



Year 3 Home Learning week beginning 18/05/20

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 Mass & Capacity. **Mass & Capacity is an area of maths where children will develop an understanding of how to measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).**

Remind the children: **1000 grams (g) = 1 kilogram (kg)**
 1000 millilitres (ml) = 1 litre (l)

Measure mass: Children learn how to read a range of scales to measure mass, including scales with missing intervals. In this step, children read scales in either kilograms or grams. Children measure the mass of objects and record them as a mixed measurement in kilograms and grams. Recap counting in different multiples (5, 10, 50 and 100) to support children's reading of scales with different intervals.

Questions to ask

How can we measure the mass of an object? When would we use kilograms or grams to measure the mass of something? What's the same, what's different about the scales? How do we know what each interval is worth? Which is heavier, 7 kilograms or 8 grams? How is a scale like a number line? Does drawing a number line help you to find the intervals? Where do we use measuring mass on a daily basis?

Compare mass: Children build on Year 2 knowledge and use 'lighter' and 'heavier' to compare mass. They use their understanding that kilograms are used for heavier objects and will use this to help them compare mass. For example 500 g is less than 500 kg. Children compare mixed measurements using the inequality symbols. For example, 1 kg and 500 g < 2 kg.

Questions to ask

Which item is heavier or lighter? How do you know? Using the symbols or =, what can you tell me about each of the scales? If I added an extra item, what would happen? Can I work out how much one item weighs? Would this be more or less than the other item?

Add and subtract mass: Children add and subtract mass. They use a range of mental and written methods, choosing the most efficient one for each question. Children may use concrete resources to represent kilograms and grams. Children could also use bar models to support them to represent calculations (The top bar in total = the bottom bar):

1kg and 250g	450g	A
2000g		

A is **300g** because 1kg and 250g + 450g + **300g** = 2000g

Measure and compare capacity: Children use litres, millilitres and standard scales to explore capacity. Children build on their knowledge from KS1, recognising the capacity is the amount of liquid a container can hold and the volume is how much liquid is in the container. Children continue to build on Year 2 and use 'full' and 'empty' to compare capacity. They should begin to recognise that 50ml is less than 5l.

Questions to ask

What does capacity mean? What does volume mean? What do we measure capacity and volume in? What unit of measure (ml or l) would we use to measure ____? What is the scale going up in? Which container is the most full? Which container is the least full? What does the liquid measure? Which has the least liquid in it? What does the liquid measure?

Add and subtract capacity: Children add and subtract volumes and capacities. They can apply their understanding of different methods such as column addition/subtraction, finding the difference etc. Children should choose the correct method depending on the context of the problem. They continue to use mixed measures. Children may use concrete resources to represent litres and millilitres. Children could also use bar models to represent calculations (The top bar in total = the bottom bar):

2litres and 250ml (2250ml)	250ml	B
3000ml		

B is **500ml** because 2l and 250ml + 250ml + **500ml** = 3000ml

Mymaths.co.uk and IXL tasks

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

Monday

Today we will be revisiting the measures work we did in Year 2 to help prepare us for the work the rest of the week.

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

Children are to complete lesson: **Comparing measures**

Measurement: Y2 Comparing measures 2

Then they can complete the homework activity linked to this.

Tuesday

Following on from the lesson you completed yesterday, have a go at the following IXL tasks:

[Choose the appropriate measuring tool](#)

[Which metric unit of mass is appropriate?](#)

Wednesday

Today the focus will be on Comparing mass, capacity and length.

Today the task to complete is on IXL: Year 3 S.5 Compare size, weight and capacity

[Compare size, weight and capacity](#)

Then they can complete the following game if they wish.

Y3+Millionaire measures easy

Thursday

Today the focus will be on Mass (or weight). Have a go at these questions. Remember that 1kg = 1000g

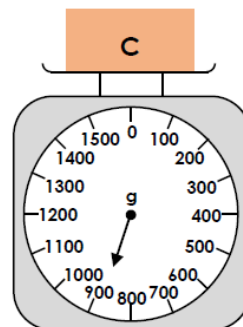
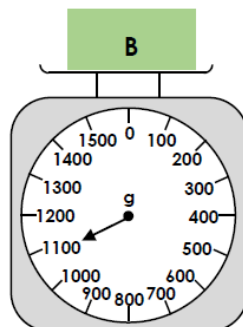
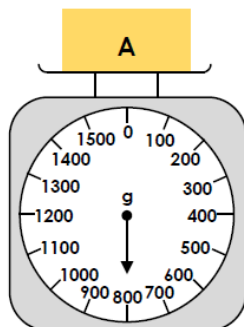
Add and Subtract Mass

4. Solve the calculations and match the answer to the weights shown on the scales.

1. $870\text{g} + 230\text{g}$

2. $1\text{kg and } 420\text{g} - 520\text{g}$

3. $1\text{kg } 50\text{g} - \frac{1}{4}\text{kg}$



VF
HW/Ext

5. Complete the calculations below to find the odd one out.

A. $1\text{kg and } 250\text{g} + 450\text{g} + 230\text{g} =$

B. $2\text{kg and } 450\text{g} - 520\text{g} =$

C. $1\frac{1}{4}\text{kg} + 680\text{g} =$






D. $720\text{g} + \frac{1}{2}\text{kg} =$

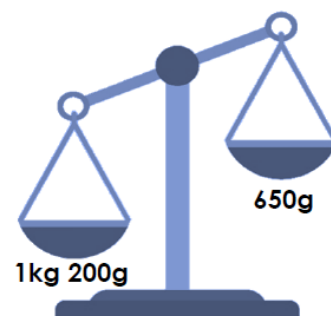
E. $2\frac{1}{2}\text{kg} - 570\text{g} =$



VF
HW/Ext

6. Steph is weighing different fruits. She can add up to three items on each side of the scales. Which items could she use to make the scales correct?

				
pumpkin	pear	orange	pineapple	melon
950g	150g	100g	550g	650g



Identify all possibilities.



RPS
HW/Ext

You can also try this IXL Task too if you would like to.

[Compare and convert metric units of mass](#)

Friday

Today the focus will be on Capacity. Have a go at these questions. Remember that 1 litre = 1000ml

Compare Capacities

4. True or false? The total capacities below have been ordered from least to most.



VF
HW/Ext

5. Tick the inequality statement which is correct.

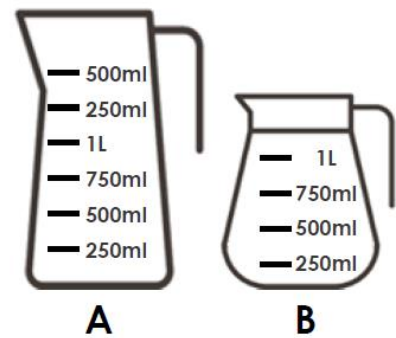


VF
HW/Ext

6. Kayleigh is investigating rainfall. She says,



Container B will fill the quickest because it is the smallest.



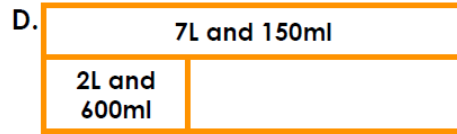
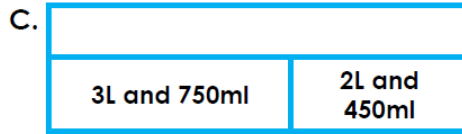
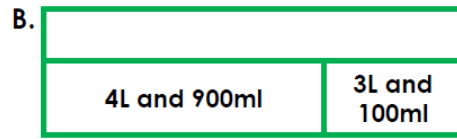
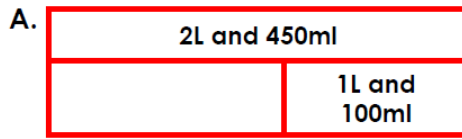
Is she correct? Explain how you know.



RPS
HW/Ext

Add and Subtract Capacities

4. Complete the bar models.

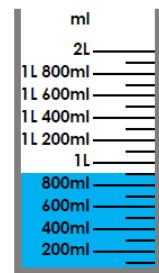
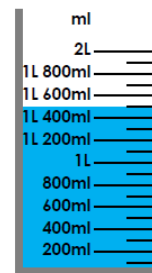
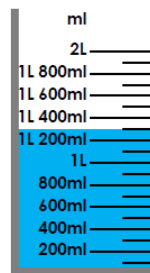


VF
HW/Ext

5. True or false?



There is 2L and 700ml in total.

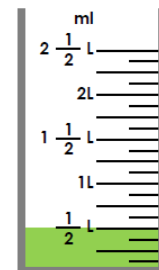
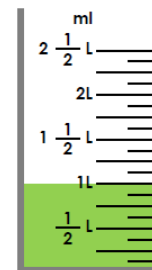
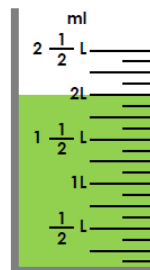


VF
HW/Ext

6. Maxwell is pouring liquids from one container to another.



If I pour $\frac{1}{2}$ L from A into B and then $\frac{1}{2}$ L from B to C, each container will have the same volume.



A

B

C

Is Maxwell correct? Explain how you know.



RPS
HW/Ext

Challenge tasks: Try these if you would like a challenge

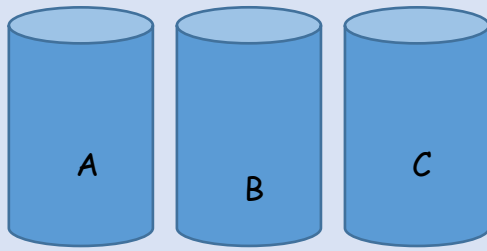
Task 1: To make Summer Punch for 2 people:

- 300 ml of pineapple juice
 - 250 ml of orange juice
 - 500 ml of lemonade
1. How much liquid is used in total to make Summer Punch for 2 people?
 2. How much orange juice would be need to make enough for 4 people?
 3. Would a 1 l bottle of lemonade be enough to make drinks for 6 people?

Task 2: Here are some measuring cylinders.

The total liquid in all three cylinders is 400 ml.

Cylinder A has half of the total amount in it.
Cylinder B has 67 ml less than Cylinder A.
How much liquid does each cylinder contain?



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 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
- Writing in the first person
- Using persuasive language features such as emotive language (appeal to the reader's emotions), rhetorical question, including facts to support your argument, sharing your opinions

Watch: Should schools require students to wear uniforms?

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

Task 1**LI: To list for and against arguments.**

Watch the video above.

The first time just listen to both sides of the argument.

The second time make a list of arguments for uniform and arguments against

Challenge: To add in your own

Example:

For uniform	Against uniform
Clothes can be a distraction if children are talking about what they are wearing	Clothes are a great way to be creative

Task 2**LI: To write using persuasive language.**

Now I would like you to think about which side persuaded you. Are you **for** or **against** wearing school uniform?

You are going to write your own argument.

Things to focus on:

- make sure that your opinion/point of view is clear
- include what the counter argument might be (the other side) and explain why you believe their opinion on this argument is incorrect, eg.
You may believe that if children do not wear uniform that they will not behave in school properly. However, I am telling you that this is not the case and in fact ...
- use emotive language (make the reader feel)

Here are some key phrases that you can use to help yourself get your point across clearly and politely:

'In my opinion...'

'I feel that...'


'Others must agree that...'

'It seems to me that...'

'Some people believe that...'

'For this reason...'

'I agree that...'

	<p>'On the other hand...'</p> <p>Firstly...Secondly....'</p>
Task 3	<p>LI: To create a persuasive mind map.</p> <p>You can choose one superhero power to help others: fly or stop time. Which one do you choose? Why?</p> <p>Decide which superpower you would rather have. Draw you as that superhero and create a mind map with reasons to persuade others why flying or stopping time is a better superpower.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>I would choose to fly because I would be able to get to people in need really quickly</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>I could avoid danger</p> </div> </div> 

Grammar	
Learn:	<p>This week we will be focusing on the use of pronouns</p> <p>Pronouns are words such as me, she, his, them, herself, each other, it, what.</p> <p>Look at these further explanations and examples:</p> <p>https://kids.kiddle.co/Pronoun</p>
Watch:	<p>Please go to the following site/ link to see a further explanation:</p> <p>https://www.youtube.com/watch?v=aSwTIQNLqPA</p> <p>https://www.youtube.com/watch?v=CwQjSsa8VQE</p>
Do:	

Task 1 - Write out the sentences and circle the pronouns.

Pronouns

Directions: Circle the pronoun in each sentence.

- 1) I have piano practice at five o'clock.
- 2) Please ask them.
- 3) Are they home?
- 4) She ate a sandwich.
- 5) My grandpa loves cheese.
- 6) Place everything in the basket.
- 7) This is their apartment.
- 8) Please give it to me.
- 9) Did anyone see my mittens?
- 10) He walked home.

Task 2: A pronoun is a word that takes the place of a proper noun.

e.g. The children played in the park. The children came home early.

The children played in the park. **They** came home early.

Write out the sentence and change the red words into a pronoun.

1. Michael was late for school and **Michael** was going to get into trouble!
2. Sarah was going to Gran's house for tea and **Sarah** was very excited.
3. The kittens were very playful all morning and now **the kittens** were tired.
4. Gemma and I were swimming yesterday and **Gemma and I** swam fifty lengths together.

Extension: Write your own sentences, one for each of the personal pronouns above.

Science

This week we will continue to focus on animals.

You looked at classification last week and started to learn about vertebrae and invertebrate.

Animals can be classified as either vertebrates or invertebrates. Vertebrates are animals that have a backbone inside their body. The major groups include fish, amphibians, reptiles, birds and mammals. Invertebrates do not have a backbone.





















Vertebrae and invertebrate animals

https://www.youtube.com/watch?v=_rQgoohs330

Task: Sort the animals below into vertebrates and invertebrates. Draw and label the pictures.

Think: Do you have a backbone? Where you would you go in the table?

Vertebrate	Invertebrate

<p>oyster</p> 	<p>shark</p> 	<p>horse</p> 	<p>octopus</p> 
<p>penguin</p> 	<p>butterfly</p> 	<p>frog</p> 	<p>starfish</p> 
<p>duck</p> 	<p>snake</p> 	<p>cat</p> 	<p>crab</p> 
<p>sea urchin</p> 	<p>tiger</p> 	<p>spider</p> 	<p>scorpion</p> 
<p>shrimp</p> 	<p>sea turtle</p> 	<p>earthworm</p> 	<p>jellyfish</p> 

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/>

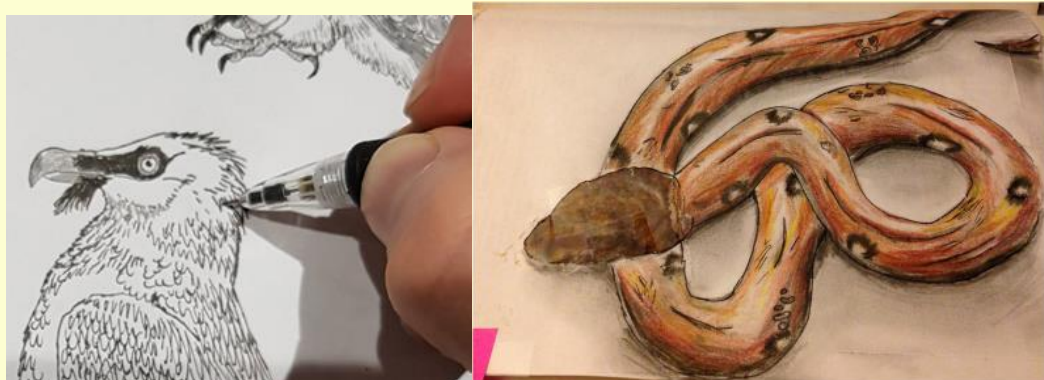
Drama

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 Science: Draw a detail picture of a vertebrate or invertebrate.



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