

## Year 3 Home Learning: Summer 2 – Week 3

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](mailto: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](http://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.** Go to <https://whiterosemaths.com/homelearning/year-3/> to access the resources. Use the video to help explain the concept and then complete the activity (in your exercise book) which you can access by accessing the school website and following this path: 'Summer 2 Home Learning – Week 3 – Year 3'.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of <b>IDL Numeracy</b> ( <a href="https://idlsqgroup.com/">https://idlsqgroup.com/</a> ) and/or <b>Times Tables Rocks Stars</b> ( <a href="https://play.ttrockstars.com/auth/school">https://play.ttrockstars.com/auth/school</a> ).				
<b><u>You will find the videos and ppts by following the White Rose Maths link <a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a> and clicking on Week 7 (w/c 8<sup>th</sup> June). The sheets required for each day have been downloaded and are accessible by following: 'Summer 2 Home Learning – Week 3 – Year 3'.</u></b>					
White Rose Maths	Lesson 1 – Equivalent fractions	Lesson 2 – Equivalent fractions (2)	Lesson 3 – Equivalent fractions (3)	Lesson 4 – Compare fractions	Lesson 5 – Friday challenge!

## English

Focus theme: Characters, characters!

This week is all about exploring characters from different stories and finding new vocabulary. At the end of the week, decide which character is your favourite!

Mon	<p>Read and enjoy Chapter One of <i>Mister Cleghorn's Seal</i> by Judith Kerr (Find the extract below). After reading, discuss new and interesting vocabulary which you have read, e.g. <i>edition</i>, <i>rearranging</i>, <i>new-fangled</i>, <i>sum</i>, <i>stir</i>, <i>janitor</i>, <i>retreated</i>. Write down the new vocabulary and use <a href="http://www.wordhippo.com">www.wordhippo.com</a> to explore similar words (synonyms) to help you understand them.</p> <p>Create a character chart about Mister Cleghorn. Write down all the things you have found out about him.</p> <table><tr><td>Name:</td><td></td></tr><tr><td>Where does he live?</td><td></td></tr><tr><td>What was his job?</td><td></td></tr><tr><td>What does he like doing?</td><td></td></tr><tr><td>How old do you think he is? Say why.</td><td></td></tr><tr><td>Which other characters are there?</td><td></td></tr><tr><td>Anything else you know?</td><td></td></tr></table>	Name:		Where does he live?		What was his job?		What does he like doing?		How old do you think he is? Say why.		Which other characters are there?		Anything else you know?	
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Tues	<p>Read and enjoy the opening to <i>Esio Trot</i> by Roald Dahl, up to 2:39 mins: <a href="https://www.youtube.com/watch?v=RXD4yrJJz5o">https://www.youtube.com/watch?v=RXD4yrJJz5o</a></p> <p>After reading, discuss new and interesting vocabulary which you have read and use <a href="http://www.wordhippo.com">www.wordhippo.com</a> to explore similar words (synonyms). Some examples to explore are:</p> <p><i>widow</i> <i>riot</i> <i>polite</i> <i>distance</i> <i>courage</i></p> <p>Create a character chart about Mr Hoppy. Write down all the things you have found out.</p> <table><tr><td>Name:</td><td></td></tr><tr><td>Where does he live?</td><td></td></tr><tr><td>What was his job?</td><td></td></tr><tr><td>What does he like doing?</td><td></td></tr><tr><td>How old do you think he is? Say why.</td><td></td></tr><tr><td>Which other characters are there?</td><td></td></tr><tr><td>Anything else you know?</td><td></td></tr></table> <p>Alternatively/in addition, you could create a role on the wall of Mr Hoppy. Draw an outline of him. Write facts that you know about him on the outside of the outline and his feelings on the inside.</p>	Name:		Where does he live?		What was his job?		What does he like doing?		How old do you think he is? Say why.		Which other characters are there?		Anything else you know?	
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Wed	<p>Before reading the story opening today, look at the words listed below using <a href="http://www.wordhippo.com">www.wordhippo.com</a></p> <p><i>savanna</i>  <i>endless</i>  <i>supply</i>  <i>horizon</i>  <i>bored</i>  <i>border</i>  <i>speck</i></p> <p>Write the words down. Discuss meanings and similar words (synonyms) with an adult. Exploring these words now will help you to understand the story later.</p> <p>Read and enjoy the opening to <i>Yours Sincerely, Giraffe</i> by Megumi Iwasa (Find the extract below).</p> <p>Return to the word list and spot the words in the story. Discuss these words within the story and what they mean.</p> <p>Now explore the words <i>lonely</i> and <i>bored</i> on <a href="http://www.wordhippo.com">www.wordhippo.com</a></p> <p>Find similar words (synonyms) and write them down.</p> <p>Discuss how the giraffe is feeling.</p> <p>Write short sentences to create a mini poem, including the new words you have found, e.g.  Giraffe is feeling lonely. Giraffe is feeling unloved.  Giraffe is feeling unwanted.  Giraffe is feeling outcast.  etc.</p> <p>Publish your poem by writing it in your best handwriting or typing it. Add some images or illustrations. You could send this to your teacher!</p>
Thurs	<p>Return to the story extract read yesterday <i>Yours Sincerely, Giraffe</i> by Megumi Iwasa (Find below).</p> <p>Write a letter as though you are the giraffe explaining that you need a friend because you are bored. Use the words and similar words for <i>lonely</i> and <i>bored</i> that you explored yesterday, and discuss how you, as the giraffe, are feeling.</p> <p>Use the following ideas to help to write your letter:</p> <p><i>Dear anyone who will read this,</i>  <i>I am feeling extremely bored because...</i>  <i>At the moment, I live in the African Savanna and ...</i>  <i>I would like a friend because...</i></p> <p>If you are feeling really inspired, perhaps you could write back as though you are the penguin!</p>
Friday	<p>During this week and previous weeks, you have explored a range of characters including:</p> <p>Mr and Mrs Twit  Dr Seuss  The Enormous Crocodile  Flat Stanley  Robin Hood  The Shoe People  Mister Cleghorn  Mr Hoppy</p> <p>Discuss and make a list of all the characters you have read about or viewed in film clips. Remember capital letters for names of people!</p> <p>Now select the characters you wish to focus on, e.g. four or five characters.</p> <p>Make <i>Top Trumps</i> cards for your characters using the information you have read.</p> <p>View this clip about how to create <i>Top Trumps</i> cards from LPDS TV (up to 3:45mins):  <a href="https://www.youtube.com/watch?v=14Ywou7Jguc">https://www.youtube.com/watch?v=14Ywou7Jguc</a></p> <p>You could use the following categories for your <i>Top Trumps</i> cards, e.g.</p> <p>Wisdom  Strength  Humour  Honesty  Greed  Top Trumps Rating  etc.</p> <p>You could also include a brief description of the character and the book they feature in.</p> <p>Finally, choose your winner! Share this with family members and your teacher.</p>

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

## Topic

Mon	<p><b>Online Safety – Sharing Pictures</b></p> <p>Activity 1: Read Jessie &amp; Friends: Sharing Pictures – The Storybook (Find this on the school website Home Learning&gt; Summer 2&gt; Week 3 &gt; Year 3)</p> <p>Use questions to chat about the storybook. For example:</p> <ul style="list-style-type: none"> <li>o Who did Tia want to send the pictures to at first?</li> <li>o How did more people end up seeing the pictures?</li> <li>o What made Mo feel sad?</li> <li>o How did Ms Humphrey help Jessie, Tia and Mo?</li> </ul> <p>If you have a printer, print off the storybooks and ask your child to complete the activities on page 4 and 7.</p> <p>No printer? Ask your child to draw a picture of a grown-up who helps them and, (if they can) write the grown-ups name, all the things they do to help your child, and/or what your child admires about them.</p>
Tues	<p><b>Science – Healthy Humans</b></p> <p>Show your child the <b>Eatwell Guide Poster (attached below)</b> to introduce the Eatwell guide.</p> <p>Explain to your child that all foods can be sorted into 5 groups. Name each group:</p> <ul style="list-style-type: none"> <li>• Fruit and vegetables;</li> <li>• Potatoes, bread, rice, pasta and other starchy carbohydrates;</li> <li>• Dairy and alternatives;</li> <li>• Beans, pulses, fish, eggs, meat and other proteins</li> <li>• Oils and spreads</li> </ul>
Wed	<p>Using the Food Cards (attached below), ask your child if they can put the cards into the right groups. Repeat this 5-8 times, ensuring that they understand each group. You could collect items from the kitchen to complete this activity instead of using the cards.</p> <p>Now use the blank eatwell plate to draw or write the food items in the correct place. Go into your kitchen and choose 6 more food products to add to your eatwell plate.</p>
Thurs	<p>Use the topic grid (Home Learning&gt; Year 3&gt; Skills Homework Grid Year 3 Summer)</p> <p>Choose one of the tasks from the topic grid and complete this.</p>
Friday	<p>PE – Garden Games- Balancing Act. (This activity can be done inside or outside)</p> <p>See the PE plan attached below to complete the activity.</p>

## English Resource: Opening extract from Mister Cleghorn's Seal by Judith Kerr



Mr Albert Cleghorn was sitting on the balcony outside his flat, watching the sunrise. It was rather a good sunrise, but the pink and orange sky did not cheer him.

*Seven o'clock in the morning*, he thought. What on earth was he going to do with the whole long day ahead?

Normally at this time Mr Cleghorn was already busy in his shop, sending the paper boy off on his round, laying out the day's editions, and selling them –

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along with pipe tobacco and those newfangled cigarettes – to early travellers on their way to the station. Later he'd be rearranging the twelve big jars of different coloured sweets ready for when the children came out of school, and chatting with the local ladies who needed a pencil or a notebook or some brown wrapping paper.

*I should never have sold the shop*, thought Mr Cleghorn, even though the people who bought it had paid him a tidy sum. *Whatever am I going to do with myself?*

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In the street below, things were beginning to stir. The milkman was leading his horse from house to house and the postman – looking up and seeing Mr Cleghorn on his balcony – waved and pointed, to tell him that he had a letter. When Mr Cleghorn went

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downstairs to fetch it, he found the janitor arguing with a little middle-aged lady. The lady was holding a cage with a small bird in it, and the janitor was shouting, as usual.

"No pets!" shouted the janitor. "You know the rules! No pets in the flats!"



"Oh for goodness' sake," said the lady. "It's only my sister's canary, and I'm looking after it for a few days."

"Well, I shall expect to see it gone by the end of the week," said the janitor and retreated behind the window of his cubbyhole to watch for any further infringements of the rules.





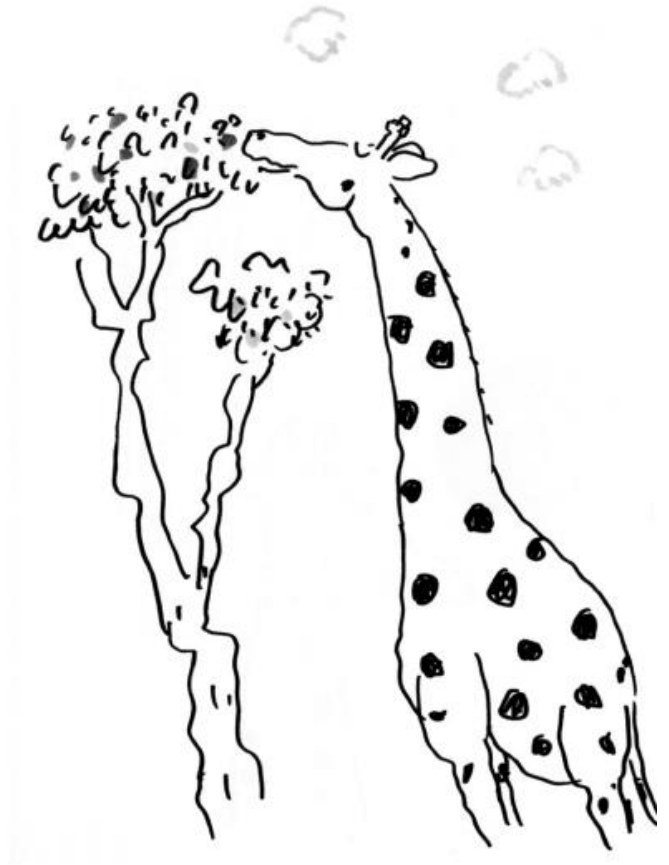
### A Bored Giraffe Writes His First Letter

This is the African savanna, home to one bored giraffe.

On this day, like every other day, the sky was clear and blue. Cream puff clouds drifted slowly by, a gentle breeze crossed the plain, and there was an endless supply of acacia leaves, which Giraffe loved to eat.

Sounds perfect, you say? You're quite right.

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Giraffe had everything he needed.

But, in fact, there was one thing he was missing—an extra special friend. He had no one to share his feelings with. And so, alas, he was a very bored giraffe.

And one more boring day was coming to an end.



*Today was just the same as ever. Nothing happened, as usual. And I am just the same as ever. Bored, as usual.*

Giraffe watched the sun slip slowly out of sight. The horizon was mirrored in his big round eyes.





Suddenly he blinked.

*I wonder what's on the other side, he thought.  
And what sort of animals live there?*

He stretched his long neck as far as it would go. But he couldn't see beyond the savanna.

*Wait! I know. I'll write a letter!*

Where did he get that idea? Well, when he was munching on leaves that afternoon, he had happened to see this sign hanging from a tree.



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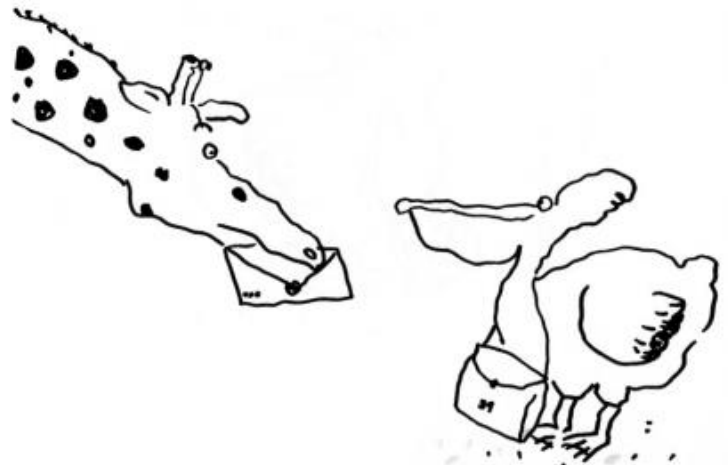
*A bored pelican—that sounds just like me, thought Giraffe. Maybe if I write a letter, I'll feel less bored. And if I use the new delivery service, Pelican will feel less bored, too... Yes, that's what I'll do: I'll write a letter.*

That night, Giraffe fell asleep feeling much happier than usual as he thought about all the things he wanted to say.

The next day, he wrote his very first letter and took it straight to Pelican.

Pelican was a little nervous. After all, this was his first customer. "Welcome to the Pelican Delivery Service. Where shall I take your letter?"

Giraffe was a little nervous, too. "Give it to the first animal you meet on the other side of the horizon," he said.



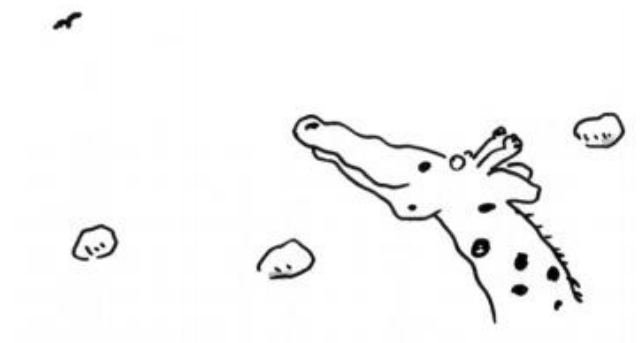
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"The horizon? Er... You mean that place over there?" Pelican pointed to the border between the bright blue sky and the green savanna.

"That's right." Giraffe was beginning to feel excited. "And please bring back a reply."

"Of course! The horizon doesn't look very far. I should be able to make it there and back before the sun goes down."



Pelican flapped his wings and flew up in the air, higher and higher, as if he were being sucked into the sky.

"Be sure to get a reply!" Giraffe shouted.

"Okaaaaaay!"

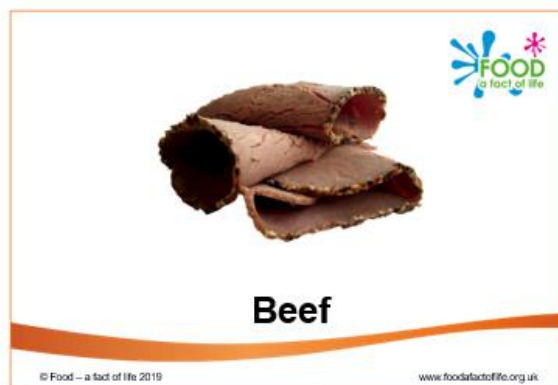
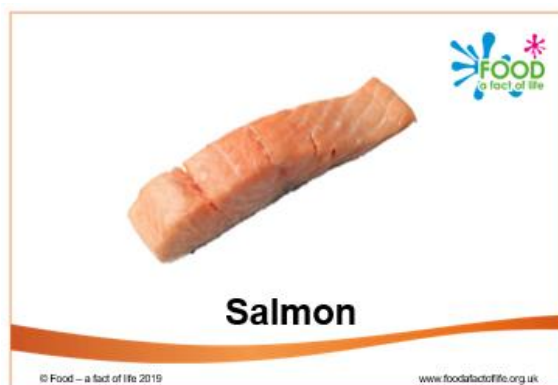
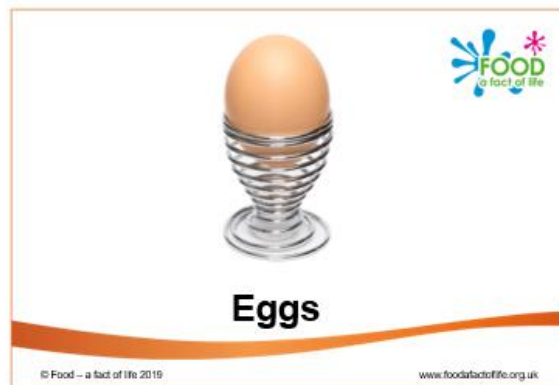
In no time, Pelican had shrunk to a tiny little speck and disappeared.



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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Name: \_\_\_\_\_

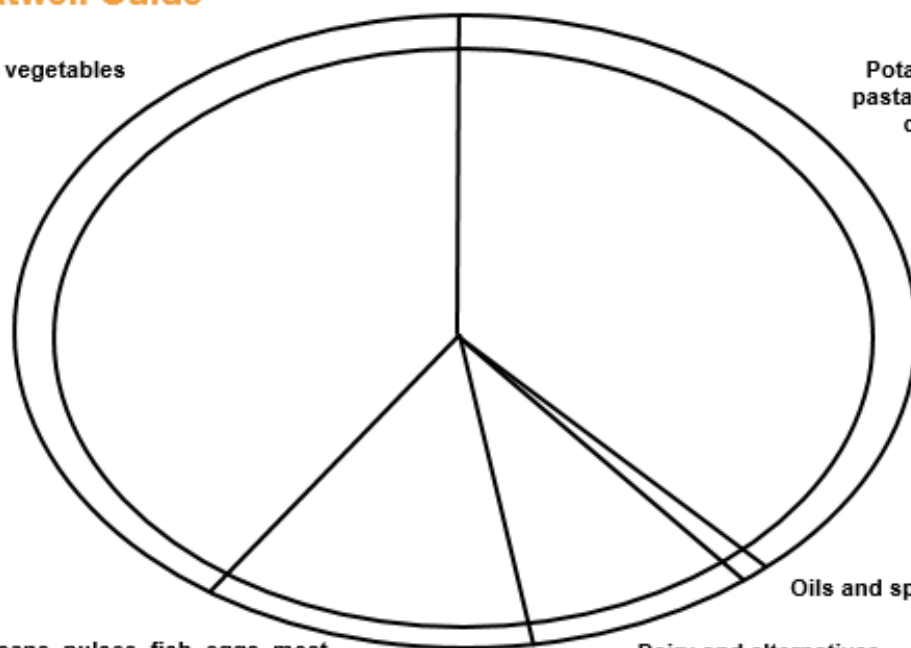
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## The Eatwell Guide

Fruit and vegetables

Potatoes, bread, rice,  
pasta and other starchy  
carbohydrates



Beans, pulses, fish, eggs, meat  
and other proteins

Oils and spreads

Dairy and alternatives

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[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)



Home of Primary **PE**

## Balancing Act

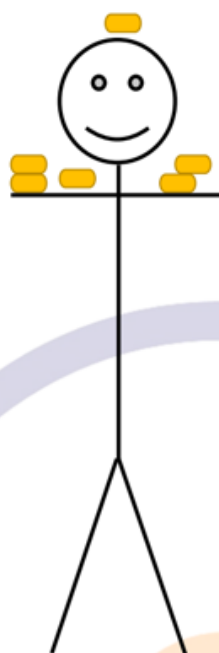
### How to Play:

Playing in pairs:

- ✓ One player stands with their arms outstretched.
- ✓ The other player has 1 minute to safely balance as many items on the first player as possible.
- ✓ When the time is up, count how many items are balanced and then swap over. Who can balance the most items on their partner?
- ✓ To progress – difficult items can be worth more points.

Playing in teams (e.g. 2v2):

- ✓ One person from each team stands with their arms outstretched.
- ✓ The other players race to safely balance as many items as possible on their teammate.
- ✓ The team with the most items balanced, wins a point for the round.
- ✓ Play 3-5 rounds to see who can win the most points.



### Equipment:

- ✓ Socks, tea-towels, books, coat-hangers, toys, etc.

### How to score:

- ✓ Award 1 point for each item balanced successfully. Or 1 point for easy items and 2 points for difficult items.
- ✓ The player with the most points wins.
- ✓ If an item falls off, it must not be counted.