

Year 3 Home Learning Week beginning: 6th July Quiz on: 10th 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	<p data-bbox="232 129 533 304"><u>Everyday Reading</u> 1) Choose books from your AR range - read these for 20 minutes each day.</p> <p data-bbox="232 727 479 754">Lesson 1: Retrieval</p> <p data-bbox="232 1102 568 1169">Lesson 2: Summarise the report.</p>	<p data-bbox="600 129 1167 240">Web Link 1 https://home.oxfordowl.co.uk/books/free-ebooks/ A website that has a wide range of age appropriate free books.</p> <p data-bbox="600 252 1128 400">Web Link 2 https://www.storylineonline.net (online books) A website that has a wide range of age appropriate free books.</p> <p data-bbox="600 411 1077 523">Web Link 3 https://ukhosted43.renlearn.co.uk/2233504/default.aspx(AR website)</p> <p data-bbox="600 534 1160 715">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.</p> <p data-bbox="600 767 1167 834">Reading resource 1 - A set of slides that explains retrieval.</p> <p data-bbox="600 879 1084 946">Reading resource 2 - A newspaper report 'Plants for pets!'</p> <p data-bbox="600 1046 1137 1158">Weblink 5 - https://www.twinkl.co.uk/teaching-wiki/summarising a website that shows what summarising is.</p> <p data-bbox="600 1182 1137 1249">Reading resource 3 - a sheet to make notes to help you summarise the report.</p>	<ul data-bbox="1211 129 1771 515" style="list-style-type: none"> • 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) <ul data-bbox="1189 687 1771 1046" style="list-style-type: none"> • Look through (Reading resource 1). This will explain what retrieval is. • Read the newspaper report. (Reading resource 2) • Focus on the reading strategy 'retrieval' using the questions on (Reading resource 1). Ask an adult to support you in answering questions about the newspaper report. <ul data-bbox="1189 1102 1771 1525" style="list-style-type: none"> • Read the newspaper report (Reading resource 2). • 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? • Summarise the key features of the report. (Web link 5) you could use (Reading resource 3) to help you collect your ideas. 	<ul data-bbox="1816 129 2175 376" style="list-style-type: none"> • 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. <ul data-bbox="1816 687 2175 903" style="list-style-type: none"> • Assist your child in reading and understanding the text. • Help your child to understand what retrieval is. <ul data-bbox="1816 1102 2175 1398" style="list-style-type: none"> • 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).

<p>Writing</p>	<p>Lesson 1: Creating your setting.</p> <p>Lesson 2: Write about setting using compound sentences (BOYS) and complex sentences (StB).</p> <p>You can use any other sentences types you know too.</p> <p>Lesson 3: Write your setting paragraphs.</p>	<p>Writing resource 1 - A few setting pictures to help with imagination.</p> <p>Writing resource 2 - A senses word mat.</p> <p>Writing resource 3 - A planning sheet to write notes for your setting.</p> <p>Web Link 6 - http://www.kelsall.cheshire.sch.uk/serve_file/94451 A link with an explanation of what a BOYS sentence is.</p> <p>Writing resource 4 - Examples of setting descriptions.</p> <p>Writing resource 5 - writing mat of reminders that you can use in your writing.</p>	<ul style="list-style-type: none"> ● You are going to be creating a new setting for the book 'BeWILDerwood'. ● First have a look at the setting pictures to get some ideas, or you can create your own! (Writing resource 1). ● Next have a look through (Writing resource 2), this will give you some ideas of how your senses can be used to describe your setting. ● Now have a go at writing notes for your new setting on (Writing resource 3). ● Review: What does a BOYS and STB need to include? (web link 6). ● Look back at the ideas you have collected about your setting so far (Writing resource 3). ● Use your knowledge of BOYS and STB to write a range of sentences for each section of the profile. The sentences do not need to link yet. ● 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 setting descriptions that have been written for stories. ● Have a go at writing a setting description for your story, making sure it WOWs the reader. (writing resource 5) 	<ul style="list-style-type: none"> ● Support your child with accessing the link. ● Help your child to be creative when creating a settin. ● Discuss the what their setting is already like from the previous session. ● Help with sentence writing and making them as descriptive as possible. ● Support your child in reviewing the work they have already used on sentence types. ● Support with sentence writing where needed.
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Spelling	Word list words: answer / century / experience / guard / medicine / opposite / particular / sentence	Web Link 7 - Link to lots of synonym and antonym games. https://www.teachitprimary.co.uk/ks2-english/synonyms-and-antonyms/tags/3102	<ul style="list-style-type: none">● 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. (web link 7)● Remember to write the spelling words in sentences.	<ul style="list-style-type: none">- 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)● How many synonyms can they think of for words such as 'nice' or 'said'?!
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Maths

Lesson 1: Can recognise and show using diagrams equivalent fractions with small denominators ($\frac{1}{2}$ & $\frac{1}{4}$ s) and ($\frac{1}{4}$ s and $\frac{1}{8}$ s)

Lesson 2: Can recognise and use fractions of numbers

Maths Resource 1 - a review of fractions and introduction to equivalent fractions.

Web Link 8 - A short review of equivalent fractions using diagrams
<https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/equivalent-fractions-number-line/v/generating-equivalent-fractions>

Maths resource 2 - An activity to consolidate learning of equivalent fractions using diagrams.

Web Link 9 - A complete lesson demonstrating how to find fractions of numbers or quantities
<https://classroom.thenational.academy/lessons/to-find-unit-fractions-of-a-given-quantity>

Maths Resource 3 - A matching activity for finding fractions of numbers.

Extension Opportunities

Web Link 10 - A short explanation of finding more complicated fractions of numbers
https://www.youtube.com/watch?v=E2QvVicQcMo&feature=emb_rel_end

Maths Resource 4 - An activity to practise the fractions of numbers,

- Complete **Maths Resource 1** to revise your child's understanding of fractions and then complete the activities outlined in the resource.

- **Web Link 8** - watch the short video to hear a teacher explain visually about equivalent fractions using diagrams.

- Complete **Maths Resource 2** as outlined in the activity.

- Watch **Web Link 9**. Complete the quiz and activities as outlined in the lesson.

- **Maths Resource 3** - Look at the cards and match them with the correct numbers and fractions. This is best played with 2 people!

Extension Opportunities

- **Web Link 10** - Watch the short lesson on finding fractions of numbers, complete the activities outlined in the lesson.

- **Maths Resource 4** - An activity to practise the fractions of numbers, complete the activity as outlined on the sheet.

The short lesson on

- Practical experiences of fractions and their equivalents are always the best way to deepen your child's understanding of equivalent fractions! Use bars of chocolate, cakes, pizza etc to represent the different ways equivalent fractions can be seen!

- **Would You Rather?** is a great game to play to practise fractions of numbers! "Would you rather have $\frac{1}{2}$ of 20 sweets or $\frac{2}{5}$?" Your child may decide on the $\frac{2}{5}$ believing the denominator and numerator are bigger!

	Lesson 3: Lesson 3 Can solve missing number problems using TT related division facts	<p>Web Link 11 - an explanation of how to solve missing number problems https://www.youtube.com/watch?v=M5upWuCp4KA</p> <p>Maths Resource 5 - practise of missing number problems.</p>	<ul style="list-style-type: none"> • Watch the video, (Web link 11) the beginning reviews how to solve problems using multiplication, this is a good recap on previous learning and prepares your child for using division. • Complete Maths Resource 5 Complete all of the questions using multiplication and division. 	<ul style="list-style-type: none"> • Your child should now be familiar with using the inverse operation to solve problems. This lesson reinforces the need to know their times tables!
Science	Lesson 3: I can explore how different seeds affect seed dispersal	<p>Web link 12: https://www.bbc.co.uk/bitesize/clips/znvfb9q - This is a link to a video explaining what seed dispersal is.</p> <p>Topic resource 1: Types of seed dispersal.</p> <p>Topic resource 2: sorting activity.</p>	<ul style="list-style-type: none"> - Watch the video (web link 12) and discuss what is happening. - Go through topic resource 1 and discuss what happens to the seeds.. - Complete the sorting activity (topic resource 2) 	<ul style="list-style-type: none"> - Support your child in finding the video (web link 12) - Discuss seed dispersal and what happens in the process.
Geography	<p>Lesson 4: To know and use the eight points of a compass.</p> <p>Lesson 5: To know about the different land use patterns of the United Kingdom and to understand that these have changed over time.</p>	<p>Web link 13: https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-using-compass-and-reading-maps/z77tf4j - This is a link to a video explains how to use a compass.</p> <p>Topic resource 3: Reading a compass.</p> <p>Topic resource 4: following directions.</p> <p>Web link 14: https://www.bbc.co.uk/news/uk-51041436 - This is a link to an article with interactive maps, that explains how the landscape has changed over time.</p> <p>Topic resource 5: Land use in the UK</p>	<ul style="list-style-type: none"> - Watch the video (Web link 13) and discuss how they are using the commas to help guide them. - Go through the pictures in topic resource 3. - Have a go at following directions with a compass (topic resource 4). - Read the article and use the interactive maps on Web link 14 to see how the landscape has changed over time. - Go through the pictures in topic resource 5. - Discuss what areas have changed over time and how. - Write a list of the things that have changed and how they have changed. 	<ul style="list-style-type: none"> - Support your child in finding the resources. - Support your child by helping to read the compass. - Support your child by reading/understanding the article and looking at the interactive maps to prompt discussion about how the landscape has changed.

