

## Home Learning Activities

### Age Range: Year 3 Level 3

The aim is for you to complete a minimum of three hours of learning a day with your child. Teachers have set 5 days' worth of daily tasks for English, Grammar, Punctuation and Spelling, Maths and Topic.

Please start on Day 1, Lesson 1 for each subject.

Please follow the links below to access each lesson.

Before starting each lesson, you will need to ensure you have your book and pencil ready to begin.

Write the date and the title listed in the table.

When you are ready please follow the instructions as stated.

Please keep all work in the book provided by school where possible, so that your class teacher can see the work you have done at home. On a Tuesday and Thursday, your class teacher will ask for photo updates of the work/activities you have been completing, this will be communicated via class dojo.

Lesson Date	Title for your work:	Link to access the lesson:
Every Day for 5 mins	Speed Read B	<p><b>Speed Read B Lord Ganesh.</b></p> <p><u>Monday</u> – set a timer for 1 minute and read aloud. Do not rush this. You still need to be able to hear expression, pauses and full stops as you read and be able to take in what it all means. Circle where you get to, total up your score, and send a message to your teacher with this number.</p> <p><u>Tuesday-Friday</u> - read aloud again for 1 minute and record your score on your sheet. You do not need to send this to your teacher. Then each day answer 1 of the 4 questions.</p>
Monday 8 <sup>th</sup> February	English Lesson 1	<p>Today we are going to create our own story plan.</p> <p>We are going to write what happens next after Jackson and Lillipop go through the door on page 35. Discuss together what could happen next in your story, we are going to use these ideas to create your plan and write your story.</p> <p>Write down your ideas and then choose the one that you like the best.</p> <p>Use the FridayStory Plan Week Level 3 to plan your story.</p> <p>Remember to think about the:</p> <ul style="list-style-type: none"> <li>Beginning</li> <li>Build up</li> <li>Problem</li> <li>Resolution</li> <li>Ending</li> </ul> <p>We will be using your story planer to help write your story next week. Make sure that you put in details that will help you to write your story.</p>
	Maths Lesson 1	<p><b>Warm up Task</b> – Purple Mash. You will find a task set up called 'Recall Game' - you will practise the 3x table with the table toons in the recall game.</p> <p><a href="#">Understanding that clocks have more than one scale</a></p> <p>In this lesson, you will learn that there are two measuring scales on a clock.</p>

	GPS Lesson 1	<a href="#">To investigate suffixes: -ly suffix</a> In this lesson, we will explore the rules associated with adding the suffix -ly. This is a revision lesson. 10 spelling words will be explained and set to learn.
	Topic Lesson 1 French	Read and practice the French phrases: <a href="https://www.bbc.co.uk/bitesize/topics/zjcbjr6/articles/zgnwr2p">https://www.bbc.co.uk/bitesize/topics/zjcbjr6/articles/zgnwr2p</a> I would like you to learn and say: <ul style="list-style-type: none"> <li>• What your name is</li> <li>• How old you are</li> <li>• When your birthday is</li> <li>• Where you live</li> </ul> Practice them in French and then write the sentences in your book. If possible, get someone to record your French phrases.
Tuesday 9 <sup>th</sup> February	English Lesson 2	<p>Today we are going to start writing our narrative story. Remember that your story is going to be about what happens next in our Fair's Fair story. Remember to use your plans that you have created yesterday, as well as all the knowledge that you gained last week.</p> <p>Set out your English work as we would in school. Put today's date at the top of your page followed by your KQ.</p> <p>KQ: Can I write an independent narrative?</p> <p>Remember that your narrative should include all of the basic English and grammar non negotiables in your writing. This is to include:</p> <ul style="list-style-type: none"> <li>• Capital letters and full stops at beginning and end of sentences</li> <li>• Correct spelling of common exception words</li> <li>• Neat handwriting</li> <li>• Capital letters for names and proper nouns</li> </ul> <p>Today we are going to be writing our introduction paragraph. Ensure that you follow your plan closely and include:  What happens at the beginning?  Who are the main characters?  Where is it set?  How are the characters feeling?</p> <p>We have included a Narrative Writing Checklist, make sure that you check through this whilst you are writing your introduction.</p>
	Maths Lesson 2	<p><b>Warm up Task</b> - Purple Mash. You will find a task set up called 'Musical Chairs Game'. Practise the 3x table with the table toons in the musical chairs game.</p> <p><a href="#">Reading analogue time to the nearest minute</a>  In this lesson, you will learn to read an analogue clock to the nearest minute.</p>
	GPS Lesson 2	<a href="#">To investigate suffixes: -y suffix</a> In this lesson, we will explore the rules associated with adding the suffix -y to nouns to form adjectives. 10 spelling words will be explained and set to learn.
	Topic Lesson 2 PE	Look at the PE file Orienteering (under resources on the Bemrose website). We are going to do Monday's lesson (just on a Tuesday!) – scroll down until you find the page below. The children have to hunt around the house for objects beginning with every letter of the alphabet.

**MONDAY MOVERS** **A to Z Scavenger Hunt**  30mins

**ACTIVITY**

- Get yourself a pencil or pen and a piece of paper or notebook
- Write the alphabet down one side of the paper
- Can you find objects inside or outside the house for every letter of the alphabet?
- You might need to get a little bit creative for trickier letters

**EQUIPMENT NEEDED**

- Something to write with: pen, pencil, or colouring pens/ pencils
- Paper

**TOP TIPS**

Complete the scavenger hunt as a team in a relay style game. Why not try drawing your objects for a player to guess?

Why not try this now... <https://www.goodhousekeeping.com/life/parenting/g32050844/scavenger-hunt-ideas-for-kids/>

**MAKE IT EASIER...**

- Use the letters of your name and find objects that match
- Pick a colour and find as many objects as you can. i.e. green Apple, green Bucket, green Crayon

**MORE OF A CHALLENGE**

- Try and complete the alphabet only using adjectives (describing words) for the objects that you find
- Challenge yourself by wearing a blindfold and asking someone to choose an object from around the house. Try and guess what it is. Make sure you stay safe and move carefully!

**MAKE IT INCLUSIVE**

- Make a list of different textures (fluffy, hard, soft, squashy) and colours. How many of these can you find objects for?

**LEAD OTHERS**

- Try and play this with a someone else in your household. Make sure you explain the task clearly



Create a PDF from

<p>Wednesday 10<sup>th</sup> February</p>	<p>English Lesson 3</p>	<p>Today we are going to be writing our build up and problem paragraph. Ensure that you follow your plan closely and include in your build up:</p> <p>What happens next? How does the story hint at a problem? How are the characters feeling?</p> <p>In your problem section make sure that you include:</p> <p>What is the problem within the story? How are the characters feeling?</p> <p>Again make sure that you use the narrative writing checklist to help you to write your narrative.</p>
	<p>Maths Lesson 3</p>	<p><b>Warm Up Task</b> - Print or copy from the screen the activities on '10.2.21 Maths Warm Up sheet' – 3 Times Table Activities.</p> <p><a href="#">Telling the time to am and pm</a></p> <p>In this lesson, you will learn to correctly use a.m. and p.m. to read and record time.</p>
	<p>GPS Lesson 3</p>	<p>Adding 'y' to nouns – tricky words. Look at the PowerPoint 'GPS Task 3 - 10.2.21 Adding 'y' Tricky Words' and complete the tasks on screen 3 &amp; 4.</p> <p>Do this work in your books please.</p>
	<p>Topic Lesson 3</p>	<p>Read through the information on the Science Information Sheet 10.2.21 (under resources on the school website). Follow the instructions and then complete the Science Prediction Sheet 10.2.21 when prompted. They will then need to complete the Science Results and Patterns Sheet 10.2.21 when prompted. For this activity the children will need a torch (or the flashlight on a phone) and an opaque object to block the light.</p>

<p>Thursday 11<sup>th</sup> February</p>	<p>English Lesson 4</p>	<p>Today we are going to be writing our resolution and ending paragraph. Ensure that you follow your plan closely and include in your resolution:</p> <p>How is this problem resolved/ sorted out? How are the characters feeling?</p> <p>In your ending section make sure that you include:</p> <p>How does the story end? Does it end happily? Is there a twist to the plot? How are the characters feeling?</p> <p>Once you have finished your final ending section, make sure that you read through your narrative.</p>
--	-----------------------------	---

	<p>Maths Lesson 4</p>	<p><b>Warm Up Task</b> – Print or copy from the screen the activities on '11.2.21 Maths Warm Up sheet' -Counting on in 3s.</p> <p><a href="#">Telling 'minutes past' on a digital clock</a></p> <p>In this lesson, you will learn to tell the time on a digital clock.</p>
	<p>GPS Lesson 4 Handwriting</p>	<p>Pracice the letter formation for the letter 'i'. Complete 3 lines of each practice group of letters. Make sure you are sitting up properly, sharpen your pencil and ensure you are gripping it correctly.</p> <div data-bbox="443 405 1517 1193" style="border: 2px solid black; padding: 10px;"> <p>Start at the cross and say, "Sweep half way up, straight back down, join up .....". Dot your 'i' when you have finished the word.</p>  <p>Copy these letters as accurately as you can: <span style="float: right;">Date: .....</span></p> <hr/> <p><i>i i i</i></p> <hr/> <p><i>ll ll ll</i></p> <hr/> <p><i>i i i</i></p> <hr/> <p><i>ll ll ll</i></p> <hr/> </div>
	<p>Topic Lesson 4</p>	<p>Today we are going to learn about the importance of the Victorian era in terms of technological advances. For this, the children need to use the internet to research what the Victorians invented. Children write a list with the invention, the date and the inventor's name.</p> <p>Task: Make your own amazing invention! It can be as crazy and fun as you like it, and make a poster to sell it.</p>
<p>Friday 12<sup>th</sup> February</p>	<p>English Lesson 4</p>	<p>Today we are going to be checking, editing and improving out work. To do this we are going to use the COPS editing technique that we use in school. These are;</p> <p>Capital letters Organisation Punctuation Spelling</p> <p>Look at Friday Editing information worksheet for information on what to check for each section.</p> <p>Remember to only check one area at a time. Start with Capital letters, go through your whole narrative and only check capital letters, then repeat for Organisation, Punctuation and Spelling.</p>

		<p>When you are editing your work, make sure that you use red pen to edit and improve your work, just as we would in school.</p> <p>Once you are happy with your work ask your parents/carers or brothers and sisters to read through your work and check it with you. Using COPS can they see any areas for you to improve.</p>
<p>Maths Lesson 4</p>		<p><b>Warm up Task</b> – Let’s see what you have learnt about the 3 Times Table this week. Open Up ‘Times Table Test – Friday 12<sup>th</sup> February’ (see in the resources list) and follow the instructions. This also has audio with the test being read to you and the last screen has the answers. Send your score to your teacher in the Dojo 1-1 Message chat.</p> <p><a href="#">Reading and ordering time (presented in different ways)</a></p> <p>In this lesson, you will learn to read and order the time on different clocks, and read and order time in written form.</p>
<p>GPS Lesson 4 Handwriting</p>		<p>Time to practice the letter formation of ‘i’ from yesterday. 3 lines of each word please. Make sure ascenders almost reach the line above, ascenders hang on the line and the stick of the letter is below.</p> <div data-bbox="443 786 1522 1234" style="border: 2px solid black; padding: 10px;"> <p>Now try these letter pairs and words:</p> <p><i>it it</i></p> <p><i>li li</i></p> <p><i>hit hit</i></p> <p><i>item item</i></p> <p><i>limit limit</i></p> <p><i>idiotic idiotic</i></p> </div>
<p>Topic Lesson 4</p>		<p>Today we are looking at caring for our environment.</p> <p>First answer some key questions:</p> <p>What do we mean by the environment?</p> <p>What do people, animals and plants need to survive in their environment?</p> <p>We are going to look at Harold’s Environment Project.</p> <p>Harold (the giraffe in our PSHCE lessons) is a member of his school council. The teachers have asked his school council to think of ways that they can help to look after the school environment but Harold is a bit stuck and can’t think of any ideas.</p> <p>List or mind map what things Harold could take to his next school council meeting. These could be things like:</p> <p>Ways to reduce waste in school (think about waste caused by paper, food, packaging etc.)</p> <p>Ways to save water</p> <p>Ways to save energy</p> <p>Ways to look after the plants and animals that live in the school environment</p> <p>Any other ways of looking after the environment</p> <p>When Harold goes to his school council meeting he will be told that he can only introduce one idea at a time into the school. The teachers think that trying to do</p>

		<p>everything will be too much; the children and staff won't be able to remember everything if they try to implement it all at once!</p> <p>How will the school council be able to decide which idea they want to introduce into the school first? Should they go for the one thing which is easiest to do to get people into the habit of looking after the environment or should they go for the most important, i.e. the one that will have the biggest impact on the school environment?</p> <p>You are going to take one idea you have come up with, and then come up with a reason why that idea is important and an easy way of carrying it out. [For example, they may say that composting appropriate food waste is important because food waste makes up most of the waste that is produced at break and dinner time, more so than packaging. They then need to think of the easiest way to get people to compost their food waste – should there be compost bins in the classroom, playground or dining hall? Should there be composting monitors who oversee the children sorting out their food waste and who can empty the composting bins?]</p> <p>You need to record your ideas and produce a posters, powerpoint presentations or other form of media to promote your idea.</p> <p>Plenary</p> <p>In what ways do we look after the school environment at our school?</p> <p>Are there things we can do to improve the way we look after our school environment?</p> <p>Why is it important to look after our school environment?</p>
--	--	--