

Year 3

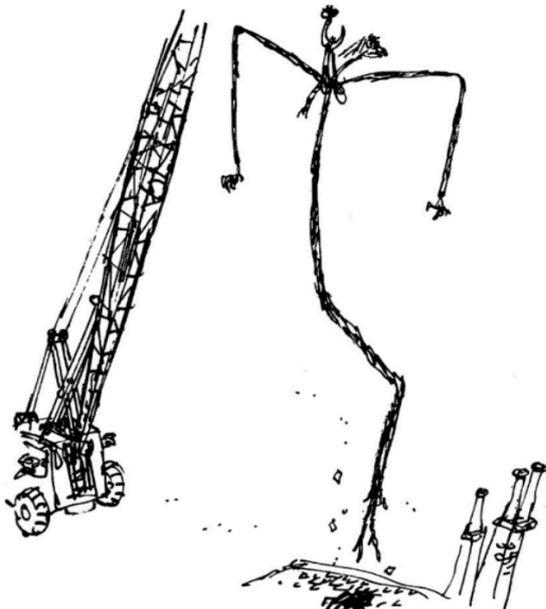
Please ensure the Learning objective and date is written neatly and clearly at the beginning of each page. Children should maintain a high level of presentation and quality of their work in each subject.

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-](https://www.twinkl.co.uk/resource/t2-m-1810-find-equivalent-fractions-differentiated-activity-sheets)



[differentiated-activity-sheets](#)

Learning for the week beginning 15th June

Monday	Guided reading	<p>Inference: image</p>  <p>What I see What I wonder What I can infer</p>
	Maths	<p>Shape: can you spot the features of 2-D shapes?</p> <p>What is a 2-D shape? https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn</p> <p>How many 2-D shapes can you state?</p> <p>When we talk about 2D shapes, we talk about sides and angles.</p> <p>The angles of a 2D shape are also sometimes referred to as 'vertices' (singular: vertex).</p>

For example: this 2D shape has four sides and four angles:



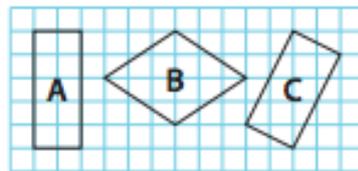
Keywords to help you with your learning today:
Quadrilateral - a flat shape with four sides
Equilateral triangle - a triangle with three equal sides

Complete page 46 and reasoning question below.

Mastery

Captain Conjecture says, 'All of these shapes are rectangles four sides.'

Do you agree?



Explain your reasoning.

EXT: Play http://vtcpsa.hwb.wales.gov.uk/maerdy_2d/frames.asp

English

L.O. To use a variety of conjunctions to extend sentences.

SC:

- I know what a conjunction is.
- I can use a variety of conjunctions to extend sentences and add more detail.

What is a conjunction?

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

Main task: extend the following sentences using appropriate conjunctions.

1. If I could fly I could...
2. If I could go into space I would...
3. If I could stay underwater I would...
4. If I could do anything I liked I would...

Support:

SUBORDINATING CONJUNCTIONS

after
although
as
as if
as long as
as much as
as soon as
as though

because
before
even if
even though
how
if
in as much as
in order that

lest
now that
provided
since
so that
than
that
though

ti
u
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w
w
w
w

Extension:

5. Match the clauses to the most appropriate subordinating conjunction.

She decided to help her mum fix the car...

because

...
pe

The school play was a roaring success...

although

...
ar

He wasn't friends with Ahmed any more...

while

...
m

Humanities

Week 3: Geography - Climate

The pattern of weather in a place over a long period of time is known as the **climate**. In the United Kingdom the climate is a **temperate climate**.

Younger children:

A temperate climate has four seasons, spring, summer, autumn and winter.

- Divide a piece of paper into four and draw a picture of yourself in each season. Think about what you might be wearing and what you might be doing in each of the four seasons.
- You can also write a sentence about each season if you'd like to.

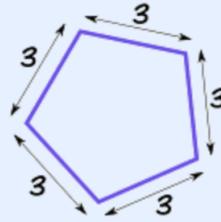
Older children:

The UK has a **temperate climate**: temperate means

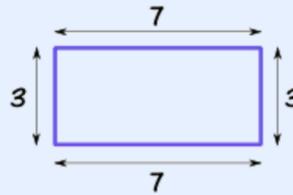
		<p>moderate or mild, we do not have extremes of temperature or frequent extreme weather. We have four seasons. Tropical climates only have two seasons, dry and wet. This week you are going to compare the weather in London with the weather in a tropical climate.</p> <ul style="list-style-type: none"> • Choose a city in a tropical climate, e.g Singapore, Kingston (Jamaica), Lagos (Nigeria). • Divide your page in two and create a chart to compare the weather in London with the city in a tropical climate which you have chosen. • Use a weather app or the internet to find out what the weather is like each day in London and the tropical city of your choice and record it in your chart. You could record temperature, chance of precipitation (rain) or any other weather such as thunder storms. • At the end of the week analyse your results - what differences can you see? <p>Challenge: Research which other cities and countries have a temperate climate zone like the UK. Why does the UK have a temperate climate and not a tropical one?</p>
Tuesda y	Guided reading	<p>Vocabulary: frisky</p> <p>Definition: synonyms: Antonyms:</p> <p>Sentence (including a sentence starter, adjective and adverb):</p> <p>Draw an image of your sentence</p>
	Maths	<p>Shape: can you measure the perimeter of a 2-D shape?</p> <p>Recap: What is a 2-D shape?</p> <p>Watch - https://www.youtube.com/watch?v=VAWaVlupv6E</p> <p>How many 2-D shapes can you remember in 1 minute? Use a whiteboard or paper to jot these down. Ask a parent to time you!</p> <p>Watch - https://www.youtube.com/watch?v=f-_ORANElu8</p> <p>Support:</p>

Example: the perimeter of this regular **pentagon** is:

$$3+3+3+3+3 = 5 \times 3 = 15$$



Example: the perimeter of this rectangle is $7+3+7+3 = 20$



Complete page 40-41

EX: play <http://toytheater.com/area-perimeter-explorer/> to explore perimeter by making your own shapes online!

English

L.O. To recognise the features of a debate.

SC:

- I know what a debate is.
- I can recognise the features of a debate.
- I can use conjunctions and adverbials when presenting an argument.

Discuss: what is a debate? Where do debates take place?
<https://www.bbc.co.uk/bitesize/topics/zxvv4wx/articles/ztx8pbk>

What is a balanced argument?

<https://www.youtube.com/watch?v=Wmtm9jOIgsA>

A balanced argument looks at different points of view on an issue, providing arguments for and against. It presents a balanced set of arguments without leaning one way or the other.

This week you will be writing a balanced argument/debate.
***Note:** it is important to remember that it doesn't matter whether you are for or against the issue to begin with. You must present both sides of the argument fairly. It is then, in the final paragraph, after balancing both sides of the argument, that you can state which side they agree with.

Discussion task: choose a cause for debate presented in the list below:

- Should children be allowed to choose their own bedtime?
- Should homework be banned in primary schools?
- Should the voting age be lowered to 10?
- Should children be allowed to elect their own teachers?
- Should children get paid for getting good grades?
- Should you donate some of your pocket money to charity?
- Should bullies be expelled from school?

***Note:** think of both sides of the argument. What arguments could there be for and against this cause?

Encourage pupils to use the useful words and phrases below when expressing arguments for and against.

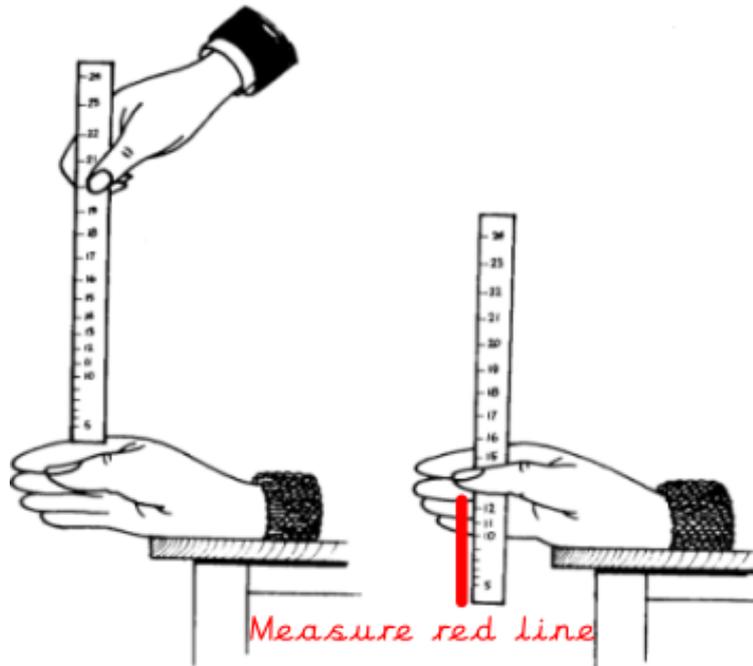
Firstly	Secondly	On the one hand	As a result
Consequently	Due to	For this reason	Hereby
In consequence	In order to	In this way	Otherwise
Since	So that	Subsequently	Therefore
Though	Even though	While	On the other hand
Despite this	Nevertheless	Otherwise	On balance

Alternative if discussion task is not possible to take place:
<https://www.funenglishgames.com/writinggames/debate.html>

Extension - discussion based: What are the attributes of a good debater? Think about body language and tone of voice of the person presenting the argument. If the debater is shouting or avoiding eye contact, would you be convinced of their argument?

Humanities

Science: Science Week 3: Skill Focus - Analysing
 Do your reactions get better the more you exercise?



1. Test your reaction time by holding a ruler just above your other hand.
2. Drop the ruler and try to catch it.
3. Measure, from the bottom of your thumb, how far the ruler dropped before catching it.

(If you don't have a ruler, use a long thin object, lay object on paper and draw length)

4. Record the distance dropped.
5. Do 10 star jumps or sit ups.
6. Repeat steps 1-5.
7. Do another 10 star jumps or sit ups.
8. Continue repeating to see if your reaction time changes.
(The shorter the distance the quicker your reaction).

Question

Predict

Observe

Record

Assess

Wednes
day

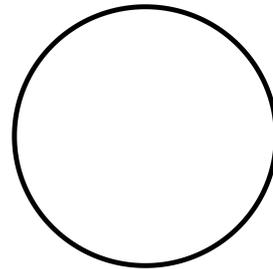
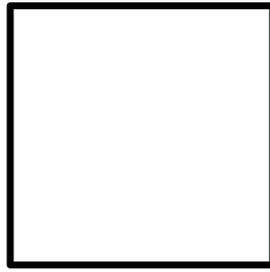
Maths

Shape: can you identify symmetrical shapes?

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

What does the term 'symmetrical' and 'asymmetrical' mean?

Discuss: how many lines of symmetry do these shapes have?



Complete Wednesday worksheet.

EXT: using squared paper, draw a shape with:

- 0 lines of symmetry
- 1 line of symmetry
- 2 lines of symmetry
- 3 lines of symmetry

Guided
Reading

Making predictions - discuss: what do you think will happen to Grandma next?
How do you think George will react to Grandma needing help?
Will Grandma show thankfulness and gratitude if she is helped?

English

Please read page 60.

What has happened in the story so far? Should Grandma be helped? Why? Who wants to help Grandma and who doesn't? Why?

L.O. To present arguments for and against.

SC:

- I know the main features of a debate.
- I can present a clear and concise argument.
- I can provide examples to support my argument, relating back to events in the story.

Recap: what is a debate? What is a balanced argument?

Main task: Draw the table below in your book.

Does Grandma deserve to be helped?

For	Against
Reason 1	Reason 1
Reason 2	Reason 2
Reason 3	Reason 3

Think about reasons for and against helping Grandma. Make sure you use your knowledge of **conjunctions** to extend your sentences and **adverbials** to make your argument sound more convincing!

For example:

For: I believe that Grandma should be helped **as** she is an old lady who is probably very scared of her current state.

Against: On the other hand, I do not think Grandma should be helped **because** I am certain that Grandma will not learn from her mistakes **and** therefore should not be helped **until** she has redeemed herself.

Humanities

Week 3 - Pebble painting



You will need:

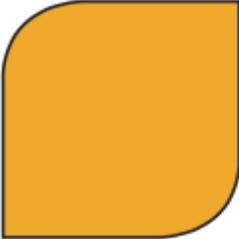
Smooth rocks/pebbles

Paintbrush

Acrylic paint if possible (you can also use chalk, paint pens and sharpies)

1. Wash and dry stones.
2. Sketch/plan design on paper first, planning your paint steps
3. Paint your backgrounds first, and layers of paint are added one at a time, allowing paint to dry thoroughly between layers.
4. Use a pencil to draw your main design onto the painted stone.
5. Start painting. Fill in large areas of color first and allow

		<p>everything to dry thoroughly before adding additional layers. If you make a mistake, let it dry and then you can paint over it.</p>
Thursday	Maths	Shape: To recognise angles (obtuse, acute and 90°)

	<p>What is an angle?</p> <p>Watch - https://www.youtube.com/watch?v=9RTM4I8qfdI</p> <p>An angle is a measure of a turn, measured in degrees or $^{\circ}$. There are 360° in a full turn. You can find out the size of an angle using a protractor.</p> <ul style="list-style-type: none"> • An angle less than 90° is acute. • An angle between 90° and 180° is obtuse. • An angle greater than 180° is reflex. • An angle of exactly 90° is a right-angle. <p>Play games on https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h to support your child in recognising different types of angles before the main task.</p> <p>Complete page 50 and reasoning question below.</p> <div data-bbox="486 882 1264 1592" style="border: 1px solid black; padding: 10px;"> <p>Nikolas and Carla describe this shape differently:</p>  <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="text-align: center; margin-right: 20px;">  <p>Nikolas</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content;"> <p>This shape has four right angles. Two of them are curved.</p> </div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="text-align: center; margin-right: 20px;">  <p>Carla</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content;"> <p>This shape has two right angles.</p> </div> </div> <div style="margin-left: 100px; margin-top: 20px;">  </div> <p>Who do you agree with? _____</p> <p>Explain why: _____</p> <p>_____</p> </div>
GR	<p>Place the following words in alphabetical order</p> <p>crane dad horrible house grumpy ancient</p>
English	L.O. to write a balanced argument/debate

		<p>SC:</p> <ul style="list-style-type: none"> • I know the main features of a debate. • I can present clear and concise arguments for and against. • I can use conjunctions and adverbials in my arguments. • I can provide examples to support my argument, relating back to events in the story. <p>Review your arguments for and against.</p> <p>Before you begin to write your argument, you will need an opening paragraph. This needs to introduce the argument in a clear, concise and interesting way and explain what they will be doing in the balanced argument.</p> <p>An example of an introduction, main body and conclusion can be found in the English home learning document. This may be useful to aid pupils in structuring their debate.</p> <p>Read 61-63.</p> <p>What has happened in this chapter? Are you surprised by the actions taken by the characters? What do you think will happen next?</p>
	RE	<p>Week 3: Endurance</p> <p>Read the story of 'Moses defeats the Amalekites' from the Bible - (Exodus 17 vs 8 - 13) or listen to the story: https://www.youtube.com/watch?v=6Dw9ag8OyRQ</p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> • Draw a picture of a time where you have had to do something for a long time or wait a long time for something - write down the emotions you felt at the time • Create a motivational poster/ video for someone to encourage them with keeping going when things are difficult. • Write a diary recount of a time when you had to show endurance and what was challenging about it <p>Reflection - <i>Moses was able to endure because he had the help of others and the help of God. Who has helped you when you have had to endure difficult times? Thank God for them - and maybe write them a note or a card to say thank you. Do you know anyone who needs to endure right now? How could you help and encourage them?</i></p>
Friday	Maths	<p>Arithmetic: Please complete the equations independently as you can. See Friday worksheet</p> <p>Times tables practice: Maths Frame times table check:</p>

	https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check
Big Write	<p>Write a non chronological report about your favourite wild animal.</p> <p>Genre: Report Poster</p> <p>Challenging ideas you may wish to explore: The types of habitat or biome</p> <p>You could try to use: Subheadings, paragraphs, expanded noun phrases, ambitious vocabulary.</p> 
PSHE (Personal, Social and Health Education)	<p><u>Week 3: To explain how to keep safe at home</u> What does it mean to keep safe? What might this look like when we are at home? Can you think how it might be in different areas of the house? Who keeps you safe when you're at home?</p> <p>Younger children: Draw a picture of a room in your house. Think about the different objects and things you need to be careful of and circle them.</p> <p>Older children: Draw a picture of your kitchen. Think about the different things in the kitchen that you need to be careful of. Circle these and give a reason as to why you need to be careful and what you can do to keep yourself safe.</p> <p>Challenge: https://www.youtube.com/watch?v=aCvScgl1MCs Watch the video and create a poster on electricity safety.</p>
Home work	Grammar p36-37 Capital letters for names and I