



St John's Catholic Primary School- Learning at home planning

Year 3 - Home Learning Planner 3

Maths Tasks	Reading Tasks
<ol style="list-style-type: none"> Daily Calculations. Answer 4 questions each day using mental and written methods for the 4 different operations $+$ $-$ \times \div (found at the end of this document) Daily Lessons. Visit the website below, watch the short video and answer the 6-8 questions. Try a different lesson each day. Please complete Summer Week 6 – w/c 1st June. https://whiterosemaths.com/homelearning/year-3/ TTRockstars. Aim to complete 10 - 15 minutes per day. We will keep checking and put a battle on each day too! Maths games. Try some of these online games. Please make sure you play ages 7-11. https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers A work booklet containing 3 week's worth of revision materials (not mandatory). This week is angles, geometry and measurements. https://www.mathematicsmastery.org/wp-content/uploads/2020/03/Learner_Maths_Y3_W5-7.pdf 	<ul style="list-style-type: none"> Reading Plus for <u>at least</u> 15 minutes every day. We will be checking each week and sending you messages! If you haven't been doing it, now is the time to start. Listen to an audiobook - You don't need to log in to listen. Follow the link below and enjoy having a story read to you. https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dccs_sbtp-0-2 Answer the comprehension questions based upon 'The Great Plague'. You will find the text and questions below. Choose a main character from a book you have read, draw them as a baby, an adult and an elderly person – Underneath each picture, write what you think they might be doing at this point in their life and why. You're Hired – Choose a character from a book you have read and think about what job they would be good at and why. For example, Superman would make a great police officer, as he is brave and wants to help people!
Spelling/Phonics tasks	Writing tasks
<ul style="list-style-type: none"> Weekly spellings to practise: <ul style="list-style-type: none"> consider - difficult continue - disappear decide - early describe - eight different - eighth Write out your spellings using two different colours – one colour for the vowels (a/e/i/o/u) in the word and one colour for the consonants in the word. Write some sentences and try to include all of your weekly spellings – the sentence can be as silly as you'd like! Can you create a wordsearch with your spellings? Once you have learned these spellings, Log on to https://www.purplemash.com/sch/stjohnsl4 and click on '2Do' you will see 'spelling test 3' for you to complete. This will be available to complete until Friday 19th June. 	<ul style="list-style-type: none"> The Troll; Sick Sentences/ Sentence Challenge/ Perfect Picture/Story Starter. (Find the picture and work attached below) Continue to write a diary about what you are doing each day. You will be able to look back on this when you are older and remember all the good things you were doing in 2020 – they will be starting to fill up now! Complete the lesson on using their, they're and there – follow the link and watch the video and complete the activities and quizzes. https://www.bbc.co.uk/bitesize/articles/zk2c92p Write a set of instructions for making a cup of tea – I have written an example below for making toast and jam, to remind you of what needs to be included. Remember to use those imperative verbs (bossy verbs!) and numbered steps. We did this at the very beginning of year 3!

- **Create instructions for something you know how to do well** - add them to '2Create a Story' on Purple Mash. This will be in your '2Do' section.

Handwriting- practice your handwriting as often as you can

Your child would be expected to use continuous cursive letters:

<https://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-2.html>

Science

Light and Dark

Follow the link to complete a lesson light and dark. We have done this in our class before, so you may remember some parts about it!

<https://www.bbc.co.uk/bitesize/articles/zjx6v4>

Additional activities:

- **Walk around your house and see which light sources you can spot!** Who can find the most?
- **Can you create a fact-file all about light and dark?** What are shadows? Where does light come from? Which objects reflect light?
- **Can you create a shadow puppet?** Here are some instructions to help you:
<http://www.planet-science.com/categories/under-11s/our-world/2012/04/make-your-own-shadow-puppets.aspx>
- **Listen to 'The Dark' by Lemony Snicket** - <https://www.youtube.com/watch?v=mJmvGvYZDyM>

Foundation subjects and learning projects- to be done throughout the week

History: This week we will be looking at Ancient Egypt.

The Ancient Egyptian civilisation is one of the most well-known civilisations because of how impressive they were! They introduced paper and writing and even built the pyramids without any machinery.

Using BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zg87xnb> research as much as you can about the Ancient Egyptians. There is a lot of information to look through so make sure you take your time. Then complete some of the suggested activities on the history sheet below.

Watch some of these clips for fun and exciting information about many history topics!

<https://www.bbc.co.uk/cbbc/shows/horrible-histories>

Geography – Map Skills

Focusing on our map skills topic, this week we will look at grid references. Grid references help us find specific things on maps. Take a look at the information sheets below and have a go at the activities.

Art – Each week, you will be given a different artist / art movement to look at. This week we will explore Pop Art demonstrated mainly by Roy Lichtenstein and Andy Warhol. Take a look at the information and examples on the sheet below, then explore and experiment the style by creating your own versions.

Don't forget there are brilliant clips to follow on BBC to create your own art!

<https://www.bbc.co.uk/bitesize/subjects/zn3rkqt>

R.E.- Come and See

Energy

After discussing St Paul's letters, we can now explore the different gifts given to us by the Holy Spirit. Complete the two sheets below. Sheet 1 – match the gift to the definition. Sheet 2 – identify ways we can use this gift in everyday life. You may also want to conduct your own research into the gifts of the Holy Spirit.

Additional learning resources children and parents may wish to engage with

BBC Daily Lessons for all subjects - <https://www.bbc.co.uk/bitesize/tags/zmyxyc/year-3-lessons/1>

Maths problem of the day - <https://whiterosemaths.com/resources/classroom-resources/problems/>

NCETM – Maths resources, videos, lessons, activities - <https://www.ncetm.org.uk/resources/54452#dailylessons>

Online scheduled lessons or subject specific activities <https://www.thenational.academy/online-classroom>

Our school website has lots of links that all the teachers have worked to find so please visit here too!
<https://www.stjohnskirkdale.co.uk/page/?title=Home+Learning+Websites&pid=919>

Teacher tips

Let the children lead their learning, if they are interested in a particular thing let them explore it and where possible make links with other things as children learn more if they enjoy it.

Breaks are important- Children cannot concentrate for long periods of time and need to have time built in for them to switch off. Try PE with Joe wicks or Cosmic Yoga on YouTube to get the children moving and enable them to burn off some energy.

A Message from Miss Cartin, Miss Hardman, Mrs Evans and Mrs Williams

Hello Year 3, we hope you have enjoyed your half term.

Firstly, we would like to thank you for the wonderful video with your pictures and messages in it, we absolutely loved it. It made us smile to see some familiar faces!

Keep up with all your fantastic work – it has been brilliant to see so many of you on Reading Plus, TTRockstars and Purple Mash too. We are very proud of you all. Remember, if you haven't been doing any – now is the time to start! It would be great to see even more of you using them.

We are missing you lots and cannot wait to see you all when we are back to normal.

From the year 3 team 😊

The Troll – writing tasks



Story starter!

Thump! He slammed his enormous, grass-covered foot into the middle of the road, sending shockwaves of dust in all directions.

With a loud grunt, the troll wrenched the entire, fully tiled roof off a nearby holiday home, with the owners peering helplessly and frightened out of the downstairs windows. He did not mean any harm, but he just couldn't help himself...

Can you carry this story on? Where does this mythical creature end up? How does the story end?

Sentence challenge!

Spot the five mistakes in this sentence:

the roof ov the yellow house was ripped of by the enormous troll

Now you have found all five – can you make this sentence even better? Can you describe the house and the troll in more detail?

Sick sentences!

This sentence is 'sick' and needs help to get better. Can you help?

The troll put his hand on the house. He had a nose and teeth. He was covered in grass.

Remember: you can use, expanded noun phrases, similes, alliteration. You could even challenge yourself and add some dialogue between the troll and another character!

Perfect picture!

Where do you think the troll lives? Can you draw or describe what you have imagined?

I don't think it will be a very nice place, I bet it is gruesome... What do you think?

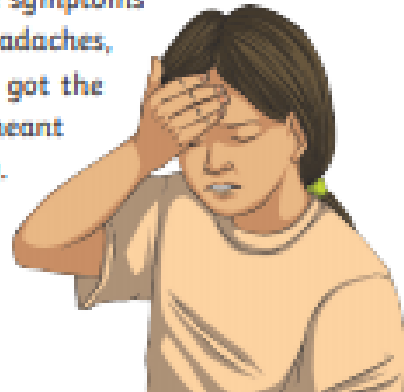
The Great Plague

The Great Plague

What happened if someone caught the plague?

The plague spread very quickly. Within three to four days of catching the disease, people were dying. Some symptoms were painful swelling of the skin, blisters, headaches, fever and sickness. If someone from a family got the plague, the whole house was sealed. This meant that nobody could get in or out of the building. A red cross was marked on the front door of any houses where somebody had the plague.

As many as 100 000 people had died in London by the end of 1665.



How was the plague stopped?

In the autumn of 1666, the weather was very cold. This killed off many of the rats and fleas which were spreading the virus. Also, the Great Fire of London, in the same year, destroyed many rat-infested buildings. This seriously reduced the rat population.



Plague Remedies

As there was no cure, people tried alternative remedies to try to prevent them from being infected by the plague.

- **Small bunches of flowers:** people thought that holding them to their noses, would stop them from breathing in any bad air or bacteria.
- **Lucky charms:** people wore them to ward off the plague, one example is wearing a dead toad around the neck!
- **Soaking money in vinegar:** when paying for goods, money was soaked in vinegar before giving it to someone else.

1. Why was the plague frightening to people?
2. What do people think caused the plague to spread?
3. How did people try to prevent themselves from catching the plague?
4. How did killing cats and dogs cause the plague to spread further?
5. How did sealing houses prevent the spread of the disease?
6. What does rat-infested mean?
7. How was the plague eventually controlled and stopped?

Instruction writing – writing tasks

How to make toast with jam

You will need:

- Bread
- Knife
- Butter
- Plate
- Jam
- Toaster

1. First, take two pieces of bread from the packet and place into the toaster.
2. Then, push the toaster down and leave the bread to toast until it is brown.
3. Take the toast from the toaster and place onto a plate.
4. Using a knife, butter the piece of toast on one side.
5. Next, add the jam onto of the butter using the knife.
6. Cut the toast in half.
7. Enjoy your jam and toast!

Maths - 4 Daily Calculations Week 1







Try in your head, first.







Use a written method





Monday

A. $3 \times 7 =$ 	B. $546 - 222 =$ 
C. $865 + 140 =$ 	D. $28 \div 4 =$ 





Tuesday

A. $54 \times 4 =$ 	B. $834 - 349 =$ 
C. $56 + 310 =$ 	D. $843 \div 2 =$ 





Wednesday

A. $398 + 483 =$ 	B. $443 - 43 =$ 
C. $97 \times 10 =$ 	D. $350 \div 10 =$ 

Thursday

A. $340 + 233 =$ 	B. $894 - 729 =$ 
C. $23 \times 8 =$ 	D. $698 \div 3 =$ 

Friday

A. $456 + 178 =$ 	B. $823 - 411 =$ 
C. $23 \times 10 =$ 	D. $28 \div 2 =$ 

Maths - 4 Daily Calculations Week 2







Try in your head, first.







Use a written method





Monday

A. $4 \times 8 =$ 	B. $634 - 213 =$ 
C. $14 + 11 + 25 =$ 	D. $48 \div 4 =$ 





Tuesday

A. $32 \times 4 =$ 	B. $60 \div 3 =$ 
C. $342 + 617 =$ 	D. $723 - 284 =$ 





Wednesday

A. $345 + 163 =$ 	B. $733 - 300 =$ 
C. $12 \times 8 =$ 	D. $600 \div 100 =$ 

Thursday

A. $532 + 40 =$ 	B. $332 - 12 =$ 
C. $14 \times 8 =$ 	D. $489 \div 4 =$ 

Friday

A. $473 + 394 =$ 	B. $838 - 225 =$ 
C. $30 \times 6 =$ 	D. $96 \div 9 =$ 

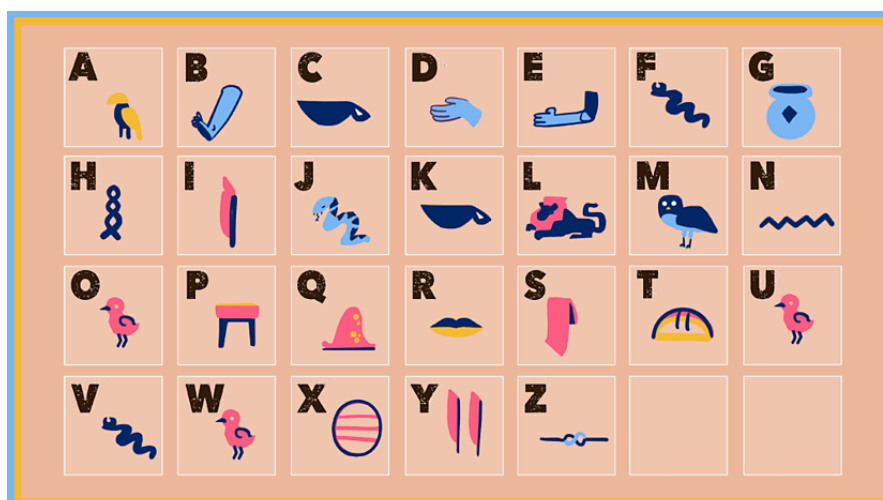
History - Ancient Egypt

You can complete as many as you like but try to finish at least 2 activities. We will make an Egyptian corner with all your work when we return to school!

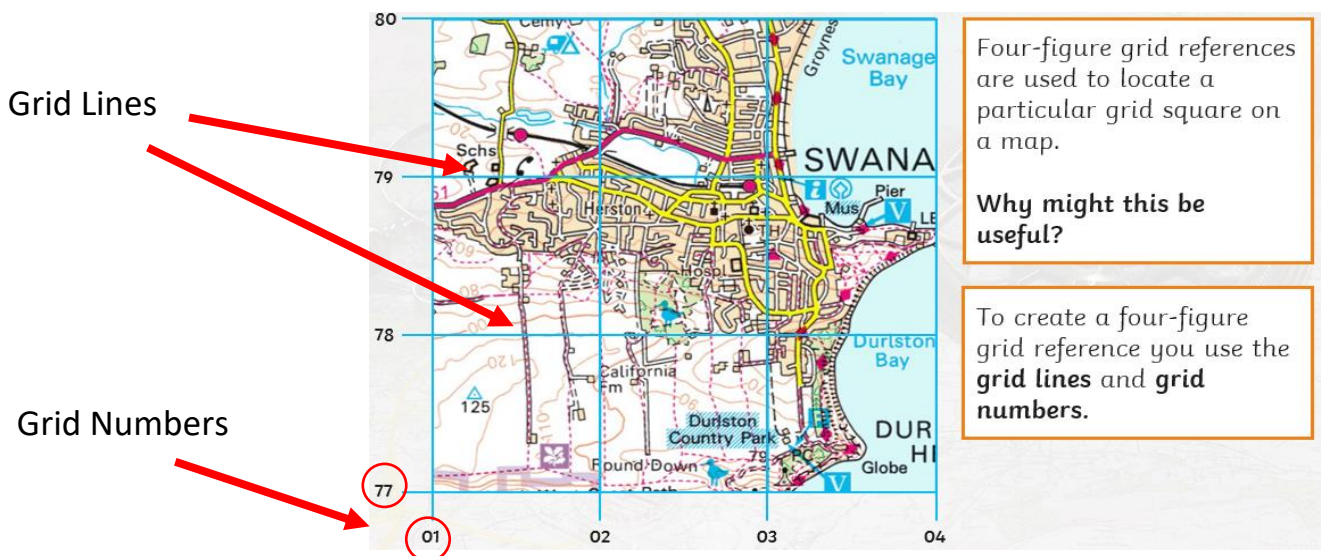
Before you do any research - Write 5 questions that you want to find the answer to. Then when you start researching, try to find the answers to your questions.

Suggested Activities

- ♦ Review the Egyptian Information on BBC Bitesize (link in planner). Record 5 facts that you have learnt that you would like to share with the class.
- ♦ Make an Ancient Egypt information booklet for Year 2 to help them with the topic next year. Add sub headings and pictures to make it interesting. Include: Daily life, food, farming, writing, pyramids.
- ♦ Write a diary entry as an Ancient Egyptian, what did you do? What did you see? If you were 12 years old would you be in school? Who is around with you?
- ♦ Design your own Egyptian God - what are they wearing? What special powers do they have? Why do people pray to them?
- ♦ Research and write about the daily life of an Egyptian - would you like to live in Ancient Egypt? Would you prefer to live in Ancient Egypt or the Stone Age?
- ♦ Research the River Nile - what happens during the different seasons? Why was it so important to the Egyptians? How long did the different seasons last? How high was the River Nile?
- ♦ Write a story set in Ancient Egypt, working on your writing targets. Who are the characters? What happens?
- ♦ Draw or paint a tomb painting that you would like to have decorated on your tomb walls. Make sure the picture reflects Ancient Egypt.
- ♦ Write your name using Egyptian Hieroglyphs. What other words can you write? Write some words and ask someone else in your house to decode what it says.



Geography – 4 – figure grid references



When giving grid references, we use the horizontal numbers first, called eastings then the vertical numbers called northings. They have these names as they show the direction of travel. We use the box to the right and above the grid references.

For example, to find:

‘Dunston Country Park’ the grid reference 02 77.

‘The Pier’ the grid reference 03 79

To remember the order we use the saying ALONG THE CORRIDOR THEN UP THE STAIRS.

Activities

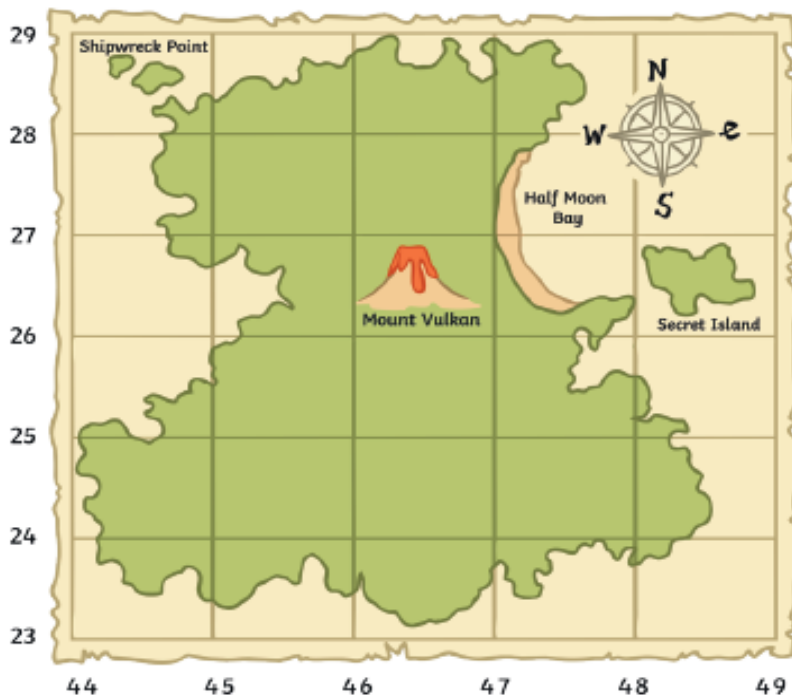
1. **Treasure Island** – the first sheet below is a treasure map. You must design your own symbols and put them correctly on the map. These symbols should be basic and easy to spot. For example, a mountain may just be a triangle.
2. **Battleship** –
 - Player 1 calls out a grid reference (e.g. 1632).
 - Player 2 replies by saying ‘hit’ or ‘miss’ depending on whether one of their ships has been hit.
 - Player 1 should draw a X on their ‘enemy’s ships’ grid to record any ‘hits’ and a 0 to record any misses. If a ‘hit’ is scored, the player can continue to call out grid references until they miss.
 - Players should also record any hits made on their own battleships.

The winner is the first person to sink all of the enemy ships!

3. **Treasure map** – create your own treasure map by placing different symbols on the map including a key to show what the symbols mean. Then using the grid references, write some clues to direct someone to the treasure you have hidden. Make sure you remember the grid references of where the treasure is buried.

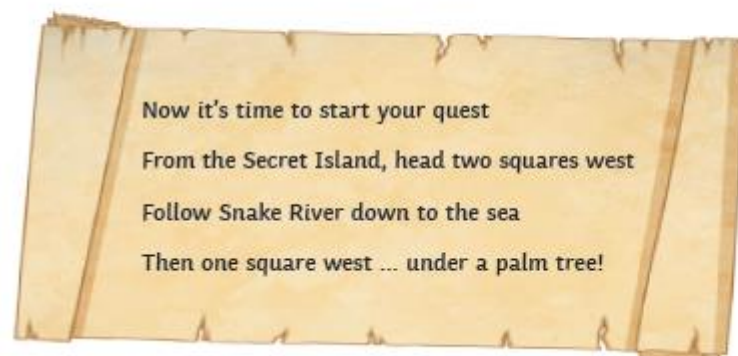
Treasure Island

You have found an old treasure map... but it is not clear where the treasure is buried as a lot of information is missing!



Key:

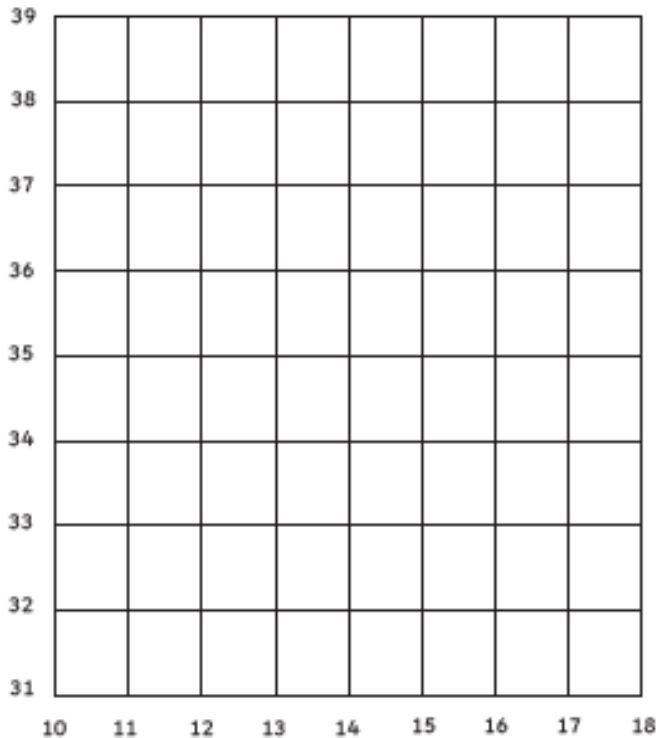
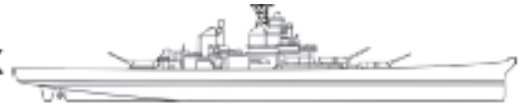
- Using your own symbols, add the following locations onto the map:
 - The Miserable Mountains are in grid squares 45 27 and 46 27.
 - There is a pirate ship in grid square 44 26.
 - Snake River starts at Mount Vulkan and flows through grid squares 46 25, 45 24 and 45 23 to the sea.
 - The Murky Marshes are in grid squares 46 24, 47 24, 48 24 and 47 25.
 - Palm Tree Forest covers grid squares 44 23, 44 24, 44 25, 45 24 and 45 25.
- Now the map is complete...but are you worthy of the treasure? It is time to test your map skills! What are the four-figure grid references for these locations?
 - Shipwreck Point _____
 - Mount Vulkan _____
 - The Secret Island _____
 - Half Moon Bay _____ and _____
- At last.... the final clue to the treasure!
 - Which grid square is the treasure buried in? _____



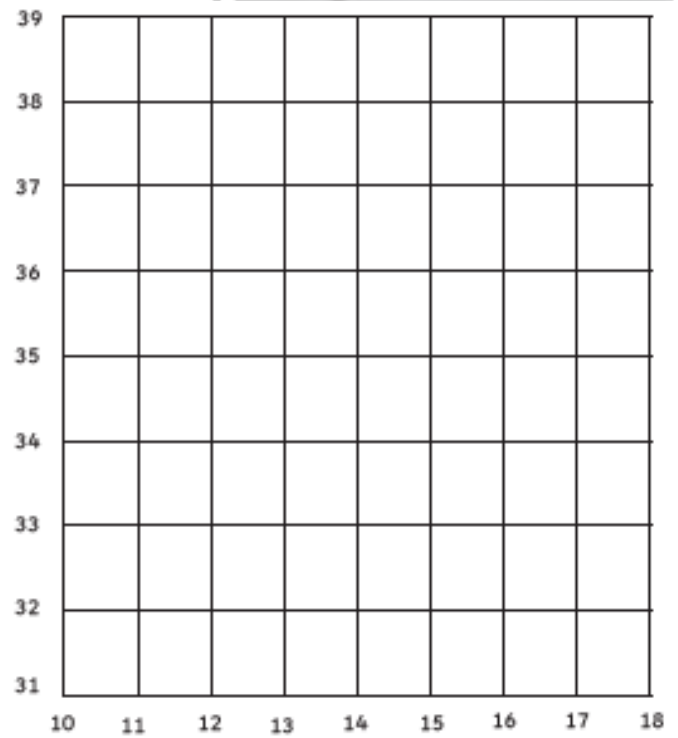
Geography - Battleships

You each need a sheet similar to this, to show where you have placed your ships and to show where you have hit or missed your opponent's ship.

Four-Figure Grid References: Find and Sink

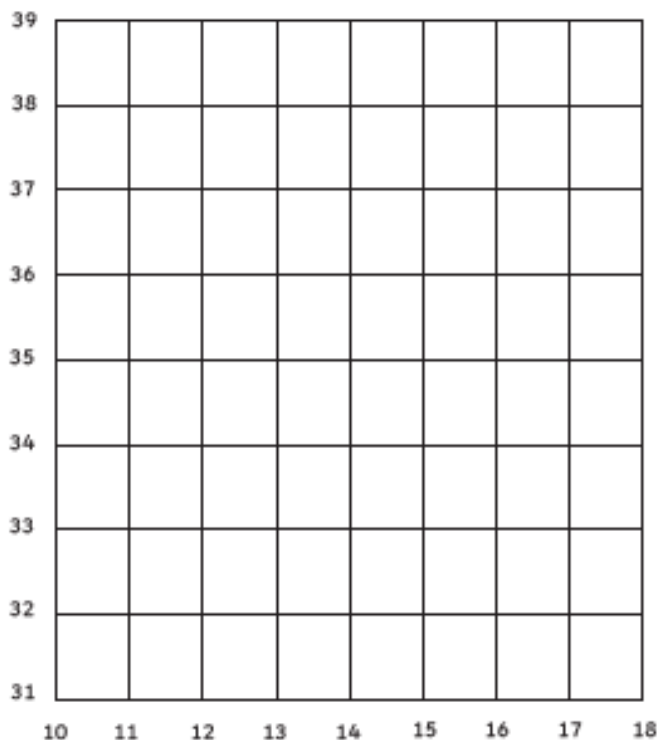
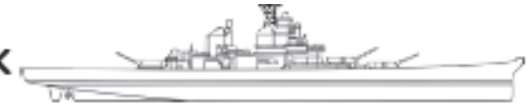


Your Ships

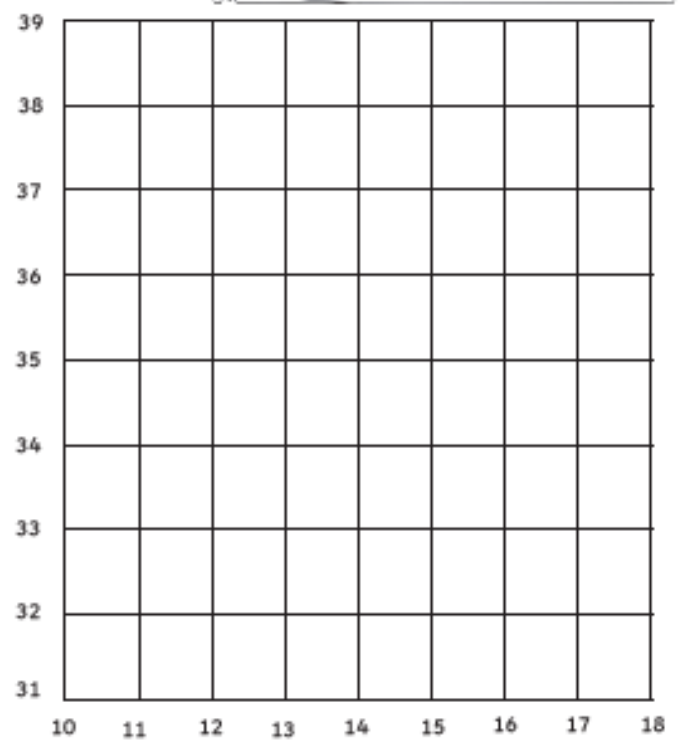


Enemy Ships

Four-Figure Grid References: Find and Sink



Your Ships



Enemy Ships

Pop Art – Roy Lichtenstein & Andy Warhol

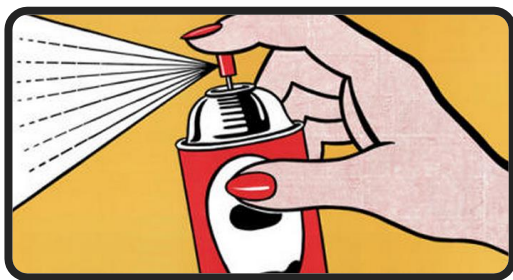
Pop Art began in the 1950s. It is images of normal, every day items such as cans of soup bottles of coke but painted in bright, bold colours. Pop artists use these images of everyday items as well as labels, packaging, photos of celebrities and onomatopoeia (bang, pop, snap) images.

Roy Lichtenstein is an American Pop Artist famous for his comic book style art. He uses everyday objects but creates them with bold colours and even repeated dots. Have a look at the examples below.

Andy Warhol is another pop artist who focussed on the repeating pattern of pop art. He repeats the same picture but in different colours.

Have a go at copying and creating your own Pop Art pictures. Don't forget to keep them safe so we can share them back in school!

Roy Lichtenstein



Andy Warhol










RE - Energy

Think carefully about each gift and try to match each one to their definition. When you have had a try, Check your answer by opening our Religious education panner on the year 3 page of the website.

The Holy Spirit grants us many characteristics that we call Gifts.

Match the Gifts of the Holy Spirit to their definitions.

Gifts of the Holy Spirit	Definition
	We remember the power and beauty of God. We see this beauty in the world around us and we must respect and care for it.
	We have the ability to make good decisions.
	We can make tough choices and we try to do what is right.
	We have the strength to do the right thing even in difficult situations. We have faith in Jesus and know He will help us through difficult times.
	We treat other people as we would like to be treated ourselves. We treat the world around us with care and consideration.
	We can understand Jesus' messages and his teachings. We know what they mean for us in our daily lives.
	We have knowledge of the world around us. We are aware of other people and their feelings.

The Gifts of the Holy Spirit



In Confirmation, you will receive the seven gifts of the Holy Spirit.

How will these gifts help you as you live your life right now?

How would you like these gifts to help you?



Wisdom	Spirit of Wisdom helps me to...
Understanding	Spirit of Understanding helps me to...
Counsel	Spirit of Counsel helps me to...
Fortitude	Spirit of Fortitude helps me to...
Knowledge	Spirit of Knowledge helps me to...
Piety	Spirit of Piety helps me to...
Fear of God	Fear of God presence help me to...