

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 June 1st 2020

Monday	Guided reading	<p>Inference image</p> <p>What I see What I wonder What I can infer</p> 
	Maths	<p>Sharing: show how you can divide using your 2, 5 and 10 time tables facts</p> <p>What is division? https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/z9jxhv4</p> <p>Using a number line or skip counting to solve division equations. https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/zyp7b82</p> <p>Answer the Monday worksheet using your time stables knowledge!</p>
	English	<p>Please read Chapter 'The Brown Hen' Chapter 8- from pages 42-43</p> <p>What has happened so far? What has George done? How does Grandma feel?</p> <p>LO: to create similes of grandma's experience of growing taller</p> <p>SC:</p> <ul style="list-style-type: none">- I understand that similes create imagery- I can use powerful adjectives- I can include a metaphor

		<p><u>1st task:</u> draw what grandma looks like and brainstorm adjectives her.</p> <p>Roald Dahl is known for his sassy similes to create vivid imagery. Can you complete these sentences? Grandma’s stomach exploded like... Grandma was as shocked as...</p> <p>Main Task: now create your own sentences using similes to describe grandma’s experience. Remember to use the words ‘as’ or ‘like’ in your sentences.</p> <p>EXT: Can you describe the opposite of what grandma looked like using a simile or metaphor?</p>
	Humanities	<p><u>Week 1: Geography - Observing Daily Weather Patterns</u></p> <p>Younger Children: Make a daily weather chart for the week. Each day at approximately the same time go outside and observe the weather.</p> <ul style="list-style-type: none"> ● Record through words or pictures what you feel (is it cold, cool, warm or hot?) (is it still, breezy, windy?) ● Record through words or pictures what you see (is it cloudy, sunny, grey, rainy?) <p>At the end of the week look at how the weather has changed over the course of the week. Were all the days the same? Which days were different?</p> <p>Older Children:</p> <ul style="list-style-type: none"> ● Make a daily weather chart for the week. ● At the beginning of each day look at a weather app on a mobile phone, e.g. BBC Weather, or watch the weather forecast on TV. Record on your chart what the weather forecast says the weather will be like for the day in London: look at temperature, wind speed and direction and chance of precipitation (rain). ● Observe the weather each day and record on your chart next to the forecast what you see and feel when you go outside. ● Look at your chart and analyse how accurate the weather forecast is. Is it usually reliable? <p>Challenge: Someone who forecasts the weather is a meteorologist. How do they make predictions? Do some research to find out!</p>
Tuesday	Guided reading	Vocabulary: effect
	Maths	Today let's revise on the inverse:

		<p>Understanding what the 'inverse' means https://www.bbc.co.uk/bitesize/clips/zdsvcdm</p> <p>Understanding the relationship between division and multiplication https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-the-relationship-between-multiplication-and-division/zdqb47h</p> <p><i>Complete the inverse equations on the Tuesday worksheet</i></p> <p><i>EXT: Ask the children to explain their understanding of the inverse, and how it could support their learning.</i></p>
	English	<p>Please read Chapter 'The Brown Hen' Chapter 8- from pages 43-47 only</p> <p>LO: to write a prediction.</p> <p>SC:</p> <ul style="list-style-type: none"> - I can use evidence from the text - I can use clues from the images - I can use conjunctions to explain my reason <p>Now the hen began to grow.</p>  <p>What do you think will happen next?</p> <p>Sentence starters: I predict that I believe that I think that Based on (a clue), I predict that</p>
	Science	<p>Science: National Competition: The Great Bug Hunt</p> <p>Bugs are everywhere - you just have to look carefully. Find a habitat (eg. hedgerow, grass, stones, trees, flower bed) and search for some bugs. Maybe you'll find a spider under a bed or go on an indoor bug hunt. Can you count how many you find? Can you identify (name) them? Can you observe carefully</p>

		<p>to find out how many legs it has? Make sure you are careful to not disturb the bugs or their habitat and make sure to wash your hands after exploring. This is a competition for the whole country and your entries can be submitted online: http://www.schoolscience.co.uk/bughunt or emailed to gold@cts-school.org to enter for you. If you want to enter the competition the deadline for entries is the 11th June. The national winner will win a microscope.</p> <p style="text-align: center;"> Question Predict Observe Record Analyse Report </p> <p>Younger children: Look carefully at a bug that you have found. Create a drawing or model of a bug that you have found. Think carefully about the different parts of the bug. Eg. How many legs does it have?</p> <p>Older children: Create a graph showing the number of different bugs you could find. Can you see any patterns in the number or location of the bugs found?</p>
Wednesday	Maths	<p>Times tables and Using times tables facts: Pg 22 and pg 23 in workbook</p> <p>Times table Rockstars 15mins</p>
	GR	<p>Now the hen began to grow.</p> <p>Key skill focus: Deeper meaning:</p> <p>Task: Create questions to ask George during this situation. Try using the 5W's:</p> <p>What Who When Where Why</p>
	English	<p>Please read continue reading chp 8 'The Brown Hen' from pg 47-to 48 only.</p> <p>What has happened? How do you think George is feeling?</p> <p>LO: to plan a short diary entry.</p> <p>Children can choose from which character's perspective they will write from which can be either George's or the hen.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I understand what a diary entry is - I can use bullet points and subheadings - I include interesting adjectives

What is a diary entry?:

<https://www.youtube.com/watch?v=RdfFL8UzR2U>

Task:

Children are to **plan** a short diary of what happened to the brown hen. They are to write subheadings to structure what they will include in each section.

For example a short plan: (from the perspective of the hen)

organised by subheadings and bullet points

What I was doing:

- playing with the other hens
- thinking about what food I was going to eat in the yard.

Who did I see:

- a young boy

What did he do? What did he give you? How did you feel?

What happened to me:

- I started to grow larger and larger
- What you can see around you

(you can bullet point different adjectives about how you feel in this section)

Humanities

Week 1 - Kandinsky Tree Collage



You will need:

Warm coloured card/paper for the leaves

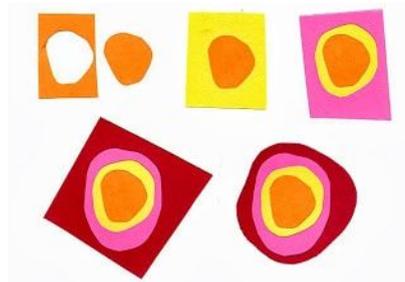
Cool card/paper for the ground and sky

Black/Brown card/paper for the trunk

Scissors

Glue stick

1. Cut a grass shape, and then a tree and glue down.
2. Use small squares to turn into layered circles. Start with making the smallest circle first, you can do this by drawing a circle with a pencil and then cut it out and stick it on to a different coloured piece of card.
3. Draw a circle around the first one and cut it out. Stick the two circles on to a different coloured card and draw another circle around this and cut it out.
4. Continue this until you have four or five layered coloured circles.



5. Glue the layered circles to the tree.



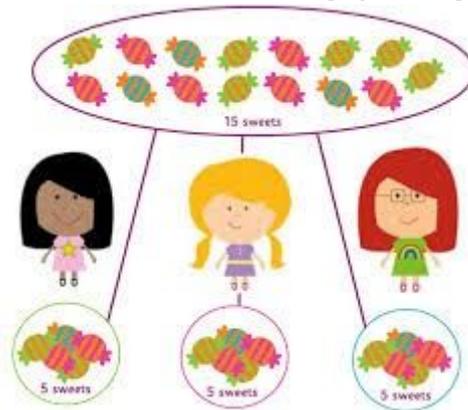
6. Repeat with large and small layered circles until complete.



Thursday

Maths

We first learn about dividing by sharing



However this year we have started using the bus stop method (short division) to help us divide! Let's recap and jog our memories:

Short division explained:

<https://www.theschoolrun.com/what-is-the-bus-stop-method-for-division>

The children have done this method before. Encourage them to take their time. Dividing each number at a time, and carrying over if necessary. See the example at the top of the Thursday worksheet.

Visual reminder: <https://www.youtube.com/watch?v=qyfA9t0F8dM>

Thursday worksheet: Please choose two columns to complete! Try and challenge yourself!

GR

Re-read from pg 46- to the end of chapter 8.

Draw a venn diagram, comparing and contrasting the experiences of how the

		<p>brown hen grew taller and grandma?</p> <p>Did they have the same reactions? Who was excited and who was shocked and confused?</p>
	English	<p>LO: to write a diary entry</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can write in first person - I can include time adverbials to order the events - I can explain how the character is feeling using adjectives - I can use a range of punctuation <p>Revise what to include in a diary entry: https://www.youtube.com/watch?v=Er-Tqk1Yisw</p> <p>Adverbs word bank (see file attached)</p> <p>Task: Children are to use the notes they wrote in their plan from yesterday to write their diary entry. They are to include their thoughts and emotions using adjectives.</p>
	RE	<p>Week 1: Hope</p> <p>Read the story about 'Jacob's dream' from the Bible - (Genesis Ch 28 vs 10-16) or listen to the story on: https://www.youtube.com/watch?v=gmaHi3zPIRA</p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> ● Draw a picture of the stairway to heaven and explain how you think Jacob would be feeling. ● Imagine you are Jacob. Write a diary entry describing the dream you had and what you think it means. ● When Jacob had his dream he was all alone and a long way from home in a strange place. Think about each aspect of the dream and write about how each aspect may have helped Jacob and given him hope. <p>Reflection - <i>Hope is something we all need to keep going during difficult times. The bible teaches us that true hope is not just a vague wish, but hope is something that is certain that we can look forward to in the future - like heaven! What 'hopes' have been helping you during these difficult weeks of lockdown?</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: https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Ch</p>

		eck
	English	<p>Read over your work from yesterday. Could you edit and uplevel your diary entry?</p> <p>How to edit your work:</p> <p>Editing writing for kids:</p> <p>https://www.youtube.com/watch?v=XP5yWz-MNpM</p> <p>Please ensure you include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambitious adjectives <input type="checkbox"/> Varied sentence openers <input type="checkbox"/> conjunctions (and, if , but, because, however) <input type="checkbox"/> Capital letters for proper nouns and at the start of every sentence. <input type="checkbox"/> Could you include a simile? alliteration? metaphors? or a rhetorical question
	PSHE (Personal, Social and Health Education)	<p><u>Week 1: To explain what makes us proud</u></p> <p>What does it mean to be proud? Can you think of a time you felt proud about something you did? How did it feel? How do you feel when other people are proud of you? Why is it important to feel proud of yourself?</p> <p>Younger children: Tell an adult something about yourself that makes you feel proud. Draw yourself at a time you were proud of yourself. Include a speech bubble saying how you felt.</p> <p>Older children: Think of a time you felt proud of something you did or said. Write a diary entry (it need only be a short paragraph) and talk about your feelings at the time.</p> <p>Challenge: Can you write a poem, song or rap about pride in yourself. (The poem could be as short as 2 lines that rhyme.)</p>
	Homework	Grammar p 34-35 staying in the same tense