

## Year 3 Home Learning: Summer 2 – Week 7

Working together to achieve success'



Hello Y3. It is the final week of home learning before the holidays. I am so sorry that we haven't been able to spend the remainder of the school year together. You are a brilliant class and I wish you all the success as you move into Year 4. I am looking forward to seeing you all again soon. Have a fantastic holiday and stay 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 measurement.** 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 7 – Year 3'.


	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of IDL Numeracy ( <a href="https://idlsgroup.com/">https://idlsgroup.com/</a> ) and/or Times Tables Rocks Stars ( <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 11 (w/c 6<sup>th</sup> July). The sheets required for each day have been downloaded and are accessible by following: 'Summer 2 Home Learning – Week 7 – Year 3'.</u></b>					
White Rose Maths	Lesson 1 – Measure mass	Lesson 2 – Compare mass	Lesson 3 – Add and subtract mass	Lesson 4 – Measure capacity	Lesson 5 – Friday challenge!

## English

### Focus theme: **Fun with Film!**

This week will focus on examining characters and settings through the use of film. There will be opportunities to look at character thoughts, feelings and reactions to different situations before completing some responses in writing. Spend a day being inspired by poetry through film with some exciting activities to complete, and, to finish the week, learn all about *The Story of Lego!*

Mon	Watch and enjoy the film Adventures are the Pits! <a href="https://www.youtube.com/watch?v=5zr9aiWQ8Tw">https://www.youtube.com/watch?v=5zr9aiWQ8Tw</a>																
	Return to the film again and pause it at the key moments identified in the chart below. This is to support tracking the character feelings across the story.																
	As you pause the film at each key point, discuss the feeling word together, e.g.																
	<table border="1"><thead><tr><th>Timings</th><th>Feelings</th></tr></thead><tbody><tr><td>0:15 mins</td><td>Anxious</td></tr><tr><td>0:23 mins</td><td>Thrilled</td></tr><tr><td>0:41 mins</td><td>Annoyed</td></tr><tr><td>0:48 mins</td><td>Overwhelmed</td></tr><tr><td>1:22 mins</td><td>Disgusted</td></tr><tr><td>1:50 mins</td><td>Determined</td></tr><tr><td>2:02 mins</td><td>Mischievous</td></tr></tbody></table>	Timings	Feelings	0:15 mins	Anxious	0:23 mins	Thrilled	0:41 mins	Annoyed	0:48 mins	Overwhelmed	1:22 mins	Disgusted	1:50 mins	Determined	2:02 mins	Mischievous
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Use the same timings as in the chart above and prepare a narration/voice over for each key point using the feeling words provided, e.g.																	
1. At the beginning of the film, the character feels anxious because ...																	
2. When he rides the slide, the character feels thrilled because ...																	
Continue this for each timing and feeling word. Write these in sentences remembering to check spelling and punctuation for each.																	
You are now ready to play the film and provide your voice over for each key moment in the film.																	
Enjoy!																	
Share this with family members and your teacher!																	

Tues	<p>Watch and enjoy the film CGI 3D Animated Short 'Embarked':  <a href="https://www.youtube.com/watch?v=y47-gmGvZhl">https://www.youtube.com/watch?v=y47-gmGvZhl</a></p> <p>Discuss the word 'embarked'.          Why has the film maker used this word for the title?          Look this up in a dictionary and discuss this together.          Discuss the word 'bark' and how this links to the story and the title too.          Watch the film again. This time, pause the film at key moments and generate questions which you would like to ask each character. Use the question hand to support this.</p>  <p>Example questions to ask the tree house character may be:</p> <ul style="list-style-type: none"> <li>- Who is your best friend?</li> <li>- Where do you live?</li> <li>- Where do you want to live? Why?</li> <li>- Why did you follow the boy?</li> </ul> <p>Now generate questions that you would ask the boy.          You could then ask a member of your household to watch the film with you again. Challenge them to answer your questions by responding as if they are the character!          Select the favourite questions that you have generated and write responses as if you are that character.</p>
Weds	<p>Watch and enjoy the film Sky: Channel 999 Audio Description:  <a href="https://www.youtube.com/watch?v=lgSnrRjOG7Q">https://www.youtube.com/watch?v=lgSnrRjOG7Q</a></p> <p>View the extract below to look at the start of this poem and how it is presented:          Once Upon a Raindrop by James Carter.          Now, read and enjoy the poem City Jungle by Pie Corbett attached below.          Discuss the vocabulary and ideas in the poem together.          Have a look at these words, and find meanings and synonyms (similar words) using  <a href="http://www.wordhippo.com">www.wordhippo.com</a>          splinters, cruise, hunched, shuffle, gargles, snarls, flinch, lashes          Now, create images/ draw pictures for each line of the poem. Then add the lines of the poem to each image just like the examples you watched and read earlier: the Sky Audio Description and Once Upon a Raindrop.          Read the poem using your images and film your performance!          Why not send it to family members and your teacher?</p>

Thurs	<p>Watch and enjoy the film <i>The Lego Story</i>:  <a href="https://www.youtube.com/watch?v=NdDU_BBJW9Y">https://www.youtube.com/watch?v=NdDU_BBJW9Y</a></p> <p>Pause the film at these points and write notes about Ole Kirk Kristiansen – the creator of Lego. Write a few sentences for each section to summarise what you have found out. Remember to discuss any new vocabulary which you hear together.</p> <p>1:14 mins  4:46 mins  5:37 mins  7:49 mins  9:58 mins</p> <p>Have a look at The Lego website to read some more information:  <a href="https://www.lego.com/en-gb/aboutus/lego-group/the-lego-group-history/">https://www.lego.com/en-gb/aboutus/lego-group/the-lego-group-history/</a></p> <p>(When you click on this link, if presented with two options, click on the blue <i>lego.com</i> side of the screen).</p> <p>Explore the timeline on this web page together up to the 1950s. Together, discuss the information from the film and the website.</p>
Friday	<p>Continue watching <i>The Lego Story</i> from yesterday:  <a href="https://www.youtube.com/watch?v=NdDU_BBJW9Y">https://www.youtube.com/watch?v=NdDU_BBJW9Y</a></p> <p>Pause the film at these key points and write notes about Godtfred Kirk Christiansen and how Lego developed.</p> <p>11:32 mins  12:28 mins  15:00 mins</p> <p>Using your notes to help you, create either a poster or a page to go in an information book or on a website – all about <i>The Lego Story</i>. Imagine the poster or book will be for children who are the same age as you, or younger, so try to make it as interesting and easy to follow as possible!</p> <p>Remember to include:</p> <ul style="list-style-type: none"> <li>- <b>heading</b> (e.g. All About Lego)</li> <li>- <b>sub-headings</b> (e.g. How did Lego get its name? Who was Ole Kirk Kristianson?)</li> <li>- <b>labelled picture/ diagram</b> of a Lego brick/other toys</li> <li>- <b>amazing fact(s)</b> to surprise your reader.</li> </ul> <p>Alternatively, you may wish to organise your writing using a timeline structure like the example read yesterday:  <a href="https://www.lego.com/en-gb/aboutus/lego-group/the-lego-group-history/">https://www.lego.com/en-gb/aboutus/lego-group/the-lego-group-history/</a></p> <p>Keep reading over your writing to check it makes sense. Remember to check for your spellings and punctuation.</p> <p>Colour your picture/diagram/ timeline and titles to make your page as bright and interesting as possible. If you can, email it to your teacher so they can share your poster/information page/timeline with the rest of your class!</p>

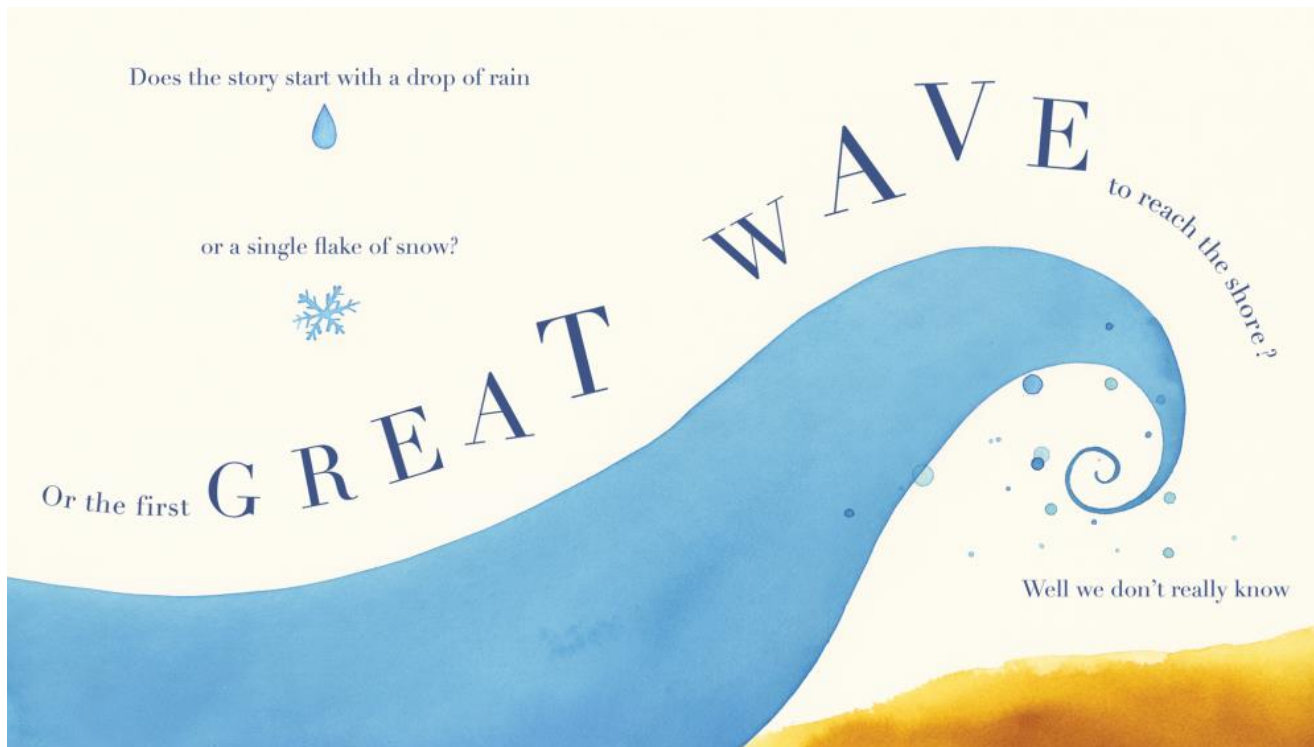
Complete 15 minutes of IDL Literacy (<https://idlsgroup.com/>) daily which develops spelling, comprehension and keyboard skills.

## Topic

Mon	<p><b>Online Safety</b></p> <p><b>Activity 1: Sharing pictures</b></p> <p>Watch Jessie &amp; Friends Episode 2: Sharing Pictures with your child here: <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a> . This may be a re-cap if you have completed previous #OnlineSafetyAtHome activity packs with your child.</p> <p><b>Ask your child the following questions to check their understanding:</b></p> <ul style="list-style-type: none"> <li>- How did lots of people end up seeing the pictures of Tia, Jessie and Mo? [The people they sent them to shared them with other people, who shared them with even more people]</li> <li>- What did Kyle say the friends should have done before sharing a picture with him in it? [they should have asked his permission]</li> <li>- How did Jessie, Tia and Mo get help when they found out their pictures had been shared with other people at school? [they told their teacher]</li> </ul> <p>Support your child to complete the 'When should Jessie TAG' activity below. TAG stands for 'Tell A Grown-up'. After completing the activity, make sure your child knows that if they see anything online that makes them feel worried, scared or sad, they should TAG.</p> <p><b>Activity 2: Asking for permission</b></p> <p>Tell your child that before they do something that involves another person (e.g. hugging them, playing with their toy, borrowing something that belongs to them), they should always ask for permission. This means they should ask whether that person is happy for them to do it or not. Remind your child that it is always ok for someone to say 'No'.</p> <p>For example, if you are thinking of sharing a picture or video of someone else, you should always ask permission first.</p> <p>If the answer is 'Yes', it is OK to do it. If the answer is 'No', it is not OK to do it.</p> <p>Help your child complete the 'Asking for permission' activity below, by drawing a line to connect each situation with the right response, or pointing to the answer on screen.</p> <p>Next, talk to your child about ways to ask for permission, using Jessie's questions as examples e.g. Is it ok if I...?, Can I...? Do you mind if I...?.</p> <p>Try to model these sentence starters at home e.g. 'Is it ok if I brush your hair?' 'Can I play with your toy?' and encourage your child to use them.</p> <p>Ask your child to draw a picture of Jessie asking her pet dog for permission to play with him – e.g. asking Dog if she can pat him, brush his hair, ride on his back or tickle his ears! Encourage them to practice different ways to ask permission. What will Dog say? What should Jessie do?</p>
Tues	<p><b>Science – Mighty Muscles</b></p> <p>Use the PowerPoint presentation from the school website (Home Learning &gt; Summer 2 &gt; Week 7 &gt; Year 3)</p> <p><b>What are muscles?</b> Reveal the diagram showing cells, tissues and muscles explaining the difference.</p> <p><b>Where do we have muscles in our body?</b></p>
Wed	<p><b>Discuss the meaning of voluntary and involuntary muscles</b></p> <p><b>Complete the Might Muscles sheet below</b></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. Topic Grid also attached below.</p>
Friday	<p>PE –</p> <p><a href="https://primarypeplanning.com/home-pe-ks1-challenge-activities/">https://primarypeplanning.com/home-pe-ks1-challenge-activities/</a> Follow the link and watch the video clip for the baby shark scissor challenge!</p> <p>Set up a table of the people in your household and get them all to have a go. See who can do the most in the given time.</p>

## English Resources

### Once Upon a Rainbow extract



#### City Jungle

Rain splinters town.

Lizard cars cruise by;  
their radiators grin.

Thin headlights stare –  
shop doorways keep  
their mouths shut.

At the roadside  
hunched houses cough.

Newspapers shuffle by,  
hands in their pockets.  
The gutter gargles.

A motorbike snarls;  
Dustbins flinch.

Streetlights bare  
their yellow teeth.  
The motorway's  
cat-black tongue  
lashes across  
the glistening back  
of the tarmac night.

*Pie Corbett*

## Topic Resources

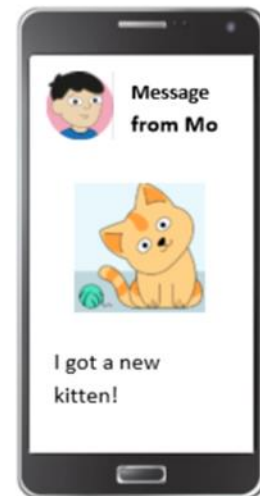
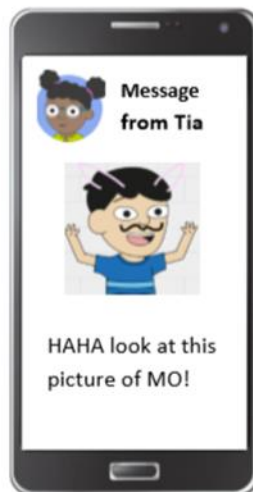
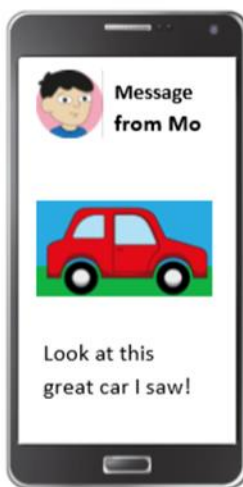
### When should Jessie TAG?



I love looking at pictures that my friends have sent! Can you help me **TELL A GROWN UP** when you see something that might make me feel worried, scared or sad?

If I should **TELL A GROWN UP**, write **TAG** in the box.

If you think it's ok, write **OK** or draw a smiley face!



Should Jessie TAG or is it ok? Write TAG or OK in each box.

WOOF!



## Asking for Permission

Connect the boxes by drawing a line from the situation to the correct response



Is it ok if I  
...share the funny  
video of you  
dancing with my  
family?

No



Do you  
mind if I...  
share this  
picture of us  
with my family?

Yes,  
that's  
fine!



Can I...change  
this picture of  
you so you look  
like a toad then  
show my dad?

Sure! I  
don't  
mind!



Tia has said YES  
Jessie can  
change the  
picture of her  
and show her  
dad.

Mo has said YES.  
Jessie can share  
the picture of  
them with her  
family.

Tia has said NO.  
She has not given  
her permission so  
Jessie should not  
share the video of  
her dancing.



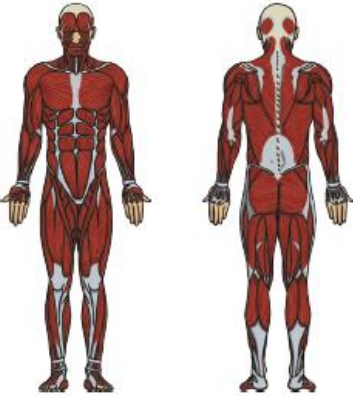
It's always ok to  
say NO if someone  
asks to do  
something that  
makes you feel  
worried, scared or  
sad.








# Mighty Muscles



Activity	Prediction (before the activity): Circle or highlight the muscles you think will be used.	Results (after the activity): Circle or highlight the muscles you used.
		



## Mighty Muscles

Activity	Prediction (before the activity): Circle or highlight the muscles you think will be used.	Results (after the activity): Circle or highlight the muscles you used.
		

What do muscles do?

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# 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

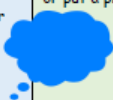
Feelings - we have different feelings all of the time and that's okay.  
Look at the list of feelings below, pull a face to try and show that feeling do this with someone at home to see if they can guess what your feeling is.  
Happy, excited, sad, angry, bored, calm, upset, scared, silly, worried, shy, 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.

