Year 3 Home Learning Week beginning: 29th June Quiz on: 3rd 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) 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	Everyday Reading 1) Choose books from your AR range - read these for 20 minutes each day.	Web Link 1 https://home.oxfordowl.co.uk/books/free-ebooks/ A website that has a wide range of age appropriate free books. Web Link 2 https://readon.myon.co.uk/ (online books) A website that has a wide range of age appropriate free books. Web Link 3 https://ukhosted43.renlearn.co.uk/2233504/default.aspx(AR website) Web Link 4 http://www.oldfletton.org.uk/page/? title=Whole+Class+Reading&pid=132 A link to a leaflet about the reading strategies used in school.	 Read books which are the correct range for you. As you read aloud, think aloud – what questions and wonders do you have? (web link 4) At the end of each chapter, can you predict what is going to happen next?. (web link 4) When you have finished, take an AR quiz. (web link 3) 	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.
	Lesson 1: Read the news paper report and identify the features.	Reading resource 1 - House plants newspaper report. Reading resource 2 - A checklist of features of a newspaper report.	 Read the newspaper report (Reading resource 1) 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? Using last weeks skills how did you fix them? Identify the key features of a newspaper report. (reading resource 2) 	 Ensure your child is reads the newspaper report and understands it. Ask what they have read and have a discussion with them about it (try to make use of the reading strategies).
	Lesson 2: Summarising	Reading resource 3 - A set of slides that explains summarising. Reading resource 4 - A newspaper report 'Bees trick plants!'	 Look through (Reading resource 3). This will explain what summarising is. Read the newspaper report. (Reading resource 4) Focus on the reading strategy 'Summarising' Can you summarise what the text is trying to tell you? 	 Assist your child in reading and understanding the text. Help your child to understand what summarising is.

Writing	Lesson 1: Creating your character profile.	Web Link 5 - https://www.puffinschools.co.uk/shows/creative-writing-show/ A link with authors talking about how they create characters. Writing resource 1 - Word mats for characters, giving examples of descriptive words. Writing resource 2 - two sheets to collect your information for your character. Writing resource 3 - Two slides to help with thinking for family and jobs.	 You are going to be creating a new character for the book 'BeWILDerwood'. First watch the video of authors explaining how they create characters (web link 5). Have a look through (writing resource 1 and 3) you could use those adjectives or your own, there are also questions to help generate ides for jobs and family. Use (writing resource 2) to create your character profile. 	 Support your child with accessing the link. Help your child to be creative when making a character.
	Lesson 2: Write about character using compound sentences (BOYS) and complex sentences (StB).	Web Link 6 - http://www.kelsall.cheshire.sch.uk/ serve_file/94451 A link with an explanation of what a BOYS sentence is.	 Review: recap your learning from previous sessions. What does a BOYS and STB need to include? (web link 6). Look back at the information that you have collected about your character (Writing resource 2) with your ideas of words you would like to use. Use your knowledge of BOYS and STB to write a range of sentences for each section of the profile. The sections do not need to link yet. 	 Discuss the what their character is already like from the previous session. Help with sentence writing and making them as descriptive as possible.
	Lesson 3: Write a character profile.	Writing resource 4 - Examples of character descriptions. Writing resource 5 - writing mat of reminders that you can use in your writing.	 Review: Read through your sentences and start thinking about how you can make it flow as you would see in a story. Have a look at writing resource 4 that gives examples of character profiles that have been written for stories. Have a go at writing a character profile for a story, making sure it WOWs the reader. (writing resource 5) 	 Support your child in reviewing the work they have already used on sentence types. Support with sentence writing where needed.

Spelling	Word list words: experiment / complete / continue / minute / peculiar / pressure / various / weight	Web Link 1 - Link to lots of synonym and antonym games. https://www.teachitprimary.co.uk/ks2-english/synonyms-and-antonyms/tags/3102	 Start by quizzing yourself on the words, you should know them already! 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. Use the words in a sentence Play the online games that help you find synonyms as well as antonyms. Remember to write the spelling words in sentences. 	-Regular quizzing -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) Haw many synonyms can they think of for words such as 'nice' or 'said'?!
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Maths	Lesson 1: Can solve simple TU ÷ U questions using the formal method	Maths Resource 1 - a review of division facts Web Link 7 - A lesson explaining how to use the Bus Stop method https://www.youtube.com/watch?v=trjepeOy2rc Maths Resource 2 - A division sheet using the bus stop method without remainders. Maths Resource 3 - A division sheet using the bus stop method with remainders Web Link 8 - an explanation of 3 digit numbers being divided by 1 digit https://www.youtube.com/watch?v=trjepeOy2rc Maths Resource 4 A sheet of division questions without remainders. Maths Resource 5 - A sheet of division questions with remainders.	 Complete Maths Resource 1 to revise your child's understanding of division, they may want to do it formally (bus stop method), this is fine - it is just a review activity to remind them that they can use their times tables to help them! Start by watching the video tutorial, Web Link 7 - allow your child to make pictorial representations of the numbers if they are unsure or use counters if needed. STOP 1:25mins Complete Maths Resource 2 using the bus stop method. (no remainders) Complete Maths Resource 3 using the bus stop method (with remainders) Extension opportuntiues Watch Web Link 8 1:27mins to extend your child's learning of the Bus Stop method by dividing 3 digit numbers Complete Maths Resource 4 (No remainders) Complete Maths Resource 5 (With remainders) 	 Roll a dice twice and make a 2 digit number and then roll it agin to form a 1 digit number = a division question! EXT, roll it 3 times to make a 3 digit number!
	Lesson 2: Can solve 1 step problems TU ÷ U questions using the formal method	Web Link 9 - A simple explanation of using division in word problems https://www.youtube.com/watch?v=igpVebLCD8k Maths Resource 6 - A sheet with word problems to complete	 Watch the video (web link 9); it does contain an explanation of multiplication but this is useful to help your child consolidate their understanding of the relationship between the 2 operations. Complete Maths Resource 6 - A series of worded problems using the bus stop method. 	

	Lesson 3: Can solve missing number problems using TT division facts (Pyramids)	Web Link 10 - an explanation of how to solve multiplication pyramid problems https://www.youtube.com/watch?v=nv_yELhVRp4 Maths Resource 7 - A sheet of multiplication pyramids.	 Watch the initial part of the video, it uses larger numbers towards the end and may be too challenging for your child but it will offer a nice recap on them. Web link 10. Complete Maths Resource 7. 	Make up your own pyramids, send them in for me to do, I love a challenge!
Science	Lesson 2: I understand the part flowers play in pollination	Web link 11 - https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-what-is-pollination-and-how-does-it-work/zv4df4j A link to a video that goes through pollination. Topic resource 1 - The Pollination cycle	 Watch the video on pollination (Web link 11). Read and discuss the pollination cycle (topic resource 1). Design a poster explaining pollination. 	 Support your child in finding the video (topic link 1) Dicuss pollination and the role plants have within the process.
Geography	Lesson 3: To name and locate physical geographical regions of the United Kingdom and identify their characteristics (using maps). Lesson 4: To name and locate human geographical regions of the United Kingdom (using maps).	Topic resource 2 - examples of physical geographical regions. Topic resource 3 - examples of human geographical regions. Topic Resource 4 - list of regions to find on google maps.	 Look through the pictures and discuss the different examples of physical geographical regions (topic resource 2). Look through the pictures and discuss the different examples of human physical geographical regions. (topic resource 3) Use google maps to find the different human and physical features on the list (topic resource 4). 	 Support your child in finding the resources. Support your child in using Google Maps.