



Year 3 Home Learning week beginning 15/06/20

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 **Multiplication & Division**. In this area of maths children recall and use multiplication and division facts for the 3,4 and 8 multiplication tables. Children will develop their skills of writing and calculating mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Multiply by 3:

Children drawn on their knowledge of counting in threes in order to start to multiply by 3

Questions to ask

How many equal groups do we have? How many are in each group? How many do we have altogether? Can you write a number sentence to show this? How many lots of 3 do we have? How many groups of 3 do we have?

Divide by 3: Children explore dividing by 3 through sharing into three equal groups and grouping in threes.

Multiply by 4: Building on their knowledge of two times table children multiply by 4. They link multiplying by 4 to doubling then doubling again. Children connect multiplying by 4 to repeated addition and counting in 4s.

Divide by 4: Children explore dividing by 4 through sharing into four equal groups and grouping in fours.

3 & 4 times table: Children to draw altogether their knowledge of multiplying and dividing by three in order to become more fluent in the three times table.

Children to use knowledge of known multiplication tables (2,3,5 and 10 times tables) and understanding key concepts of multiplication to develop knowledge of the 4 times table. Children who have learnt $3 \times 4 = 12$ can use understanding of commutativity to know that $4 \times 3 = 12$.

Questions to ask

What do you notice about the pattern? What other facts can you link to this one? What other times table will help us with this question?

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 <u>Multiplying by 3.</u> Children are to complete lessons: 3 times table. Number: Multiplication and division > Y3: 3 times table Then they can complete the homework activity linked to this.
Tuesday	Today the focus will be on <u>Dividing by 3.</u> Children are to complete lesson: Bar division. Number: Multiplication and division > Y3: Bar division Then they can complete the homework activity linked to this.
Wednesday	Today the focus will be on <u>Multiplying by 4.</u> Children are to complete lesson: 4 times table. Number: Multiplication and division > Y3: 4 times table Then they can complete the homework activity linked to this.
Thursday	Today the focus will be on <u>Dividing by 4.</u> Children are to complete IXL tasks: Divide by 4
Friday	Today the focus will be on <u>3 & 4 times table.</u>

Children are to complete lesson: **Mixed tables 3,4, 6**

Number: Multiplication and division > Y4: Mixed tables 3,4,6

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:

Multiplication

[Multiplication sentences](#)

[Multiply by 3](#)

[Multiply by 4](#)

[Multiplication tables for 2, 3 and 4](#)

[Multiplication tables for 2, 3, 4, 5 and 10](#)

[Multiplication facts for 3, 4, 8: true or false?](#)

Division skill builders

[Divide by 3](#)

[Division facts for 3, 4, 8: true or false?](#)

[Write division sentences for arrays](#)

[Write division sentences for equal groups](#)

[Relate multiplication and division for arrays](#)

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 fables and you will be writing your own playscript.

A fable is a short story with a moral (life lesson) at the end.

Elements of a Fable

Most fables contain one or more of the following elements:

- A very short story
- A moral at the end
- Characters that are animals or elements of nature
- Non-human characters can talk or show human characteristics
- Often takes place outside
- At least one character makes a bad decision
- May involve a character who is sly or clever

Focuses when writing include;

- Using accurate punctuation (including colons and brackets)
- Present tense

Watch 'The peacock and the crane': <https://www.youtube.com/watch?v=4ZFZaJurU6c>

What is the moral of this story? Discuss with an adult at home.

Task 1

LI: To turn the fable into a playscript.

Things to think about;

- Where is your story set?
- What is the moral/message of your story?
- Who are the characters?
- What speech is included?

Features of a play script

1. The names of the characters are at the left side.
2. The names of the character are in bold.
3. New line for each character speaking.
4. A colon is used between the characters name and the dialogue.
5. There are no speech marks used.
6. Stage directions are in brackets, or written in italics.
7. Scenes are where the action takes place, like chapters in a book.
8. Props are the objects used in the play. (indicated)

Look at the example first, this will help you set your work out. You **do not** need to include inverted commas for speech in a play.

Example:

The peacock and the crane

Scene 1

The beautiful peacock enters stage left with a strut. The other animals look on in amazement.

Bluebird: *(holds hands over his mouth in amazement)* Wow peacock. Your feathers are beautiful.

Peacock smiles proudly.

Peacock: Colourful and shiny! Aren't they gorgeous?

Orange bird: Yes, they are.

Task 2

LI: To plan your own playscript (fable).

- Where is your story set?
- What is the moral/message of your story?
- Who are the characters?
- What speech is included?

Task 3

LI: To write your own playscript (fable).

Write the fable that you have planned in playscript form.

Remember to look at the features of a playscript.

Extension: To get people in your house involved and act out your play (some people may need to take on more than one part, depending on how many people are in your house)

Grammar

Learn:

This week we will be focusing on revising use of punctuation

The punctuation you will be focusing on is capital letters, full stops, commas, question marks, apostrophes, inverted commas and exclamation marks.

Watch:

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

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

In the video full stops are called periods.

Do:

Task 1 - Write out the sentences and input the missing punctuation.

1. I went to the shops and bought milk eggs and bread
2. Where are you going shouted mark
3. How long will it be until tea time
4. My friend has been to spain Germany and America
5. What a beautiful day
6. I cant go outside today because it is raining
7. Are you okay
8. I am 9 years old tomorrow
9. I went to sams house to have dinner
10. Oh my goodness screamed Ben

Task 2 - Write your own sentences that include;

1 - question mark

- 2 - comma
- 3 - inverted commas
- 4 - full stop
- 5- exclamation mark
- 6 - apostrophe to show possession (belongs to someone)
- 7- apostrophe to show a contraction (eg don't - do not)

Science

This week we will continue to focus on nutrition.

Task 1: Now that you know what nutrition your body needs, I would like you to keep a food diary for the week.


There is a template you can use below, or you can create your own.

At the end of the week ask yourself, 'Do I have a balanced diet?'

Are there any foods you could eat more of and why?

Are there any foods you could eat less of and why?

Draw or write what you ate and drank today

Breakfast	Lunch	Dinner	Snacks	Drinks
<h2 style="text-align: center;">Right Amount of Nutrients</h2>  <p>protein 15%</p> <p>carbohydrates 55%</p> <p>fats 30%</p> <p>Remember: In order to be healthy you also need the following nutrients each day:</p> <ul style="list-style-type: none"> Vitamins Minerals Fibre Water 				
			following types of	
minerals:				
fibre:				
water:				

Task 2:

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

Create your own healthy eating poster.

Remember exercise is important also.

You could include the different food groups and explain why they are good for you. Draw pictures and make it attractive and informative.



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

Draw an enlarged picture of your favourite fruit or vegetable.



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>