



Year 3 Home Learning week beginning 11/05/20

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 Properties of shape. **Properties of Shape** is an area of maths where children will develop an understanding and recognise angles as a property of shape or a description of a turn. They will learn to identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle; identify horizontal and vertical lines and pairs of perpendicular and parallel lines; draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

Turns and Angles

Children recognise angles as a measure of a turn. Use previous knowledge on fraction and time to practice making $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and whole turns from different starting points in both clockwise and anti-clockwise directions in practical contexts. They should listen to/follow instructions and also give instructions using the correct mathematical language in different contexts. Children to understand that an angle is created when 2 straight lines meet at a point.

Questions to ask

If we start by facing _____ and make a _____ turn, what direction will we be facing? If we face _____ and turn to face _____, what turn have we made? If we face north and make a quarter turn clockwise, which direction will we be facing? What if we turn anti-clockwise? What would the time be if the minute hand started at 1, then made a quarter of a turn? Can you see any angles around the house?

Right angles in shapes

Children start to recognise that a right angle is a quarter turn, 2 right angles make a half-turn, 3 right angles make three-quarters of a turn and 4 right angles make a complete turn. Children need to see examples in different orientations so that they understand that a right angle does not have to be made up of a horizontal and vertical line.

Questions to ask

How many right angles make a half turn/three-quarter turn/ full turn? Where can you see a right angle in the classroom/ around school/ outside? Which shapes contain right angles? Can you think of a shape which doesn't have any right angles? How many right angles does a _____ have? Can you draw a shape with _____ right angles? What headings would we place in our table?

Comparing angles

Children identify whether an angle is greater than or less than a right angle in shapes and turns, by measuring, comparing and reasoning in practical contexts. Children are introduced to the words 'acute' and 'obtuse' as a way of describing angles.

Questions to ask

What is an acute? (Give 3 examples of acute angles and ask them to identify what's the same about them. Draw out that they are all smaller than a right-angle). What's an obtuse angle? (Repeat activity by giving 3 examples of obtuse angles). Can you give me a time where the hands on the clock make an acute/obtuse angle? Can you see an acute/obtuse angle around the classroom? Can you draw me a shape that contains acute/obtuse angles?

Horizontal and vertical/ Parallel and perpendicular

Children identify and find horizontal and vertical lines in a range of contexts. They identify horizontal and vertical lines of symmetry in shapes and symbols.

Children identify and find parallel and perpendicular lines in a range of practical contexts. They use the arrow notation to represent parallel lines and the right angle notation for perpendicular lines. Ensure that children are presented with lines that are not horizontal and vertical. Children may need to use their right-angle tester to help them check that lines are perpendicular.

Questions to ask

What can you use to help you remember what a horizontal line looks like? (The horizon) Can you see horizontal and vertical lines around the classroom? What do we call a line that is not horizontal or vertical? Which shapes/symbols/letters have a horizontal/vertical line of symmetry? Which have both? Can you draw your own shape that has a horizontal and vertical line of symmetry?

Where might you see sets of parallel lines in the environment? Can you see sets of parallel and perpendicular lines around the classroom? Which shapes have only parallel lines? Which shapes have perpendicular lines? Which shapes have both parallel and perpendicular lines?

Recognise and describe 2D & 3-D shapes

Children recognise, describe and draw 2-D shapes accurately. They use properties including types of angles, lines, symmetry and lengths of sides to describe the shape. They could be given opportunities to identify/draw a hidden shape from a description given and also describe a shape for a friend to identify/draw.

Children recognise and describe 3-D shapes in different orientations. They use properties including the number of faces, edges and vertices to describe the shape. Where a shape has a curved surface, children should know that this is not called a face. e.g. a cylinder has 2 circular faces and a curved surface. Teachers should explore the difference between a prism, which has the same shape all the way through, and a pyramid, which tapers to a point.

Questions to ask

How many angles does a _____ have? What types of angles does a _____ have?
How many lines of symmetry does a _____ have? What kind of lines of symmetry does a _____ have? (vertical/horizontal) What types of lines can you spot in a _____? (perpendicular/parallel) Can you guess the shape from the description given? Can you draw a shape from the description given?

How many faces/edges/vertices/curved surfaces does a _____ have? What shape are the faces of a _____? What types of lines can you see on a _____? Can you spot objects around the classroom that are cubes/cuboids etc.? Can you guess the shape from the description given?

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 Turns and angles.

Your child may find it helpful to watch the following video on BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h>

Children are to complete these tasks:

Task 1: Take your child to the garden or any space in your home where they can practice moving in turns themselves. Label 4 walls/points (for example: North, South, East, West). Give your child instructions to encourage them to make $1/2$, $1/4$, $3/4$ and whole turns from different starting points. Allow your child the opportunity to give instructions too.

Task 2: Look at the hands of the clock. Turn the minute hand one quarter of a turn clockwise. Where is the large hand pointing? What is the new time? What turn has the minute hand made?

Task 3: The letter 'X' has four angles.
Write your name in capital letters.
How many angles can you see in each letter?
How many angles are there in your full name?

Tuesday	Today the focus will be on <u>Right angles in shapes</u>. Children are to complete lesson: Angles 1 (focus on numbers 1- 7). Y3 Geometry > Properties of shapes > Angles 1 They do not need to complete the homework activity linked to this yet - they will do this on Wednesday. Optional Extended task: True or False? This shape has two right-angles. Explain your answer.
Wednesday	Today the focus will be on <u>Compare angles</u>. Your child may find it helpful to watch the following video on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h Children are to complete lesson: Angles 2. Geometry > Properties of shapes > Angles 2 Then they can complete the homework activity linked to this. Optional Extended task: Teddy describes a shape. What could Jack's shape look like?
Thursday	Today the focus will be on <u>Horizontal and vertical & Parallel and perpendicular</u>. Your child may find it helpful to watch the following video on BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zp327hv>

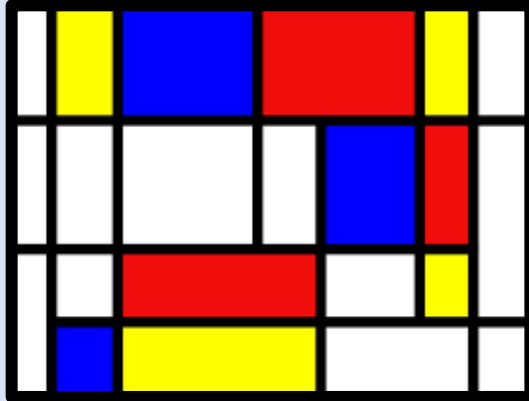
<https://www.bbc.co.uk/bitesize/topics/zrhpf34j/articles/z8t72p3>

Children are to complete lesson: **Angles 1 (focus on numbers 8- 10)**

Y3 Geometry > Properties of shapes > Angles 1

Then they can complete the homework activity linked to this.

Optional Extended tasks:



Task 1: How many horizontal and vertical lines can you spot in this image by Mondrian?

Task 2: These lines are NOT parallel.

Convince me.



Friday

Today the focus will be on Recognise and describe 2D and 3-D shapes.

Your child may find it helpful to watch the following video on BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/z98n4qt>

Children are to complete lessons: **Recap lessons from Year 2**

Geometry > Properties of Shapes > Y2 2D and 3D shapes

Geometry > Properties of Shapes > Symmetry

Then they can complete the homework activities linked to these.

Extra Optional Work:

If you would like to do some optional additional work linked to this, please try the following IXL tasks:

Geometric measurement and lines

Parallel and perpendicular lines

Two-dimensional shapes

Name the two-dimensional shape

Select two-dimensional shapes

Angles: greater than, less than or equal to a right angle

Three-dimensional shapes

Name the three-dimensional shape

Select three-dimensional shapes

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 focus on persuasive writing. Persuasive writing changes or influences someone's opinion. I would suggest completing the grammar tasks before the writing tasks as this will help with the children's understanding.

Focuses when writing include;

- Using different sentence types
- counter argument, emotive language, 1st person, rhetorical question, facts, opinions, balanced review.

Watch both suggested videos before beginning the tasks.

Watch: <https://www.youtube.com/watch?v=hD9arWXIddM>

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-persuasive-text/zkcfbdm>

Task 1 **LI: To plan your persuasive writing**

If you have access to the internet you can research key facts and quotes about your chosen topic to support your reasons. If not just use the knowledge you have.

- Think of a song and artist you really like. You are going to plan to persuade a friend or family member to listen to this song.
Example: One Direction - What makes you beautiful
- List all the reasons you like the song (the more detailed the easier it will be to write)
Example: It has a catchy rhythm that makes you want to dance.
- Once you have done this think about your catchy title!
Example: One Direction moving in a different direction.
- Write your introduction (remember to use first person, 'I')
Example: The new One Direction album is being released this week and I for one cannot wait. Fans have waited a while but now it is here. I think this album is going to be amazing because it includes my favourite song of all time, 'What makes you beautiful'.

Task 2

LI: To write a persuasive review.

Write your persuasive piece using your plan from the task yesterday. You should have already written the introduction, so now you need to complete your writing, writing each reason why the song is so good using persuasive language.

Remind yourself of the focuses for writing above. This will help you.

Feel free to send your writing over email when you have completed them. See if you can persuade your teacher!

Task 3

LI: To write a letter to persuade.

Imagine that you want a dog or cat as a pet. You are going to write a letter to your parent/carer trying to convince them to let you have one.



Things to include;

- Emotive language
- First person
- Clear facts and opinions

Example

56 Summer Drive
London
SE4 9LN

Dear Mum,

As you may have noticed I have grown up to be a responsible and caring young person. I have been working really hard with all my schoolwork lately and not giving you any stress, therefore I feel it's reasonable to ask for the pet of my dreams. Can you guess what it is? Well I will tell you. My life would be complete if you bought me a cute puppy.

Grammar

Learn:

This week we will be focusing on:

- To revise different sentence types

Different sentence types include commands, statements, questions and exclamations.

Watch:

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

Different sentence type song: https://youtu.be/n_foMADqjSc

Do:

Task 1 - Copy out the sentences and identify what type of sentence they are.

1. What a lovely day! (Answer: Exclamation)
2. Where is the theatre?
3. Pick up your litter now.
4. I like going on holiday to hot countries.
5. How cute!
6. Is it time to have lunch yet?

7. I went to the park yesterday for a nice walk.
8. Sit on that chair properly.
9. Are you 10 years old yet?
10. I don't like eating custard.

Extension: Write 3 examples of each type of sentence of your own.

Task 2: Find and copy definitions of these persuasive techniques. This will help you with your writing.

- Flattery
- Commands
- Emotive language
- Rhetorical question
- Opinion
- Fact

Science

This week we will focus on animals.

Watch this video. What is classification?

<https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>

Vertebrae and invertebrate animals (you may want to pause at points and make notes)

<https://youtu.be/KjpGfqgvQ3E>

Name:		Date:
Classifying Animals		
Amphibians	Mammals	Birds
Insects	Fish	Reptiles

Here are some definitions, I suggest you do your own research as well to help you complete this task. I have given you the first 3.

Task 1 -Find the definitions of insects, fish and reptiles.

Amphibians are small vertebrates that need water, or a moist environment, to survive. The species in this group include frogs, toads, salamanders, and newts.

A mammal is an animal that breathes air, has a backbone, and grows hair at some point during its life.

Birds are the only living animals that have feathers.

Insects:

Fish:

Reptiles:

Task 2- Complete the table by drawing and labelling 2 or more examples in each section.

Creative Activities and PE	
If you would like to, why not try one or more of the following activities: Lambeth have created an excellent website with links to lots of creative websites and activities. You can filter by age group and category (eg art, dance, music, poetry etc). https://elevatelambeth.london/	
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	This week's art is link with our maths: Create your own 3D map of where you live or somewhere you would like to visit. Here are a few examples:



Your child may find it helpful to watch the following video on BBC Bitesize: <https://www.bbc.co.uk/bitesize/clips/zv3cd2p>

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?

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

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

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>

Dance	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.
Yoga	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.
PE	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