add a **comma**.

Here is a list of time adverbs that you can use to tell the reader **when**.

after that	next	later	meanwhile	eventually
finally	suddenly	at midnight	last night	then

Lesson 5: CUPS and ARMS poster

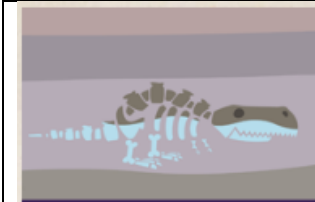





Resources – Science

Fossil process

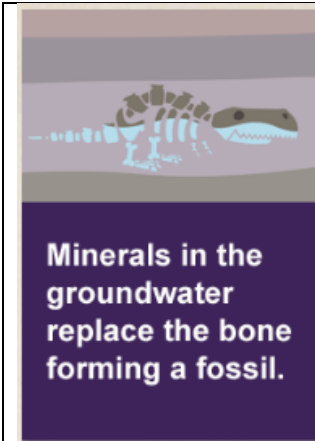



What is the correct order for these pictures?

1.

 <p>Minerals in the groundwater replace the bone forming a fossil.</p>	 <p>The rock rises to the surface and is worn away by erosion.</p>	 <p>Animal is buried by sediment and soft parts decay.</p>	 <p>More sediment builds up and is compressed to form rock.</p>



Answers

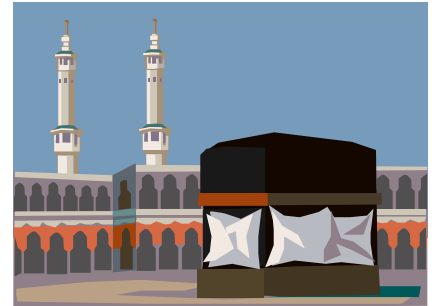
 <p>Minerals in the groundwater replace the bone forming a fossil.</p>	 <p>The rock rises to the surface and is worn away by erosion.</p>	 <p>Animal is buried by sediment and soft parts decay.</p>	 <p>More sediment builds up and is compressed to form rock.</p>
3	4	1	2



Resources – RE

In the time before time, Allah was. And when Allah wants to create something, all he needs to say is "Be", and it becomes.

So it was that Allah created the world and the heavens. He made all the creatures, which walk, swim, crawl and fly on the face of the earth. He made the angels, and the sun, moon and the stars to dwell in the universe. Allah poured down the rain in torrents, and broke up the soil to bring forth the corn, the grapes and other vegetation; the olive and the palm, the fruit trees and the grass.



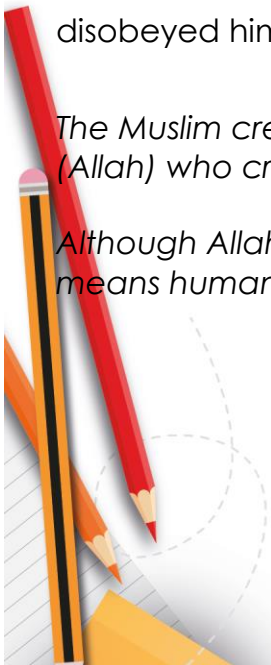
Then Allah ordered the angels to go to the earth, and to bring seven handfuls of soil, all of different colours, from which he could model man. Allah took the seven kinds of earth and moulded them into a model of a man. He breathed life and power into it, and it immediately sprang to life. And this first man was called Adam.

Allah took Adam to live in Paradise. In paradise, Allah created Eve, the first woman, from out of Adam's side. Allah taught Adam the names of all the creatures.

Allah placed the couple in a beautiful garden in Paradise, telling them that they could eat whatever they wanted except the fruit of on forbidden tree but the evil one tempted them to disobey Allah, and eat the fruit. When he knew that Adam and Eve had disobeyed him, he threw them out of Paradise and sent them to earth.

The Muslim creation story is found in the Qur'an. Muslims believe there is only one god (Allah) who created everything.

Although Allah made humans superior to the rest of creation, Muslims believe that this means humans have been given everything on earth to care for and look after.





Home Learning

Christianity and Judaism

Hinduism

Islam

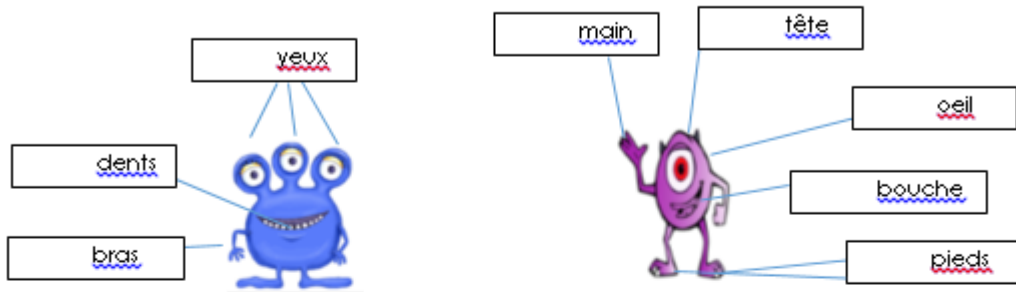


Resources – French



Year 3/4

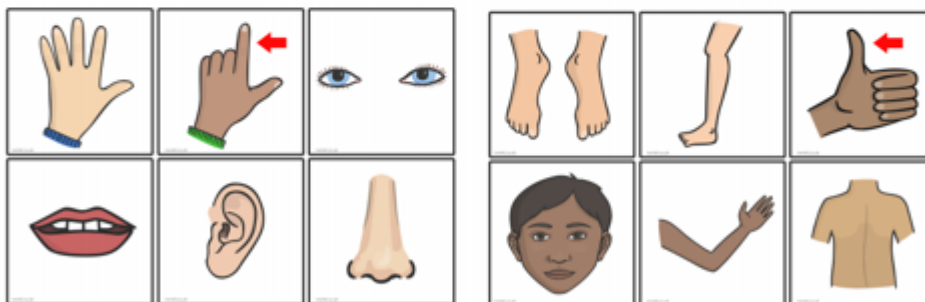
1. Watch the [song](#) about body parts.
2. Use 'le', 'la' (l') ou 'les' to fill in the gaps in front of the aliens' body parts :



le	the (masculine object)
la	the (feminine object)
les	the (more than one object)

Remember:

3. Use the word banks to learn the names of different body parts in French. Read it, say it, cover and check.



la	le	les
main	doigt	yeux
la	l'oreille	le nez
bouche		

le	la	le
pied	jambe	pouce
la tête	le bras	le dos

