Year 3 Home Learning week beginning 01/06/20

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 Length and Perimeter: Children learn how to measure, compare, add and subtract lengths (m/cm/mm). **Equivalent m & cm:** Children recognise that 100 cm is equivalent to 1 metre. They use this knowledge to convert other multiples of 100 cm into metres and vice versa. When looking at lengths that are not multiples of 100, they partition the measurement and convert into metres and centimetres. Questions to ask If there are 100 cm in 1 metre, how many centimetres are in 2 metres? How many centimetres are in 3 metres? Do we need to partition 235 cm into hundreds, tens and ones to convert it to metres? Is it more efficient to partition it into two parts? What would the two parts be? (2m and 35cm) If 100 cm is equal to one whole metre, what fraction of a metre would 50 cm be equivalent to? (1/2) Can you show me this in a bar model? **Equivalent mm & cm:** Children recognise that 10 mm is equivalent to 1 cm. They use this knowledge to convert other multiples of 10 mm into centimetres and vice versa. When

looking at lengths that are not multiples of 10, they partition the measurement and convert into centimetres and millimetres.

Questions to ask

What items might we measure using millimetres rather than centimetres? If there are 10 mm in 1 cm, how many mm would there be in 2 cm? How many millimetres are in 12 cm?

Add lengths: Children add lengths given in different units of measurement. They convert measurements to the same unit of length to add more efficiently. Children should be encouraged to look for the most efficient way to calculate and develop their mental addition strategies. This step helps prepare children for adding lengths when they calculate the perimeter.

Subtract lengths: Children use take-away and finding the difference to subtract lengths. Children should be encouraged to look for the most efficient way to calculate and develop their mental subtraction strategies. This step will prepare children for finding missing lengths within perimeter.

Calculate perimeter: Children use their understanding of the properties of shape to calculate the perimeter of simple 2-D shapes (the distance around the outside of a shape). It is important to note they will not explore the formula to find the perimeter of a rectangle at this point. They explore different methods for calculating the perimeter of a shape. For example, they may use repeated addition or they may make connections to multiplication.

Maths tasks

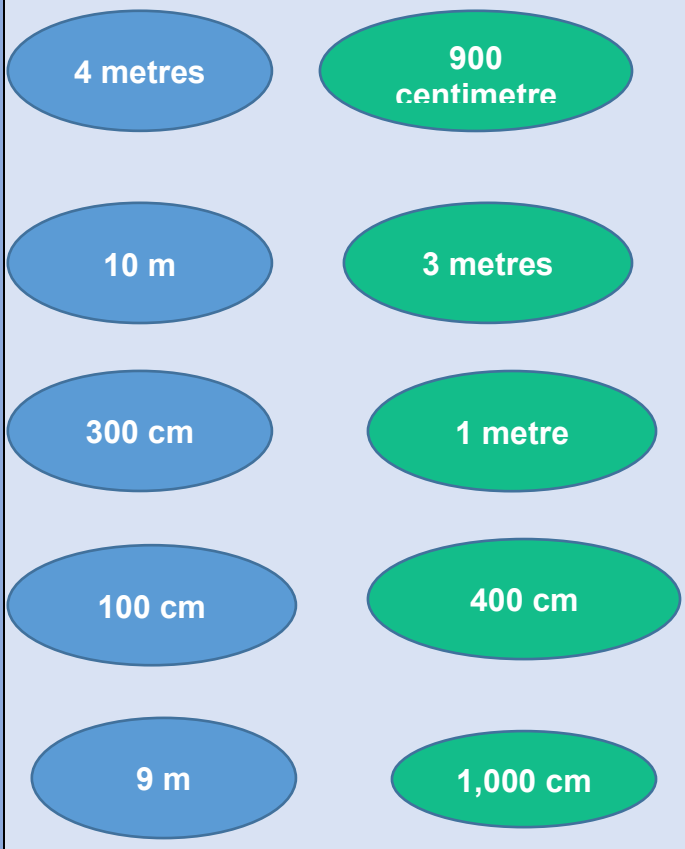
This is a suggested break down of a lesson per day but it is up to you when they are completed in the week.

Monday

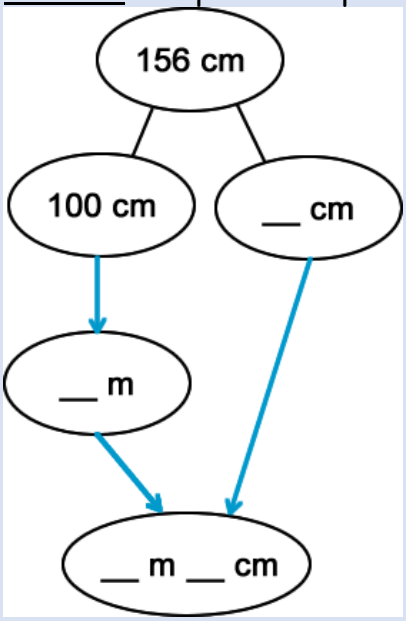
Today the focus will be on **Equivalent m & cm:**

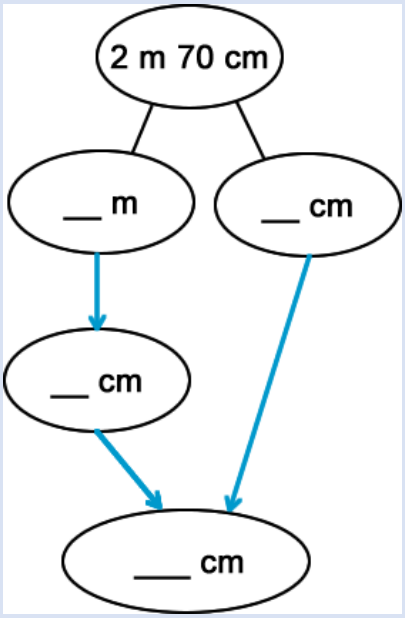
Children are to complete these tasks:

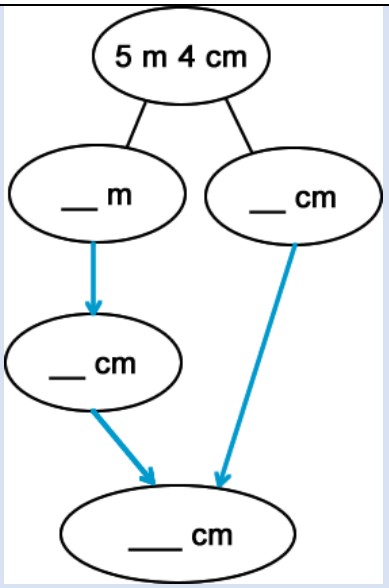
Task 1: Match the equivalent measurements.

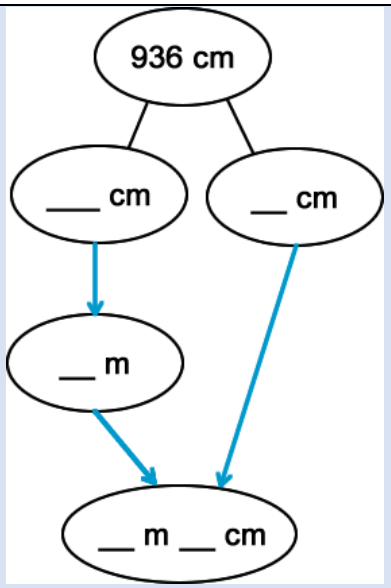


Task 2: Complete the part-whole diagrams to convert these measurements.









Task 3: Three children are partitioning 754 cm.

75 m and 4 cm

Teddy says,

7 m and 54 cm

Whitney says,

54 cm and 7 cm

Jack says,
Who is correct?
Explain why.

Task 4: True or False?

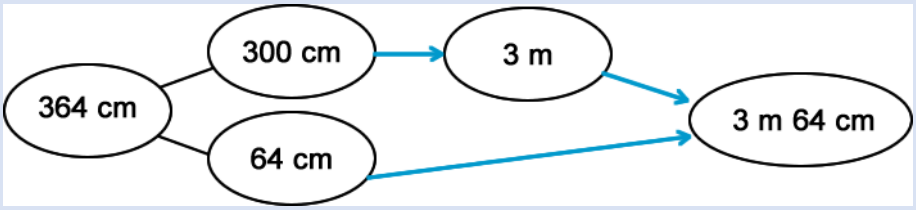
a) There are 100m in 1cm.

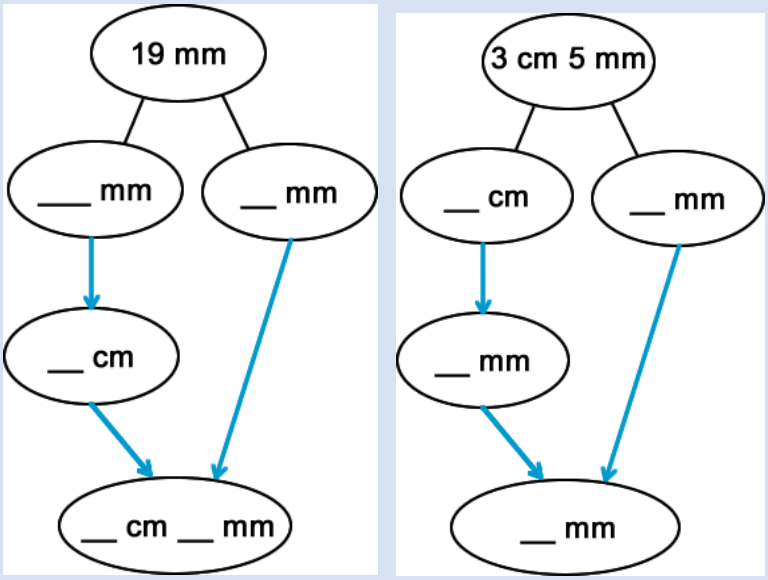
b) 500 cm = 5 m

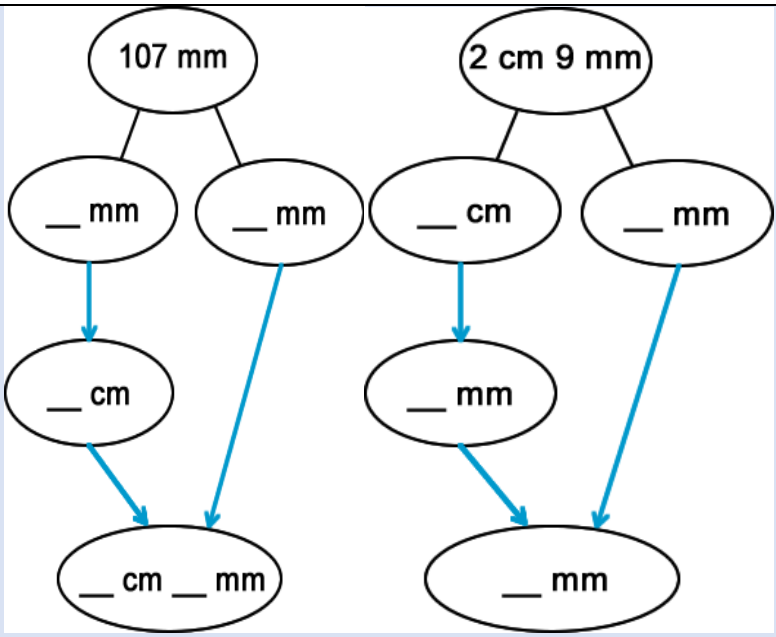
c) 212 cm is the same as 21 m and 2 cm.

d) 308 cm is the same as 3 m and 8 cm.

e) This conversion has been completed correctly:



Tuesday	Today the focus will be on **Equivalent mm & cm:** Children are to complete these tasks: **Task 1:** Match the equivalent measurements. 5 mm — 10 mm 40 mm — 50 mm 1 centimetre — 50 mm 5 cm — ½ cm Task 2: Complete the part-whole diagrams to convert these measurements. 



Task 3: Which one is different? Why?

4 ½ cm
45 cm
4cm 5mm
45 mm

Task 4: True or False?

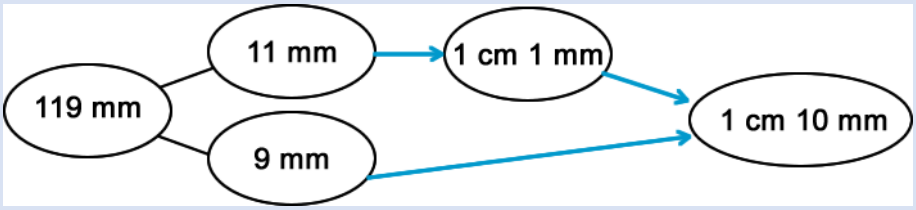
a) There are 10 mm in 1 cm.

b) 50 mm = ½ cm

c) 39 mm is 1 millimetre away from 4 cm.

d) 105 mm is the same as 1 cm and 5 mm.

e) This conversion has been completed correctly:



Always, Sometimes, Never?

mm lengths are smaller than cm lengths.

Wednesday

Today the focus will be on **Adding lengths.**

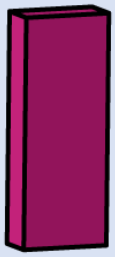
Children are to complete tasks:

Task 1: A farmer has three coils of wire fencing.
The first coil is 50 m long.
The second and third coils are both 35 m long.
How many metres of fencing does he have in total?

Task 2: This table shows the heights of four different children. Find their total height.

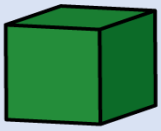
Name	Height
Michael	1 m 12cm
Noah	113 cm
Osian	1 m
Preeti	120 cm

Task 3: Eva is building a tower using these blocks.



100 mm

80 mm



50 mm

How many different ways can she build a tower measuring 56 cm?
Can you write your calculations in mm and cm?

Task 4: True or False?

a) To add a series of measurements together, it is best to convert them first, so that they are all in the same unit of measurement.

b) 240 cm + 2 m = 242 cm

c) 3 m 15cm + 310cm = 6m 25cm

d) 145cm + 2m 8cm > 3 $\frac{1}{2}$ m + 13cm

e) 99cm + 1 m = 100 cm

Thursday	Today the focus will be on **subtracting lengths.** Children are to complete these tasks:

Task 1: A bike race is 950 m long. Teddy cycles 243 m and stops for a break. He cycles another 459 m and stops for another break.

How much further does he need to cycle to complete the race?

Task 2: A train is 20 metres long.
A car is 15 metres shorter than the train.
A bike is 350 cm shorter than the car.
Calculate the length of the car.
Calculate the length of the bike (look carefully at the units).
How much longer is the train than the bike?

Task 3: Annie has a 3 m roll of ribbon.

She is cutting it up into 10 cm lengths.
How many lengths can she cut?
Annie gives 240 cm of ribbon to Rosie.
How much ribbon does she have left?

<u>Optional Challenge Task 4:</u> Use a bar model (subtract the metres, then the centimetres) to
help solve these problems:

A. A chef has a roll of foil that is 15 metres long.

   He drops it on the floor and 3 metres and 68 centimetres of foil unravels, so he has to rip it off. How long is the roll of foil now?

B. The length of the path in Mr Johnson's garden used to be 12 metres. However, he has had an extension built onto the back of his house and it has reduced the path's length by 6 metres and 32 centimetres.
   What is the length of the garden path now?

	C. The height of a redwood tree (the tallest trees in the world) is about 91m. The height of the apple tree in Emily's garden is 88m and 29cm less than this. The height of a daffodil is 2m and 57cm less than the apple tree. What are the heights of the apple tree and the daffodil?
Friday	Today the focus will be on **calculating perimeter.** Children are to complete lesson: **Introducing perimeter** **Measurement > Y3 Introducing perimeter** Then they can complete the homework activity and game 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:

Units of measurement

Measure using a centimetre ruler

Which metric unit of length is appropriate?

Metric units of length: word problems

Geometric measurement and lines

Perimeter

Perimeter - word problems

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 writing poetry. Focuses when writing include; • Using different poetic devices • Using descriptive language	
Task 1	**LI: Give examples of some different poetic devices.** **Some poetic devices include;** • **Onomatopoeia -** Onomatopoeia is when a word describes a sound and mimics the sound of the object or action it refers to when it is spoken. For example: crash • **Similes-** A simile is a figure of speech that directly compares two different things. For example: She felt as calm as the sea. • **Rhyme -**Rhyming words are two or more words that have the same or similar ending sound. For example, cat, hat • **Repetition -** Repetition is when words or phrases are repeated. For example, if you started each line of your poem with, I feel happy when… • **Personification-** Personification is a figure of speech where human qualities are given to animals, objects or ideas. For example: The sun wrapped its arms around me and made me feel warm. • **Alliteration-**Alliteration happens when words that start with the same sound (not just the same letter) are used repeatedly in a phrase or sentence. For example: Sally sat softly on the sofa. **Now that you have read the definitions and examples, make up two examples of your own for each device.**
Task 2	**LI: To use rhyme in a poem.** Read the poem below and identify the rhyming words; MY DOGGY ATE MY HOMEWORK - by Dave Crawley "My doggy ate my homework. He chewed it up," I said. But when I offered my excuse My teacher shook her head. I saw this wasn't going well. I didn't want to fail. Before she had a chance to talk, I added to the tale:

"Before he ate, he took my work
And tossed it in a pot.
He simmered it with succotash
Till it was piping hot.

"He scrambled up my science notes
With eggs and bacon strips,
Along with sautéed spelling words
And baked potato chips.

"He then took my arithmetic
And had it gently fried.
He broiled both my book reports
With pickles on the side.

"He wore a doggy apron
As he cooked a notebook stew.
He barked when I objected.
There was nothing I could do."

"Did he wear a doggy chef hat?"
My teacher gave a scowl.
"He did," I said. "And taking it
Would only make him growl."

My teacher frowned, but then I said
As quickly as I could,
"He covered it with ketchup,
And he said it tasted good."

"A talking dog who likes to cook?"
My teacher had a fit.
She sent me to the office,
And that is where I sit.

I guess I made a big mistake
In telling her all that.
'Cause I don't have a doggy.
It was eaten by my cat.

Write your own poem explaining that a pet of your choice (it can be a dog or something else) ate your homework. Remember it must rhyme.

Look at the layout of the original poem.

	Write four short lines (per stanza) that include at least **two** rhyming words. Extension: You can draw a picture alongside your poem. I would love to read your poems – please email me them!
Task 3	**LI: To write a performance poem.** **Watch Michael Rosen 'Chocolate Cake'** https://www.youtube.com/watch?v=7BxQLITdOOc As you are watching the video look at Michael's expression and how he uses his voice/tone. Look back at the poetic devices and keep them in mind when writing your own poem. Think of your favourite treat to eat. You are going to write your own poem about it. Try to include **2 or more poetic devices.** **Extension: Once you have written your poem, you need to practise reading it and then perform it to someone at home (film it, if you can)**

Grammar
Learn: This week we will be focusing on: • Understand and use rhyme Rhyming words are two or more words that have the same or similar ending sound. For example, cat, hat
Watch: Please go to the following site/ link to see a further explanation: https://www.youtube.com/watch?v=RVophT8naUM
Do: **Task 1 – Write 3 other rhyming words for the words below;** • Jump • Clock • Run • Hide • Hip • Roll

- Sit
- Flow
- Walk
- Sun
- Paint

Task 2: Use the rhyming words you have come up with above to create your own short poem.

Science

This week we will focus on skeletons and muscles.

The skeleton

Many animals have skeletons to support and protect their body and to help it move.

The human skeleton is made of bones and grows as we grow.

Our **skull** protects our brain and our **ribs** protect our heart and lungs.

The skeleton bends at **joints** such as knees and ankles. Joints are where two or more bones join.

Muscles

Muscles are attached to **bones** by **tendons** and help them to move.

When a muscle contracts (bunches up), it gets shorter and so pulls on the bone it is attached to. When a muscle relaxes, it goes back to its normal size.

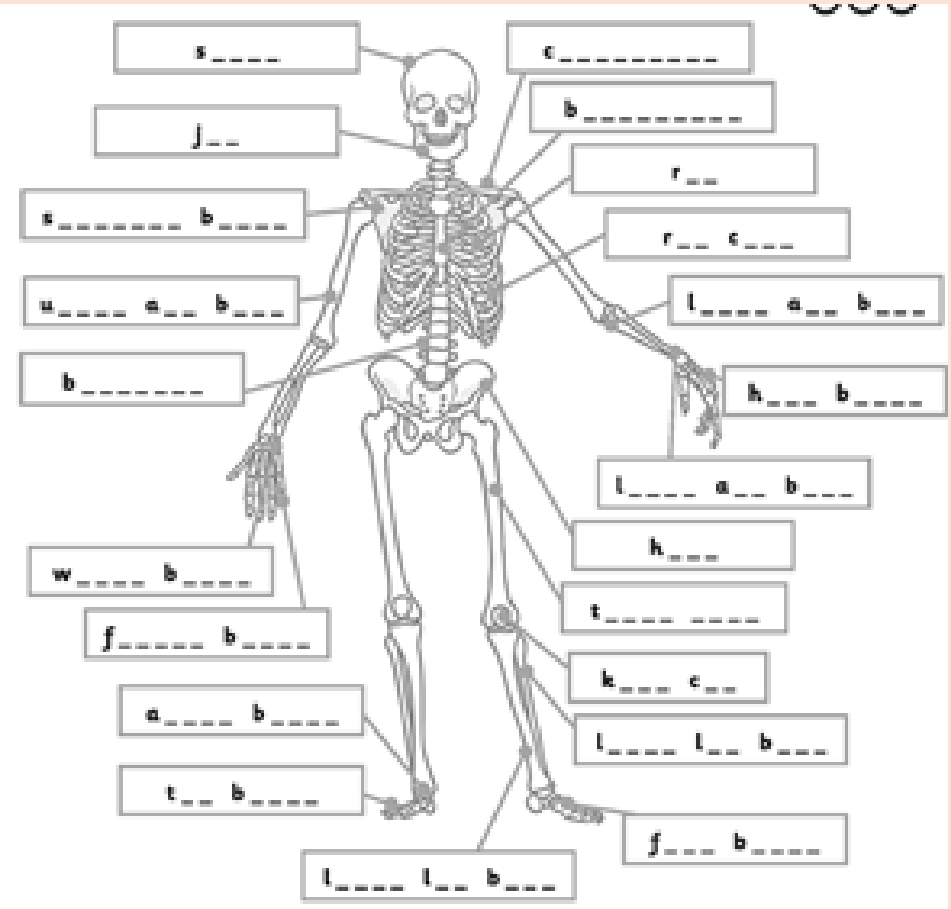
Muscles can only pull and cannot push. Therefore, muscles have to work in pairs to move a joint. One muscle will contract and pull a joint one way and another muscle will contract and pull it the other.

Watch these videos: https://www.bbc.co.uk/bitesize/topics/z9339j6
https://www.youtube.com/watch?v=vRuh9aBwUdM
Go to this link for more explanation and have a go at the quiz
https://www.ducksters.com/science/bones.php

Task 1: Create a poster explaining the importance of the skeleton using all the information you have learnt so far!

Task 2 –
Can you label the skeleton below using common names?
Use the key words to help you.

Extension: find these bones on your own body.



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	Create your own skeleton, you can use; straws, cotton buds.

	  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.
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