



Home Learning – Week commencing 29.6.2020

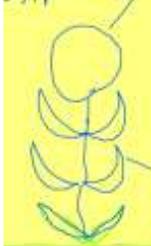
Year 3

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><u>The Windmill Farmer- story</u></p> <p>Watch the film on tapestry called the Windmill farmer.</p> <p>Write a summary of what has happened in the video using these headings.</p> <ol style="list-style-type: none"> 1) What happens at the start of the video? 2) How does the farmer look after his crop? 3) What happens to the crop? 4) What happens at the end of the story? 5) How do the emotions of the farmer change from beginning to end? <p><u>challenge-</u> describe the storm in as much detail as you can.</p>	<p><u>Problem solving week 2</u></p> <p>Look at the problem-solving sheet called the mystery of the missing tennis balls.</p> <p><u>The Mystery of the missing tennis balls part 1</u></p> <ol style="list-style-type: none"> 1) Read the instructions and the information 2) Solve clue 1 <p><u>Challenge-</u> Go on an angle hunt in your room. What can you find with acute angles or obtuse angles in them?</p>	<p><u>ART</u></p> <p>Design your own fantastic flower.</p> <p>Draw a picture and put labels around the outside about its special features. Give it a name. e.g. The MOONFLOWER.</p> <p>Only at night will the flowers open The petals are white and shimmer in moonlight. Crescent- shaped leaves capture the moonbeams and convert them into food. The stem is as dark as a shadow.</p> 
Tuesday	<p><u>Opening to the story.</u></p> <p>Thud! Thud! Thud!</p> <p>Read the opening to the story. Find the following features.</p> <ol style="list-style-type: none"> a) Words that show that the farmer is happy. b) A fronted adverbial c) A word that means the same as tiny d) Speech e) A word that uses an apostrophe for contraction (making 	<p><u>The Mystery of the missing tennis balls part 2</u></p> <p>Solve clue 2</p> <p><u>Remember-</u></p> <p>There are 10mm in a cm There are 1000mm in a m There are 100cm in a m There are 1000m in a km There are a 1000ml in a litre There are 100g in a kg</p> <p><u>Challenge</u> – Make up a measurement maze with correct answers that lead from a starting point to the exit.</p>	<p><u>Topic- Science – Life cycle of a plant</u></p> <p>Watch the Powerpoint of information about the life cycle of a plant.</p> <p>Complete the life cycle sheet- filling in and describing each stage of the life cycle of a plant.</p> <p><u>Challenge-</u> Why is it called a life cycle?</p>

	<p>shorter) and possession (owning something)</p> <p>f) A subordinating and a coordinating conjunction.</p> <p>Challenge- find five adjectives.</p>		
<p>Wednes day</p>	<p>Story writing</p> <p>Write the next chapter of the story continuing on from the writing you read yesterday.</p> <p>The chapter should be called The storm.</p> <p>Remember to include good description, a variety of ways to start sentences and a wide range of vocabulary.</p> <p>There are some words to help you in the word bank.</p> <p>Challenge- include a simile, metaphor or personification in your writing.</p>	<p>The Mystery of the missing tennis balls part 3</p> <p>Complete clues 3 and 4</p> <p>Remember to only add or subtract the numerators if the denominator is the same in each fraction.</p> <p>e.g. $1/10 + 2/10 = 3/10$ $4/5 - 1/5 = 3/5$</p> <p>Remember to compare the numerators to find the bigger fraction.</p> <p>e.g. $1/10$ is smaller than $5/10$ $4/7$ is bigger than $3/7$</p> <p>Challenge- write some of your own addition or subtraction fraction questions and draw the fraction answer as a diagram</p>	<p>DT - Design a healthy sandwich.</p> <p>Design a healthy sandwich. You will need to think about the answers to these questions.</p> <ol style="list-style-type: none"> What type of bread will you use? Why? (e.g. bagel, white, brown, roll, ciabatta etc) What type of spread will you use? Why? (e.g. butter, margarine, low fat spread, mayonnaise, cheese spread) What fillings will you choose? Why? (e.g. chicken tomato, cucumber, ham, marmite) How is your sandwich healthy? Draw a diagram of your sandwich. How would you be hygienic if you made it? <p>Challenge- With parent permission and supervision- you could always make your sandwich. What does it taste like?</p>
<p>Thursda y</p>	<p>Spellings – RULE 11 on spelling frame website.</p> <p>dangerous famous enormous humorous glamorous courageous curious hideous courteous</p> <p>These are quite tricky words. Some of them have an e or i before the 'ous' ending and some don't. Look carefully!</p> <p>activity 1 - practise them by writing them out in different colours. Make a rainbow by writing over the top in another colour several times like a rainbow.</p>	<p>Times tables-</p> <p>Practice times tables on times tables rock stars.</p> <p>Choose one of these times tables from Year 4 to look at and read aloud.</p> <p>6x 7x 9x 11x 2x.</p> <p>You will need to aim to know all of your times tables by the end of Year 4.</p> <p>Which times tables do you know really well?</p>	<p>Topic- Muscles</p> <p>Read the information in the slide show on muscles.</p> <p>Write down a list of facts about muscles.</p> <div data-bbox="1149 1545 1348 1825"> </div> <p>Try the challenges linked to muscles attached at the end.</p>

	Activity 2 – practise typing your spellings on a tablet or computer. How quickly can you type a word?		
Friday	<p>Story writing.</p> <p><u>How did the farmer feel at the end of the story?</u></p> <p>Write the final chapter called 'THE HARVEST' using the word bank to help you.</p> <p>Challenge- include the feelings of the farmer at the end.</p>	<p><u>The Mystery of the missing tennis balls part 4</u></p> <p>Complete clue 5 and solve the mystery. Check your answers with the answer sheet. Did you solve the mystery?</p> <p>Challenge- Draw some other 3-D shapes and label them in your books.</p>	<p>Mindfulness afternoon-</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"> 1) Free drawing or free writing. 2) Make a rainbow sculpture https://www.activityvillage.co.uk/paper-sculpture-rainbow 3) Try some wildlife yoga (at the end of the homelearning) 4) Try partner sit and stand https://family.gonoodle.com/activities/partner-sit-n-stand 5) Create a map of your school. Can you remember where all of the classrooms were? If you had to add a colour to represent a feeling about that room, what would it be and why?
Daily activities and practice:			
<p>Daily reading:</p> <ul style="list-style-type: none"> - Read for 20 minutes daily. - When you have finished write some questions about the book- answer them as well. - Complete a book review. Would you recommend the book to someone? Why? Who was your favourite character? What was your favourite part and why? 	<p>Daily spelling / phonics practice:</p> <p>https://spellingframe.co.uk</p> <ul style="list-style-type: none"> - Look at the website - You can do them on the computer or write them in your book to practice. 	<p>Daily Times tables / mental maths:</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: https://play.trockstars.com/auth/school/student/32670</p> <p>Year 1-2: https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>extra times tables activities</p> <p>https://timestables.co.uk/</p>	<p>What can you do to be active and get fresh air and exercise?</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.

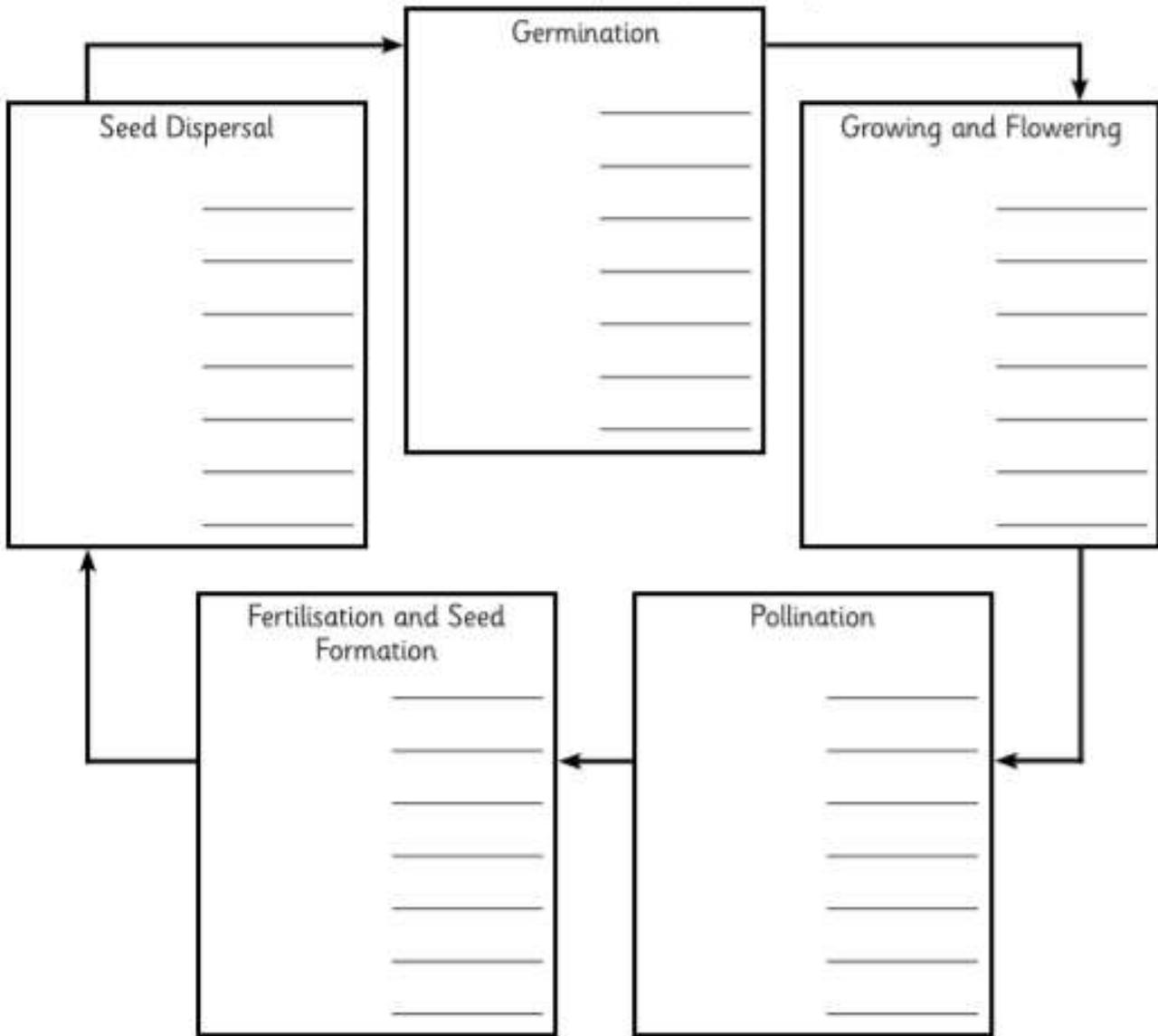
- a) Design a brand new flowering plant. Draw a picture of what it looks like and label the parts. How big does it grow? Where in the world is it found? Why is it unusual? What is it called? (you can be as imaginative as you like!)
- b) Write instructions for planting and looking after your new flowering 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?



Life Cycle of a Flowering Plant



Can you cut and stick the pictures to the correct stage of the life cycle?
Write your own description of each stage.



Hold your hand out like this:



Can you bend each of the fingers in your hand one at a time without the other fingers bending?

As you bend your fingers, feel the muscles in your arms. What are they doing? What do they feel like?

Lift one of your feet up and down like this:



Which muscles are you using?

What do the muscles feel like?

How many times can you lift your foot up and down before your muscles start to feel tired?

Hold your arm out like this:



Feel your muscles as you bend your arm. Explain what is happening to your muscles to a partner.

What happens if you move your arm in other ways, such as lifting it above your head? Which muscles can you feel? What do they feel like?

Feel your jaw like this:



Move your mouth as though you are eating. Which muscles can you feel?

Can you make the muscles in your jaw go hard? Can you make them relax again?

Are there any other muscles in your head and neck you can feel?

Windmill Farmer narrative opening

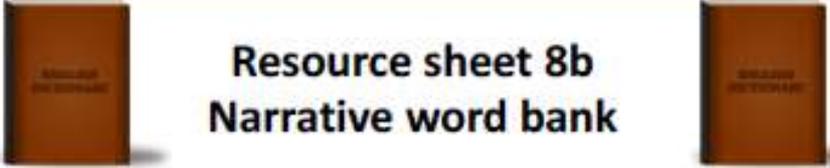
Thud. Thud. Thud.

As the dazzling sun smiled down over the fields of his farm, the farmer's spade dug rhythmically into the dry soil. His face wore a smile that stretched from ear to ear because this was the day he had been waiting for. For weeks, he had been nurturing the seeds that he hoped would one day change the world. Finally, the wait was over and the seedlings were big enough to be planted in the field ready to soak up the sun's rays and start growing.

Once the final hole had been dug, he gently picked up the first seedling. His rough hands held the miniscule plant delicately and he smiled lovingly down at the little sapling. With a gentle breath, he blew the tiny sails of the growing windmill so that they spun happily. One by one, the farmer tucked the delicate windmills into their earthy beds.

After many hours, the sun was steadily setting in the sky, turning it into an artist's palette of orange and reds. Wiping beads of sweat from his tired brow, the farmer gazed across his freshly planted rows of windmills, smiling contentedly to himself, and headed inside for the night.

"Sleep well," the windmill farmer whispered to his crop, as the last droplets of golden light vanished behind the horizon, "I'll see you in the morning."



Resource sheet 8b Narrative word bank

windmill turbine farmer building grow plant water
wind storm gale thunder snapped broken destroyed
ruined upset Winter snow cold freezing frozen
shoots new countryside field hill Spring growth

happy content pleased overjoyed delighted excited
thrilled hopeful optimistic joyful
enthusiastic cheerful elated upbeat on cloud nine

unhappy sad upset down scared afraid worried
concerned fearful nervous angry furious shocked
heartbroken melancholy pessimistic downcast
heavyhearted

for and nor but or yet so
when because therefore however although except
unless instead after all anyway for example at first
before until then now soon eventually later while
once as after like let alone indeed next suddenly
out of nowhere in the distance the next morning

said stated spoke remarked asked begged rejoiced
laughed cheered chimed marvelled shouted belted
yelled screamed boomed stammered stuttered cried
sobbed groaned mumbled whispered muttered choked

CHALLENGE

Try to include different types of figurative language in your story

Similes: compares two things using the words *like* or *as*

Metaphors: compares two things directly using *is/are* or *was/were*

Personification: gives non-human things human characteristics

How to do wildlife yoga

wildlife
watch



You will need

- Some indoor or outdoor space
- A yoga mat (ideally)

What to do

You can make your yoga session a bit more 'wild' by trying out some of our wildlife poses!

Make sure to warm up and stretch properly when starting yoga, and always be careful to give yourself plenty of space.



Fox



Pine marten



Frog



Snail



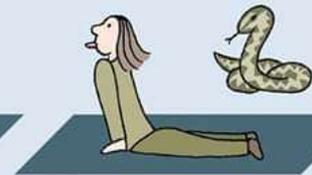
Starfish



Heron



Adder



www.wildlifewatch.org.uk