

## Home Learning: Year 3 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 3	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	Practise counting in 4s from 0 to 48	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> Times tables – hit the answer x 4	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> Times tables – hit the answer x 4	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> Division facts – hit the answer ÷ 4	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> Division facts – hit the answer ÷ 4
<b>Five Days of Reasoning (Monday-Thursday)</b> <b>NB: For Monday's lesson you will need to click on the tab for week 2 and look for Lesson 5.</b>	Monday: <a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a> Week 2 Lesson 5 (Equivalent Fractions 1)  Tuesday-Friday <a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a> (Summer Term Wk 1)	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. If you feel your child needs greater challenge click onto this link <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a> If your child struggles with maths, they could work on the learning set for year groups lower down the school.			

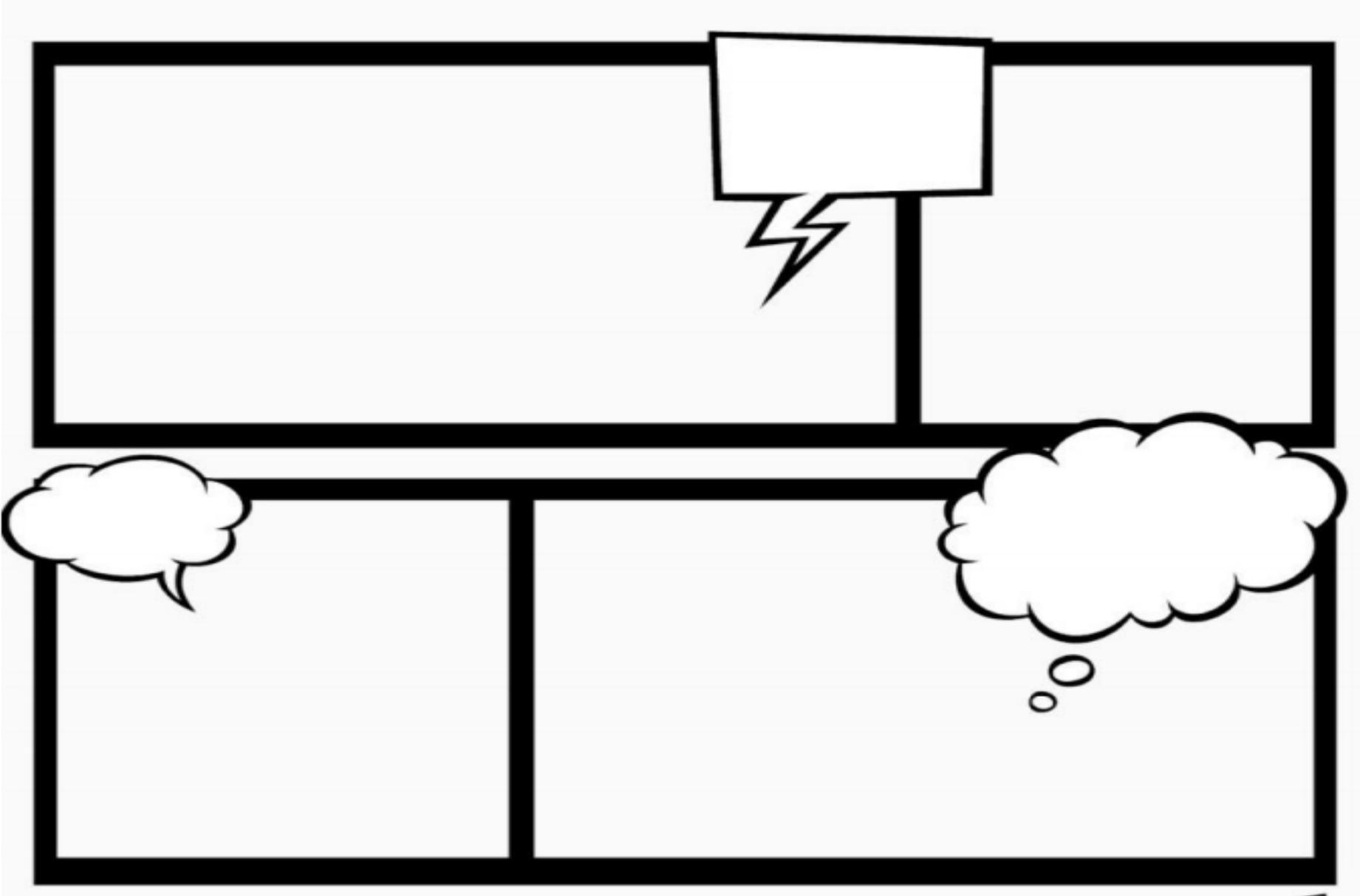
## Home Learning: Year 3 English

Y3	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b>	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. If you can, download <b>George Speaks</b> by Dick King Smith – it is free on <a href="https://www.audible.co.uk/">https://www.audible.co.uk/</a> if you sign up for a trial.				
<b>Writing</b>	<p><b>LO: write simple instructions</b></p> <p>'How to play (<b>Name of Game</b>).'</p> <p>Choose a game you know how to play well (eg tag, hopscotch, musical chairs).</p> <p>Write the instructions for each step of the game – you could use drawings to help you.</p> <p>Try to use brackets for humour.</p> <p>Example: 'How to play .....</p> <p><b>What you need:</b> At least 6 players (mixed sizes) etc</p> <p><b>What to do:</b> Pick your team (make sure you are on the winning one!) etc</p>	<p><b>LO: write simple instructions</b></p> <p>Create a guide: 'How to be a good friend'</p> <p>Write as a list with at least 10 ideas.</p> <p>You could start with:</p> <p>Always...</p> <p>Never.....</p> <p>Sometimes...</p> <p>Example: <i>How to be a friend'</i></p> <p><b>What you need:</b></p> <p><i>Time to hang out together;</i></p> <p><i>Ability to listen (even when they are going on a bit);</i></p> <p><i>Honesty (but not too much)</i></p> <p><b>What to do:</b></p> <p><i>Make sure you are always able to make time for your friends.</i></p> <p><i>Always try to listen to each other</i></p>	<p><b>LO: Use dialogue</b></p> <p><b>1) 'George Speaks'</b> is a book by Dick King Smith where a baby unexpectedly starts to talk. He has an amazing vocabulary and wants to keep this secret from his parents.</p> <p><b>2)</b>Imagine starting a conversation with 5 different animals or objects which could start talking in your house, for example a spider or mouse in the cupboard, a neighbour's cat...</p> <p><b>3)</b>Draw you and the different animals/objects and speech bubbles to show what you and they might say. Try out a few different ideas.</p> <p>Remember that you will be <b>very</b> surprised that they are speaking to you.</p>	<p><b>LO: Use dialogue</b></p> <p><b>1)</b>Make a comic Strip based on the idea of a pet/animal/baby talking. Your title will be '..... Speaks' (Eg 'Spider Speaks' 'Fred Bear speaks')</p> <p><b>2)</b>Write a comic strip of the conversation you and the baby/ animal/ object might have in different parts of your house.</p> <p><b>3)</b>What if someone found you talking? What would you do to stop them discovering your secret? See comic strip resource below. If you don't have a printer, make your own comic strip on blank paper.</p>	<p><b>LO: Punctuate Speech</b></p> <p>Include your dialogue in a short descriptive piece of writing. Your title will be '..... Speaks'</p> <ul style="list-style-type: none"> <li>Remember to describe setting (where are you when you speak for the first time); describe what happens.</li> <li>Add some suspense or build up – at first you may not realise where the voice is coming from.</li> <li>Don't forget to use “ ” correctly eg <i>“What do you mean you can talk?” asked Jim.</i></li> <li><i>“Of course I can, you don't think we sit around all day in silence do you?” replied the little mouse.</i></li> <li>What do they say?</li> <li>How do you react?</li> <li>Do you get caught or keep it a secret?</li> </ul>

## Home Learning: Year 3 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science/DT	History	RE	Science/Geog/DT
<p><b>LO: to record and compare weather forecasts.</b></p> <p>Listen to, watch or read 3 different weather forecasts. These could be on the radio, phone, in a newspaper, on the TV. Keep a record of the weather this week. You can use a table, words or symbols. How you present your record is up to you. Are the forecasts always right?</p>	<p><b>LO: to consolidate understanding of light</b></p> <p>Using what you know about light, make your own shadow puppet. How can you make the shadow bigger/smaller?</p> <p>Watch this video to help you:</p> <p><a href="https://www.youtube.com/watch?v=OsdMqNlcrIs">https://www.youtube.com/watch?v=OsdMqNlcrIs</a></p>	<p><b>LO: Research Primary Sources</b></p> <p>Family History Project. This week you are going to interview a family member (see below for instructions and resources), One of your siblings may also be doing the project so you could work together.</p>	<p><b>St George's Day</b></p> <p>Find out about the real St George who was known for his courage and Faith: <a href="https://www.youtube.com/watch?v=iLjyPqYfZxQ">https://www.youtube.com/watch?v=iLjyPqYfZxQ</a></p> <p>Draw some of the symbols of St George.</p> <p><b>Reflection:</b></p> <p>Can you think of a time when you have had to be brave?</p>	<p><b>LO: to understand where our food comes from.</b></p> <p>Ask an adult first and then investigate the origins of the food in kitchen. What foods are in season now? How do you know? How many of the ingredients are produced in the UK? Either write a recipe or actually make a seasonal soup or sandwich or fruit salad (this might not be possible as it is difficult to go shopping at the moment and the adults in your household may have planned meals very carefully).</p> <p><a href="http://www.eattheseasons.co.uk/april.php">http://www.eattheseasons.co.uk/april.php</a></p>

Day 4 Writing



## **Family History Project**

**There is history in everyone we meet ....**

**Task:** To interview a family member or someone who you know well (preferably an older person)

### **Presentation:**

You will decide how you present the information – you may be as creative as you wish.

### **Before the interview:**

- Decide on who you might want to talk to.
- Arrange a time or times that work for you both. This can be on the phone, on FaceTime, Skype if they do not live nearby or you cannot see them.
- Do ask if there are any photos or objects that might be able to see.
- Read the questions. Decide on at least 15 you want to ask.
- You may have other questions you want to ask too. Go ahead! This is your project. You could do it in one go or at different times if that works best.

### **Do the interview**

- **Listen carefully!**
- **Take notes if you need to but not if that stops you listening....**

### **After the interview:**

- Don't wait too long before making notes of the main things that you learned.
- Think about how best to present what you have learned about your person and how life has changed.
- You can present your information in any way you like – in your book, in a separate book. Be creative, include all you have learned.
- You are making a new historical source.

**Possible interview questions:**

1. What is your full name? Why did your parents select this name for you? Did you have a nickname?
2. When and where were you born?
3. How did your family come to live there?
4. Were there other family members in the area? Who?
5. What was the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?
6. Were there any special items in the house that you remember?
7. What is your earliest childhood memory?
8. Describe the personalities of your family members.
9. What kind of games did you play growing up?
10. What was your favourite toy and why?
11. What was your favourite thing to do for fun (eg sport, dancing, cinema)?
12. Did you have family chores? What were they? Which was your least favourite?
13. Did you receive an allowance? How much? Did you save your money or spend it?
14. What was school like for you as a child? What were your best and worst subjects?
15. What school activities and sports did you participate in?
16. Do you remember any trends from your youth? Popular hairstyles? Clothes?
17. Who were your childhood heroes?
18. What were your favourite songs and music genres?
19. Did you have any pets? If so, what kind and what were their names?
20. Who were your friends when you were growing up?
21. What world events had the most impact on you when you were a child? Did any of them personally affect your family?
22. Describe a typical family dinner. Did you all eat together as a family? Who did the cooking? What were your favourite foods?
23. How were holidays celebrated in your family? Did your family have special traditions?
24. How is the world today different from what it was like when you were a child?
25. Who was the oldest relative you remember as a child? What do you remember about them?
26. What do you know about your family surname?
27. Is there a naming tradition in your family?
28. What stories have come down to you about your parents? Grandparents?
29. Have any recipes been passed down to you from family members?
30. Are there any physical characteristics that run in your family?
31. Are there any special items eg photos, furniture or other things that have been passed down in your family?
32. What was it like when you proposed (or were proposed to)? Where and when did it happen? How did you feel?
33. Where and when did you get married?
34. Why did you choose your children's names?
35. What was your proudest moment?
36. What was your profession and how did you choose it?
37. If you could have had any other profession, what would it have been? Why wasn't this your first choice?
38. Of all the things you learned from your parents, what do you feel was the most valuable?
39. What is the one thing you most want people to remember about you?