

## Year 3 Home Learning: Summer 2 – 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](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 4 – Year 3'.


	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of <b>IDL Numeracy</b> ( <a href="https://idlsgroup.com/">https://idlsgroup.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 8 (w/c 15<sup>th</sup> June). The sheets required for each day have been downloaded and are accessible by following: 'Summer 2 Home Learning – Week 4 – Year 3'.</u></b>					
White Rose Maths	Lesson 1 – Order fractions	Lesson 2 – Add fractions	Lesson 3 – Subtract fractions	Lesson 4 – Problem solving with fractions	Lesson 5 – Friday challenge!

## English

### Focus theme: **Up, Up and Away! (Part one)**

This is the first of a two week unit defying gravity! Explore poems, stories and movies themed around the air and flying. Find facts and delve into the history of flight. You might possibly end up being blown away!

Mon	<p>Watch and enjoy the short film, <i>Fantastic Flying Books of Morris Lessmore</i>: <a href="https://www.youtube.com/watch?v=ONHuLa2OxM">https://www.youtube.com/watch?v=ONHuLa2OxM</a></p> <p>Watch again up to 4:33 mins.</p> <p>Think about verbs that could describe how the man is moving/flying in the storm and how the books are flying later on, e.g. <i>twirling, swirling, tumbling</i>.</p> <p>Use a thesaurus to find synonyms (words with a similar meaning) for your words. <a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a></p> <p>Write these synonyms down.</p> <p>Create an 'ing' poem about flying using some of the verbs you have explored.</p> <p>Start off by describing what happened to Mr Lessmore at the start of the clip, e.g. how he was flying, not through choice and in a dangerous way. Next, move on to describing the books flying in the air, e.g. they are purposeful and elegant.</p> <p>Here is an example for you.</p> <p><i>Whisked away by the gusts of wind, Falling, gliding, tumbling, diving. Trying to catch a hold, Bumping, reaching, grabbing, plunging. The elegant books soaring through the sky. Gliding, drifting, hovering, fluttering. Waiting for the right person to come along, Coasting, skimming, floating, cruising.</i></p> <p>Write your poem out neatly and decorate it with pictures of flying books around it.</p>
Tues	<p>Watch and enjoy this clip from <i>Peter Pan</i>: <a href="https://www.youtube.com/watch?v=6YYXgEr0758">https://www.youtube.com/watch?v=6YYXgEr0758</a></p> <p>Imagine that you are Wendy. You are writing a letter to your best friend to tell them all about your first experience of flying. (See the example below).</p> <p>Think about the events that happened to you, how you were sprinkled with dust and then how you could fly. What did you see as you were flying? How did you feel as you were flying?</p> <p>Try to include some of the new words that you found for flying yesterday.</p> <p>Could you also include some prepositions (describing position or direction) in your description? E.g. <i>above, below, beneath, within, outside, beyond</i>.</p> <p><i>Example Letter</i></p> <p><i>Dear ...,</i></p> <p><i>You won't believe what happened <b>to</b> me today! I have been flying! Peter, <b>from</b> Neverland, sprinkled some magic fairy dust <b>on</b> me and I could fly! We all <b>soared up into</b> the sky and <b>glided past</b> the tallest of buildings. At one point we were right <b>next to</b> Big Ben! (Etc.)</i></p> <p><i>Remember to read back through your work to check that it makes sense. Check that you have punctuated your work correctly.</i></p>

Wed	<p>Read these poems about flight. As you read, jot down any interesting words or phrases about flight.</p> <p><i>If I Could Fly</i> <a href="https://www.pitara.com/fiction-for-kids/poems-for-kids/if-i-could-fly/">https://www.pitara.com/fiction-for-kids/poems-for-kids/if-i-could-fly/</a></p> <p><i>The Leaf's Lament</i> <a href="https://childrens.poetryarchive.org/poem/the-leafs-lament/">https://childrens.poetryarchive.org/poem/the-leafs-lament/</a></p> <p><i>Flight of the Wild Bird</i> <a href="https://www.youtube.com/watch?v=DEqjJtwgGzk">https://www.youtube.com/watch?v=DEqjJtwgGzk</a></p> <p><i>One Small Bird</i> – various poems about birds, some of which focus on flight – all written by school children <a href="http://www.onesmallbird.uk/poems/">http://www.onesmallbird.uk/poems/</a></p> <p>Discuss: What would you do if you could fly? Where would you go? What would you see? Would you visit a special place?</p> <p>Write your own poem about flight. You may wish to use the title <i>If I Could Fly</i>, <i>If I Had Wings</i>, or create your own title. Try to use some of the interesting vocabulary you've collected from the poems you've read. You could also use a thesaurus to find synonyms for your words. <a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a></p> <p>Don't worry about making your poem rhyme – it doesn't need to! Your poem can just be a series of sentences about what you would do if you could fly.</p> <p>Write your poem out neatly, illustrate it and share it with members of your household.</p>						
Thurs	<p>Today you are going to find out about the Wright brothers who, it is thought, invented the first flying machine.</p> <p>First of all, you are going to explore some vocabulary that you will come across.</p> <p>Have a go at thinking about what you think each word below might mean and then look up the definition in a dictionary. <a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a></p> <p><i>aerodynamic, pioneer, glider, efficient, navigate, warped.</i></p> <p>You could use a chart like the one below to record the words.</p> <table><tr><th>Word</th><th>What I think it means</th><th>Dictionary definition</th></tr><tr><td> </td><td> </td><td> </td></tr></table> <p>Now watch the clip below. Remember to listen out for the words you have explored.</p> <p><i>The Wright Brothers: First Successful Aeroplane 1903</i> (spelt <i>Airplane</i> in this American video). <a href="https://www.youtube.com/watch?v=YDlk4Ky_ahs">https://www.youtube.com/watch?v=YDlk4Ky_ahs</a></p> <p>Find out some more information here:</p> <p><i>Ducksters – Wright Brothers</i> <a href="https://www.ducksters.com/biography/wright_brothers.php">https://www.ducksters.com/biography/wright_brothers.php</a></p> <p>Note down any words that are unfamiliar to you in your chart and find out the meaning of these words.</p> <p>At the bottom of the webpage is a quiz. Click on the link to test your knowledge by completing the ten question quiz!</p>	Word	What I think it means	Dictionary definition			
Word	What I think it means	Dictionary definition					
Friday	<p>Using the information from yesterday and any of your own research, create a mind map to show all that you have learnt about the Wright brothers.</p> <p>Include all the key information that you have found out and add some pictures/drawings too. Can you include any of the new vocabulary that you explored yesterday?</p> <p>Below is an example of what a mind map might look like.</p> 						

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

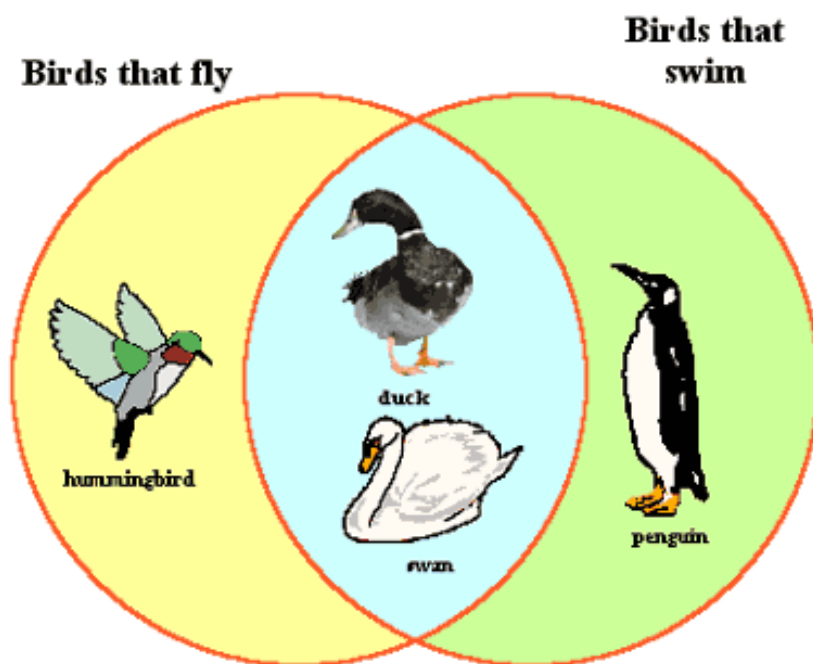
## Topic

Mon	<p><b>Online Safety – Sharing Pictures</b>            Rewatch Jessie &amp; Friends Episode 2: Sharing Pictures at <a href="http://www.thinkuknow.co.uk/parents/jessie-and-friends">www.thinkuknow.co.uk/parents/jessie-and-friends</a>            If you have access to a printer, print the Sharing Pictures quiz and ask your child to fill it in with your support.            No printer? Read the questions and answer choices out loud and ask your child to tell you the answers.</p> <p>After finishing the quiz, talk to your child about how sometimes things that happen online can make us feel worried, scared or sad - just like Jessie, Tia and Mo in this episode. Tell them that if anything ever worries or upsets them, they can always come to you or another trusted adult for help, no matter what.            Activity 2: Draw what makes you feel happy!</p> <p>Jessie, Tia and Mo love playing superheroes – it makes them feel happy.            Take a sheet of blank paper and help your child fold it into quarters. Open the paper up again. There are now four spaces on the paper.            In each space, ask your child to draw themselves doing something that makes them feel happy – a total of four different activities. These could be things they like to do on their own, or activities they enjoy with friends or family.            They can write what they are doing under each picture if they'd like.</p>
Tues	<p><b>Science – Healthy Humans</b>            Do you have pets?</p> <p>List the different pets that your family and friends have. Discuss what do they eat?</p> <p>What do you notice about what our pets eat compared to us?</p>
Wed	<p>How do they get their food?</p> <p>What about wild animals? How do they get food? Can they make it themselves? Discuss.</p> <p>Research a range of animals and their diets including herbivores and carnivores (discuss this vocabulary). If searching online make sure you type in 'for kids' to ensure the content is appropriate. Once you have gathered the information think about how you could group it.            You could do a table to show what each animal eats, a flow chart, a venn diagram etc.            Find some examples in the topic resources below.</p> <p>Choose how you would like to present the data and do this on paper or on the computer.</p>
Thurs	<p>Use the topic grid (Home Learning&gt; Year 3&gt; Skills Homework Grid Year 3 Summer)            Choose one of the tasks from the topic grid and complete this. Topic Grid also attached below.</p>
Friday	<p><b>PE – Green Bowls. (This activity can be done inside or outside)</b>  <b>See the PE plan attached below to complete the activity.</b></p>

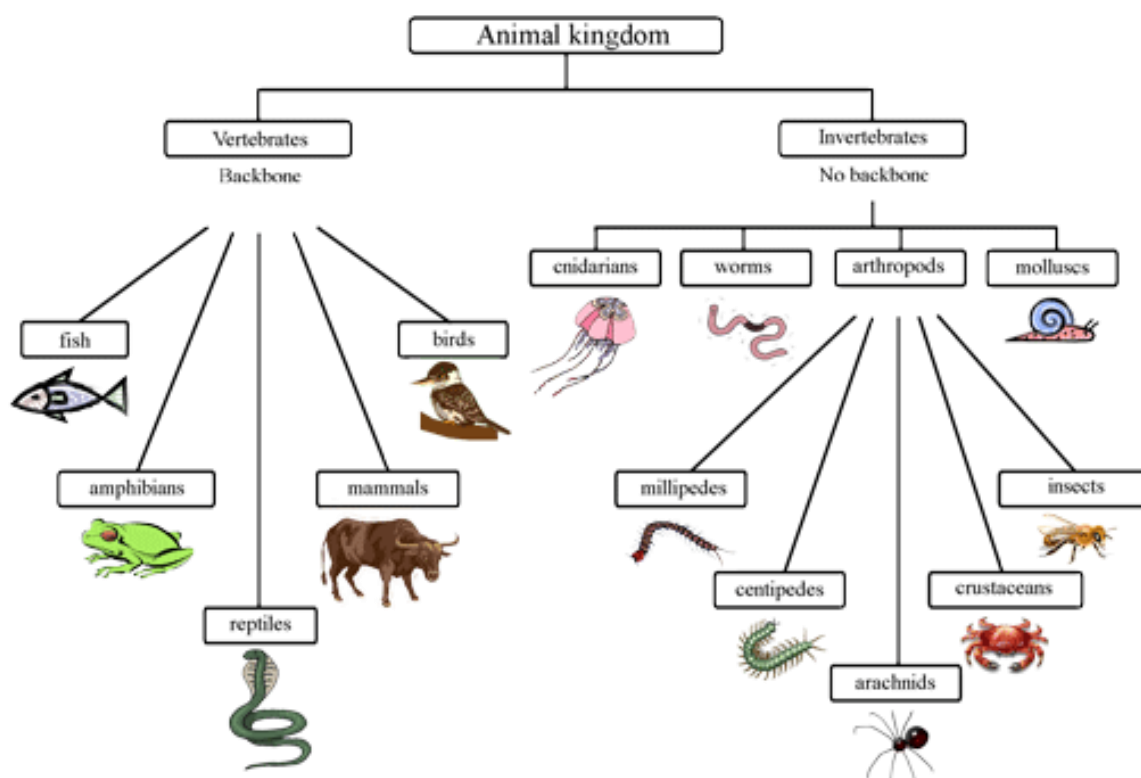
## Topic Resources

### Examples of presenting research

#### Venn Diagram



#### Flow Chart



#### Table

Animal	Herbivore or Carnivore	Diet	How do they get their food?
Penguin	Carnivore	Fish, Squid, Krill	Hunt for it-diving in water.

## Green Bowls

### How to set up:

- ✓ Create a lane as shown in the diagram.
- ✓ Play in pairs or small groups.
- ✓ Give each player a small ball.
- ✓ You must also have 1 large ball (the jack).



### Equipment:

- ✓ Soft balls
- ✓ Large balls

### How to score:

- ✓ The player whose ball lands closest to the large ball wins 1 point.

### How to Play:

- ✓ One player rolls the large ball (the jack) down the lane.
- ✓ When the jack stops, players take turns to roll their ball to get it as close to the jack as possible.
- ✓ Players can knock their opponents balls out of the way.
- ✓ Once everyone has rolled their ball down the lane, the player with the closest ball to the jack wins 1 point.
- ✓ Repeat the game for several rounds, counting points up each time.

## Summer 2 Home Learning Grid Year 3

Over the next 5 weeks you need to complete one activity from each column; Mental Health and Well-being, Transition and Challenge.

### Mental Health and Well-being

Feelings - we have different feelings all of the time and that's okay. Look at the list of feelings below, pull a face to try and show that feeling do this with someone at home to see if they can guess what your feeling is. Happy, excited, sad, angry, bored, calm, upset, scared, silly, worried, shy, confused, lonely, grumpy, comfortable, shy, confident. Can you think of any others? Think about how you are feeling today. Draw a picture to show those feelings, think about the colours and what they show. Try and ask yourself how you are feeling everyday. You could create a feelings diary to do this. Remember it is okay to feel in different ways - we all have good days and days when we don't feel as good. Try asking the people in your house how they are feeling too.



Think about if you have any worries at the moment. Draw 5 thought bubbles on a piece of paper and draw or write down your worries in the thought bubbles. You can choose if you wish to share your worries with someone, sometimes it feels better to talk about the things we are worried about and when we have, it makes us feel better.

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sg> Watch the clip and think about a time when you might have thought you weren't very good at something. It might have been some of your home learning tasks. Remember it is okay when things feel tricky as long as you put all your effort in and have a go! Remember the blue thinker characteristic you learn about in school. Design a poster to display and look at when you are doing your home learning. You could include a useful motto e.g. 'I can do anything I put my mind to.' 'I can do it.' Look at your poster next time you find something tricky.



### Transition

Your new teacher is very much looking forward to teaching you. Draw a picture of yourself and around the picture tell your new teacher all about you. You can use pictures or words. You could include: Your favourite subjects The subjects you find challenging Your favourite hobby Which clubs you enjoy If you have any brothers and sisters What you are like in class (confident, quiet, shy, happy) Who your best friends are Be creative!



'I am amazing' cloud. Create a cloud using paper and write your name on it. Think about 5 different things that you are amazing at. It could be that you are a good listener, you are brave, you are confident. Using strips of paper write down these words and stick them to your cloud. Share this with your new teacher when you go back to school.



A postcard Write a postcard to your new teacher. Tell them some of the things you have been doing over the last few weeks. Tell them how you feel about coming back to school and what you are looking forward to in your new class. Remember to tell them who it is from. You could make it look just like a postcard and draw a picture or put a photograph on the front.



### Challenge

#### British Food!

Research food that can be grown and reared in Britain. Using this information, design a savoury meal that could be eaten by your family for lunch or tea. Try to make sure your meal is healthy and balanced. Use the Eatwell plate to help you with this. You could draw your meal and label the different ingredients and create your own instructions so you know how to make it. With adult support make your meal for your family. Ask for their feedback and remember to tell them it is made with British ingredients.



#### Historians! Food from the past!

Research the foods that the following people used to eat. The Stone Age, The Romans, The Anglo-Saxons, The Vikings. Does the food they ate change over time? Put them onto a timeline. Which period would you have rather lived in based on the food they ate? Are there any similarities between the foods they ate? You could try and make some of the foods and sample them - make sure you get permission and help from an adult to do this. Delicious!



#### Art Attack!

Collect a range of recyclable materials from around the house (that people have finished with). Design a food sculpture that you could make using the materials. Think carefully about how you will connect the pieces together securely. Research different artists who create sculptures. Research Claes Oldenburg who creates huge food sculptures for inspiration. You might decide to build a large sculpture or a smaller version. Don't forget to share your work with us.

