

Welcome Year 3 to your home learning.

Dates: Monday 01.06.2020 - Friday 05.06.2020

Dear Parents and Carers,

As we start another half term, we would like to thank you for your continued effort with helping your children keep up with Home Learning, and their efforts in doing it too. We have loved seeing some of what they have been up to. We appreciate that managing to balance it along with all the other aspects of life may well have been a challenge! As the children continue to be out of school, with no confirmed date for return, we understand continuing to engage them in home learning now that the novelty has worn off, may be becoming more difficult. There is no pressure to complete all of the options on this home learning document but we would ask you to try and give some prominence to the key skill areas of English and Maths when selecting what to do this week, as these underpin learning in all other areas of the curriculum, as well as choosing activities from the rest of the curriculum that will interest them.

Please remember we would love to see any of your work or practical activities in picture form on our year group email, year3homelearning@chawson.worcs.sch.uk should you wish to share.

This week's activities as usual have plenty to choose from...

Reading	<ul style="list-style-type: none">• We recommend that your child reads daily to an adult. You can use their reading book or any books you have at home.• Please try to complete the comprehension Ambush from the pack below - https://www.literacyshedplus.com/en-gb/resource/stage-3-reading-pack This is aimed at children at age related expectation. Following the link you could also access Y2 comprehension if you need to for your child.• Please use a book of your choice from home or a free eBook from Oxford Owl https://home.oxfordowl.co.uk/books/free-ebooks/ to complete a feelings chart. (To view them you will need to set up an account, but it is quick and free. If you search for title's by Oxford level, they show up as colours next to them. Your children should know the colour book that were reading so this will enable you to select the right level of text.) Chose a character of your choice to complete a feelings chart about. Remember to put the feeling word, where in the story they were feeling that way and your evidence from the text if you can. This could also be done through discussion about the book if you'd prefer. The feeling chart is available from Reading sheets Tab on the school home page.
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<p>Writing</p>	<p>This week we would like you to watch - For the Birds https://www.literacyshed.com/for-the-birds.html You may have watched this once in a PHSE session. Why do you think that is? After watching we would like you to talk about what happened in the story discussing events as a comprehension exercise. Discuss the different characters and how they felt about each other at different points in the story. Do you think the little birds were fair? Choose ONE of the following to try some writing linked to this animation. As well as content remember try and remember your VCOP as well, to make the writing interesting.</p> <ul style="list-style-type: none"> • Write contrasting character descriptions of the two types of birds • Write the short story in the third person ... One cloudless blue day, the noisy flock of grumpy, blue birds settled for their usual bickering on a long stretchy telephone wire. You could draw a story board of the key events to help - You could use an S plan. • Write the story in the first person from either the lead little bird or the big bird's point of view - remember to get their character across. We were all fighting over the best spot on the line as usual, I always like to be in the middle pecking for my space, when the most ridiculous looking bird landed on the pole next to us! • Write an apology letter from the small birds to the big bird • Write what might happen next as a sequel. Do they learn their lesson? What happens as they have no feathers? • Or any other writing idea you can think of linked to the story if you'd prefer- The important thing is to try and keep up your writing skills. <hr/> <p>Writing support documents (Same as last week if already downloaded) Y1 and Y2 common exception words https://www.twinkl.co.uk/resource/t-l-6192-common-exception-words-years-1-and-2-alphabet-word-mat Y3 and Y4 common exception words https://www.twinkl.co.uk/resource/t2-e-4298-year-3-and-4-common-exception-words-word-mat VCOP pyramids - 3rd step from the top are typical Y3 level work. Some children might be more comfortable on the 2nd step or be able to use words from lower steps https://www.twinkl.co.uk/resource/t-l-721-vocp-vocabulary-openers-connectives-punctuation-pyramid-pack-a4</p>
<p>Spelling and Grammar</p>	<p><u>Task 1</u> - For this week's spelling we would like you to learn these six year 3 /4 common exception words.</p> <p style="text-align: center;">heard, group, grammar, height, guide, guard</p> <p>It is up to you how you chose to practise these. You could order these by alphabetical order. You could complete a crossword and answer grid on squared paper (squared template below) and write a clue for the meaning for someone in your household to complete.</p> <p>https://www.twinkl.co.uk/resource/t-n-4357-1cm-squared-editable-paper You could complete pyramids for each word, write a definition of each word (what it means) or include each in sentence.</p> <ul style="list-style-type: none"> • Task 2 - Words for said. In the movie for the writing task you don't hear what the birds say but you can imagine the conversation. • Make a list of words instead of said that might fit as they are birds and the situation in the story e.g. squawked, chirped, jabbered, warned. <p>Try and write some sentences using your words and speech punctuation. You may be able to use them in your story if you should write one.</p>

<p>Maths</p>	<p><u>Tables</u> Keep up that tables practice making sure you know the facts being asked out of order as well as being able to count in multiples. The Y3 target is to try and know your 2x ,5x, 10x 3x, 4x, 8x, by the end of the year. Do you also know the division facts.? i.e How many 3's make 27? What is 27 divided by 3? If you are confident with these there is nothing stopping you getting a head start on other tables that you will focus on next year.</p> <p>https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Complete a speed grid and use hit the button to practise this week.</p> <p><u>Addition and subtraction practice</u> https://www.twinkl.co.uk/resource/t2-m-17348-ks2-emoji-code-breaking-activity-sheets</p> <p>Use the Emoji maths sheet to decode the questions and then revise your formal written methods for addition and subtraction to calculate them on paper. Draw the Hundreds, Tens and Ones (what we now call units) if you need to revise your combining and exchanging - Year 3 expectation is 3 digit numbers, although some of you may find the two digit number sheet easier.</p> <p><u>Mental maths and reasoning</u> https://www.twinkl.co.uk/resource/year-3-maths-summer-morning-starter-4-powerpoint-english-t2-m-254655</p> <p>Have a go at one of these daily starters featuring different types of questions. What can you see? Talk about how you are working out the answer before you press reveal to check if you were correct.</p>
<p>PE</p>	<p>Keep active with a video of your choice if not getting out to walk or bike ride regularly in the week. You have the gonoodle channels to choose from or still have Joe from previous weeks. https://family.gonoodle.com/</p> <p>Joe Wickes https://www.youtube.com/channel/UCAXW1XT0iEJo0TYIRfn6rYQ</p>
<p>Computing</p>	<p>It has been a few weeks away from coding and I know some of you were enjoying those activities so this week we have https://code.org/dance making characters dance to well known pop music. A little trickier than some of the others but builds on skills you'll have already tried. Lots of instructions and help to get you there.</p> <p>Or use paint to create a picture of anything that you fancy. Maybe a home for the bird from the story?</p>
<p>Topic</p>	<p>Science- Don't forget to look after any plants you may have planted and you can keep noticing changes in them.</p> <p>This half term in school we would have been learning about rocks and soils. I'm a little upset not to be teaching it as Geology (The study of rocks) was one of my subjects. There is a powerpoint in this pack that explains where rocks come from? Afterwards you could look for rocks (stones are small rocks) and in buildings and see if you can see if they all look the same. Do they have lots of different colours? Can you see layers? Are some harder than others? Do you think the rocks you found are natural or man made?</p> <p>https://www.twinkl.co.uk/resource/tp2-s-074-planit-science-year-3-rocks-lesson-1-types-of-rocks-lesson-pack</p>

Art - Origami is the Japanese art of folding paper to make models. I have chosen this as paper is hopefully a material you may have at home. This link is to a YouTube channel with lots to pick from. You might want to start with something easier like the fox or Yoda first. https://www.youtube.com/playlist?list=PLnoO3k54vcBQ_tNFyn7ukM1-LaQBAG2Ld

Geography

If we were in school this half term our topic would have been Scotland as a story we were going to use was set there. Over the next few weeks using your research ICT skills and some power points I will direct you to, what can you learn about the Geography of Scotland? Geography is about how places landscape and where people live is different from place to place.

This week Use Google maps to visit these places and look around dropping the yellow person onto street view. What can you see? What would you say Scotland is like from visiting these places? Are they all the same?

Edinburgh Castle https://www.google.co.uk/maps/@55.9488485,-3.1962959,3a,75y,267.14h,93.25t/data=!3m7!1e1!3m5!1sDfgKAH4viJA87Gc1cpOwHA!2eO!6s%2F%2Fgeo3.ggpht.com%2Fcbk%3Fpanoid%3DDfgKAH4viJA87Gc1cpOwHA%26output%3Dthumbnail%26cb_client%3Dmaps_sv.tactile.gps%26thumb%3D2%26w%

Ben Nevis

Loch Ness

Glenfinnan Viaduct (You might recognise this from Harry Potter)

John O'Groats

Activity

This week's game to try if you fancy "Squares" (This, as is the other games I have posted are totally optional!).

I have taught some of you this in wet play. This is a simple pen and paper game using dots played by two people. <https://www.wikihow.com/Play-Making-Squares> The key is to not put the third side on a square until you have to. Then try and give the smallest amount of squares away so that your opponent might have to then give you more.

All parents can access remote learning via Twinkl. You will need to set up a free account by following the link below.

Setting this up is really easy to do - go to www.twinkl.co.uk/offer and enter the code UKTWINKLHELPS