



## Year 3N Home Learning week beginning 23/3/20

Please see below the tasks we would like your child to work on this week. If you have any problems, please remember that you can email me on [nreid@wtwschool.co.uk](mailto:nreid@wtwschool.co.uk) during school hours.

Please note that any links to internet sites and YouTube videos need to be supervised by an adult, and they may contain adverts. You do not need to pay for any of the sites we are suggesting.

If you need any additional pencils, paper or other stationery, please contact the school and we can arrange that for you to collect.

### Maths

#### Learn:

Children to practice their mental maths skills using Daily 10 (Top marks.co.uk website)

This week we will be focusing on unit and non-unit fractions, making one whole and tenths. Please see below for examples and tasks.

#### Unit and non-unit fractions

Unit means one. Unit fractions are fractions with a numerator (number on top of the fraction) of 1 for example  $\frac{1}{2}$ . Non-unit fractions do not have numerator of 1. For example  $\frac{3}{5}$ .

### Mathematical Talk

What is a unit fraction?

What is a non-unit fraction?

In the representation, what is the unit fraction shown?

What is the non-unit fraction shown?

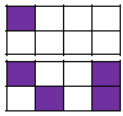
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**3a. True or false? One quarter of the strawberries have been circled.**



## Varied Fluency

- 1 Complete the sentences to describe the images.



out of  equal parts are shaded.

of the shape is shaded.

- 2 Shade  $\frac{1}{5}$  of the circle.



- Shade  $\frac{3}{5}$  of the circle



Circle  $\frac{1}{5}$  of the beanbags.



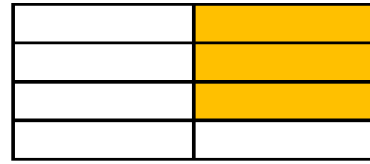
Circle  $\frac{3}{5}$  of the beanbags.



What's the same and what's different about  $\frac{1}{5}$  and  $\frac{3}{5}$ ?



- 5a. Circle the fraction represented here.



$$\frac{3}{8}$$

$$\frac{3}{5}$$

$$\frac{8}{3}$$

VF

- 3 Complete the sentences.

A unit fraction always has a numerator of \_\_\_\_

A non-unit fraction has a numerator that is \_\_\_\_ than \_\_\_\_

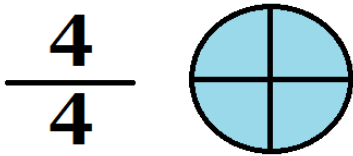
An example of a unit fraction is \_\_\_\_

An example of a non-unit fraction is \_\_\_\_

Can you draw a unit fraction and a non-unit fraction with the same denominator?

### Making one whole

Children to look at whole shapes and quantities and see that when a fraction is equivalent to a whole the numerator and denominator are the same, for example  $\frac{4}{4}$



## Mathematical Talk

What fraction is represented? What fraction is equivalent to the whole?

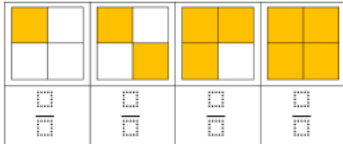
What fraction of the apples are green, what fraction are red?

What fractions make the whole?

Could we represent the fractions of apples in a part whole model?

## Varied Fluency

1 Complete the missing information.



1 whole is the same as  $\frac{4}{4}$

2 Complete the sentences to describe the apples.



$\frac{4}{8}$  of the apples are red.

$\frac{4}{8}$  of the apples are green.

$\frac{4}{8}$  and  $\frac{4}{8}$  make one whole.

6b. True or false?

$\frac{5}{6}$  and  $\frac{6}{6}$  are both equal to one whole because the denominators are the same.

Explain your answer.

## Tenths

Children to recognise that tenths arise from dividing an object into 10 equal parts. Encourage children to represent tenths in words, diagrams and fractions eg.



## Mathematical Talk

How many tenths are shaded?

How many more tenths do I need to make a whole?

When I am writing tenths, the \_\_\_\_\_ is always 10

4a. Use the image to complete the sentence.



$\frac{1}{3}$  and  $\frac{2}{3}$  make  $\frac{3}{3}$

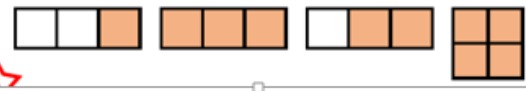
4b. Use the image to complete the sentence.



$\frac{2}{4}$  and  $\frac{2}{4}$  make  $\frac{4}{4}$

5a. Circle two fractions which make a whole.

$\frac{1}{3}$     $\frac{3}{3}$     $\frac{2}{3}$     $\frac{1}{4}$



8a. True or false?

$\frac{6}{6}$  and  $\frac{6}{7}$  are both equal to one whole.

## Varied Fluency

1 If the frame represents 1 whole, what does each box represent? Use counters to represent:

- One tenth
- Two tenths
- Three tenths
- One tenth less than eight tenths

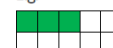


2 The counting stick is worth 1 whole. Label each part of the counting stick.



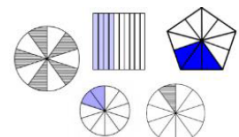
3 Identify what fraction of each shape is shaded. Give your answer in words and as a fraction.

E.g.

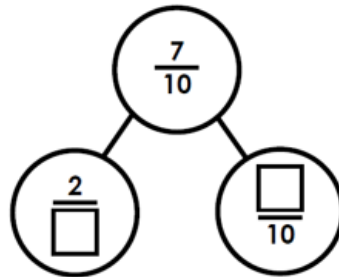
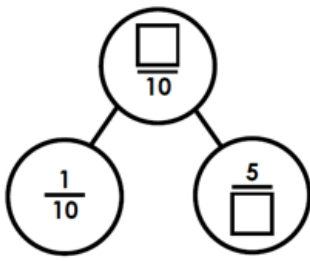
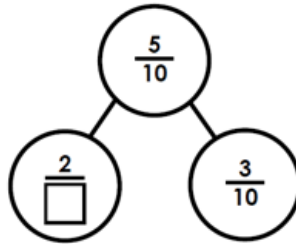
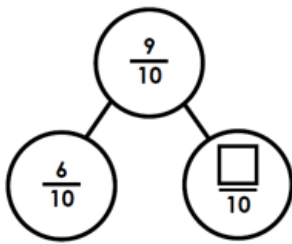


Three tenths

$\frac{3}{10}$



Draw and complete the part whole models



6a. There are ten children in a team.

Six of them are girls.

Write this number as a fraction.

**Watch:**

Please go to the following site/ link to see a further explanation:

**Mental maths:** <https://www.topmarks.co.uk/maths-games/daily10>

Choose level 3 and have a look at the different focuses. You can choose your focuses and there are options to link directly to the learning.

**Focus on lesson 1 -3. There are video guides and activities for each focus.**

<https://whiterosemaths.com/homelearning/year-3/>

**Unit and non-unit fractions** (it does explain mixed fractions as well - although this is not a focus, it is good for the children to gain a deeper understanding and challenge themselves where possible.)

<https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/zxcfjty>

**Making one whole game** <https://www.mamajenn.com/blog/making-it-whole-free-fractions-game/>

**Fraction intro game** [https://phet.colorado.edu/sims/html/fractions-intro/latest/fractions-intro\\_en.html](https://phet.colorado.edu/sims/html/fractions-intro/latest/fractions-intro_en.html)

**Do:** Please complete selected tasks on your Maths IXL

1. **W.1**

Halves, thirds and quarters

2. **W.2**

Identify the fraction

3. **W.3**

Understand fractions: fraction bars

4. **W.4**

Understand fractions: area models

5. **W.5**

Match fractions to models

**Reminder:**

You can also spend some time each day on Time Tables Rock Stars. Your username and password are in your Home Learning pack.

**Reading**

Please read the text linked to the literacy tasks you've been given.

Also please continue to read for pleasure - you may want to create a reading diary which could include character descriptions, books reviews etc.

**Writing**

You have your writing tasks in your Home Learning packs. You are either focusing on The Sheep Pig or The Lion, the Witch and the Wardrobe.

Y3 Home writing tasks -The Lion, the Witch and the Wardrobe

Task 1

Children to read chapter 1.

LI: To describe a setting using interesting adjectives.

Children to write a description as Lucy makes her way through the wardrobe and into the woods.

Prompt questions to describe setting description:

1. What could Lucy see as she stepped out of the wardrobe?
2. What could Lucy feel?
3. What could Lucy smell?
4. What could Lucy hear?

Challenge: To include onomatopoeia (Tweet, crunch, squawk, hiss and chirp.)

Task 2

Read page 16.

LI: To write a character description using synonyms.

Children to write a character description of Mr Tumnus using synonyms for the following words

- Tall
- White
- Man
- Hairy
- Red
- Strange

**Challenge:** To include inference

On pg. 26 by Mr Tumnus opening up to Lucy about why he stopped to speak to her, what does this tell us about how he feels and his personality? Honest? Loyal to the White Witch?

### Task 3

**LI:** To write a diary entry using the past tense.

Children to write a diary entry from the perspective of Lucy about her visit to Narnia.

- How did you find the wardrobe? Did you expect to find Narnia?
- What was inside the wardrobe? (Use descriptive writing).
- Who did you meet inside the wardrobe? (Description of Mr Tumnus)
- Did you enjoy your time in Narnia? Would you like to return?

### Task 4

**LI:** To use inverted commas to write direct speech accurately.

Read pg. 30 - 32. Children to write a dialogue between Lucy and her brothers/sister.

**Challenge:** To use different sentence types (questions, statements, exclamatory)

### Task 5

**LI:** To write a letter using emotive language

Children to think about how Lucy feels when her siblings do not believe her about her adventure.

From the perspective of Lucy write a letter in first person using emotive language eg. I am absolutely distraught that my brothers and sisters think I am being deceptive!

Or

### **Writing activities: Year 3 Sheep Pig**

#### **Task 1: Answering questions**

The Sheep-Pig: Ch.1

Read Chapter1

Answer these questions in full sentences:

1. Who do you think is on the telephone?
2. What details do you know about this setting?
3. What did the fair sound like?
4. What do you know about the characters of Mr and Mrs Hoggett?
5. Why do you think the piglet didn't squeal when Farmer Hogget picked it up?

#### **Task 2: Describing the setting**

The Sheep-Pig: Ch.2

Read Chapter 2

Draw a picture of the setting described in chapter 2, label your pictures with words that were mentioned in the chapter. Take your time drawing and labelling!

Then write a couple of paragraphs describing this setting using some great descriptive vocabulary.

**Task 3: Writing a character description**

The Sheep-Pig: Ch.3

Read Chapter 3

Firstly, answer these questions in full sentences:

1. Where can't Babe go?
2. Where does Fly go with Farmer Hogget and why?
3. What do the young dogs say about sheep?

Pretend you are a young dog. You work with sheep. Write a description of Babe.

**Task 4: alliteration**

The Sheep-Pig: Ch.4

Read Chapter 4

Many authors enjoy using **alliteration** - a literary device where the author repeats the same sound at the beginning of several words.

Here's an example of alliteration: "... **g**rouching, **g**rouching, **g**rumbling, **g**ripping about something or other."

Using your imagination, create your own examples of sentences using **alliteration**.

**Task 5: sentence openers**

The Sheep-Pig: Ch.5

Read Chapter 5

Can you spot interesting OPENERS the author used? It might be one word or it could be a phrase. Here's an example:

Towards the end of the very next week...

This is a good opener because it gives the reader an idea of when the story is happening.

Can you find more openers and write them? Underline the opener and write ... (so you don't have to write out the whole sentence). Can you think of your own fabulous openers and write 3 sentences?

Grammar

**Learn:**

This week we will be focusing on adjectives and adverbs.

An adjective is a word that describes a noun.

## Adjectives

**Adjectives** are describing words - they tell you more about nouns.

Nouns are 'naming' words - they are used to name a person, place or thing.

Adjectives tell you more about the noun. Using adjectives makes your sentences more interesting.  
For example: The **pretty** girls laughed.

In this sentence:

'girls' is the noun (it says who's laughing).

'**pretty**' is the adjective (it says more about the noun).

Remember that adjectives tell you about the noun, they describe the noun. Don't confuse adjectives with adverbs. Adverbs describe the verb, they tell you more about an action. For example, 'he laughed **loudly**'.

Remember that adjectives usually come before the noun.

You can use more than one adjective if you need to.

eg Joe loved driving his parents' **expensive, new** car home along the **beautiful, long, winding** coast road.

Adjectives can also come after the verb 'to be'.

eg Sam is **blonde** and **gorgeous**.

Increase the range of adjectives you use to make your writing more interesting. For example: 'nice' can be replaced by **friendly, tasty, sunny, interesting, pretty, comfortable** etc, depending on what you are describing.

## What are adverbs?

Adverbs are words that **tell us more about verbs** - they **add** information to the verb.

(A verb is a 'doing' word or a 'being' word: eg walk, feel.)

Using adverbs makes your sentences **more interesting**. Any verb you use can have an **adverb** added:

The girl smiled **nervously**.

The boy grinned **sheepishly**.

The light shone **feebly**.

## Watch:

Adjectives: <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc>

Adverbs: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>  
<https://www.bbc.co.uk/teach/skillswise/adverbs/zhfrpg8>

## Do:

English IXL tasks: **Adjectives and adverbs**

### 1. P.3

Identify the adjective that describes the noun



2. **P.4**

Identify adjectives

3. **P.7**

Identify adverbs

4. **P.8**

Choose between adjectives and adverbs

If you finish these and you want some more activities to do, try one of these:

Activities for adjectives: <http://teach.files.bbci.co.uk/skillswise/en25adje-l1-w-write-your-own-advert.pdf>

<http://teach.files.bbci.co.uk/skillswise/en25adje-e3-w-find-the-adjectives.pdf>

Activities for adverbs: <http://teach.files.bbci.co.uk/skillswise/en26adve-e3-w-find-the-adverbs.pdf>

<http://teach.files.bbci.co.uk/skillswise/en26adve-l1-w-adverbs-gap-fill.pdf>

## Grammar

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<https://www.bbc.co.uk/teach/skillswise/adverbs/zhfrpg8>

### Do:

English IXL tasks: **Adjectives and adverbs**

5. **P.3**

Identify the adjective that describes the noun

6. **P.4**

Identify adjectives

7. **P.7**

Identify adverbs

8. **P.8**

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<http://teach.files.bbc.co.uk/skillswise/en25adje-e3-w-find-the-adjectives.pdf>

Activities for adverbs: <http://teach.files.bbc.co.uk/skillswise/en26adve-e3-w-find-the-adverbs.pdf>

<http://teach.files.bbc.co.uk/skillswise/en26adve-l1-w-adverbs-gap-fill.pdf>

## Science

In science we have been learning about forces and magnets.  
Here are some activities you can do at home to consolidate your child's learning:

Suggestions of tasks to do at home.

Useful sites for more information <https://easyscienceforkids.com/all-about-force-push-and-pull/>

<https://www.dkfindout.com/us/science/forces-and-motion/what-is-force/>

Science Max - <https://www.youtube.com/watch?v=o-LkQrvdzjA>

# Forces and Magnets



Write the letters of the correct answer cards next to the questions below.

Questions	Answer Card Letter
1. Can you name a metal that is attracted to magnets?	
2. Will the north pole of a magnet attract or repel the north pole of another magnet?	
3. Can you name a magnet other than a bar magnet?	
4. Will an aluminium drinks can be attracted to a magnet?	
5. Will the south pole of a magnet attract or repel the north pole of another magnet?	
6. Will an iron nail be attracted to a magnet?	

Design and label your magnetic game in the box below.



How does your game use magnetic forces to attract materials?

Use these words to help you explain your ideas.



magnet



attract



iron



steel



paper clip



force

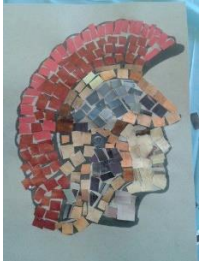


pull

## Art

We have been experimenting and creating our own mosaics in art relating to our topic focus (Romans).

The children can show their creativity through using the technique of mosaics art and create their own mosaic picture using recycled newspaper, magazines, and leaflets. Take a picture and email me. I am looking forward to seeing your amazing creative side!



Step 1: Sketch out your idea first in pencil e.g. Roman soldier, grapes, vase etc.



Step 2: Flip through your magazines and find colours that you would like to use in your image. Gently tear out those pages and cut them into strips.



Step 3: Using your glue stick, place a thin coating of glue on the back of your magazine tiles.



Step 4: You may need to overlap tiles.



### PE/ Yoga

Joe Wicks is providing free PE lessons live at 9am each day via his YouTube channel. This is a great way to start the day and is suitable for all ages. Either google 'Joe Wicks PE lesson' or go to the link below:

<https://www.thebodycoach.com/blog/pe-with-joe-1254.html>

We will also be providing an online yoga lesson from Kamlyn who used to teach the yoga club at Walnut Tree Walk. This is a session exclusively for children at Walnut Tree Walk and is free for you! The time and details will be sent later.