



# Home Learning – Week commencing 8.6.2020

Year 3

Dear Parents. Tapestry is now live: <https://tapestryjournal.com/> Please login and view the teachers' videos on the 'Memos' tab and share any learning or activities on the 'Observations' tab. Thank you! We seek to provide daily, meaningful learning activities that parents can provide some level of support with. We hope children will be encouraged to maintain their learning through the activities below as much as possible. Please can all recorded work be completed in the blank exercise book that has been sent home, apart from where the task dictates otherwise. Please use this area of our website for useful information: <http://bathwickstmary.org/home-learning-resources-2/>. Please feel free to adapt or change the activity for your child if appropriate. Thank you for your on-going support. Mr. Purkiss

Dear Year 3,

Welcome to term 6. This term's topic theme is 'moving and growing'. We have a very science-based topic this term and there will be lots of things that you will find out about plants, food, our bodies, skeletons, muscles and how we can keep our minds and our bodies healthy. We are very much looking forward to sharing your learning with you. Keep smiling and keep shining in all you do.

From Mrs Herron & Mrs Elliott

	English	Maths	Topic																																																																								
Monday	<p><b>The TIN FOREST</b></p> <p><a href="https://www.youtube.com/watch?v=j_XPFxy5js">https://www.youtube.com/watch?v=j_XPFxy5js</a></p> <p><b>Watch the video of the reading of the tin forest.</b></p> <ol style="list-style-type: none"> <li>Why do you think the bird was important in the story?</li> <li>What do you think the old man wished for?</li> <li>Write down the times in the story when the old man was sad, lonely, happy, surprised,</li> <li>What words in the story tell you the old man's emotions?</li> <li>Write down 5 questions that you would ask the old man in the story. What do you think he would reply?</li> </ol> <p><b>Challenge-</b> Use a thesaurus to find some synonyms for SAD, HAPPY, LONELY and SURPRISED.</p> <p>(a synonym is a word that means the same)</p>	<p><b>MONEY</b> – money can be added and subtracted using columns. Remember to line the columns up accurately. You can only add money if it is in the same way of writing it. This is all written in £ and p.</p> <p>Copy and complete.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: right;">£ p</td> <td style="text-align: center;">7</td> <td style="text-align: right;">£ p</td> </tr> <tr> <td></td> <td style="text-align: right;">2 37</td> <td></td> <td style="text-align: right;">3 51</td> </tr> <tr> <td></td> <td style="text-align: right;">+ 1 56</td> <td></td> <td style="text-align: right;">– 2 36</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: right;">£ p</td> <td style="text-align: center;">8</td> <td style="text-align: right;">£ p</td> </tr> <tr> <td></td> <td style="text-align: right;">4 82</td> <td></td> <td style="text-align: right;">9 37</td> </tr> <tr> <td></td> <td style="text-align: right;">+ 67</td> <td></td> <td style="text-align: right;">– 1 41</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: right;">£ p</td> <td style="text-align: center;">9</td> <td style="text-align: right;">£ p</td> </tr> <tr> <td></td> <td style="text-align: right;">3 45</td> <td></td> <td style="text-align: right;">6 28</td> </tr> <tr> <td></td> <td style="text-align: right;">+ 1 89</td> <td></td> <td style="text-align: right;">– 2 54</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: right;">£ p</td> <td style="text-align: center;">10</td> <td style="text-align: right;">£ p</td> </tr> <tr> <td></td> <td style="text-align: right;">5 61</td> <td></td> <td style="text-align: right;">7 60</td> </tr> <tr> <td></td> <td style="text-align: right;">+ 2 95</td> <td></td> <td style="text-align: right;">– 5 29</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: right;">£ p</td> <td style="text-align: center;">11</td> <td style="text-align: right;">£ p</td> </tr> <tr> <td></td> <td style="text-align: right;">2 79</td> <td></td> <td style="text-align: right;">8 42</td> </tr> <tr> <td></td> <td style="text-align: right;">+ 2 34</td> <td></td> <td style="text-align: right;">– 2 83</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: right;">£ p</td> <td style="text-align: center;">12</td> <td style="text-align: right;">£ p</td> </tr> <tr> <td></td> <td style="text-align: right;">4 50</td> <td></td> <td style="text-align: right;">4 95</td> </tr> <tr> <td></td> <td style="text-align: right;">+ 3 68</td> <td></td> <td style="text-align: right;">– 1 47</td> </tr> </table> <p><b>Challenge-</b> make up some questions of your own using pence notation- eg. 345p + 257p</p> <p>Use column methods again.</p> <p>13. Cathy buys a burger for £2.35 and a drink for £1.29. How much does she spend altogether?</p> <p>14. Erik has £7.16. He spends £2.79. How much does he have left?</p>	1	£ p	7	£ p		2 37		3 51		+ 1 56		– 2 36	2	£ p	8	£ p		4 82		9 37		+ 67		– 1 41	3	£ p	9	£ p		3 45		6 28		+ 1 89		– 2 54	4	£ p	10	£ p		5 61		7 60		+ 2 95		– 5 29	5	£ p	11	£ p		2 79		8 42		+ 2 34		– 2 83	6	£ p	12	£ p		4 50		4 95		+ 3 68		– 1 47	<p><b>TOPIC- science- Plants</b></p> <p>What do plants need to be healthy?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/zcmtk2p">https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/zcmtk2p</a></p> <p>complete the quiz below the video.</p> <p>Write a list of everything a plant needs and why it needs them!</p> <p><b>Challenge- make up your own song about plants!</b> We would love to hear them on tapestry!</p>
1	£ p	7	£ p																																																																								
	2 37		3 51																																																																								
	+ 1 56		– 2 36																																																																								
2	£ p	8	£ p																																																																								
	4 82		9 37																																																																								
	+ 67		– 1 41																																																																								
3	£ p	9	£ p																																																																								
	3 45		6 28																																																																								
	+ 1 89		– 2 54																																																																								
4	£ p	10	£ p																																																																								
	5 61		7 60																																																																								
	+ 2 95		– 5 29																																																																								
5	£ p	11	£ p																																																																								
	2 79		8 42																																																																								
	+ 2 34		– 2 83																																																																								
6	£ p	12	£ p																																																																								
	4 50		4 95																																																																								
	+ 3 68		– 1 47																																																																								
Tuesday	<p><a href="http://soundbible.com/1818-Rainforest-Ambience.html">http://soundbible.com/1818-Rainforest-Ambience.html</a></p> <p>Listen to the sounds of the forest.</p> <p>How does it make you feel?</p>	<p><b>Money</b></p> <p>Look at the challenge sheet at the end of the home learning. There is a</p>	<p><b>ART</b></p> <p>Find some fruit or veg in your cupboard or fridge that you can have a go at drawing carefully. Try both the inside</p>																																																																								

Imagine you are walking through the forest. What do you see, hear, smell and feel? Write a poem about a forest. It does not have to rhyme but it must be full of imagery, description and detail.

**Use these sentence starters to help you if you want to or make up your own style.**

In the \_\_\_\_ forest I noticed...

Looking carefully, I saw...

I watched...

In the \_\_\_\_ forest I heard...

Patiently, I listened to ...

The sound of....

In the \_\_\_\_ forest I smelled...

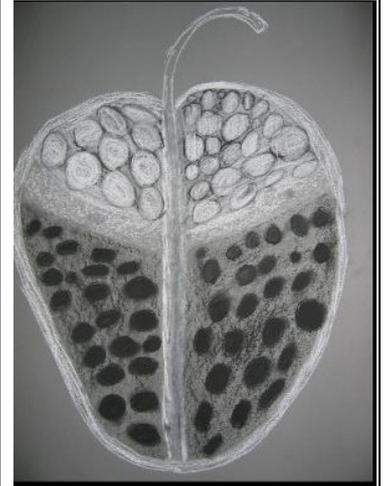
The smell of ....

The strange aroma of...

**(Feel free to adapt and change the sentence starters- I am sure you will have some brilliant ideas of your own).**

choose your challenge sheet on giving change.

and the outside. Make sure you choose fruit or veg with interesting colours and shapes. This is my example of the inside of a pepper.



I have used charcoal and pencils but you can use colour if you want to.

**Wednes day**

**Edit and publish your poem**

**Re-read your poem from yesterday.** Are there any words you can change or improve? Can you use a thesaurus or dictionary to vary your vocabulary?

Does your writing look like a poem? Does it have long and short lines?

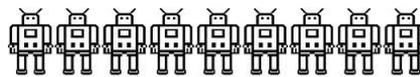
Have you checked punctuation and spelling?

Could you add some more adjectives or description or a simile?

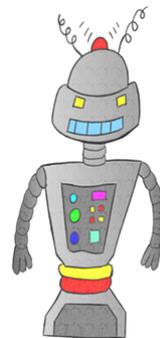
**When you are happy with your writing, then you need to publish your poem.**

Write it up neatly with your best handwriting and illustrate it with some beautiful pictures around it.

**Money**



### ROBOT RESTAURANT



*Spanner Pie* 345p

*Bolt Sandwiches* 567p

*Cable Pasta* 950p

*Plug and Tea* 674p

*Microchips* 105p

This is my menu for my restaurant. Design your own menu card with different prices for different meals. You can write it in pounds or pence notation but they must be the same to add them together.

Pretend to be a waiter with a family member. Can you add up the bill of the food that they want? If they give you some money can you work out the change?

**Recorders**

There is some sheet music attached to the home learning for the **boat song** which you practised before Easter.

**Challenge-** cover up the note names underneath and try by looking at just the notes themselves. Can you remember what each note looks like and play your recorder from it?

**French**

<https://www.bbc.co.uk/bitesize/cli/ps/z82kixs>

Watch the clip and practise along with the French words on food.

Make up the French flashcards and practice saying some French words for different food.

**Challenge-**

**Qu'est-ce que tu aimes manger?**



J'adore...



J'aime...



Je n'aime pas...



Je déteste...

<p><b>Thursday</b></p>	<p><u>Spellings – RULE 8 on spelling frame website.</u></p> <p>Sadly usually completely finally comically happily angrily gently simply humbly nobly basically dramatically</p> <p>Write a silly sentence for each word. They can go at the front (with a comma after) or in the middle or end of a sentence. Try to vary what you do. E.g. Sadly, Mrs Elliott was not able to hula hoop on the moon.</p> <p><b>Challenge-</b> Film yourself doing things in the style of different adverbs. E.g. washing up sadly or singing loudly or talking comically.</p>	<p><u>Times tables-</u></p> <p>Practice times tables on times tables rock stars.</p> <p>Try the multiplication game with a pack of cards.</p> <p><u>Instructions</u></p> <p>Split a pack of cards between 2 players. J Q and K count as 10s. Each player draws a card and places it face up on the table. First person to say the product (the times table) of the 2 cards wins the cards and adds them to their pile at the bottom. The person to win all of the cards wins the game.</p>	<p><b>Topic – Food, nutrition.</b></p> <p>Where does your food come from?</p> <p>Look in your cupboards at some of the packaging for your food. Does it tell you on the packaging where it comes from in the world?</p> <p>Investigate and research where your favourite foods come from and plot them on the map. I have put a few foods on to start you off.</p> <p><b>Challenge-</b></p> <p>Imagine you are going to create a banquet to celebrate global food. What would you make? Why?</p>
<p><b>Friday</b></p>	<p><b>Comprehension</b></p> <p>Read the text on the poem the Dragon of Andor and answer these questions.</p> <ol style="list-style-type: none"> <li>1. How many verses does this poem have? What is the meaning of the word verse?</li> <li>2. How do you know Dave was a friendly dragon?</li> <li>3. In verse 2 was Dave a noisy or quiet dragon? Why? What words tell you this?</li> <li>4. In verse 4 what colour were Dave's eyes?</li> <li>5. How could Dave be seen in the dark?</li> <li>6. How do you know in verse 5 that the knight was violent before he killed Dave?</li> <li>7. How do you know the children were sad when Dave died?</li> <li>8. Find words that rhyme. Notice where they are in the poem. Describe the pattern of rhyming.</li> </ol> <p><b>Challenge-</b> What would you do if you met a dragon?</p>	<p>Try the maths challenge sheet attached. How many can you complete?</p> <p><b>Challenge-</b></p> <div data-bbox="678 1075 1029 1344" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>8</b></p> <p><b>Parallel and Perpendicular</b></p> <p>Are you able to find 5 examples of parallel lines and 5 examples of perpendicular lines in your house?</p> </div> <div data-bbox="678 1377 1029 1736" style="border: 1px solid black; padding: 5px;"> <p><b>9</b></p> <p><b>How many handles?</b></p> <p>Count all of the handles in each room of the house. Plot a bar chart to show which room has the most handles.</p>  </div>	<p><b>Mindfulness afternoon-</b></p> <p>Which activity will you choose to do this afternoon? You can do as many as you want to.</p> <ol style="list-style-type: none"> <li>1) Do some doodling and free drawing or writing</li> <li>2) Try the short walk treasure hunt with family.</li> <li>3) Make an origami frog <a href="https://www.itsalwayautumn.com/origami-jumping-frogs-easy-folding-instructions.html">https://www.itsalwayautumn.com/origami-jumping-frogs-easy-folding-instructions.html</a></li> <li>4) Try some dance monkey Zumba! <a href="https://www.youtube.com/watch?v=GRM9h8EQ6Bw">https://www.youtube.com/watch?v=GRM9h8EQ6Bw</a></li> <li>5) Make a den and play in it.</li> <li>6) Fill a jar with all the things you love and appreciate. Write them on notes to put in the jar.</li> </ol>

Daily activities and practice:			
<p><b>Daily reading:</b></p> <ul style="list-style-type: none"> <li>- Read for 20 minutes daily.</li> <li>- When you have finished write some questions about the book- answer them as well.</li> <li>- Complete a book review. Would you recommend the book to someone? Why? Who was your favourite character? What was your favourite part and why?</li> </ul>	<p><b>Daily spelling / phonics practice:</b></p> <p><a href="https://spellingframe.co.uk">https://spellingframe.co.uk</a></p> <ul style="list-style-type: none"> <li>- Look at the website</li> <li>- You can do them on the computer or write them in your book to practice.</li> </ul>	<p><b>Daily Times tables / mental maths:</b></p> <p>Practice 2, 5,10, 3,4, 8, 9, 11 times tables using any of the sites below.</p> <p>Aim for 20 minutes a day.</p> <p>Year 3-6: <a href="https://play.trockstars.com/auth/school/student/32670">https://play.trockstars.com/auth/school/student/32670</a></p> <p>Year 1-2: <a href="https://www.topmarks.co.uk/mathsgames/hit-the-button">https://www.topmarks.co.uk/mathsgames/hit-the-button</a></p> <p><b>extra times tables activities</b> <a href="https://timestables.co.uk/">https://timestables.co.uk/</a></p>	<p>What can you do to be active and get <b>fresh air and exercise</b>?</p> <p>What can you do to be active for 20 minutes? E.g. Try doing jumps in the garden or go for a walk.</p> <p>Notice your heart beat by putting your hand on your heart at the start and end of your exercise. Is it beating faster than at the start?</p>

### Weekly Extension Project / Challenge Activity

The projects this term is all about growing things.

You have 2 options for projects this term.

#### Option 1 – Grow some plants and become a gardener.

You will need to DO these things over the next few weeks.

- a) **Go and choose some seeds that you would like to grow.** Will you choose flowers or vegetables? Vegetable Plants that grow quickly are herbs or salad leaves. Flowers like marigolds and sunflowers are also good to grow. If you have an area in your garden you could also plant carrots, spinach or courgettes or other vegetables.
- b) **Before you plant your seeds,** read the instructions on the packet, or research your chosen seeds to answer these questions- a) How long will your plants take to grow? B) What will they look like? c) Why did you choose those seeds?
- c) **Planting seeds** - Follow the instructions to plant them. Make sure you water them regularly. When the seeds start to grow- Give the plants a cool name on a label. Keep them somewhere warm and safe. As they get bigger, you may be able to plant them in a patch in your garden or put them in a bigger pot.
- d) **Observations** - Take photographs and record how they are growing over the next few weeks. What do you have to do to keep your plants or seeds healthy? Are you able to see how your plants are growing? Take measurements. How much have they grown in a week? Draw your plant at the end of 6 weeks. Was it successful? Were you able to see flowers or harvest anything or use parts of your plant in a meal?

#### OPTION 2 – Design a brand new plant and become a garden designer.

You will need to DO these things over the next few weeks.

- a) Design a brand new flowering plant. Draw a picture of what it looks like and label the parts. How big does it grow? Where in the world is it found? Why is it unusual? What is it called? (you can be as imaginative as you like!)
- b) Write instructions for planting and looking after your new flowering plant- What do you do with the seeds? How long does it take to grow? When should you plant it out? How do you look after it? (Use subheadings to help to structure your writing and imperative verbs in instructions).
- c) Design and make a seed packet to sell your plant in. You will need a front cover and a back cover with the instructions on it. You will need to investigate what information you need to include on your seed packet.
- d) Design a fantasy garden and make sure you include your plant in the design. What would your dream garden be? What would it include?

**TARGET** To add and subtract amounts of money to give change.



### SCHOOL FÊTE PRICES

programmes	19p	tea	65p
lucky dip	75p	orange juice	24p
face painting	£2.49	cakes	38p
books	40p	toffee apple	50p
raffle tickets	30p	burgers	£1.25

### A

What needs to be added to make 100?

- |      |      |
|------|------|
| 1 50 | 5 90 |
| 2 65 | 6 45 |
| 3 80 | 7 20 |
| 4 15 | 8 75 |

Look at the school fête prices above. What would be the change if you buy:

- 9 3 books for £2
- 10 tea for £1
- 11 burger for £2
- 12 face painting for £3
- 13 orange for 50p?
- 14 How many cakes could you buy for £1? How much change would you receive?
- 15 I have £1. I buy a toffee apple and one other item. I have 31p left. What is the other item?

### B

What needs to be added to each number to make 100?

- |      |      |
|------|------|
| 1 63 | 5 86 |
| 2 17 | 6 54 |
| 3 91 | 7 79 |
| 4 38 | 8 22 |

Work out the cost of these items and the change from £5.

- 9 4 programmes
- 10 burger, 2 teas
- 11 lucky dip, cake
- 12 face painting, 2 books
- 13 Monty buys a burger and one other item for £2. He receives 51p change. What is the other item?
- 14 Hazel buys ten raffle tickets and one other item for £5. She receives £1.35 change. What is the other item?
- 15 How many books could you buy for £5? How much change would you receive?

### C

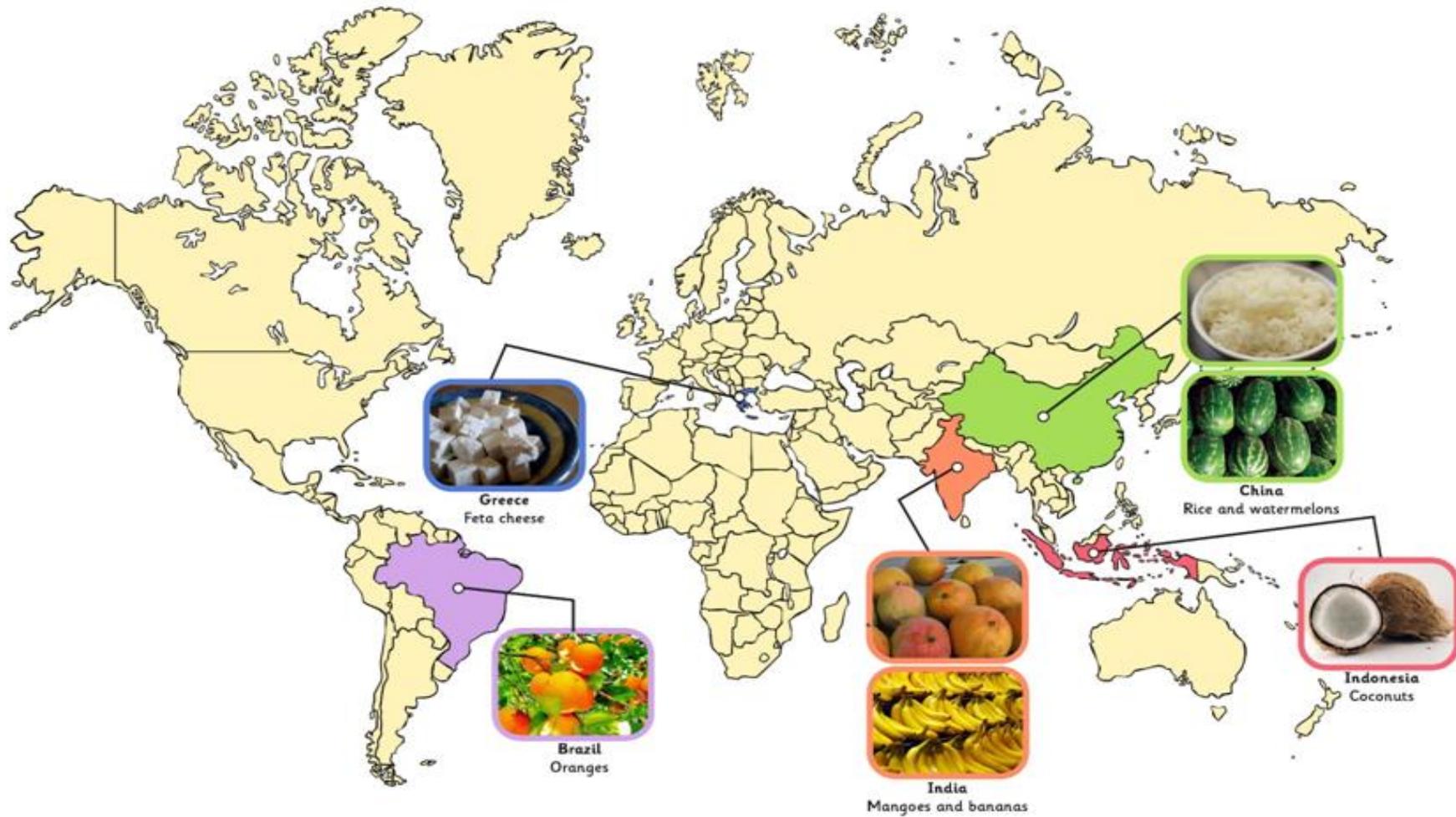
What needs to be added to each number to make 1000?

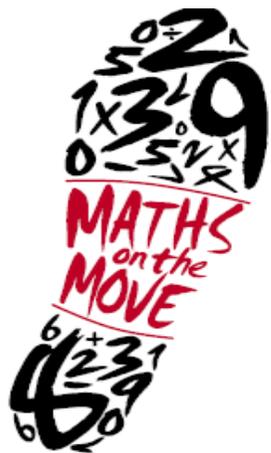
- |       |       |
|-------|-------|
| 1 480 | 5 320 |
| 2 710 | 6 560 |
| 3 140 | 7 930 |
| 4 670 | 8 290 |

Work out the cost of each list and the change from £10.

- 9 4 burgers  
4 raffle tickets  
4 oranges
- 10 programme, tea  
face painting, cake
- 11 Arjun buys 6 books, 3 raffle tickets and one other item for £10. He receives £5.95 change. What is the other item?
- 12 How many lucky dips can I buy for £10? How much change will I receive?

# Where Food Comes From

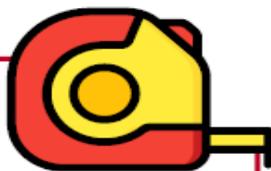




# HOME Challenge Sheet

Year

1



## Estimate & measure

Find 5 items that are under 30cm. Estimate their length. Now measure them with a ruler. How close were you?

2

## 3D shapes

Can you find any of the following 3D shapes around your house?

**Cuboid, cylinder, pyramid, cone, sphere.**

Which do you have the most of?



3

## Count and multiply



Guess how many cupboards and drawers you have in one room of your house.

Now go and count them!

Multiply the two numbers together!

Now visit other rooms. Which room gives you the highest total?

4

## Symmetry

Make a symmetrical shape out of items around your house.

5

## Roman numeral sticks

Using spaghetti or pencils or lolly sticks can you make all of the numbers from 1 to 50?



6

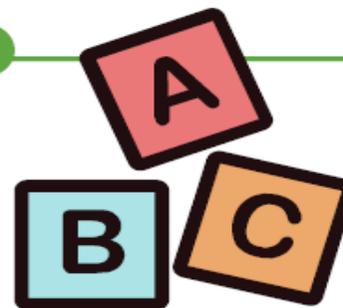
## Stop the clock burpees

Use a stopwatch to time yourself doing 10 burpees. Have five attempts and record the times. What was the fastest time?

What was the difference between the fastest and slowest time?



7



5 minutes to find as many items as possible that begin with the letter **A**

5 minutes to find as many items as possible that begin with the letter **B**

5 minutes to find as many items as possible that begin with the letter **C**

How many items did you find in total?

Which letter of the alphabet do you think would give you the most items?

