

Year 3

Please ensure the Learning objective and date is written neatly and clearly at the beginning of each page. Children should maintain a high level of presentation and quality of their work in each subject.

Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS:

<https://www.twinkl.co.uk/resource/t2-m-1810-find-equivalent-fractions-differentiated-activity-sheets>



Learning for the week beginning **Monday 4th May**

Monday	Guided reading	 <p>Inference – What I can see What I wonder What can I infer</p>
	Maths	<p>Fractions: https://www.youtube.com/watch?v=noFZhO_GkKw</p> <p>Sharing things out</p> <p>Explore fractions when sharing out things you find at home – toys or money, for example. Take 8 (or more) items (toy cars, one pence coins, marbles) and split them into 4 groups. Explain to your children that you have split them into quarters.</p> <p>You can continue to explore fractions by taking a set number of items and working together to split them up into a set number of groups – 9 items into 3 groups to make thirds, and so on. Then talk about what fractions you have made and how you write the fractions.</p> <p>Examples: https://www.youtube.com/watch?v=X6efaANE2cs</p> <p>EXT: Discuss how we use fractions in everyday life cooking, baking, money, shopping.</p>



English

LO: I can understand how language helps us visualise

I understand what a play script is

- I can recall the features of a playscript
- I can identify WOW words in a text

Read page 12 to 14 George's Marvellous Medicine

Take a section of text and look at it (see file attached). Focus on the words that are hidden...what words could it be? Reveal the word. Is this a good word? Why? What other word would you put in? How can we make sure the word will make sense in context?

Task: Children will rewrite the text and in put their own new words choosing them and ensuring they make sense.

Humanities

Week 3: History – Learning from objects

Find a handful of coins from a purse, piggy bank or wallet.

Younger children:

Whose picture can you see on the coin? When was the coin made? Can you find a coin that was made in the year you were born? This coin is the same age as you! Draw and label it.

Older children:

Look carefully at the coins you have found and arrange them in **chronological** order (from oldest to newest) and answer these questions.

How old is the oldest coin?

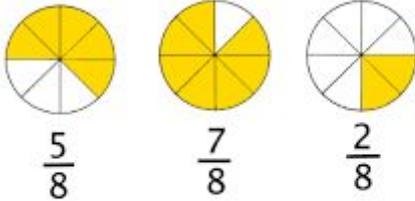
How many coins are older than you?

Do all the coins have the same picture of the queen on? Why or why not?

What two languages are used on British coins?

What patterns or pictures are shown on the 'tail' side of the coins?

If an archaeologist was to dig up a handful of old coins what do you think he would learn about the past from them?

		<p>Challenge: Find out what the inscription found on British coins means: Elizabeth II D.G. REG F.D</p>
Tuesday	Guided reading	<p>Vocabulary:</p> <p><i>Forbidden</i> Read word in context from text</p>
	Maths	<p>Ordering fractions. See worksheet attached for Tuesday. Answers are provided. This has been covered before.</p> <p style="text-align: center;">Ordering Fractions with Same Denominators</p> <p style="text-align: center;"><i>Fraction with greater numerator is bigger!</i></p> <div style="text-align: center;">  <p style="text-align: center;">$\frac{5}{8}$ $\frac{7}{8}$ $\frac{2}{8}$</p> </div> <p style="text-align: center;"><small>©www.trigoni.education.com</small></p> <p>Common misconception: that a fraction with a bigger denominator is largest. Emphasise that the bigger the denominator the smaller the amount/piece.</p> <p><u>Practice your doubling and halving:</u> Choose the appropriate range. Don't be afraid to challenge yourself. https://www.topmarks.co.uk/maths-games/hit-the-button</p>
	English	<p style="text-align: center;"><u>LO: Stage Directions</u></p> <ul style="list-style-type: none"> *I understand what a play script is *I can explain the features of a playscript. *I can choose appropriate verbs and adverbs for stage directions <p>Read page 15 to 18 George's Marvellous Medicine</p> <p>Display a play script and ask the children to identify the features and the stage directions. How do you know that they are there?</p>

		<p>Highlight the stage directions and ask the children if they notice about the stage directions. Where are they...before or after the speaker speaks?</p> <p>Why is that? How do stage directions improve a script?</p> <p>Task: Show example of play script: Inside the cave. Read several times. What is happening, where is the setting etc</p> <p>What stage directions would you choose to put in here and why? (see attached file)</p>
	<p>Humanities</p>	<p style="text-align: center;"><u>Science Week 3: Enquiry Type - Identifying and Classifying</u></p> <p>Question: How can you identify objects in your house?</p> <p>Select at least 10-15 random objects in your house. Consider how they are similar and how they are different to each other.</p> <p>Younger children Draw the selected objects into groups based on what they have in common. Eg. Size, colour, shape,</p> <p>Older children Create a classification key to identify your selected objects.eg:</p> <div style="text-align: center;"> <pre> graph TD Q1[Does it have legs?] -- Yes --> Q2[Does it have a back?] Q1 -- No --> Q3[Does it use electricity?] Q2 -- Yes --> Q4[Is it soft?] Q2 -- No --> A1[Table] Q4 -- Yes --> A2[Sofa] Q4 -- No --> A3[Chair] Q3 -- Yes --> A4[TV Computer Lamp] Q3 -- No --> A5[Door Bin Window] </pre> </div> <p style="text-align: center;">Challengeg:</p> <p>Research Carl Linneaus who created the system of taxonomy, which is how we classify living things. https://www.linnean.org/learning/who-was-linnaeus https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j</p> <p>About this type of scientific enquiry</p> <p><i>Identifying and classifying is how we can make sense and order of the world around us. This enquiry type requires using observation and reasoning skills. Examples of classifying include how we classify animals, plants and foods. Identifying and classifying is used by scientists to help learn about the natural world and therefore assist in conservation projects. You can often help scientists to identify and classify using websites such as Zooniverse.org</i></p>
<p>Wednesday</p>	<p>Maths</p>	<p>Add fractions</p> <p>Video: https://www.youtube.com/watch?v=mO53rHEIQr4&t=75s</p>

		<p>(Ext at end of video looking at improper fractions)</p> <p>See worksheet attached for Wednesday. Answers are provided.</p>
	English	<p>LO: Using alliteration and adverbs effectively</p> <ul style="list-style-type: none"> - I understand grammatical terms - I can choose ambitious adverbs - I can understand the effect of alliteration <p>Read pg 18 to 22 George’s Marvellous Medicine</p> <p>What has George been up to? What has he collected? Where has he collected these items?</p> <p>Do you think George is being safe? What dangers may he face?</p> <p>Task: Have a look (with anadults permission/ help) in the Kitchen, bathroom, bedroom and laundry room. In each room there will be a variety of products that are found there. Can you list 5 in each!</p> <p>Then they will need to add a proper Noun, adjectives and alliteration to their chosen item on their white board.</p> <p>Example : Shampoo : Shirley’s shiny sleek shampoo</p> <p>EXT: You could choose a few to draw!</p>
	Humanities	<p><u>Week 3 - Pointillism</u></p> <p>Pointillism is when you make a picture using lots of small dots or ‘points’</p> <p>You will need: cotton buds and paint or a paintbrush and paint or felt tip colouring pens.</p> <p>Younger children</p>



1. You can either draw a rainbow (or any other object or animal you like) or you may already have a template you can use.
2. Divide up the rainbow as each part will need to be a different colour.
3. Use cotton buds or a small paintbrush to make small dots in one section of the rainbow with your chosen colour. Felt tip pencils work just as well so you can use those instead to make small dots/circles.
4. Once you have done one section, clean your paintbrush or use the other end of your cotton bud and select a new colour paint and fill the next section of your rainbow with coloured dots.
5. Continue to fill each section with coloured dots until you have finished.

Older children



1. Choose an animal(s) and draw an outline softly with a pencil. You can either draw lines inside the animal to make different sections or leave it blank and fill it with just one colour of dots.
2. Use either cotton buds and paint, a small paint brush and paint or felt tip pens
3. Start making small dots of one colour inside the animal or section of the animal.
4. Choose a different colour for each section of the animal if you have divided it up.
5. Choose a different colour to go around the outline of the animal.
6. Now you can do the background - you might like to do it all in one colour or make different rows of colour or even swirls and waves.

For more information and inspiration look at:

<https://art-educ4kids.weebly.com/aboriginal-art-and-patterning.html>

Thursday	Maths	<p>Adding fractions through word problems</p> <p><i>Read the questions carefully</i></p>
	English	<p>LO: I can convert dialogue to a play script.</p> <p>I can recall the features of a play script</p> <p>I can understand the difference in dialogue in a text and in a play script</p> <p>I can include sensible and accurate stage directions</p> <p>Ask the children how they are enjoying the text. What are your most and least favourite parts?</p> <p>Look at the start of chapter 3. Read the text. How can we convert the text to a play script? What do we need to remember?</p> <p>What is missing?</p> <p>Stage directions in brackets.</p> <p>Look at the text again and what the characters are saying. How might they move/sound/act whilst saying it? Do the stage directions suit to come before or after the speech.</p> <p>Task: Children convert the text to play script. (See file attached)</p>
	RE	<p><u>Week 3: The Ascension</u></p> <p>Read the story of the Ascension from the Bible - (Acts 1: 6-12) or listen to the story: https://www.youtube.com/watch?v=UcFw8pLBSIo</p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> • Draw a picture of Jesus ascending into Heaven and add speech bubbles around him - What might the Disciples say to Jesus? • Write down a set of questions the disciples might have had after Jesus ascended into heaven. Can you try to answer any of the questions? • The disciples must have been very worried and scared because Jesus (their friend and teacher) had left them. Can you write a letter to one of the disciples to explain why they should not be worried or scared? <p>Reflection - Can you think of a time when you have felt worried or scared? What made you feel better? What advice would you give to someone else feeling worried or scared?</p>
Friday	Maths	<p>Subtracting fractions. See worksheet attached. Answers provided.</p> <p>Same concept as adding ; the denominator remains the same</p> <p><i>Optional Challenge:</i> Try question 4 to 8</p>

		<p>Practice division facts (Use your times tables knowledge) https://www.topmarks.co.uk/maths-games/hit-the-button</p>
	<p>English</p>	<p><u>Big Write:</u> School Vision</p> <p style="text-align: center;">Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">How have you and your family demonstrated our school vision during / Christian values whilst at home during home learning</p> <p>Write a personal statement on this topic</p>
	<p>PSHE (Personal, Social and Health Education)</p>	<p><u>Week 3: To understand why sleep is important</u></p> <div style="text-align: center;">  </div> <p>A good night's sleep is essential to feeling good, being able to learn and staying healthy. A lack of sleep might make you feel poorly or cause you to be a little grumpy or tearful. Did you know that having a bedtime routine makes it easier to go to sleep?</p> <p>Younger children: Spend some time making sure your room is tidy; this helps to prepare your room for sleep. It also really helps the adults in your home! Create a list of things you think are helpful and unhelpful when you are trying to go to sleep.</p> <p>Older children: Create a checklist for things you need to do before you go to bed to ensure you get a good night's sleep. Maybe you want to research some tips for having a good night's sleep and try them to see if they help. Create a sleep chart for this week that logs your bedtime routine; the hours of sleep you</p>

		<p>had and how you felt when you woke up. Either use the one attached or create your own. Consider what helped you sleep and what had the most impact.</p> <p>Challenge: Can you write your own rap or song about a way to keep yourself safe?</p>
	Homework	Comprehension p 30-31 Beyond the castle walls