



Year 3 Home Learning week beginning 27/04/20

Please see below the tasks we would like your child to work on this week. Please do what you can but do not worry if you cannot complete all the work. Just do the amount of work that is right for your individual child and do not worry if it does not all get completed. We understand that each and every one of you is facing different circumstances and challenges.

If you have any problems, please remember that you can email me at nreid@wtwschool.co.uk tbrown@wtwschool.co.uk during school hours. I will also be calling once a week so please feel free to use that call to ask for any help with any of the tasks, or to share what you have been doing.

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

Information for Parents:

This week we will be focusing on **Time**. Time is an area of maths that some children find easy and others take a while to master. Therefore, some children may find this week easy and it will mainly just be a recap of previous learning and for others it may be more challenging. If your child works through this quickly, they can move on to the IXL tasks.

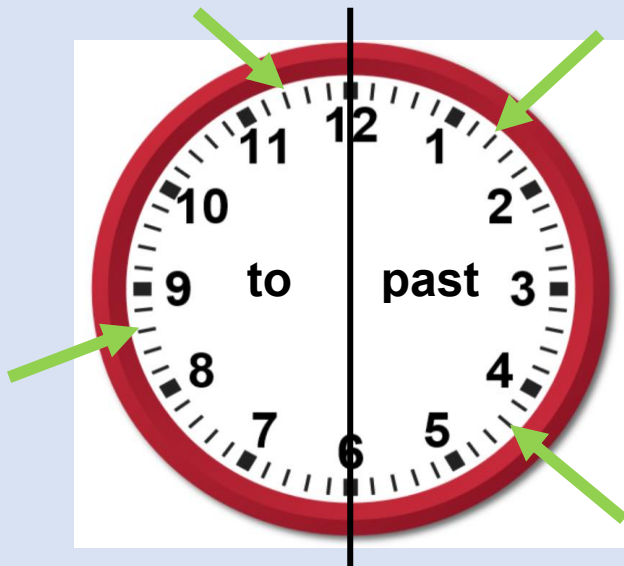
Months and Years: Begin to look at the concept of years and months. Introduce leap years and how they are different from a non-leap year. Children should explore years using calendars to investigate the number of days in each month. Rhymes and songs are helpful for children to remember the number of days in each month. Which month changes when there is a leap year? Are there any other months that change length? Is this year a leap year? When will the next one be? When was the last one?

Hours in a day: Recap on the number of hours in a day and introduce language such as 'noon', 'midday', 'midnight'. Other facts such as days in a week/month are also reviewed. Attention should be drawn to the difference between a school week and a calendar week and between day-time and a day. What time does the day start? How many hours are there in a day? How many hours do you spend at school in a day? When does school start and

finish? Why does a clock show 11 o'clock twice in a day? Does the weekend and the school week split a whole week in half?

Telling the time to 5 minute: Start to teach your child how to tell the time to the nearest 5 minutes on an analogue clock. Focus on the language of "past" and "to", and start to recognise and use Roman numerals on a clock face. Attention should be drawn to the differences between the minute hand and the hour hand. This is especially important for times that are close to the next hour, for example, 5 minutes to 12. Which of the hands is the minute hand and which is the hour hand? Is the minute hand past or to the hour? How many minutes past/to the hour is the minute hand? If the minute hand is pointing at the 6, how many minutes have passed in this hour? What do you notice about the clocks?

Telling the time to the minute: Focus on telling the time to the nearest minute using an analogue clock. Use the terms 'past' and 'to'. When telling time 'to' the next hour, your child may need to count on to find how many minutes are left in the hour. Which hand is the minute hand? Which hand is the hour hand? How many minutes is it past the hour? How many minutes is it to the next hour? When are the minutes to an hour and the minutes past an hour the same?



Using a.m. and p.m.: Begin to use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day. Continue using analogue clocks and then introduce your child to digital time. How do you know whether a time is in the morning or afternoon? What times could be a.m.? What times could be p.m.? What is the difference between analogue and digital? What would the time look like on an analogue clock? How can we change analogue to digital?

Mymaths.co.uk tasks

This is a suggested break down of a lesson per day but it is up to you when they are completed in the week.

Monday

Today the focus will be on Months and years.

Children are to complete section 8 of the lesson:

	<p>Measurement > Y3 Time 1 (Number 8 only)</p> <p>No homework task today on My Maths but you could do Q13, Q14 and Q15 if you have time.</p>
Tuesday	<p>Today the focus will be on Hours in a day.</p> <p>Children are to <u>complete the lesson</u>:</p> <p>Measurement > Y3 Telling the time 2</p> <p>and then complete the homework activity.</p>
Wednesday	<p>Today the focus will be on telling the time to 5 minutes</p> <p>Children are to <u>complete the lesson</u>:</p> <p>Measurement > Y2 telling the time to 5 mins</p> <p>and then complete the homework activity.</p> <p>Your child may find it helpful to watch the following video on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zcmdwxs</p> <p>https://www.bbc.co.uk/bitesize/clips/zmw7tfr</p>
Thursday	<p>Today the focus will be on telling the time to the minute</p> <p>Children are to complete <u>sections 1 to 6</u> of the lesson:</p> <p>Measurement: Y3 Time 1 (No.1 - 6)</p> <p>No homework task today on My Maths but you could do Q1, Q2 and Q3 on IXL if you have time.</p> <p>Your child may find it helpful to watch the following video on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zkfyedm/articles/zcrmqty</p>
Friday	<p>Today the focus will be on using a.m. and p.m.</p> <p>Children are to <u>complete the lesson</u>:</p> <p>Measurement > Y3 Time 1 (Number 7)</p> <p>and then complete the homework activity linked to this unit.</p> <p>Your child may find it helpful to watch the following video on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zkfyedm/articles/zcrmqty</p>
<p>Extra Optional Work:</p> <p>If you would like to do some optional additional work linked to this, please try the following IXL tasks:</p>	

Time

Q15 Read a calendar

Q12 Days of the week

Q13 Months of the year

Q14 Number of days in each month

Q1 Match clocks and times

Q2 Match analogue and digital clocks

Q3 Read clocks and write times

Q4 Time words: o'clock, half, quarter

Q5 A.M. or P.M.

Q10 Relate time units

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 daily a book of your choice for at least 30 minutes.

Alternatively, you can read a free copy of the children's newspaper, First News, found at:

https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2020/03/Lores_718-1.pdf

Writing

Information for Parents:

This week we will continue to focus on imaginary worlds in our writing (fantasy genre). I would suggest completing the grammar tasks before the writing tasks as this will help with the children's understanding.

Focuses when writing include;

- Adventurous language (if possible, use a thesaurus to expand your vocabulary)
- Using a range of punctuation - challenge: could you include a rhetorical question?
- Descriptive words and phrases - e.g. similes, personification

Using the story mountain template, you are going to plan and write your own fantasy story based on the image below.



My Story Mountain

Use the Story Mountain to help you plan your story

The Story Mountain helps you remember each stage.

www.communication4all.co.uk

Helpful hints

- Try to use interesting sentence starters for each stage of your story
- Use connectives in the middle of sentences.
- Check your story! Have you used the correct punctuation?
- Remember to start a new line when someone new speaks.

Task 1

LI: To plan your fantasy story.

Use the story mountain to plan each section of your story.

Features of a fantasy story

- an imaginary setting
- good and bad characters
- magic
- conflict
- possibly talking animals
- a way into the fantasy world and a way

The diagram is a story mountain template. It features a central mountain shape with a green base and brown upper slopes. Six rectangular boxes are placed around the mountain, each with a label and horizontal lines for writing:

- Settings**: Top left box.
- Problem**: Top middle box, partially overlapping the mountain's peak.
- Characters**: Top right box.
- Build Up**: Middle left box, on the left slope.
- Resolution**: Middle right box, on the right slope.
- Introduction**: Bottom left box.
- Ending**: Bottom right box.

A white label with the text **Story Mountain** is positioned at the base of the mountain.

Task 2

LI: To write the introduction and build up of your story using fronted adverbials.

Make sure you use your plan and read your sentences to check that they make sense.

Task 3

LI: To use different sentence types to explain the conflict in your story.
If you can get onto the resolution and ending of your story throughout the week that would be fantastic!

Learn:

This week we will be focusing on:

- Using a range of fronted adverbials
- Using different sentence types

Fronted adverbials go at the beginning of a sentence and describe the verb in the sentence (why, when or how). The link in the **Watch** section will give further explanation

Different types of sentences include, statements, questions, exclamations and commands.

Watch:

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

Fronted adverbials explanation and examples <https://www.youtube.com/watch?v=Lk-LIc3dWA>

Different sentence types <https://www.youtube.com/watch?v=BWiwftl8pgE>

Do:

Task 1 - Complete the sentences using the fronted adverbials. You can then use the examples of fronted adverbials that are given in your writing tasks.

Fronted Adverbials

A **fronted adverbial** goes at the beginning of a sentence.

It describes the verb in the sentence.

It describes **where**, **when** and **how**.



Last week, he went to the dentist.



Suddenly, the laptop broke down.



Outside my house, I stepped in a chewing gum.

Time-When

Every Tuesday
During the night
When I woke up
After school

Manner-How

Slowly
Gently
Nervously
Dangerously

Place-Where

In the woods
Up in the mountains
Under a cloudless sky
In the garden

Make your own sentences. Starting phrase is given.

1. Every Tuesday, _____
2. In the middle of the night, _____
3. in the summer, _____
4. Yesterday, _____
5. In the distance, _____
6. As fast as he could, _____
7. Unfortunately, _____
8. In the garden, _____
9. When I woke up, _____
10. After school, _____

Task 2 - Write 5 sentences for each different sentence type.

Question/Command/Exclamation/Statement

E.g. Where are you going? (question)

Put that book down. (command)

How beautiful the day is! (exclamation)

I love to dance. (statement)

Science

This week we will still be focusing on Light, specifically sun safety.

Please read through the information in this link to learn more about sun safety

<https://www.bbc.co.uk/newsround/48609398>

Watch this sun safety video - <https://www.youtube.com/watch?v=ZwpbuCJr63E>

And make notes of the key things to stay safe in the sun.

Sun safety video <https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids>

Task 1 - Using what you have learnt so far, create a sun safety poster. Make sure it is eye-catching and includes important information to let people know how to keep safe in the sun.



Creative Activities and PE

If you would like to, why not try one or more of the following activities:

Drama

London Bubble Theatre Company have produced some fun drama games and activities that can be done in the home. Walnut Tree Walk children love to use their imagination so this could be a great resource. Either google 'London bubble speech bubble' or go to the following link:

<https://www.londonbubble.org.uk/wp-content/uploads/2018/12/Drama-games-pack.pdf>

Art

Using similar technique from your self- portrait of creating dark and light tones, create still life drawing of a shaded flower (or any natural life). Look at examples below:



CoolIt Art have some great free resources, activity ideas and lessons available here:

<https://www.coolitart.com/teaching-packs/>

Why don't you give one of them a try and send me a picture?

Theatre

The school have signed up for free access to the National Theatre Collection. Children and their families can view these National Theatre productions online. We are still waiting for them to send us the username and password, and will send it out as soon as we have it.

Not all the productions will be suitable for primary age children so please ensure that you check the suitability before your child watches anything.

Music

Why not try and make some instruments using items that you would normally put in the recycling. You can watch this video for inspiration:

<https://www.youtube.com/watch?v=ck8HlhHPLfQ>

If you have borrowed an instrument from the school library, you should have received some music sheets to help you learn at home. If you need more, please contact Chris cbrown@wtwschool.co.uk

	<p>You could have a go at composing your own music. Go to the following link: https://www.classicsforkids.com/games/compose_your_own_music.php</p> <p>There are lots of great activities on the BBC Bring the Noise website for children of all ages: https://www.bbc.co.uk/teach/bring-the-noise</p>
Dance	<p>Emanuela will be doing a weekly dance lesson for the children at Walnut Tree Walk. This video lesson can be accessed at any time. The link will be sent out when it is ready each week. You should have received last week's class already and the next class will be sent out during the week.</p>
Yoga	<p>We will continue to provide an online yoga lesson from Kamlyn each week. This is a session exclusively for children at Walnut Tree Walk and is free for you. This lesson can be accessed at any time. The link will be sent out when it is ready each week. You should have received the link to the first class already.</p>
PE	<p>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</p>