

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>



[differentiated-activity-sheets](#)

Learning for the week beginning Monday 11th May

Monday	Guided reading	Inference –  What I can see What I wonder What can I infer
	Maths	Activity: See sheet for ordering fractions (Choose the sheet appropriate What is a fraction? EXT What is an equivalent fraction pg 29 https://www.theschoolrun.com/what-are-equivalent-fractions-and-simplifying-fractions
	English	LO: To use imperative verbs as a command. - I can explain what an imperative verb is and when it is used - I can identify the imperative 'bossy' verbs. - I can write an instruction using an appropriate imperative verb. Read pg 22 to 24 George's Marvellous Medicine

What has George been up to? What did George find in the medicine cabinet? Are these normal items to have your medicine cabinet?

Do you think George is being safe? What should he have done before going through the medicine cabinet?

Watch - <https://www.youtube.com/watch?v=oApdogoKJDM>

What is an imperative verb? When do we use imperative verbs?

Task:

Have a look at this recipe

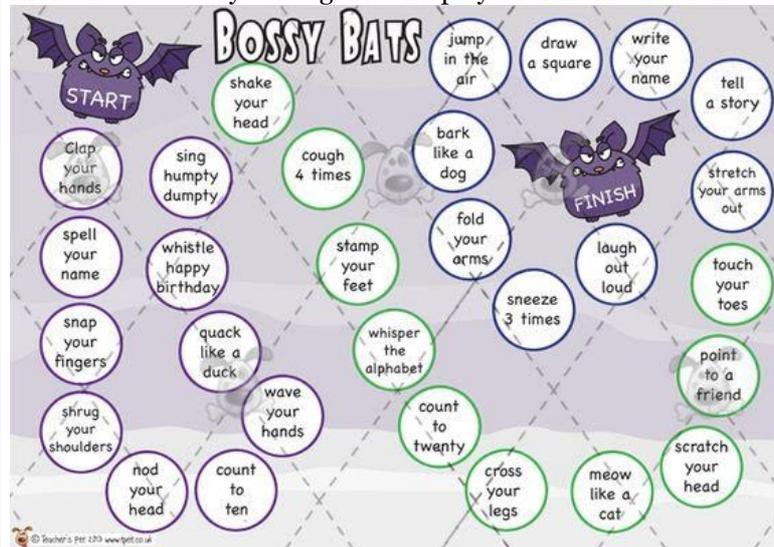
<https://www.bbcgoodfood.com/recipes/vanilla-cupcakes>.

Highlight or write down the imperative words used in the recipe.

Choose three instructions. Find alternative imperative verbs to replace the imperative verbs used in the text.

Example : **Stir** the mixture = **combine** the mixture

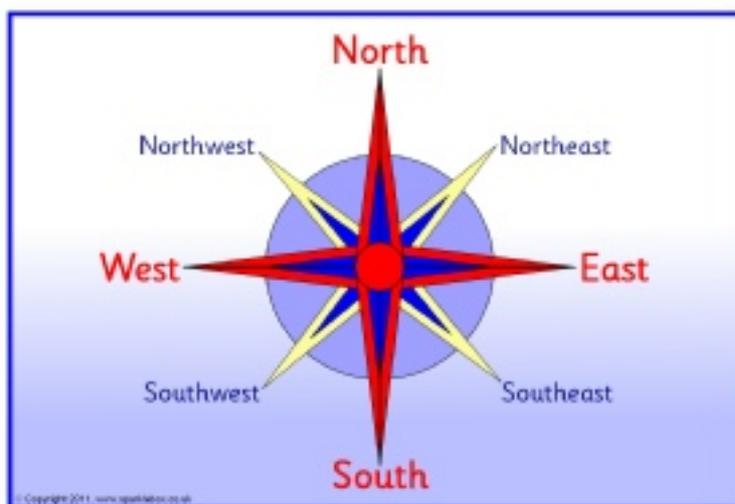
EXT: create a bossy verbs game and play with members of the family!



Humanities

Week 4: Geography – Points of the compass

The points of the compass help us to know which direction things are. A compass will always point to magnetic North at the North Pole.



Younger children:

Draw and label the four main points of the compass, north, east, south and west. Ask an adult to find out which direction north, south, east and west are in your house. Play a game where everyone takes a turn choosing a direction e.g. north and the whole family has to run to that part of the house!

Older children:

Most mobile phones have a compass. The red arrow on the compass will show what direction north is, the line at the top of the screen will show what direction the phone is pointing (remember there are 8 points to the compass so half way between south and west is south-west etc...)

Find out:

If you look out of your bedroom window which direction are you facing?

If you look out of your kitchen window which direction are you facing?

If you look out of your front door which direction are you facing?

Now use the compass on the phone to create a trail around your house using compass directions and challenge a member of your family to follow it. Write the directions clearly.

e.g. *Start with your back to the front door. Walk five steps East. Turn to face North West. Walk two steps forward. Which room are you in now?*

Challenge: Next time you leave the house take a mobile phone with you and find out which direction you are travelling or walking.

Tuesday	Guided reading	Vocabulary: <i>Announced</i> Read word in context from text
	Maths	Activity: Revise adding and subtracting fractions pg 32 and 33 Build a fraction game: https://phet.colorado.edu/sims/html/build-a-fraction/latest/build-a-fraction_en.html

	<p>Times Table practice: 4 and 8 https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</p>
English	<p>LO: To use adverbs in a sentence.</p> <ul style="list-style-type: none"> • I can put adverbs into a sentence • I can identify adverbs and see the difference with adjectives. • I can write a description using adverbs. <p>Read pg 25 to 27 George’s Marvellous Medicine</p> <p>What has George been up to? What is George hoping to cure his grandmother of? Is George following instructions?</p> <p>What is an adverb?</p> <p>Watch - https://www.youtube.com/watch?v=yo8pzuE97EA</p> <p>Discuss - ‘The dog barked’ - how did the dog bark? Make a list of adverbs to describe how the dog barked.</p> <p>Task: Look at the pictures below. Think of three adventurous adverbs that describe the verb shown in the picture. Write full sentences including the adverbs you have chosen.</p>  <p>Example: the ballerina danced elegantly to the music.</p>



EXT: make up the rest of the sentence so that it makes sense with the adverb

1.joyfully.
2.cautiously
3.thoroughly.

Humanities

Science Week 4: Enquiry Type - Observation over Time

Question: How does a shadow change over time?

Shadows change due to the Earth rotating on its axis. Attach a thin object to your window, eg a pen, ruler or opaque tape. Place a piece of white paper on the windowsill directly below the object. Make sure the object is in the centre of the page. A shadow should appear on your paper. Draw around the shadow and label it with the time. Check on the shadow every hour or half hour throughout the day, each time drawing and labelling the shadow.

		<p>Younger children Look at the shadows that you have drawn. When was the shadow longest? When was it shortest? Create a labeled drawing showing how you set up your experiment.</p> <p>Older children Use your observations to make a sundial. What distance is there between each hour? Is each hour the same distance apart? Would the clock be correct all year around? Would your clock work if it were used in a different country eg. Australia, South Africa, Algeria?</p> <p>Challenge Can you make a shadow puppet theatre?</p> <p style="text-align: center;">About this type of Scientific Enquiry</p> <p><i>Observation over time enquiries help us to identify and measure events and changes in the natural world as well as physical processes. This enquiry type requires using observation, reasoning and analysis skills.</i></p> <p><i>Jane Goodall used observation over time to research how chimpanzees behave.</i></p> <p><i>NASA carried out a 'Year in Space' experiment to find out the effect of gravity on humans.</i></p> <p><i>Since 1840 a bell has been ringing at Oxford University to test its battery duration.</i></p>
Wednes day	Maths	<p>Help for parents: Finding fractions of amounts https://www.youtube.com/watch?v=D4DL4UleRul https://www.youtube.com/watch?v=E2QvVicQcMo</p> <p>We have done this in class. When finding fractions of amounts you divide by the bottom (denominator) and multiply by the top (numerator).</p> <p>This is where timetables come in handy! Use the bus stop method if you need to, or use your skip counting!</p> <p>Activity: See attached doc. for Wednesday</p>
	English	<p>LO: To identify the features of an instructional text.</p> <ul style="list-style-type: none"> • I know the purpose of an instruction text. • I can state the features of an instruction text. • I can plan for an instruction text. <p>Read pg 28 to 29 George's Marvellous Medicine</p> <p>What has George been up to? What do you imagine the concoction to smell like? Do you think the grandmother suspects that he is up to mischief?</p>

	<p>What is an instruction text? Can you think of any examples?</p> <p>Watch - https://www.youtube.com/watch?time_continue=39&v=IVU8AvBScvA&feature=emb_logo</p> <p>Task:</p> <p>Look and discuss the instruction text attached. Can you spot these key features?</p> <p>Discuss the purpose of each feature.</p> <p>Example: What is the purpose of a title? The purpose of a title is to inform the reader what the instruction text is about.</p> <table border="1" data-bbox="504 786 1353 1178"> <tr> <td>Title</td> <td>Opening sentence or introduction</td> <td>Technical vocabulary</td> <td>Adverbs</td> </tr> <tr> <td>sub-headings</td> <td>A clear list of equipment or ingredients needed.</td> <td>Chronological order</td> <td>Imperative (bossy) verbs</td> </tr> <tr> <td>Bullet points or numbers for each step.</td> <td>Formal tone</td> <td>Adverbs of time (firstly,..., lastly,..., next,...)</td> <td>Diagrams or pictures</td> </tr> </table> <p>Tomorrow you will be writing your own instruction text - a recipe of happiness to help cheer up George's grandmother who is very grumpy!</p> <p>Create a plan of what you plan to include. What do you think George's grandmother needs to make her feel happy and cheerful?</p> <p>E.g. a splash of positivity a bag of smiles</p>	Title	Opening sentence or introduction	Technical vocabulary	Adverbs	sub-headings	A clear list of equipment or ingredients needed.	Chronological order	Imperative (bossy) verbs	Bullet points or numbers for each step.	Formal tone	Adverbs of time (firstly,..., lastly,..., next,...)	Diagrams or pictures
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Humanities	<p><u>Week 4 - Create a treasure map</u></p> <p><u>You will need:</u> Paper, pens and pencils</p> <p>Younger children:</p>												

		<ol style="list-style-type: none"> 2. Start drawing your map. Use a piece of plain white paper to start. Include a compass. 3. Draw specific features on your map, you can use different colours for different objects. Colouring pens, pencils, sharpies, and even paint will work well here. <ul style="list-style-type: none"> • A red X to mark the spot. This is probably the most important feature! • Landmarks to determine a starting point and a finishing point (the treasure spot), and landmarks to help the hunters find their way in the middle. • Trees or plants. • Houses or other buildings. • Mountains or hills. • Rivers or other bodies of water. You can locate the treasure hunt on an island surrounded by water. • Include some fantasy elements like a sea serpent, some ships, or a castle. 4. Tear the edges off all four sides of the paper. This will make the map look more like a worn treasure map. Remember to do this slowly and gently! 5. Use a tea bag to make the map look old. Wipe a wet tea bag over both sides of the paper. The map will turn a light brown color. When you finish, the paper should be completely saturated. 6. Make the map look worn. Crumple the map into a ball several times to get it good and crumpled. Let it dry overnight in a ball. 7. Use cooking oil to make the map feel authentic. Gently open the map, and wipe both sides with cooking oil. Blot off the excess with paper towels. This will make the paper feel slightly crunchy. 8. Let paper dry again. Once it is finished drying, the map should look very old. <p>Now your map is finished, maybe you can use it for a scavenger hunt for your family or as part of a performance.</p>
Thursday	Maths	<p>Activity: Fractions of amounts: pg 34 and 35</p> <p>Recap: https://www.youtube.com/watch?v=D4DL4UleRul</p> <p>Make sure the children can recount the method: divide by the bottom multiply by the top.</p> <p>Spuq times tables practice: https://www.timestables.co.uk/spuq-balloons.html</p>
	English	<p>LO: To write an instruction text.</p> <ul style="list-style-type: none"> • I can include the features of an instruction text. • I can include adverbs. • I can include imperative 'bossy' verbs. <p>What are the features of instruction texts?</p> <p>Discuss your ideas with a friend or family. What do you think George's grandmother needs to make her feel happy and cheerful?</p>

		<p>E.g. a splash of positivity a bag of smiles ½ cup of good humour</p> <p>Task: write a happiness recipe using the checklist below.</p> <table border="1"> <tr> <td>Title</td> <td>Subheading</td> <td>Adverbs of time</td> </tr> <tr> <td>Introduction</td> <td>Adverbs</td> <td>Imperative verbs</td> </tr> <tr> <td>Chronological order</td> <td>Bullet points/numbered bullet points</td> <td>A clear list of equipment or ingredients needed</td> </tr> </table> <p>You may use the template - https://www.twinkl.co.uk/resource/t-t-18355-writing-instructions-recipe</p>	Title	Subheading	Adverbs of time	Introduction	Adverbs	Imperative verbs	Chronological order	Bullet points/numbered bullet points	A clear list of equipment or ingredients needed
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Introduction	Adverbs	Imperative verbs									
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	RE	<p>Week 4: Pentecost Read the story of Pentecost from the Bible - (Acts 2: 1-12) or listen to the story: https://www.youtube.com/watch?v=OMQKyIMx49M&t=1s</p> <p><i>Fruits of the Holy Spirit - Love, Joy, Peace, Patience, Kindness, Gentleness, Faithfulness, Gentleness and Self-control. Listen to this song to learn them!</i></p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> • Draw disciples with flames above their heads, fill each flame with one of the fruits of the Holy Spirit • Create a poster for school celebrating the 'Fruits of the Holy Spirit' and how pupils can show these in school. • Write about a couple of the fruits of the Holy Spirit and how Christians can show these in their everyday lives. <p>Reflection - Choose one of the fruits of the spirit, pray and ask for God's help to show that fruit. Try and think of one action you could do to show that fruit to your family today.</p>									
Friday	Maths	<p><u>Mental Maths</u></p> <p>Ask the children to answer the questions independently. Most questions should be answered in their head. Then allow them to correct using the correction sheet provided. Can they identify any mistakes they made!</p> <p>Activity: Mental Maths Friday sheet EXT: Extra sheet available</p>									
	English	<p>Big Write: School Vision</p>									

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.



How have you and your family demonstrated our school vision during / Christian values whilst at home during home learning

Write a personal statement on this topic

PSHE
(Personal, Social and Health Education)

Week 4: To identify the people in my family, while recognizing that not all families look like mine



		<p>What does the word family mean to you? Discuss this together with an adult. Does everybody's family look the same? How is your family the same/different to someone else's family?</p> <p>Younger children: Draw a picture of your family and label the people in your family. Write down what makes your family special.</p> <p>Older children: What does your family look like? Are all families the same? Write down some of the ways families can be the same and some of the ways they can be different. Think about all the things that families give us, for example, love. Write a poem about all the things that families give us.</p> <p>Challenge: Are family structures the same around the world? Research different cultures and explore similarities and differences between family structures around the world.</p>
	Homework	Grammar p 31 to 33 Using 'have'