

Year 3B Home Learning

Time frame: week beginning: 25 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

8:30am-9:00am

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?!

Registration 10:00am	<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 1:30-2:30pm	<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

Workbook 3A Chapter 7 – Volume – Lesson 8
Workbook 3A Chapter 7 – Volume – Lesson 9

Support 1:

Learn the strategy: up to 5 minutes and 51 seconds)

<https://classroom.thenational.academy/lessons/solving-problems-using-measures-69j32t?step=2&activity=video>

Support 2:

Learn the strategy: (use the same strategies for problem solving with mass, length and capacity)

<https://classroom.thenational.academy/lessons/drawing-bar-models-to-represent-multiplication-and-division-word-problems-cct3gc?step=2&activity=video>



Deepening 1:

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?

Explain why your bars represent these numbers. Explain your method.

Deepening 2:

2 Amir has two cartons of apple juice.



He shares all the juice equally
between these glasses.



How much apple juice does he pour
into each glass?

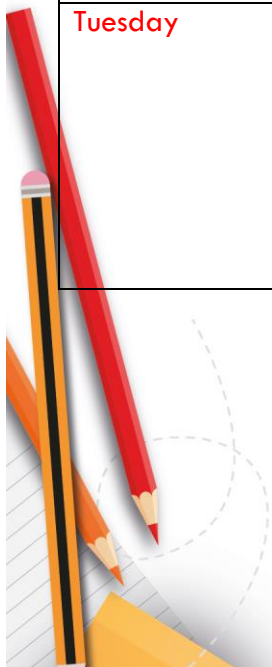
Tuesday

Workbook 3B Chapter 8 – Money – Lesson 1

Support:

Learn the strategy:

<https://classroom.thenational.academy/lessons/to-recognise-the-value-of-different-coins-and-notes-65j64e?step=2&activity=video>





Deepening:

What are Ms Malinowski's mistakes? Explain where she went wrong using diagrams and examples.

a)



Sam has £4.

b)



Ravi has £10.

c)



Lulu has £15.70.

Wednesday

Workbook 3B Chapter 8 – Money – Lesson 2

Support:

Learn the strategy:

<https://classroom.thenational.academy/lessons/counting-money-in-a-set-of-coins-65h32d?step=2&activity=video>



Deepening:

Reflect

Reena says that she has £3 and 20p.
What mistake could Reena have made?



Thursday

Workbook 3B Chapter 8 – Money – Lesson 3

Support:

Learn the strategy:

<https://classroom.thenational.academy/lessons/using-the-fewest-amount-of-coins-and-notes-71k64c?step=2&activity=video>



Deepening:

Would you rather have eighteen 20p coins or two £2 coins?

Please show your working out and explain your answer.

Friday

Workbook 3B Chapter 8 – Money – Lesson 4

Workbook 3B Chapter 8 – Money – Lesson 5

Support:

Learn the strategy:

<https://classroom.thenational.academy/lessons/adding-money-in-different-ways-60w3jt?step=2&activity=video>

Learn the strategy:

Column addition reminder:

<https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-add-subtract-100/cc-2nd-add100/v/addition-with-regrouping>

Number bond method: (up to 4 minutes and 43 seconds)

<https://classroom.thenational.academy/lessons/applying-numberbonds-within-twenty-to-add-andsubtractc8v32t?step=2&activity=video>



Deepening:

I The table shows the ages of people in a theme park.

Age	Number of people
Under 18	126
18 - 60	195
Over 60	38

These are the entry costs.

How much money did the theme park make from entry costs?



Sophie has five coins in her pocket. How much money might she have?

What is the greatest amount she can have?

What is the least amount she can have?

If all the coins are different:

What is the greatest amount she can have?



What is the least amount she can have?

Writing

Monday

Make inferences

- **Watch** this [video](#) of a teacher reading up to page 15 of *A Midsummer Night's Dream: A Shakespeare Story* by Andrew Matthews and Tony Ross.
- **Think** – Which characters have we met so far? Who are they in love with? **Look at** the [cast list](#) to help you.

	<ul style="list-style-type: none"> • Watch this video of a teacher reading up to page 33. • Think – Which characters have we now met? Who are the characters in love with now? • Watch this video of a teacher reading up to page 40. • Think – Why has Titania fallen in love with Bottom? • Watch this lesson video on making inferences. • Write answers to the questions, remembering to give evidence from the text to support your answers. <p>Read this resource to check/improve your answers.</p> <p>Support:</p> <ul style="list-style-type: none"> • Complete questions 1,3 and 4 • Your teacher will invite you to stay on the Zoom for additional support. <p>Deepening:</p> <p> Can you think of your own questions to ask about the text?</p>
<p>Tuesday</p>	<p>Identify features of a newspaper report</p> <ul style="list-style-type: none"> • Think – What happened on the midsummer night? What were the key events? • Last week, you were television journalists interviewing. This week, you are journalists writing for a newspaper. • Think – What is a newspaper report? What is its audience? What is its purpose? • Think – What are the features of a newspaper report? • 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></p> <p>Support:</p> <p>Use these labels to help you: headline, lead, body and quotations</p> <p>Deepening:</p> <p> Could you clarify these features and explain why they are important in a newspaper article? headline, lead, body and quotations</p> <p>Plan a newspaper report</p>
<p>Wednesday</p>	

- **Think** – What are the features of a newspaper report?
- **Read** this [plan](#) for the newspaper report *Back to Earth with a Bump*.
- **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 *A Midsummer Night's Dream*.
- **Think** – Why do newspaper reports include quotes? In your newspaper report, who might be quoted?
- **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?

Thursday

Write a headline and the first paragraph

- **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?
- **Read** this [model lead](#).
- **Write** your first paragraph. Include the 5 w's (who, when, where, what and why)

Support:

Here are some sentence starters to get you going:

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... Despite the fact that... Hours later...	Generally... He/she confirmed that... Later that day...
	 Deepening: Can you include a fronted adverbial and an expanded noun phrase in your opening?	
Friday	Write a newspaper report <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. Remember to use time adverbs, paragraphs and punctuate your quotations correctly using inverted commas.	
	Support: Have a look at the CUPS and ARMS editing format here .	
	 Deepening: Could you have a go at revising and improving a whole paragraph?	
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.		
This week's guided reading: King Kafu and the Seasons (Part 2)		
Grammar and Spelling		
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:		
fairness	kindness	wickedness
painful	colourful	dreadful
flour	flower	
here	hear	
Other Curriculum Subjects		
Monday	KQ: What is the life cycle of plants?	
Science – Life Cycles	List all the things that a plant needs to grow and to stay healthy here .	
	Watch this clip about the life cycle of a plant and then draw your own life cycle here .	
	Write key words and sentences on your life cycle to explain what is happening at each stage.	

<p>Tuesday</p> <p>Science – Life Cycles</p>	<p>KQ: How do plants spread seeds?</p> <ul style="list-style-type: none"> Go outside and collect a variety of seeds, bulbs, leaves, etc. Can you work out which seeds are dispersed by the wind? Sort the seeds into those that are dispersed by humans, other animals, birds and the wind. <p>Deepening: Try and plant some of your seeds in pots to see which will grow.</p>
<p>Wednesday</p> <p>RE – How the World Began</p>	<p>KQ: How do religions believe the world began?</p> <p>Watch – the following videos on how each religion believes the world was created.</p> <p>Hinduism: https://www.youtube.com/watch?v=Y9yWwFWpbRo&safe=active</p> <p>Christianity: https://www.bbc.co.uk/bitesize/clips/ztmpvcw</p> <p>Sikhism: https://www.youtube.com/watch?v=twkJ1pc5BvU</p> <p>Create – a poster with what you have learned about each religion.</p> <p>Deepening – how are the creation stories the same? How are they different?</p>
<p>Thursday</p> <p>RE – How the World Began</p>	<p>KQ: How do scientists believe the world began?</p> <p>Research how scientists believe the universe was created here.</p> <p>Create a poster to show all that you have learned.</p>
<p>Friday</p>	<p>Miss Malinowski will post the link to the PE and Music recorded lessons in the week to seesaw.</p>

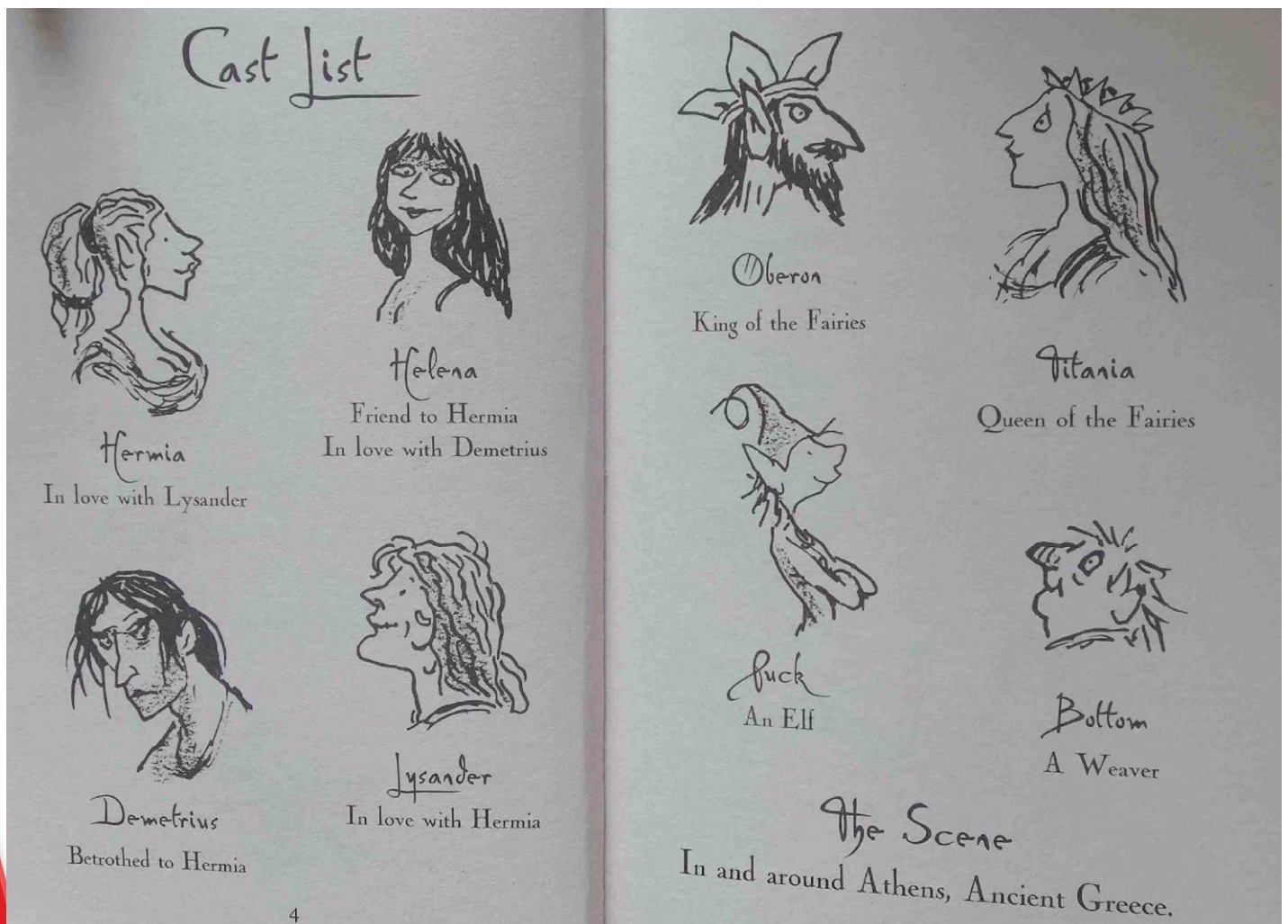
Miss Malinowski



Resources

English

Lesson 1: Cast List





Home Learning

Lesson 1: Comprehension Questions

Read page 36 below and then answer the question about it.

Immediately Bottom's face began to sprout hair, and his nose and ears grew longer and longer. His body was unchanged, so Bottom had no idea that anything was wrong, until he heard his cue and stepped out from behind a tree.

Bottom had meant his entrance to be dramatic, and it certainly was. The other actors took one look at the donkey-headed monster coming towards them, and raced away screaming and shouting.

1. How do you know that Puck has turned Bottom into a donkey?

Read page 38 below and then answer the two questions about it.

And to prove how brave he was, Bottom began to sing. His voice was part human, part donkey and it sounded like the squealing of rusty hinges. It woke Queen Titania from her sleep on the bank of violets. "Do I hear an angel singing?" she said, and she raised herself on one elbow and gazed at Bottom. "Adorable human, I have fallen wildly in love with you!" she told him.

2. What does the word **adorable** tell us about how Titania feels about Bottom?

3. Why does Queen Titania think she hears an angel singing?



Read page 39 below and then answer the two questions about it.

"Really?" said Bottom, not the least alarmed by the sudden appearance of the Fairy Queen. He was sure it was all part of the trick his friends were playing.

"Sit beside me, so I can stroke your long, silky ears!" Titania purred. "My servants will bring you anything you desire."

"I wouldn't say no to some supper," said Bottom. "Nothing fancy – a bale of hay or a bag of oats would suit me fine!"

From up above came the sound of Puck's laughter, like the peeling of tiny bells.

4. How do we know that Bottom is hungry?

5. Why is Puck laughing?

Read page 40 below and then answer the question about it.

*Oberon's laughter set every owl in the wood hooting. "My proud Queen, in love with a donkey?" he cried. "Well done, Puck! Titania will think twice before she **defies** me again! But what of the humans?"*

6. What word can replace the word **in bold** and keep the meaning of the sentence?



Home Learning

Lesson 1: Answers to Comprehension Questions

Read this resource and **check/improve** your answers.

1. I know that Puck has turned Bottom into a donkey because when Bottom steps out from behind the tree, it says, "The other actors took one look at the donkey-headed monster".

Also it says, "Immediately Bottom's face began to sprout hair, and his nose and ears grew longer and longer."

[Either piece of evidence is correct].

2. The word *adorable* tells us that Titania loves Bottom and thinks he is handsome.

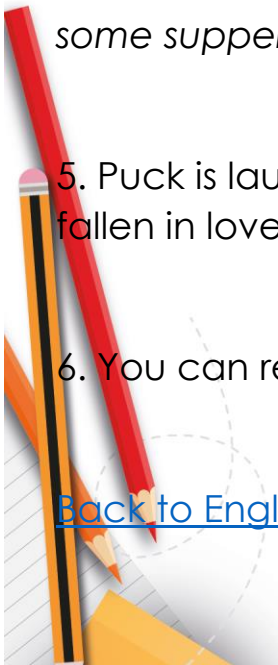
3. Queen Titania thinks she hears an angel singing because she has fallen in love with Bottom. Because of the love spell that has been cast on her, she thinks his singing voice is beautiful just like an angel.

4. We know that Bottom is hungry because Bottom says, "*I wouldn't say no to some supper.*"

5. Puck is laughing because Oberon's trick has worked. Queen Titania has fallen in love with Bottom, who has been turned into a donkey.

6. You can replace **defies** with the word *disobeys* or *challenges*.

[Back to English lesson.](#)



Lesson 2: Newspaper report

Back to Earth with a Bump!

Reported by Amanda Kelper, Media Correspondent, London

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

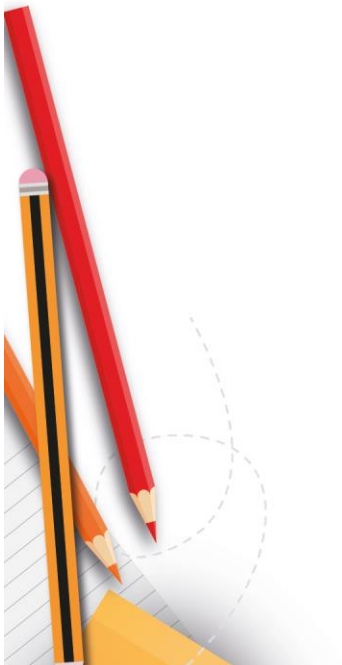
Who are you writing for? (Audience)	People with an interest in current affairs/ the news
Why are you writing? (Purpose)	To inform people about a recent event that has happened

Headline (summarises story/ grabs the reader's attention)	Back to Earth with a Bump!
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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
	Why?	mission complete

	Description/ Quotes
Background (what happened before the key event/ when did it happen?)	<p>returned last week</p> <p>Tim Peake – British – first British astronaut to live on ISS</p> <p>ISS – large spacecraft travels around Earth</p> <p>launched – 15th December 2015</p>

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
Now/ future (bring the story up to date/ what might happen next?)	further updates from ISS/other space programmes – NASA website



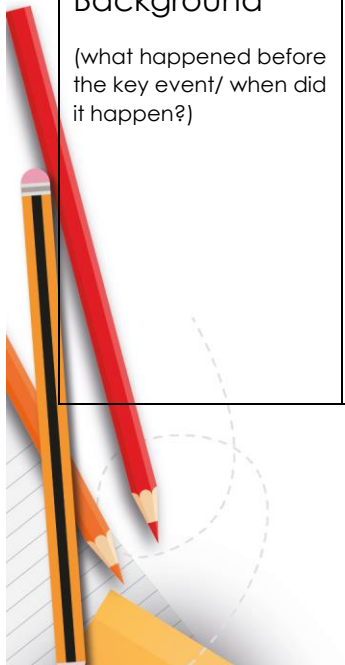
Lesson 3: Planning Format

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)	
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Lead (intro) (summarises story and answers as many as possible of 5 Ws)	Who?	
	What?	
	Where?	
	When?	
	Why?	

	Description/ Quotes
Background (what happened before the key event/ when did it happen?)	



<p>Key Event</p> <p>(more detail)</p>	
<p>Consequences</p> <p>(what are the consequences of what has happened?)</p>	
<p>Now/ future</p> <p>(bring the story up to date/ what might happen next?)</p>	

Lesson 3: 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





Home Learning

Lesson 4: 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.

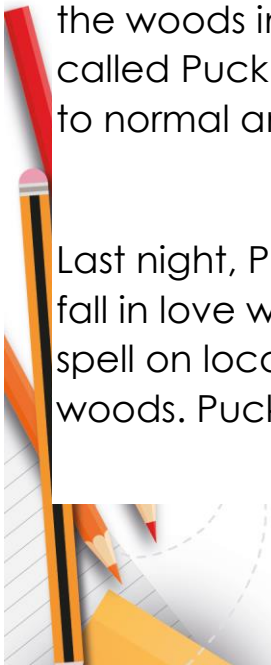
present perfect tense

Lesson 5: 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.





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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 5: 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.*

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

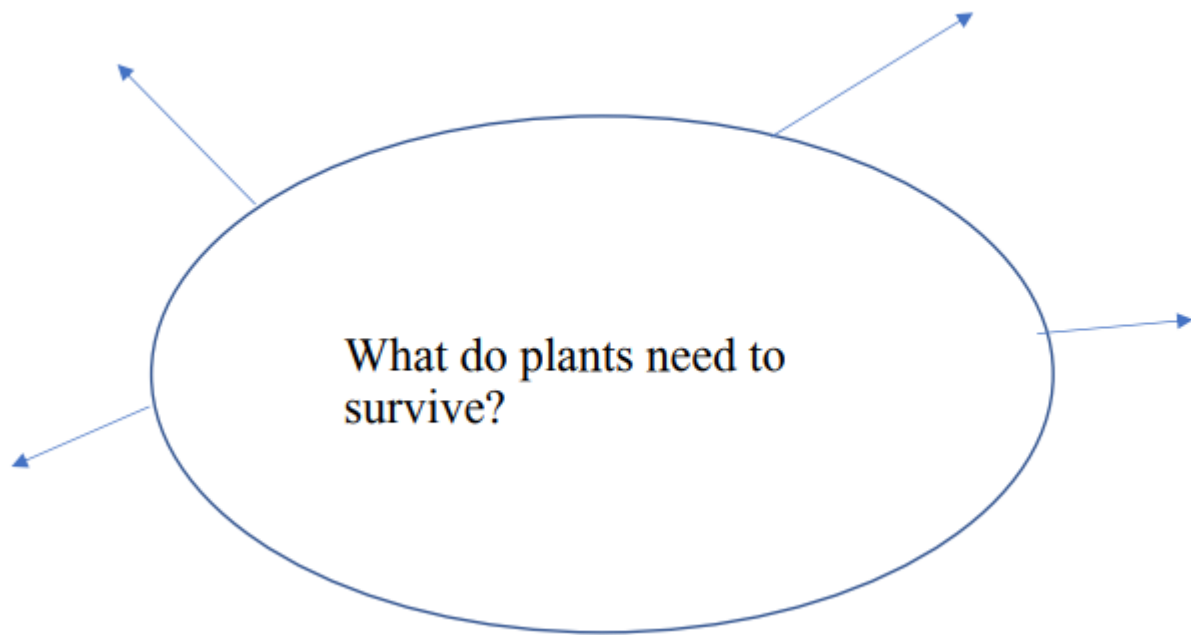


Check words you are not sure how to spell, including homophones

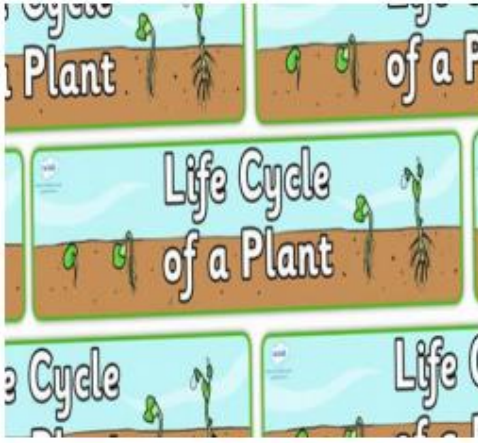


Science

Monday – part 1



Monday – part 2

<p><u>Life Cycle of a plant</u></p> 	<p><u>Seed</u></p>	<p><u>Roots</u></p>
<p><u>Leaves</u></p>	<p><u>Flowering</u></p>	<p><u>Seed dispersal</u></p>

