



## Home Learning – Week commencing 20.04.20


Year 3

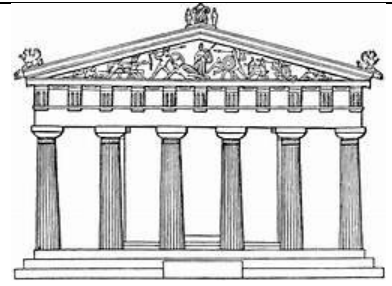
Dear Parents. Welcome back after Easter! Please look out for today's (17.04.20) newsletter detailing how we are adapting our approach to Home Learning during this closure. We understand how important it is for our children to maintain positive relationships with their teachers and how much they will benefit from two-way school and home communication. As such, we will be using 'Tapestry' (<https://tapestry.info/>) which will be familiar to some parents already and enabled safe and secure two-way home and school communication. We are working on getting this set up as soon as possible, remotely training teachers and setting up the software. We will release usernames, passwords and full information as soon as possible in early Term 5. We still 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,*


We are very excited that our new Topic for Term 5 is the Ancient Greeks as we both know how much you all love learning about the past. The Greeks is a very exciting period of history and has lots of things to learn and research. We will also be looking at the country of Greece itself so you may want to find out some maps or atlases if you have any at home or on-line. We hope you are all being good at home and are keeping safe indoors. We wish we could see you all in person. Keep smiling and keep shining in all you do.

*From Mrs Herron & Mrs Elliott*

	English	Maths	Topic
Monday	<p><a href="http://www.umass.edu/aesop/fables.php">http://www.umass.edu/aesop/fables.php</a></p> <p>Read some of the fables on the website above. These were written by a Greek Slave in the 6<sup>th</sup> Century BC who was called Aesop. They are designed to have a moral at the end. Which is your favourite? Why?</p>	<p><a href="http://bathwickstmary.org/our-creative-curriculum/">http://bathwickstmary.org/our-creative-curriculum/</a></p> <p><b>Look at the year 3 video for column addition and how to do it using the link above.</b></p> <p>Can you create your own video to show how to do column addition? (you can pretend to record it if you don't have access to a recorder).</p>	<p><b>THE ANCIENT GREEKS!</b></p> <p>We will be looking at lots of different aspects of Greek Life- This is how Men, women and children were treated in 2 of the main cities in Ancient Greece. <a href="https://athensvsspartanhs.weebly.com/men-women-and-children.html">https://athensvsspartanhs.weebly.com/men-women-and-children.html</a></p> <p>Look at the website for Sparta and Athens. Where would you have preferred to live? Was it fair for Men and Women? What do you think of the rules? What rules would you change? What rules would you keep?</p>
Tuesday	<p>Look at the fables on the web site again. Can you find 5 things that all fables have in common? (that are the same each time). Which features can you find?</p> <p>Write a list of features in your book. You will need this when you write your own fable.</p>	<p><b>Look at the year 3 video for column subtraction using the link above.</b></p> <p>Can you tell someone else in your family how to do column subtraction? Explain how to exchange (use the 'more on top' saying if you can remember it from school!)</p>	<p>Art- Doric, Ionic and Corinthian columns</p>  <p>Design and draw your own Greek temple using the styles of Greek columns above. Example below...</p>



<b>Wednesday</b>	<p>How many different animals can you find in the fables? What characteristics do they have? e.g. fox= cunning, owl = wise Write a list in your book. You may be able to use this list when you write a fable.</p>	<p><b>Look at the video for column multiplication using the link above.</b> Create a poster to show how to do column multiplication. Remember to put in the things you need to remember like adding the 'carries' at the bottom and putting the columns in the right places.</p>	<p>1) Practice playing your recorder. <a href="https://video.search.yahoo.com/search/video?fr=mcafee&amp;p=the+boat+song+recorders+youtube#id=1&amp;vid=1ff9620edf3385cbf2e90e1874ebc162&amp;action=click">https://video.search.yahoo.com/search/video?fr=mcafee&amp;p=the+boat+song+recorders+youtube#id=1&amp;vid=1ff9620edf3385cbf2e90e1874ebc162&amp;action=click</a> Can you play along? 2) ICT time – practice typing skills using bbc dance mat. <a href="https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr">https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</a></p>
<b>Thursday</b>	<p>Spellings – RULE 3 – ou sound  Write the words from rule 3 in your book and draw a picture with your spelling words hidden in them. Write a sentence for each word.  Choose a list of your common exception / statutory words and practise them using the spelling frame website.</p>	<p>Practise your times-tables using the links for times tables rock star or the other links below. Write down the division facts for some of your times tables. e.g. <math>12 \times 4 = 48</math> 48 divided by 4 = 12</p>	<p><u>Geography:</u> Use an atlas or google maps to locate Greece. <i>Where is Greece in relation to the UK?</i> <i>Which continent is Greece in?</i> <i>Which countries are its neighbours?</i> <i>Does Greece share any borders with other countries?</i> <i>How might you travel to Greece?</i> <i>Could you get there by air / sea / land? Which countries or seas would you pass through or over?</i> <i>What geographical features can you see on the map of Greece?</i> <i>Can you find any:</i> - Land masses or islands? - Bodies of water? (Seas, rivers, lakes) - Mountainous regions? - Coastlines or beaches? - Cities?</p>
<b>Friday</b>	<p><u>Comprehension:</u> Read 'The fable of the ant and the grasshopper'. It can be found here: <a href="http://www.umass.edu/aesop/fables.php">http://www.umass.edu/aesop/fables.php</a> Answer the following in your book: 1. Find and copy a phrase in the first sentence of the text that means 'for as long as they wanted to'.</p>	<p><u>Maths:</u></p> <ul style="list-style-type: none"> <li>• Use pieces of paper to label the four walls of a room with the compass points North, East, South and West.</li> <li>• Stand in the middle of the room facing north and make a quarter turn clockwise. Which direction are you facing now?</li> </ul>	<p><u>RE</u> Last term we looked at the question 'Why do Christians call the day Jesus died called Good Friday?' Christians might say it is because it was the day when love saved the human race. Christians believe that Jesus died and was raised to life to bring in a new 'Kingdom of God'.</p>

	<p>2. What might 'toiling and moiling' mean?</p> <p>3. Which character would you describe as 'laidback'? Why?</p> <p>4. Which character would you describe as 'hard-working'? Why?</p> <p>5. Why did the grasshopper think that the ant was silly?</p> <p>6. Name two contrasting emotions that the grasshopper may have felt during the tale.</p> <p>7. What is the moral of the story?</p> <p>8. Do you think there is anything they could each learn from one another?</p> <p>9. You finish the fable...! Write a final exchange between the ant and the grasshopper. What might each character say to one another? (Don't forget your speech marks!)</p>	<ul style="list-style-type: none"> <li>• What type of angle have you turned through? (Right angle, acute angle or obtuse angle?)</li> <li>• Make another quarter turn. Which direction are you facing now?</li> <li>• What type of turn do you need to make to return to north? (quarter / half / three-quarter / whole)</li> <li>• If you start facing west and make a three-quarter turn anticlockwise, where will you be facing?</li> <li>• What type of turn would you make to move from facing south to facing east?</li> </ul> <p>Create an obstacle course. Direct somebody through it using the language of angles and turns.</p>	<p>Imagine you are the ruler of a kingdom...</p>  <p>Write two lists of rules for your kingdom - one as a 'good' queen or king, and one as a 'bad' queen or king!</p> <p>I wonder how yours might compare to Jesus' commands?!</p>
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**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 and practice RULE 3</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.ttrockstars.com/auth/school/student/32670">https://play.ttrockstars.com/auth/school/student/32670</a></p> <p>Year 1-2: <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/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>Daily at 9am Joe Wicks is holding a live PE session. <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ?safe=true">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ?safe=true</a></p>
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**Weekly Extension Project / Challenge Activity**

**Don't forget the 'Share a million stories readathon'!**

**Project** – This year the Olympic Games were supposed to be held in Japan. You can look at the Olympic website here- there are loads of links to facts and features of the Olympic games. <https://www.olympic.org/the-ioc>  
The Modern Olympic games originate from the Ancient Greek times and were first held in 776BC. Over the next 6 weeks your project is going to be to create something linked to the Olympic games. You are going to design your very own HOME OLYMPICS!

**Week 1- Design a poster for your home Olympics. Think about using the Olympic and Paralympic values in your designs– Olympic values – Friendship, Respect and Excellence – along with the four Paralympic values – Determination, Inspiration, Courage and Equality. You can use the Olympic rings in your Poster design if you wish.**

**Week 2 – Design a Mascot and a flag for your home/family for the Olympics. What is special to you that you want to include in your own personal mascot and flag? Draw them both in your book. Give your mascot a name. Explain what you have included in your flag design.**

**Week 3 – Investigate some of the sports that appear in the Olympics. Think of 3 'home sports' that could become part of your home Olympics that are linked to the Olympic sports. E.g. Running around your garden in the quickest time (100metres running), throwing socks into a washing basket (boccia), target practice with a stick and a hoop (archery). Make them as funny or silly as you like – Play them to make sure they work and have a competition with members of your family.**

Week 4- Design and make some special home Olympic medals to present to winners of your home Olympics- bronze, silver and gold. Incorporate features of your home or family to show that it is the 'home Olympics'.

Week 5 – Design and make an Olympic board game that could feature some of your home Olympic sports. Think about how you will play and the equipment and instructions you need.

Week 6- Play your home Olympics game. Before you play- have an opening ceremony (you could use your flag and your mascot); during play give out your medals for each place. After you finish have a closing ceremony. Have fun and remember the Olympic values!