

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.

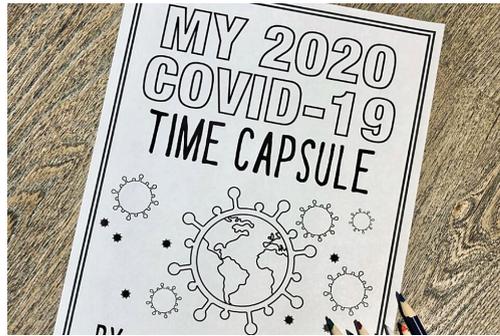
Additional Worksheets with answers can be found on Twinkl - sign up with offer code UKTWINKLHELPS:

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



Learning for the week beginning **Monday 18th May**

Monday	Guided reading	Create a venn diagram discussing the similarities and differences of Grandma and George personalities.
	Maths	<p>Money: Revision on the coins we use https://www.youtube.com/watch?time_continue=1&v=vs8F_g3MGtM&feature=emb_logo&disable_polymer=true</p> <p>Activity: find out how much is in each jar. Then draw the amounts shown.</p> <p>There are two different worksheets to choose from</p> <p>Times tables: Practice 3, 4 and 8 https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication</p>
	English	<p>Please read Chapter 'The Cook Up'</p> <p>What has happened so far? What has George done?</p> <p>LO: to revise figurative language including similes, alliteration and metaphors.</p> <p>SC:</p> <ul style="list-style-type: none">- I can describe a potion- I can use adjectives to describe- I can use figurative language <p>Task: Using the pdf of figurative language, create different sentences to describe the potion in the video. Focusing on similes, alliteration and metaphors. https://www.youtube.com/watch?v=HLY72a3nSgc Science Fun: Bubbling Potion</p> <p>EXT: to create personification, onomatopoeia. Can you uplevel any of your adjectives?</p>
	Humanities	Week 5: History - Time Capsules



We are living through an extraordinary time. In the future people will look back at the COVID-19 crisis and wonder what it was like to live through it. What would you like to tell people in the future about what it was like to be living in London in 2020?

Younger Children: Choose three things that are important to you at this time. Draw a picture of each thing and if you can write a sentence explaining why they are important to you and how they have helped you.

Older Children: Write a letter to someone in the year 2120 explaining to them the changes that have happened in your life because of the pandemic. Explain which changes you have enjoyed and which changes you have found difficult.

Challenge: Create a 'time capsule' of this moment in history for future generations. Choose a few objects that are important to you and include some writing explaining who you are and what your life is like. Seal the objects and letter in a tin and hide it somewhere in your house or bury it in your garden for someone to find in ten, twenty, thirty or even a hundred years time!

Tuesday	Guided reading	Vocabulary: screeching
	Maths	<p>Money: Finding change</p> <p>Please play this game to warm your brain up. Remember there is 100 pence in one pound. Different levels of differentiation.</p> <p>https://natwest.mymoneysense.com/students/students-5-8/the-change-game/</p> <p>Activity: Please complete the document Burger bar</p>
	English	<p>Please read Chp The Brown Paint</p> <p>LO: to use our five senses to describe a potion</p> <p>SC:</p> <ul style="list-style-type: none"> - I know what my 5 senses are

- I can use these to describe
- I can use exciting adjective
- I can use a thesaurus to uplevel my writing

Recap what our 5 senses are using:

<https://www.youtube.com/watch?v=q1xNuU7gaAQ&t=13s> The Five Sense Dr
Binocs

Task:

Use 5 senses to describe the different potion images.



A Day In First Grade





EXT: use <https://www.thesaurus.com/> to uplevel adjectives

Humanities

Science Week 5: Enquiry Type -Research

Question: What nutrients are in your food?

It is important to eat the right amounts of a variety of different food types. Look in your kitchen to find out what different types of food you can find.

<https://www.nhs.uk/change4life>

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Younger children

Separate the foods that you find into the below categories:

Fruit and Vegetables; Meat & Fish; Dairy; Carbohydrates and Starch; Sugars and Fats.

Count how many of each category you have. Can you make a poster or chart to show how many different nutrients you found?

Older children

Look at the labels of the food that you find.

Which foods have the highest fat/sugar/carbohydrate/fibre content?

Which foods have the lowest fat/sugar/carbohydrate/fibre content?

Do the portion sizes match the packet size?

Challenge

		<p>Record all the food you eat for a week. Then, work out the nutritional value of your food. Are you eating a balanced diet?</p> <p style="text-align: center;">About this type of Scientific Enquiry</p> <p style="text-align: center;"><i>Scientists use research to investigate their hypotheses (predictions) and answer their scientific questions. In this task we used secondary sources to find the answer. This enquiry type requires using skills to compare and evaluate information; separating fact from opinion; recognising bias; and an ability to extract key information.</i></p>
Wednesday	Maths	<p>Money: Pg 26 and 27</p> <p>Talk about the word problems, maybe draw them out to help you visualise what you need to find out!</p> <p>Times tables: TT Rockstars 3, 4, 8</p>
	GR	<p>PLEASE DO GUIDED READING BEFORE READING THE CHAPTER!!</p> <p>Prediction: What is going to happen to Grandma when she has the medicine?</p>
	English	<p>Please read Chp 'Grandma Gets the Medicine'</p> <p>What has happened? How do you think George is feeling? Do you feel sorry for Grandma?</p> <p>LO: to create a word and phrase bank to write a description about a potion.</p> <p>Children can choose if this is going to be about their happiness potion from last week or about George's from the book.</p> <p>SC:</p> <ul style="list-style-type: none"> - I can look back to last week's learning - I can create a word bank of interesting adjectives - I can generate similes, metaphors, personifications and onomatopoeia <p>Task: Children are to create a word bank of phrases and amazing adjectives and figurative language they are going to use to describe their potion. This should include all their learning this week including similes, personification and other figurative language and their 5 senses. They can lay this out as they like e.g. bullet points, mind map, poster etc.</p>

	Humanities	<p>Art and DT Week 5 - Origami</p>  <p>You will need: Square paper and pencils or pens to colour as you wish. Origami is the art of folding paper into three-dimensional figures or designs without cutting the paper or using glue. Below are some suggestions for good videos with step by step instructions on how to make different animals.</p> <p>Younger children: Easy fish https://www.youtube.com/watch?v=djPgdIm6IMY</p> <p>Older children: T-Rex https://www.youtube.com/watch?v=jnSdgG7kXpA&feature=emb_lo go Cute penguin https://www.youtube.com/watch?v=FGfriaIdNpA</p> <p>Twinkl also has some step by step instructions available on their website.</p>
Thursday	Maths	<p>Adding and subtraction amounts amounts: Remember to use your column method, and ensure your place value is correct.</p> <p>Activity: See file attached for Thursday</p> <p>Times tables: Racing challenge https://www.timestables.co.uk/rally.html</p>
	GR	Inference of image:



Some talking points

- How might he be feeling?
- What is he doing?
- Why does he have that expression?

English

LO: to create a description for their potion

SC:

- I can use different figurative language
- I can use my 5 senses
- I can use a range of sentence types

Revise question and exclamation sentences using: Punctuation Explained. Scratch Garden

<https://www.youtube.com/watch?v=LdCOswMeXFO>

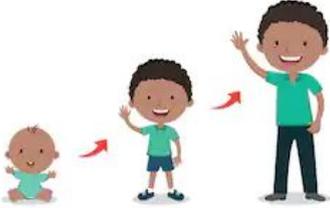
Task: children are to write a description of either their happiness potion from last week or of the potion George created. They are to use their word and phrase bank from yesterday. Please see success criteria for what they should include.

RE

Week 5: The Apostles



		<p>Read the story of the Apostles and High Council from the Bible - (Acts 5:12-36) or listen to the story: https://www.youtube.com/watch?v=WKjWIETMYxc&list=PL5aPdmniG3y_n7hXEKTV4qQnleCe-p6Ws&index=29</p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> • Draw a picture of how a Christian could share God’s message and explain what is happening in your picture • Write down a set of instructions on how a Christian can share God’s message, like the apostles did. • The apostles faced lots of dangers in spreading God’s message. Even today people are still persecuted for their faith. Write a letter to your teacher explaining: Why the apostles were persecuted; why they didn’t stop when they were told to and how we can help and support those still persecuted today. <p>Reflection - Write a prayer for those around the world still facing persecution for their religion.</p>
Friday	Maths	<p>Arithmetic: Answer questions on the Worksheet for Friday.</p> <p>Please demonstrate how you can solve some equations with column method/ bus stop method!</p> <p>Practice your division facts: https://www.topmarks.co.uk/maths-games/daily10</p>
	English	<p><u>Big Write:</u></p> <p>While all you children have been at home learning something extraordinary has happened in school!</p> <div data-bbox="837 1496 1321 1841" data-label="Image"> </div> <p><small>This file originated at VectorFree.com and is distributed under the Creative Commons License (CC BY 4.0). For more info visit CreativeCommons.org/licenses/by/4.0/</small></p>

		<p>The fruit bowl in the staffroom comes alive! Describe the fruit and characters, what mischief do they get up to?</p> <p>Write a creative and descriptive story. Please ensure you structure your story with a clear beginning, middle and an exciting ending.</p> <p>Watch this video to help you get your imagination started! https://www.youtube.com/watch?v=ZhDz5kxMhvw</p> <p>Challenging ideas you may wish to explore: Personification Varied sentence openers</p> <p>You could try to use: Imagery, metaphors and alliteration.</p>
	<p>PSHE (Personal, Social and Health Education)</p>	<p><u>Week 5: To understand how I have grown and changed since birth</u></p>  <p style="text-align: center;"><small>shutterstock.com • 450412006</small></p> <p>Think about what life was like for you as a baby; what did you need help with? What could you do on your own? What did you enjoy doing? What foods did you like? Who were your friends? Maybe you will look at a photo of you as a baby and consider what has changed and how you have grown up.</p> <p>Younger Children: Write a list of things you could do as a baby and a list of the things you can do now. Underline or colour the statements that are the same.</p> <p>Older Children: Draw or get 3 images: a baby, a child and an adult. What can you do as an adult that you cannot do as a baby or a child (for example, drive a car)? Do your responsibilities stay the same? Will your friendships look the same? Note down some differences and some similarities around the images.</p>

		Challenge: Choose an animal and create a poster showing the lifecycle of that animal. Compare the lifecycle to that of a human. What is the same and what is different?
	Homework	Comprehension p 32 to 33 'Stop thief'