



Year 3 Home Learning week beginning 04/05/20

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 continuing with **Time**. **Time** is an area of maths that some children find easy and others take a while to master. Some of this week's learning is from the **Year 4** section but we think these lessons are suitable for all year groups when learning or recapping on time. However, if some of the sections are too difficult for your child, do not worry about completing it all. We will revisit time when we return to school, and in **Year 4**.

24-hour Clock: Recap on previous lesson through questioning: Using the 12-hour clock, is the time an a.m. or a p.m. time?

Children spend time looking at analogue and digital clocks at various times throughout the day, in order to compare what is the same and what is different.

Questions to ask

What will the number representing the hour be in 24-hour clock time? How do you know if it will be less than 12 or more than 12? What will the minutes be in 24-hour time? Where can you count from? When does the number of minutes become 0 again on a 24-hour clock display?

Finding the duration: Children find the durations of events using both analogue and digital clocks. They should be given opportunities to practically work out durations of time using clocks with moveable hands. Number lines are also a useful model. Children explore the most efficient ways of breaking the time down in order to work out the duration. For example: half hours, quarter of an hour and five minutes.

Questions to ask

When did _____ start, and when did it finish? How many hours/minutes is a full turn of the minute hand around the clock? Do we need to count each individual minute? How else could you break down the duration to make it easier to count?

Comparing the Duration: Children compare durations of time using analogue and digital clocks. They could use empty number lines to model the situations as these will assist with bridging over hours. They use their knowledge of addition and subtraction, and that there are 60 minutes in an hour, to compare the length of time taken by particular events or tasks.

Questions to ask

Which is the longest amount of time? Which is the shortest amount of time? Is _____ longer or shorter than _____? How much longer was _____? How much shorter was _____?

Start and End Times: Children find start and end times to the nearest minute using both analogue and digital times. **For example, If playtime starts at five past ten and lasts for 20 minutes, what time will playtime end?**

You could use real clocks with moveable hands whilst learning how to add and subtract times, and then move to number lines to help calculate start and end times.

Questions to ask

Which hand do you need to move? Do you need to move the hand clockwise or anti-clockwise? What time should the number line start at? Will you jump forwards or backwards? How many intervals will you break the duration into? Would a part-whole model help?

Measuring Time in Seconds: Children measure and compare durations of time in seconds. It is important for children to have a realistic sense of what time in seconds feels like, as they often count in seconds too quickly. They could use a stopwatch to compare, for example, counting to 10 seconds in their heads with the actual timed duration. They recognise that there are 60 seconds in one minute and use this to write durations of time in different ways e.g. 80 seconds is the same as 1 minute and 20 seconds.

Questions to ask

What can we use to measure time in seconds accurately? Can you suggest a task that lasts _____ seconds? Which task took the longest/shortest time to complete? How many seconds are there in 1 minute? If a task takes longer than 60 seconds, how else could we record the duration of time? How could we work out how many seconds there are in _____ minutes?

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 24-hour Clock.

Children are to complete lesson: **Time 2 (Focus on numbers 1- 6)**.

Measurement: Y4 Measurement > Measurement > Time 2

Then they can complete the homework activity linked to this. If they found this lesson difficult, they might find the following tasks easier to do:

Optional Task 1: Create a diary using pictures to show your day from waking up to going to bed. Label these events using both 12-hour clock and 24-hour clock times.

Optional Task 2: Jan is having a birthday party in a church hall. Here is a list of what is happening and when. Can you show the times on the digital clocks?

Party starts Half past 2 in the afternoon.

Bouncy castle 20 minutes to 3.

Party games 10 minutes past 3.

Party food Quarter to 4.

Bouncy castle Quarter past 4

Party ends 10 minutes to 5

Tuesday

Today the focus will be on Finding the duration.

Children are to complete lesson: **Time between**.

Measurement: Y3 Measurement > Measurement > Time between

Then they can complete the homework activity linked to this.

Wednesday

Today the focus will be on Comparing the Duration.

Children are to complete lesson: **Comparing time 2**.

Measurement: Y2 Measurement > Comparing time 2.

Then they can complete the homework activity linked to this.

Thursday

Today the focus will continue to be on Comparing the Duration.

Task 1: Below is a Year 3 timetable for a school day.

1. Apart from the two register times, which is the shortest 'block' on the Year 3 timetable? How long is this 'block'?

2. Which is longer - Morning lessons 1 or Morning Lessons 2? How did you work this out?
3. Which is longer - Morning lessons 1 or Afternoon Lessons? How did you work this out?

Doors open at 08:30
Register 08:40 to 08:45
Morning lessons part1 08:45 to 10:00
Assembly 10:00 to 10:20
Break 10:20 to 10:35
Morning lessons part2 10:35 to 12:10
Lunch 12:10 to 13:00
Register 13:00 to 13:05
Afternoon lessons 13:05 to 15:00
End of school day at 15:00

Extended Task 2: Here is a timetable for a music festival.

Artist	Nag and Moan Man	Emily Sandwich	Dua Leapfrog	Cold Bandage	The 1957	Ted Sheeran
On stage	15:00	15:50	16:45	17:50	19:20	21:00
Finish	15:20	16:15	17:20	18:50	20:30	22:50

- a) Emily Sandwich was on stage longer than Nag and Moan Man. She spent _____ minutes longer on stage.
- b) Cold Bandage were on stage longer than Dua Leapfrog. Cold Bandage spent _____ minutes longer on stage.
- c) The 1957 were on stage for a shorter amount of time than Ted Sheeran. The 1957 spent _____ minutes less time on stage.

Friday

2 options for today. Either:

Option 1: If your child has found the work this week quite challenging, today they can try the following IXL tasks:

[Elapsed time I](#)

[Elapsed time II](#)

Option 2: If your child would like a bit of a challenge they could try the following My Maths lesson, focusing on Start and End Times.

Measurement: Y4 Measurement > Time calculations.

Then they can complete the homework activity linked to this.

Extra Optional Work:

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

Time

[Compare clocks](#)

[Time patterns](#)

[Relate time units](#)

[Read a calendar](#)

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:

- Using expanded noun phrases to add detail
- Using a range of conjunctions to extend sentences

Task 1

LI: To write a letter using conjunctions.

You find an injured stray cat on your way from school. You decide to nurse it back to health but soon you find out that it has magical powers!

Write a letter to someone of your choice explaining what has happened.



Remember to include an address.

Example (I have highlighted the conjunctions in red)

4 Alley Road
London
SE17 8NH

Dear Susan,

You will not believe what has happened to me today! I was casually strolling on my way back from school when suddenly I hear a purring noise. I cautiously turned my head and saw this cute, tiny cat with light fur and big brown eyes. I instantly stroked it **because** I absolutely love cats **and** that is when I noticed that its back leg was injured. I scooped it up and **although** it seemed timid, it seemed to like me.

Task 2

LI: To use expanded noun phrases to describe.

Write a description of the setting below using expanded noun phrases. Write two or three paragraphs.

Challenge: Can you find synonyms for the words below and improve your writing?

Ideas of adjectives:

- Calm
- Beautiful

- Colourful
- Tall
- Big



Task 3

LI: To write a descriptive poem.

You follow a rainbow to the end. What do you find?

Write your own poem that describes what happens. Remember its fantasy so anything can happen. As a challenge you can try to make your poem rhyme!



Grammar

Learn:

This week we will be focusing on:

- Using conjunctions
- Using expanded noun phrases

A **conjunction** is a word that joins words, phrases or parts of sentences.

An **expanded noun phrase** is a phrase made up of a noun and at least one adjective. If one or more adjectives are listed to describe the noun, a comma should be added to separate the words in the sentence.

Watch:

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

As you watch this video it would be a good idea to note down some of the conjunctions so that you can try to use them in your writing.

Conjunctions explanation (there a different type which will be explained with examples).
There is also a quiz on this page

<https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zvh37nb>

Conjunction song <https://www.youtube.com/watch?v=k2ug9xrOIas>

Expanded noun phrase explanation and quiz

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>

Do:

Task 1 - Can you spot the conjunctions in these sentences? Write the sentences and underline the conjunction.

1. I put on my shoes and I went out to play.
2. I can't eat my sweets until after dinner.
3. I can't go out tonight because I have to stay in and do my homework.
4. It had been a long time since I had last played football.
5. I was going to eat the sweets but I saved them for my sister.
6. She was kind to me although she wouldn't let me play with the lego.

Extension: Write your own sentences using the conjunctions below.

Each sentence must be different and interesting.

- Because
- Also
- However
- Although
- Then
- When

**Task 2 - Write expanded noun phrases for each of the animals below.
Try to use interesting adjectives and don't forget your punctuation.**

Example: The ferocious, sly, fox with pointy ears.



Science

This week we will still be focusing on Light and making shadows.

Watch this about light and shadows <https://www.youtube.com/watch?v=YuUJCNzfoBw>

Light and shadow compilation <https://www.bbc.co.uk/bitesize/clips/zshxpv4>

Task 1 - Write a short explanation of how shadows are created. (hint, the answer is in the video you have watched)

Other activities to do:

EXPERIMENT WITH SHADOWS

Blocking different light sources with different types of objects at different angles will form different types of shadows.

Encourage children to experiment and have fun playing and learning with shadows. Invite children to try any of the simple shadow experiments listed below.

- Play with natural sources of light versus artificial sources of light.
- Experiment with casting shadows onto different surfaces such as a wall, floor, or table.
- See what happens when you move objects at different angles.

- Experiment with the difference between translucent, transparent, and opaque objects.

Make shadow puppets with your hands.

If you can take pictures, do so and keep a record of this. You could even try to get someone else in your house to guess what the puppet is

https://www.youtube.com/watch?time_continue=7&v=Uv-MdaBfk8U&feature=emb_title

Creative Activities and PE

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

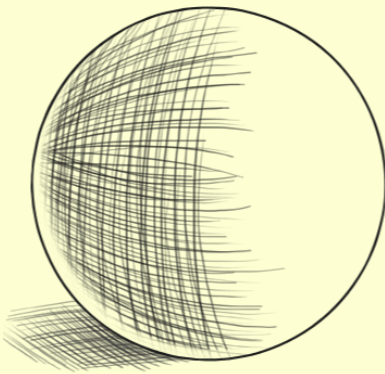
Drama	<p>London Bubble Theatre Company have produced some fun drama games and activities that can be done in the home. Walnut Tree Walk children love to use their imagination so this could be a great resource. Either google 'London bubble speech bubble' or go to the following link: https://www.londonbubble.org.uk/wp-content/uploads/2018/12/Drama-games-pack.pdf</p>
Art	<p>This week's art is link with science topic: Light and making Shadows. Make a Shadow Finger Person</p> <p>Equipment:</p> <ul style="list-style-type: none"> • A light source (a torch or lamp) • A pencil • A partner <p>Method</p> <ol style="list-style-type: none"> 1. Close the blinds or curtains in a room and turn off or lower the lights. 2. Put your finger between the light source and the piece of paper (you might need a partner to hold your light source). Experiment with moving it backwards and forwards to create a well defined shadow. 3. Draw a face and arms on your paper using the shadow as an outline of a person.

4. Take your finger away. Can you or a partner then reposition a finger correctly between your light source and the paper to recreate your character?

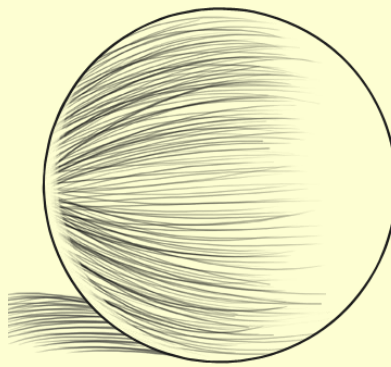


Shading Circles

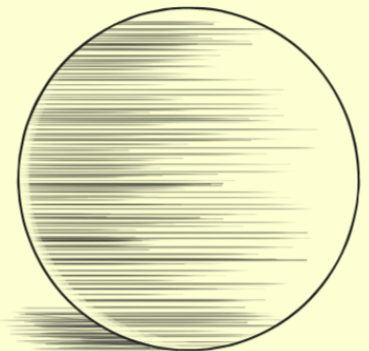
Experiment drawing different textures. Look at the examples below and see if you can replicate them.



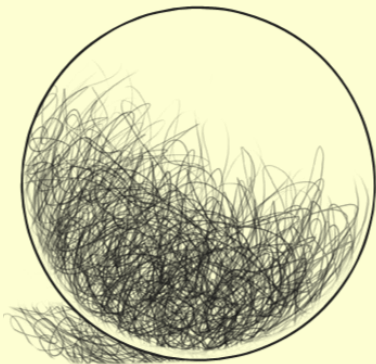
Hatching



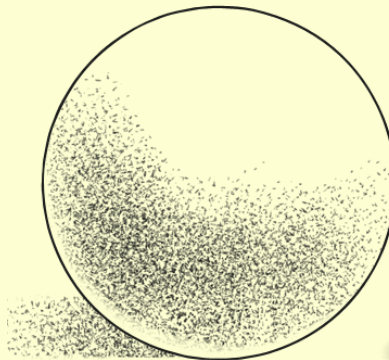
Contour Hatching



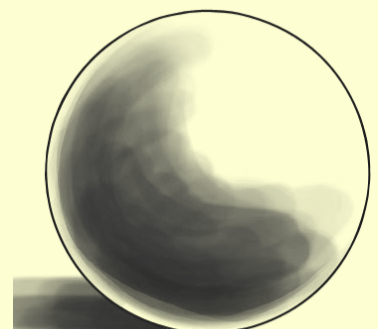
Crosshatching



Random Hatching



Stippling



Ink Wash

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	<p>Why not try and make some instruments using items that you would normally put in the recycling. You can watch this video for inspiration:</p> <p>https://www.youtube.com/watch?v=ck8HlhHPLfQ</p> <p>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> <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.</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.</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:</p> <p>https://www.thebodycoach.com/blog/pe-with-joe-1254.html</p>