

**Year 3 Home Learning      Week beginning: 13th July      Quiz on: 17th July**

Good morning,

First of all I would like to say a BIG Thank You for all your help and support with home learning during this difficult time. I just want to remind you that the home learning we offer is designed to ensure that your child has access to the same curriculum that is going on in school. I understand that there may be too many lessons for you to complete each week with your child and this situation may be made even more challenging if you are trying to home school and work from home, or if you have more than one child.

I just want to reassure you it does not matter if you are unable to cover all the lessons offered and would advise you to choose the Mathematics and English lessons first. If you require further support or guidance then please contact the Home Learning Team via email ([HLteam@oldfletton.peterborough.sch.uk](mailto:HLteam@oldfletton.peterborough.sch.uk)) and they will respond in the most appropriate way in order to answer your query.

Take care and keep safe.

Mr Dickson

Subject	Key Learning	Resources and Links	Suggested Activities	Parents' Role
Reading	<p><u>Everyday Reading</u> 1) Choose books from your AR range - read these for 20 minutes each day.</p> <p>Lesson 1: Vocabulary explain</p> <p>Lesson 2: Inference explain</p>	<p><b>Web Link 1</b> <a href="https://home.oxfordowl.co.uk/books/free-ebooks/">https://home.oxfordowl.co.uk/books/free-ebooks/</a> A website that has a wide range of age appropriate free books.</p> <p><b>Web Link 2</b> <a href="https://www.storylineonline.net">https://www.storylineonline.net</a> (online books) A website that has a wide range of age appropriate free books.</p> <p><b>Web Link 3</b> <a href="https://ukhosted43.renlearn.co.uk/2233504/default.aspx">https://ukhosted43.renlearn.co.uk/2233504/default.aspx</a>(AR website)</p> <p><b>Web Link 4</b> <a href="http://www.oldfletton.org.uk/page/?title=Whole+Class+Reading&amp;pid=132">http://www.oldfletton.org.uk/page/?title=Whole+Class+Reading&amp;pid=132</a> A link to a leaflet about the reading strategies used in school.</p> <p><b>Web Link 5 -</b> <a href="https://classroom.thenational.academy/lessons/poetry-reading-comprehension-word-meaning-b74973/activities/2">https://classroom.thenational.academy/lessons/poetry-reading-comprehension-word-meaning-b74973/activities/2</a> a lesson to explain the use of vocabulary</p> <p><b>Reading resource 1</b> - 'The Way Through The Woods' poem by Rudyard Kipling.</p> <p><b>Reading resource 2</b> - A list of questions to answer using the poem.</p> <p><b>Weblink 6 -</b> <a href="https://classroom.thenational.academy/lessons/poetry-reading-comprehension-inference/activities/2">https://classroom.thenational.academy/lessons/poetry-reading-comprehension-inference/activities/2</a> a lesson to explain how to infer from a poem.</p> <p><b>Reading resource 3</b> - a list of question to answer using the poem.</p>	<ul style="list-style-type: none"> <li>• Read books which are the correct range for you.</li> <li>• As you read aloud, think aloud - what questions and wonders do you have? <b>(web link 4)</b></li> <li>• At the end of each chapter, can you summarise what has happened and how the characters may feel? <b>(web link 4)</b></li> <li>• When you have finished, take an AR quiz. <b>(web link 3)</b></li> </ul> <ul style="list-style-type: none"> <li>• Complete the lesson on <b>Web Link 5</b> This will show you how to access the vocabulary in a poem.</li> <li>• Read <b>(Reading resource 1)</b> As you read aloud, think aloud. Add thought bubbles to the page or discuss with an adult. Was there any vocabulary you broke down on? How did you fix them?</li> <li>• Answer a range of questions on the vocabulary in the poem. <b>(Reading resource 2)</b></li> </ul> <ul style="list-style-type: none"> <li>• Complete the lesson on <b>Web Link 6</b> This will show you how to infer meaning from the poem.</li> <li>• Read <b>(Reading resource 1)</b> as you read aloud, think aloud. Add thought bubbles to the page or discuss with an adult. Was there any vocabulary you broke down on? How did you fix them?</li> <li>• Answer the inference questions using the knowledge you have learnt. <b>(Reading resource 3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Please ensure that your child has access to texts and that they read for 20 mins per day. Ask what they have read and have a discussion with them about it.</li> <li>• Assist your child in reading and understanding the poem.</li> <li>• Help your child to understand what the question is asking.</li> <li>• Ensure your child is understands the poem and what inference is.</li> <li>• Help your child to understand what the question is asking and give an explanation.</li> </ul>



<p>Spelling (there are 9 spellings this week as 2 of the words are very similar!)</p>	<p>Word list words: actual / actually / although / business / extreme / forward / height / length / occasion</p>	<p><b>Web Link 1</b> - Link to lots of synonym and antonym games.</p> <p><a href="https://www.teachitprimary.co.uk/ks2-english/synonyms-and-antonyms/tags/3102">https://www.teachitprimary.co.uk/ks2-english/synonyms-and-antonyms/tags/3102</a></p>	<ul style="list-style-type: none"><li>● Start by quizzing yourself on the words, you should know them already!</li><li>● Practice learning the spelling by: Look at the word, cover it up, say it out loud, write it out from memory, check it - do this 5 times a day.</li><li>● Use the words in a sentence</li><li>● Play the online games that help you find synonyms as well as antonyms.</li><li>● Remember to write the spelling words in sentences.</li></ul>	<ul style="list-style-type: none"><li>- Regular quizzing</li><li>- Synonyms and antonyms are great for increasing your child's vocabulary to use in their writing. Play 'opposites' or 'same'. Shout out a word "big" and your child gives you either an antonym (small) and a synonym, (large)</li><li>● How many synonyms can they think of for words such as 'nice' or 'said'?!?</li></ul>
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<p>Maths</p> <p>This week we are applying some of the skills we have learnt to worded problems. If you find some of the work challenging or can't remember how to do something then look at the planning from previous weeks to help you.</p>	<p>Lesson 1: Can use equivalent fractions with small denominators (<math>\frac{1}{2}</math> &amp; <math>\frac{1}{4}</math>s) and (<math>\frac{1}{4}</math>s and <math>\frac{1}{8}</math>s) to answer worded problems.</p> <p>Lesson 2: Can use Times Tables and Division facts to answer worded problems.</p> <p>Lesson 3: Can interpret data using bar graphs and solve 1 step problems</p>	<p><b>Web Link 1</b> - A short review of equivalent fractions using diagrams  <a href="https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/equivalent-fractions-number-line/v/generating-equivalent-fractions">https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/equivalent-fractions-number-line/v/generating-equivalent-fractions</a></p> <p><b>Maths Resource 1</b> -Series of worded problems based on fractions.</p> <p><b>Web Link 2</b> - A review of how to answer worded problems using multiplication and division.  <a href="https://www.khanacademy.org/math/arithmetic-home/multiply-divide/multistep-word-problems/v/multiplication-word-problem-example-1">https://www.khanacademy.org/math/arithmetic-home/multiply-divide/multistep-word-problems/v/multiplication-word-problem-example-1</a></p> <p><b>Maths Resource 2</b> - A series of worded problems using multiplication and division.</p> <p><b>Web Link 3</b> - A revision of interpreting bar graphs to answer worded problems.  <a href="https://www.khanacademy.org/math/cc-third-grade-math/represent-and-interpret-data/imp-bar-graphs/v/interpreting-bar-graphs-colors-math-3rd-grade-khan-academy">https://www.khanacademy.org/math/cc-third-grade-math/represent-and-interpret-data/imp-bar-graphs/v/interpreting-bar-graphs-colors-math-3rd-grade-khan-academy</a></p> <p><b>Maths Resource 3</b> - A series of questions interpreting data on a bar graph.</p>	<ul style="list-style-type: none"> <li>● <b>Web Link 1</b> - Watch the short video to hear a teacher explain visually about equivalent fractions using diagrams if you need a refresher!</li> <li>● Complete <b>Maths Resource 1</b> using what you have learnt about fractions to help you.</li> <li>● Watch <b>Web Link 2</b> and complete the activities as outlined in the lesson.</li> <li>● <b>Maths Resource 2</b> - Choose 10 of the worded problems and answer them using your Times Tables and related division facts.</li> <li>● Remember to be careful with your setting out of your calculations so you don't make a mistake when using the Bus Stop or Grid method!</li> <li>● Work through the lesson on <b>Web Link 3</b> and complete the activities as directed.</li> <li>● Complete <b>Maths Resource 3</b> for more practise!</li> </ul>	<ul style="list-style-type: none"> <li>● Remember when you are answering a worded problem it is always a good idea to highlight the key facts as well as drawing diagrams to help you if its confusing!</li> <li>● It's always so important to increase your knowledge and recall of Times Tables and their associated division facts, keep practising over the summer and you might end up knocking Mr Dickson off the Times Tables Rockstars Leader Board!</li> <li>● You could create your own bar graph at home and make up some questions for your adult to answer! There are lots of things that you could collect data on such as favourite animal, sport, food etc. your family</li> </ul>
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Art	Lesson 1: To create a piece of art that represents me.	<p><a href="#">Art resource 1:</a> A sheet with an example outcome and explanation of the learning intention.</p> <p><a href="#">Art resource 2:</a> Template of head shape.</p>	<ul style="list-style-type: none"> <li>- Plan your artwork by creating a list of all of the things that are important to and represent you e.g. hobbies, interests, favourite colours, favourite sport, favourite books, and things that you like or enjoy doing.</li> <li>- Think about how you can represent your answers to the statements visually in the artwork.</li> <li>- Use a pencil to sketch your designs onto the head shape template.</li> <li>- Use coloured pencils/pens to add colour to your artwork.</li> <li>- Use a black pen to outline the shapes in your artwork (optional).</li> </ul>	<ul style="list-style-type: none"> <li>- Make sure your child has pencils, coloured pencils/coloured pens and paper to hand.</li> <li>- Discuss with your child how they could represent their answers visually in their artwork and how they could arrange these on the head shape template.</li> </ul>
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### Summer Challenges

#### **Summer activity: Cambridge Science Centre Stronger by Design and Sonic Science Virtual Lesson**

Cambridge Science Centre have produced two virtual lessons - Stronger by Design and Sonic Science - for children who are conducting learning at home.

Stronger by Design Virtual Lesson looks at the engineering behind some of the most amazing materials that keep us safe when we're in danger and Sonic Science Virtual Lesson explores the world of sound. Each lesson will include an informative show, questions for family discussion linked to the topic and a challenge to spark some experimental thinking.

#### How do I access the virtual lessons?

You can access and watch the show at anytime, and from anywhere, all for free from 11.59pm on Sunday 19th July until the 24th July 2020.

Please click on the weblink below and enter the password to view each lesson.

**Stronger by Design Website Link** - [cambridgesciencecentre.org/strongerbydesign](http://cambridgesciencecentre.org/strongerbydesign)

**Stronger by Design Password** - ur512aq

**Sonic Sound Website Link** - <http://www.cambridgesciencecentre.org/virtualschooltrip/sonicscience/>

**Sonic Sound Password** - qa9gty3

## **Black Lives Matter Competition.**

### Competition Objectives:

- Encourage children/young people to be innovative and creative.
- Promote and develop an awareness and appreciation of diversity, citizenship, inclusion and respect for all
- Help children and young people learn more about Black British History
- Young People take a pride in their heritage, to which their ancestors have contributed, and assisted in the development of modern Britain

We want you to use the resources on the website (<https://www.100greatblackbritons.co.uk/competition.html>) and look at the biographies of the Great Black Britons nominated on [www.100greatblackbritons.com](http://www.100greatblackbritons.com) You can choose one or several Great Black Britons. You then need to create a unique and innovative project to celebrate their work and legacy. This could be:

- a presentation (examples could include a slide presentation, a short film, a speech, poetry, a drama or dance performance)
- a display (such as artwork, photography, sculpture)
- a project or campaign (such as recorded interviews, a magazine, a music project)
- any other way of promoting the stories of Great Black Britons (perhaps a social media campaign, website design, posters)

The winning projects will be the ones that are the most innovative and that clearly show why the chosen Great Black Britons were important.

All projects must focus on one or more Great Black Britons featured on the website, or nominees that the campaign should have considered since 2004. Judges will need to see your work so don't forget to send a picture or a video of your project!

### **Prizes**

Prizes will include a voucher for the winners and black/multicultural educational resources (books, games, software packages) will be awarded in the following categories to the school of their choice with, the following monetary value:

KS2: £200

**Closing date: 30th September 2020**