

Year 3 Home Learning: Summer 1 – Week 4

Working together to achieve success'



Hello Y3. I have created a timetable to support learning at home which combines online learning platforms with paper based activities you can view on screen and complete in your exercise book from school. **We do not expect families to print resources off!** I also want to know what you have been busy doing, so please email me at year-3@mossgate.lancs.sch.uk and I will share these on our school's FaceBook page. Please use the email address if you have any questions about the learning as well. Take care and keep safe. Mrs Wannop.

Daily PE

Start the day with 20-30 minutes of physical activity. Suggestions include: Joe Wicks Daily PE lesson Natasha Butler Daily Workout / Just Dance videos in YouTube. Additional physical activity ideas will be uploaded to our website www.mossgate.lancs.sch.uk > Home Learning

Daily Newsround

Watch the 5 minute news summary daily at 12:15pm by going to <https://www.bbc.co.uk/newsround> and click 'Watch Newsround' in the top right hand corner. Discuss topical items in the news and research any aspects which interest – this could be a topic, country or person. Newsround updated daily.

Maths

This week we are learning about Money. Go to <https://whiterosemaths.com/homelearning/> to access the resources. Use the video to help explain the concept and then complete the activity (in your exercise book) which you can view on screen by clicking 'Get the Activity'.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of IDL Numeracy (https://idlsgroup.com/) and/or Times Tables Rocks Stars (https://play.ttrockstars.com/auth/school).				
White Rose Maths	Lesson 1 – Covert pounds and pence	Lesson 2 – Add money	Lesson 3 – Subtract money	Lesson 4 – Multiply and divide by 3	Lesson 5 – Friday Challenge!

English

Focus text: **Never Smile at a Crocodile!**

This week will begin with a look at crocodile facts and films, followed by stories and poems to enjoy.

Mon	<p>View this film about crocodiles and enjoy finding out about them together: National Geographics Kids – Amazing Animals https://www.youtube.com/watch?v=qyTNzTYFglw Now watch this film and enjoy together: Crocodile – My Animal Friends https://www.youtube.com/watch?v=ZQe17gvPZg Watch the film clips again. View a small section of each film at a time, pause the film, discuss key facts and write them down. Also write down any new vocabulary you have encountered. Repeat until the film is ended. Discuss and review all the information you have found out about crocodiles. Look up some of the new words you have heard in a dictionary or by using Word Hippo. https://www.wordhippo.com/ Create a fact file/ poster about crocodiles. Challenge – to include ten sentences about crocodiles in the fact file/poster. Consider writing as if you were a crocodile using the information, e.g. I am... I eat... I only... I like... If I am angry, I ...etc. Check spelling and punctuation in each sentence together. Share the fact file/poster with other family members in your house, or with friends and family via online video platforms, explaining what you have learned about crocodiles.</p>
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Tues	<p>Read this story together: Trickster Tales (this website is free but will need a login): https://www.oxfordowl.co.uk/api/digital_books/1141.html</p> <p>An audio is available to listen to alongside. Re-read each page out loud after listening to the audio. Discuss what happened in the story. Read it again before the activity below. After re-reading the story, re-tell it in your own words. Practise your sentences out loud before writing them down. Use these sentence openings to help:</p> <p>One morning... After that ... Then ... Meanwhile ... It wasn't long before ... Later on ... In the end ...</p> <p>Check spelling and punctuation in each sentence together. You could present your story as a book and add some pictures/illustrations. Read your story out loud to a family member or via an online video platform to other family members, e.g. grandparents. Ask them to say what they like about your story.</p>
Wed	<p>Read and enjoy this poem out loud together: The Dentist and the Crocodile by Roald Dahl https://www.poetryfoundation.org/poems/89695/the-dentist-and-the-crocodile Read the poem again out loud. Improve how you read it using an excitable voice where needed (expression). Spot new and interesting words (write them down) and discuss what they mean, e.g. require, repair, quivered, quaked, fearsome, molars, weeping, despair, and any other new words you find. Also, use a dictionary or https://www.wordhippo.com/ to find meanings.</p> <p>Look up the new words found in the poem to find synonyms (words that mean the same) by using a thesaurus or Word Hippo. Write these down. This will help to practise spelling some new words and extend vocabulary. Discuss your favourite parts of the poem. Write a poem review using these ideas:</p> <p>I like this poem because... My favourite words in the poem are... I would recommend this poem because... Out of 10 stars, I would give this poem... because...</p> <p>Check spelling and punctuation.</p>
Thurs	<p>Read up to p9 of The Enormous Crocodile (up until '... I've eaten at least three juicy little children!'): http://showpdf.rahnuma.org/children/Stories/Roald.Dahl/Roald.Dahl_The-Enormous-Crocodile.pdf</p> <p>Alternatively, listen and enjoy this story together up to 08:11 mins in the recording below: https://www.youtube.com/watch?v=A0ryZi7cPQ Discuss what has happened in the story so far. Make a list of the characters which the crocodile has met along the way, what they are doing and eating.</p> <p>Create a fact file, e.g.</p> <p>Character 1 Name: What are they eating?</p> <p>Character 2 Name: What are they eating?</p> <p>Character 3 Name: What are they eating?</p> <p>Return to the film/story to find these details.</p>
Friday	<p>Continue to read and enjoy this story together. This could be from the beginning or from where you read up to the previous day, e.g. from p9 onwards: http://showpdf.rahnuma.org/children/Stories/Roald.Dahl/Roald.Dahl_The-Enormous-Crocodile.pdf</p> <p>Discuss what has happened in the story and the tricks the crocodile carried out.</p> <p>Write about each trick:</p> <p>Trick One Trick Two Trick Three</p>

Complete 15 minutes of IDL Literacy (<https://idlsgroup.com/>) daily which develops spelling, comprehension and keyboard skills.

Topic

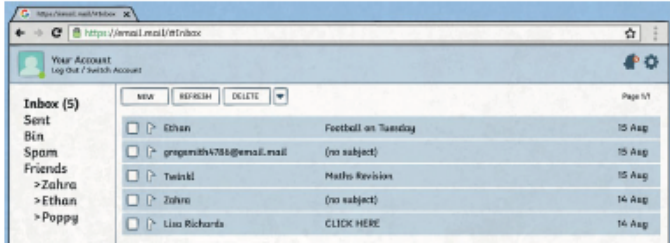
Mon	Online Safety – Emailing Use the Online PowerPoint from the website (Home Learning> Year 3) Now complete the activity sheet below 'Safe to Open'
Tues	Science – Pollination What is the pollination process? (video) Pollination is a very important part of the life cycle of plants. Insects, birds, bats and the wind take pollen between flowering plants, which means the plants can make seeds and reproduce (have babies!). show the simple pollination diagram and read together. http://www.edenproject.com/learn/for-everyone/what-is-pollination-a-diagram-for-kids Now look at the pollination poster diagram below.
Wed	Now watch the video that also explains pollination https://www.youtube.com/watch?v=MI-XVCNTI4Q Using what you have learnt, design your own poster/ diagram that explains pollination. Share your diagram with your family and explain the process of pollination. Next time your outside, sit quietly near some colourful flowers and see if you can spot any insects visiting the flowers.
Thurs	Use the topic grid (Home Learning> Year 3> Skills Homework Grid Year 3 Summer) Choose one of the tasks from the topic grid and complete this.
Friday	Mindfulness Head outside if you can (if not open a window) and find a safe space. If it is safe, lie down. Spend 5 minutes with your eyes closed. Listen to all of the sounds you can hear. Focus on being in the present moment. Once the time is up you could note down the sounds you heard or tell someone in your family.



Safe to Open



Draw lines to match the emails to the clues that it is safe or unsafe, then tick or cross to say if you would open it.

Look at these emails:		Would you open it? (tick or cross)
	You can see your friend's name and address; the subject is blank.	
	You don't recognise the address of the sender; the subject is blank.	
	You can see your friend's name and address; the subject is something you would expect from them.	
	You don't recognise the address of the sender; the subject is very general and it could be for anyone.	
	You can see it's from a company you recognise; the subject seems normal and like something you might receive.	

The Pollination Process

Step 1

The flower's petals are bright colours and fragrant scents attract insects.

Step 2

The insect arrives on the flower to collect nectar. This nectar is a sweet liquid which makes perfect insect food.

Step 5

As the insect feeds on the nectar in this new flower, the pollen stuck to the insect from the first flower rubs off onto the female parts of the second flower (the stigma).

Step 6

Part of this pollen travels down the style and then into the ovary.

Step 3

As the insect is gathering the nectar, it rubs against the anthers, which rub pollen onto the insect.

Step 4

After the insect is done feeding on the flower's nectar, it gets hungry and gets attracted by another flower's bright colours.