

Year 3 Home Learning: Summer 2 – Week 6

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 measurement and shape. 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 6 – Year 3'.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of IDL Numeracy (https://idlsqgroup.com/) and/or Times Tables Rocks Stars (https://play.ttrockstars.com/auth/school).				
<u>You will find the videos and ppts by following the White Rose Maths link https://whiterosemaths.com/homelearning/year-3/ and clicking on Week 10 (w/c 29th June). The sheets required for each day have been downloaded and are accessible by following: 'Summer 2 Home Learning – Week 6 – Year 3'.</u>					
White Rose Maths	Lesson 1 – Draw accurately	Lesson 2 – Recognise and describe 2D shapes	Lesson 3 – Recognise and describe 3D shapes	Lesson 4 – Tell the time to 5 minutes	Lesson 5 – Friday challenge!

English

Focus theme: **Monster Mayhem!**

Spend a week with monsters – stories, film clips, poems and more.

Create your own monster and even make some monster food for your family!

Mon	<p>The Monster Crisp Guzzler</p> <p>Watch and enjoy the story of <i>The Monster Crisp-Guzzler</i> by Malorie Blackman: https://www.bbc.co.uk/programmes/p011t3y9</p> <p>Watch up to 10:02 mins. Make sure you stop at this point!</p> <p>Discuss these questions together:</p> <p>What do you think is going to happen? Will someone save Mira? Who might that be?</p> <p>What do you think will happen at the end of the story?</p> <p>Write the next part of the story with your version of what you think happens.</p> <p>Remember to write as if you are Mira and in the past tense.</p> <p>Now watch the ending and compare to your ending!</p> <p><i>The Monster Crisp-Guzzler</i> by Malorie Blackman: https://www.bbc.co.uk/programmes/p011t3y9</p> <p>Which ending do you prefer and why?</p>
Tues	<p>Hotel Transylvania</p> <p>Watch and enjoy this clip from <i>Hotel Transylvania – Welcome to Hotel Transylvania</i> scene: https://www.youtube.com/watch?v=7niKPyr0upQ</p> <p>Discuss:</p> <p>Which is your favourite monster in the scene and why? Write a short paragraph explaining this.</p> <p>Now read and enjoy this extract from <i>Stitch Head</i> by Guy Bass, attached below.</p> <p>Investigate some of the vocabulary that is unfamiliar, e.g. <i>trundled, toiling, creation, peculiar, administering, rafters, behold, witnessed</i>.</p> <p>Discuss the meaning of these words with an adult, or use a dictionary to help you understand them.</p> <p>Discuss these questions together. Then write down the questions and your responses.</p> <p>How does Stitch Head feel about the professor creating all these new monsters?</p> <p>How does the professor feel about creating all the new monsters?</p>

Marshmallows

Watch and enjoy this clip, *Marshmallows* short film:

<https://www.youtube.com/watch?v=GwXFVgKuH-w>

Discuss these questions together:

How was the boy feeling when the monster appeared behind him?

What made the boy change his feelings towards the monster?

You are now going to retell the story from the boy's point of view (as if you were the boy).

Remember to write your story as if you are the boy. Write in the past tense. As you write, try to include how you are feeling throughout.

Look at this structure to help with your writing.

You were happily toasting marshmallows on your campfire.

A monster sneaked up behind you from out of the lake. You were terrified!

Monster saw a marshmallow and began to drool. You offered the marshmallow to the monster.

Monster wanted more so you happily gave him more until you ran out of marshmallows!

Monster turned angry and chased you. You saw your pillow and grabbed it to hide behind.

Monster mistook pillow for a big marshmallow so you took your chance to run off!

As you write, try to include some Year 3 sentence types.

Use adverbs – *suddenly, silently, soon, next, eventually, etc.*

Use prepositions for where – *above, below, beneath, within, outside, beyond, etc*

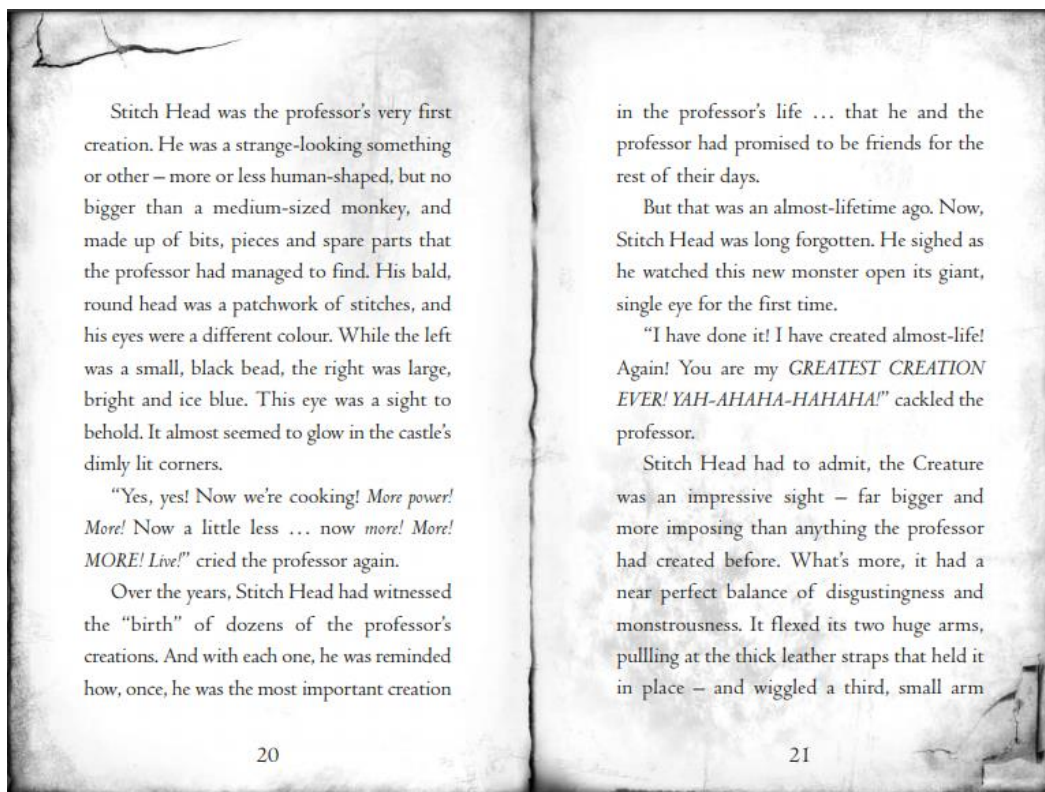
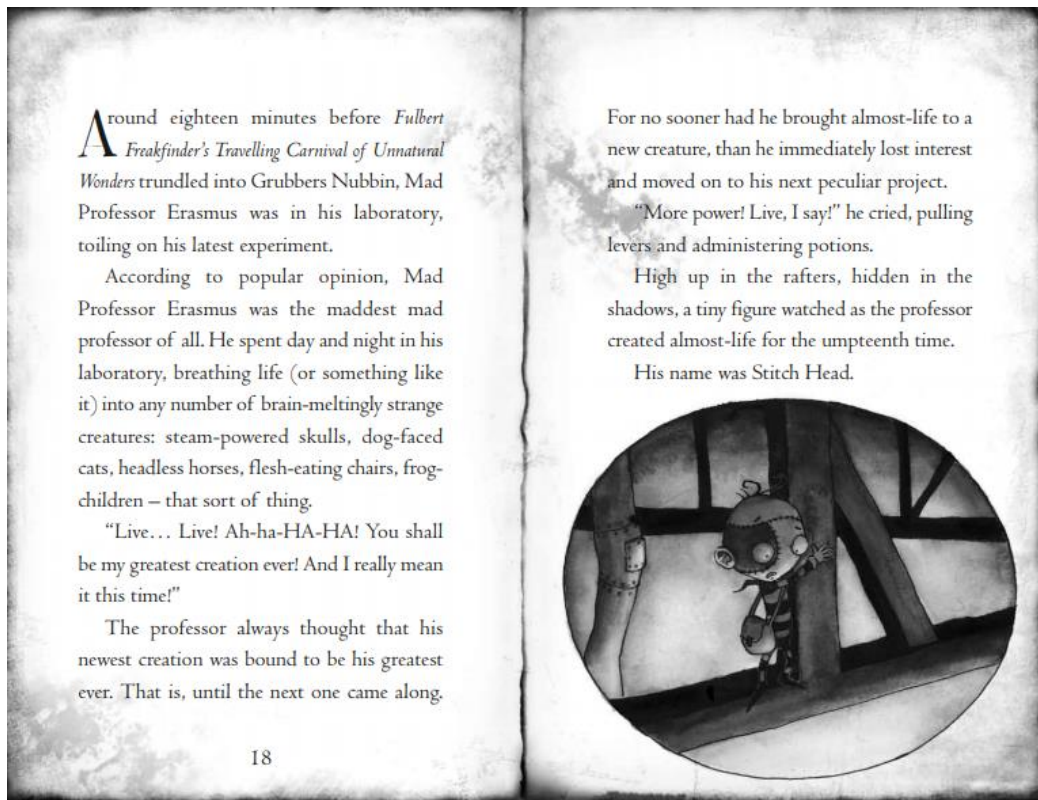
Thurs	<p>Create your own Monster</p> <p>Think about all the different types of monster that you have looked at so far this week. Can you design your own monster?</p> <p>What will it look like?</p> <p>What colour is it?</p> <p>Is it large or small?</p> <p>Can it do something strange like twist off its legs or remove its head?</p> <p>Is it furry, scaly, slimy, soft or spiky?</p> <p>How many eyes/ ears/ noses/mouths has it got?</p> <p>What does it like to eat?</p> <p>Draw/colour/ and label your monster with the ideas above. You could also make your monster with any craft materials you have available.</p> <p>Create a fact file for your monster.</p> <p>You could do this in the style of a <i>Top Trumps</i> card as in previous units.</p> <p>Include information such as:</p> <p>Name:</p> <p>Age:</p> <p>Height:</p> <p>Habitat:</p> <p>Diet (Food):</p> <p>Likes/Dislikes:</p> <p>Special features:</p> <p>Scare factor:</p> <p>You could also include a short paragraph to describe your monster.</p>
Friday	<p>Poetry</p> <p>Read this poem</p> <p><i>The Monster Sale</i> by Brian Moses, attached below.</p> <p>Now read <i>There's a Monster in My School Bag</i> by David Windle, attached below.</p> <p>Write a poem about your monster that you created yesterday.</p> <p>What does your monster like to do? Does it live in a particular place? Does it eat certain things?</p> <p>Use your fact file from yesterday to help you.</p> <p>As you write, keep reading your poem aloud to check you are happy with it. When you have finished, perform your poem to your household!</p>

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

Topic

Mon	<p>Online Safety</p> <p>Activity 1: Read the Jessie & Friends storybook and make a storyboard!</p> <p>Read Jessie & Friends: Playing Games: The Storybook with your child – find in Year 1> Week 5</p> <ul style="list-style-type: none"> • Support your child to create their own story-board. Take a sheet of blank paper and help your child fold it three times. Open the paper up again. There should now be eight squares on the paper. Label the squares from one to eight or use the ready-made storyboard below. • Read the captions below with your child and help them number them to show what order they go in. • Your child can then write the captions in the correct order, one at the bottom of each square on the storyboard, leaving space for a picture illustrating the caption above each one. Or if your child prefers, they can choose to only draw a picture in each square without the written caption, or only write the caption without a picture (but they may like to add some decoration to the square!) <p>Activity 2: Design your own Super-Hero!</p> <ul style="list-style-type: none"> • It's time for your child to create their own super-hero avatar, like Jessie's, Tia's and Mo's in the Avelzon game. There are lots of ways they could do this – for example, drawing, painting or collage...or why not find some spare clothes/items around the house to make their own super-hero costume? • Jessie, Tia and Mo's 'Power Words' are 'Strong', 'Fearless' and 'Wise'. Ask your child to think of all the positive qualities they would like their super hero to have, and then ask them to choose a Power Word for their own super hero.
Tues	<p>Science – Healthy Humans (The Skeleton)</p> <p>Last week you learnt some of the common names for the bones in the skeleton.</p> <p>Use the Bones PowerPoint which is in Home Learning > Summer 2> Week 6> Year 3. Work through the PowerPoint completing the activities.</p>
Wed	
Thurs	<p>Use the topic grid (Home Learning> Year 3> Skills Homework Grid Year 3 Summer)</p> <p>Choose one of the tasks from the topic grid and complete this. Topic Grid also attached below.</p>
Friday	<p>PE –https://primarypeplanning.com/home-pe-ks1-challenge-activities/ Follow the link and watch the video clip for the speed bounce lesson and the spotty dogs lesson - have a go at home!</p> <p>Complete each activity 3 times, can you improve your score?</p>

Stitch Head by Guy Bass



protruding from its chest, as its master shrieked with victorious glee. Stitch Head looked down at his tiny, mismatched hands, and felt sadder and more forgotten than ever.

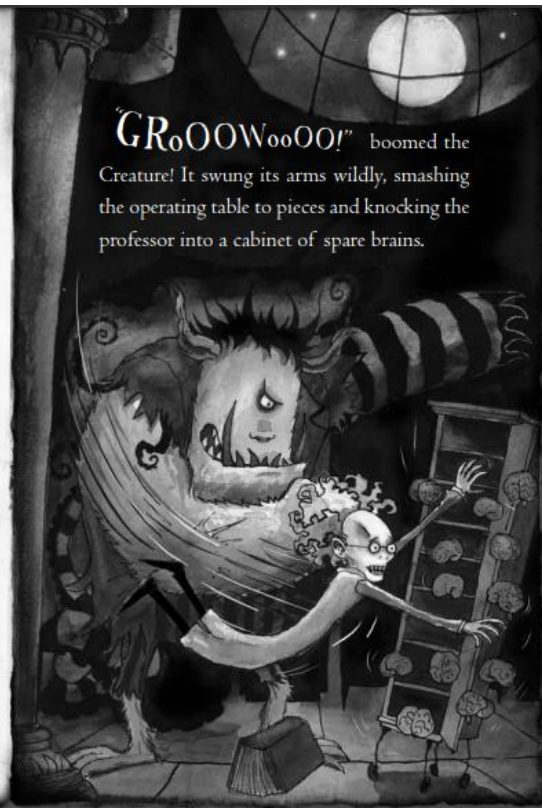
"GRoOOWooOO!"

Stitch Head watched as the Creature began thrashing about, its mighty arms straining against its bonds.

"What's happening...?" he whispered, staring in horror as the Creature began to grow. Within seconds, it had all but doubled in size. It sprouted thick fur and its huge body grew ever larger, until, with a roar, it tore itself free and leaped from the operating table.

"Oh no," gasped Stitch Head, tightening the straps on a small bag slung over his shoulder. He looked up to the laboratory's great domed skylight — the moon was shining full and round in the midnight sky. "No! The moon!"

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"GRoOOWooOO!" boomed the Creature! It swung its arms wildly, smashing the operating table to pieces and knocking the professor into a cabinet of spare brains.

"Master!" whispered Stitch Head, as the cabinet collapsed on top of the professor. The Creature lumbered towards the laboratory's thick wooden door. With a single almighty lunge, it crashed through locks, bolts and four inches of solid oak. Then it roared again and disappeared into the labyrinth of corridors.

"What a creation! My best work ever! Ah-HAHAHA!" came a cry from underneath the cabinet of brains. Stitch Head breathed a sigh of relief as the professor emerged. He dusted himself off and picked a few bits of brain out of his hair.

"Creature? Creature! Return to your master, I command it!" called the professor.

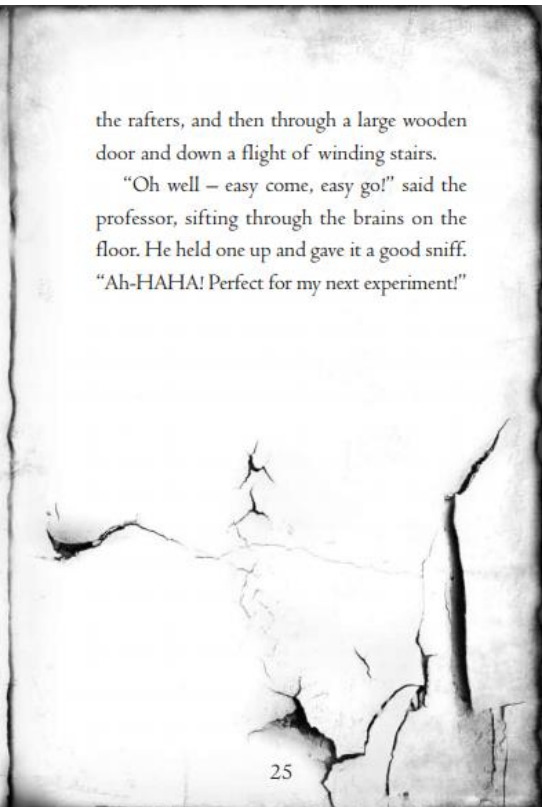
It didn't.

"I have to stop it from leaving the castle," muttered Stitch Head, his eyes unblinking with fear. He clambered silently, nimbly along

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the rafters, and then through a large wooden door and down a flight of winding stairs.

"Oh well — easy come, easy go!" said the professor, sifting through the brains on the floor. He held one up and gave it a good sniff. "Ah-HAHA! Perfect for my next experiment!"



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The Monster Sale

(Sign in a department store window: 'Monster Sale')

Monsters that wait behind your door,
monsters that slither across the floor.

Monsters that moan and groan and wail,
buy your monsters at the Monster Sale.

Monsters that bite and leave a mark,
monsters that shine and glow in the dark.

Monsters that look like you and me,
buy one monster get one free.

A box of monsters to put under beds,
a sack of monsters with two or three heads.

Monsters with chipped and blackened teeth,
monsters with baby monsters beneath.

Out-of-date monsters from the bargain bin,
monsters that fit inside a tin.

Monsters that tap on your window at night,
monsters that whisper, 'You're in for a fright.'

Monsters that hide in your teacher's drawer,
such silly offers you can't ignore.

But our monsters need feeding to help them grow,
so step this way to our basement below.

Such knock-down prices you just won't believe.
Pity you'll never be able to leave. . .



There's A Monster in My Schoolbag

~ David ^{by}Windle ~

THERE'S A MONSTER IN MY SCHOOL BAG.
And he likes to eat my homework.

WHEN I SLIDE MY BOOKS INTO MY BAG
They are all smooth and clean,
But when I take them out again
They're chewed right out of shape.

NOBODY BELIEVES ME WHEN I SAY:
It's the monster in my school bag!
And he likes to eat my homework.
His favourite meal is maths on toast
Washed down with spelling sauce,
For dessert he loves verbs and nouns
In a treacly fraction pie.
Some days he even likes to munch
Through my PE shorts and shirt
Or take a bite from my set square
and lick the lines straight off my ruler.
If I'm not keeping a close eye

He'll tear up all my school letters
And screw them into tiny balls
So when I come to hand them in
They're just a pile of crumbs!

THERE'S A MONSTER IN MY SCHOOL BAG,
Honestly there is!
At night I hear his tummy
Growling while he sleeps,
In the morning he's really hungry,
At least I think he is,
'Cos by the time I get to school
He's eaten my packed lunch.

NOBODY BELIEVES ME WHEN I SAY THIS,
But it's true. Honest.







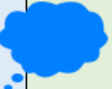

Story-board captions

Write a number next to each caption to show what order they go in to tell the story of Jessie and Friends: Playing Games. Number 1 has been done for you.

Then add the captions to your storyboard in the correct order, and draw a picture to go with each one. Or if your child prefers, they can choose to just draw the pictures, or just write the captions in the squares.

- The mystery gamer tricks them! Game Over.
- They say their Power Words in front of the mystery gamer.
- They tell Jessie's dad. He shows them that Jessie's sister and Tia's brother tricked them.
- Jessie, Tia and Mo are playing Avelzon.
- The friends play Avelzon again. The mystery gamer arrives.
- A mystery gamer says she will help them win if they tell her their Power Words.
- They change their Power Words. Then it's back to Avelzon for more adventures!
- Dr Yekl blasts them backwards! Game Over.



Mental Health and Well-being	Transition	Challenge
<p>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.</p> 	<p>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!</p> 	<p>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.</p> 
 <p>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.</p>	<p>'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.</p> 	<p>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!</p> 
<p>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.</p> 	<p>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.</p> 	<p>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.</p> 