



Year 3 Home Learning week beginning 08/06/20

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 **Money**. Children will learn how to add and subtract amounts of money to give change, using both £ and p in practical contexts.

Pounds & pence: Children need to know the value of each coin and note and understand what these values represent. They should understand that money can be represented in different ways but still have the same value. Children will need to be able to add coin values together to find the total amount.

Questions to ask

What is the value of the coin/note? What does p mean? Why do we have different values of coins and notes? What's the difference between £5 and 5p?

Convert pounds and pence: Children convert between pounds and pence using the knowledge that £1 is 100 pence. They group 100 pennies into pounds when counting money. They apply their place value knowledge and use their number bonds to 100

Questions to ask

How many pennies are there in £1? How can this fact help us to convert between pounds and pence? How could you convert 600p into pounds? How could you convert 620p into pounds?

Add money: Children add two amounts of money using pictorial representations to support them. They are encouraged to add the pounds first and then add the pence. Children then exchange the pence for pounds to complete their calculations.

Questions to ask

Can you group any of the coins to make a pound? Can you use estimation to support your calculation? Why is adding 99p the same as adding £1 and taking away 1p?

Subtract money: Children use different methods to subtract money. They will see examples where they can physically remove the coins, and examples where they will need to use their knowledge of converting money to exchange £1 for 100 pence. Children also use number lines to count on or back to calculate the difference between two amounts.

Questions to ask

Can we make 50p in a different way to make it easier to subtract 10p physically? Which number should I place on the number line first?

Give change: Children use a number line and a part-whole model to subtract to find change. Use coins to practically model giving change. Encourage role-play to give children a context of giving and receiving change.

Questions to ask

What do we mean by 'change' in the context of money? How does the part-whole model help to solve the problem?

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	<p>Today the focus will be on <u>Pounds & pence</u></p> <p>Children are to complete lesson: Introducing money (focus on numbers 1-5).</p> <p>Y3 Measurement > Measurement > Introducing money.</p> <p>Then they can complete question 1 of the homework activity linked to this.</p> <p><u>Challenge:</u> Rosie has 5 silver coins in her purse. She can make 40 p with three coins. She can also make 75 p with three coins. How much money does Rosie have in her purse?</p>
Tuesday	<p>Today the focus will be on <u>Converting pounds and pence.</u></p> <p>Children are to complete tasks:</p> <p><u>Task 1:</u> There is a money converter. Amounts in pence go into the machine and amounts in pounds and pence come out. 467p goes into the machine.</p>

What comes out?

- a) 845p goes into the machine. What comes out?
- b) £6 and 2p comes out of the machine. What went in?
- c) £1 and 7p comes out of the machine.
Four coins went in.
What four coins could they have been?
- d) Five identical coins go into the machine.
An amount of pounds and pence comes out of the machine.
How much money comes out of the machine?

Task 2: Whitney thinks that she has £10 and 3 p.



Is she correct?

Explain your answer.

Wednesday

Today the focus will be on Adding money.

Task 1: Dora bought these muffins.

Muffins cost 35 p each.



How much did Dora spend?

Tommy bought three times as many muffins as Dora.

How many muffins did Tommy buy?

How much money did Tommy spend on muffins?

How much more money did Tommy spend than Dora?

Task 2: Rosie has £5

Has she got enough money to buy a car and two apples?



£3 and 35p

£2 and 55p

85p

75p

What combinations of items could Rosie buy with £5?

Thursday	<p>Today the focus will be on <u>Subtracting money</u>.</p> <p>Children are to complete lesson: Money problems.</p> <p>Measurement: Y4 Measurement > Money problems (focus on numbers 3-8).</p> <p>Then they can complete the homework activity linked to this and extended task below.</p> <p>Task: True or False?</p> <p>a) To find the difference between £5 and 67p and £12 and 20p, we can subtract £12 - £5 and then 67p - 20p and then add the two answers.</p> <p>b) £14 and 25p - £8 and 50p = £5 and 75p</p> <p>c) The difference between £8 and 19p and £10 is £2 and 81p.</p> <p>d) When subtracting £4 and 65p from £7 and 30p, we will need to exchange to help subtract the pence part of the calculation.</p> <p>e) If a plant costs £1 and 23p less than the usual price of £7 and 50p, its new price is £6 and 27p.</p>
Friday	<p>Today the focus will be on <u>Giving change</u>.</p> <p>Children are to complete lesson: Introducing money.</p> <p>Y3 Measurement> Measurement > Introducing money (focus on 6-9).</p> <p>Then they can complete question 2 of the homework activity linked to this.</p>
<p>Extra Optional Work:</p> <p>If you would like to do some optional additional work linked to this, please try the following IXL tasks:</p> <p><u>Money</u></p> <p>Count money - up to £1</p> <p>Count money - up to £5</p> <p>Equivalent amounts of money - up to £5</p> <p>Exchanging coins</p> <p>Add and subtract money - up to £1</p> <p>Add and subtract money - word problems - up to £1</p> <p>Add and subtract money - word problems - up to £5</p> <p>Purchases - do you have enough money - up to £1</p> <p>Purchases - do you have enough money - up to £5</p> <p>Making change</p>	

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 fables.

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;

- A clear sequence in your story
- Using inverted commas for dialogue

Watch: <https://www.youtube.com/watch?v=sqZ5BOQd28s>

Watch 'The tortoise and the hare' fable:

<https://www.youtube.com/watch?v=EO1DJ6H8cVU>

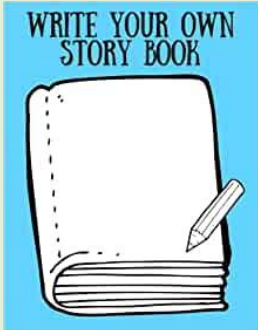
What is the moral of this story? Discuss with an adult at home.

Task 1

LI: To plan your own fable.

Things to think about;

- Where is your story set?
- What is the moral/message of your story?

	<ul style="list-style-type: none"> Who are the characters? <p>Remember to look back at the elements of fables.</p>
Task 2	<p>LI: To write dialogue as part of your fable.</p> <p>Watch this video as a reminder of how to use inverted commas https://www.youtube.com/watch?v=6-YFmLctwDY</p> <p>Write a small dialogue between two characters in your fable.</p> <p>Challenge: to use other words for said and adverbs to modify said.</p>
Task 3	<p>LI: To write your own fable.</p> <div data-bbox="287 636 545 965">  </div> <p>Write the fable that you have planned and include the dialogue. Remember it does not need to be long but must include a clear message. Present this as a story with pictures (all you will need is paper you can fold; you may need to draw lines on)</p>

Grammar	
Learn:	<p>This week we will be focusing on:</p> <ul style="list-style-type: none"> Identify nouns, verbs and adjectives <p>Nouns are used to identify any of a class of people, places, or things.</p> <p>Adjectives are used to describe.</p> <p>Verbs describe an action.</p>
Watch:	<p>Please go to the following site/ link to see a further explanation: No videos to watch.</p>
Do:	<p>Task 1 - Write out the sentences and circle the nouns.</p> <ol style="list-style-type: none"> My family likes the zoo. Grandfather is coming to dinner. That is a beautiful flower. The fireman went to the house to put out the fire.

5. My friend likes to get books from the library.
6. The little girl was on the swing in the park.
7. Mum and Dad are going to the movies.
8. The teacher gave us five worksheets to complete.
9. Your sock has a hole in it.
10. The purple grapes are delicious.

Task 2 - Circle the adjectives.

wood icy kind
move little picture
green logs skinny

clear toy cook slow zebra
ride game wide loud run
table mail round flat beetle
sister watery plane speedy cold

Task 3 - Read the sentences below and write the **verb**.

Name _____ Date _____

Action Verbs

Words that tell about action are called action verbs.
Write the word that is the action verb on the line.



1. Susan ran as far as she could. _____
2. The boys joked about the picture. _____
3. Sam walked all the way to school. _____
4. Pat drove her car to the park. _____
5. Ann skipped to the house. _____
6. Kerri washed her car after the rain. _____
7. Curt climbed the hill. _____
8. The sharks swim in the ocean. _____
9. Harry drank all of Tom's soda. _____
10. Sonny played catch with the ball. _____
11. Gerry tossed the football. _____
12. Both girls skated to the park. _____

This week we will focus on the nutrition of animals.

Watch: <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q>

Write definitions for these key words (you may need to watch the video again)

- Herbivore
- Carnivore
- Omnivore

What are you?

Why do animals including humans need food?

Task 1 - Research 3 animals that fit into each category. Draw a picture of the animal, label it and explain whether it is a herbivore, carnivore or omnivore.

Task 2 - Watch and complete the quiz <https://www.youtube.com/watch?v=L9ymkJK2QCU>
Label the food groups



fruits and vegetables	meat, fish, eggs, beans and other non-dairy sources of protein	bread, rice, potatoes, pasta and other starchy foods
food and drinks high in fat and/or sugar	milk and dairy products	

Create a healthy menu that includes all 5 food groups. Your menu must include a starter, main and dessert.

Remember you need more of the bigger sections of the food group like vegetables and fruits.

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 food art. Here are a few examples:



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>

	<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>
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>