




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

### Year 3 – Home Learning Planner 4

Weekly Maths Tasks	Weekly Reading Tasks
<ol style="list-style-type: none"> <li><b>Daily Calculations.</b> Answer 4 questions each day using mental and written methods for the 4 different operations + – × ÷ (found at the end of this document)</li> <li><b>Daily Lessons.</b> 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 1<sup>st</sup> June. <a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a></li> <li><b>TTRockstars.</b> Aim to complete 10 - 15 minutes per day. We will keep checking and put a battle on each day too!</li> <li><b>Maths games.</b> Try some of these online games. Please make sure you play ages 7-11. <a href="https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers">https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers</a></li> </ol>	<ul style="list-style-type: none"> <li><b>Reading Plus</b> for <u>at least</u> 15 minutes every day. We will be checking each week and sending you messages!</li> <li><b>Listen to an audiobook</b> – You do not need to log-in to listen, just follow the link and listen to a story. My favourite this week is 'Kid Normal' by Greg James and Chris Smith. <a href="https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dccs_sbtp-0-2">https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dccs_sbtp-0-2</a></li> <li><b>Reading comprehension poetry lesson</b> – follow the link and watch the two poems read aloud, then answer the questions and complete the activities given. <a href="https://www.bbc.co.uk/bitesize/articles/zb2k8xs">https://www.bbc.co.uk/bitesize/articles/zb2k8xs</a></li> <li><b>Can you create your own book?</b> Get two (or more) pieces of paper, fold them in half to create a book. Can you design a front cover, short story, illustrations and a blurb to go in this book?</li> </ul> <div data-bbox="900 1317 1353 1630" data-label="Image"> </div> <ul style="list-style-type: none"> <li><b>Pull a story out of a hat</b> – write lots of silly sentences, cut them up and put them in a hat. Pull them out one by one, read them out loud and you will have created a silly story!</li> </ul>

Weekly Spelling/Phonics tasks	Weekly Writing tasks
<ul style="list-style-type: none"> <li><b>Weekly spellings to practise:</b> <ul style="list-style-type: none"> <li>- enough     - exercise</li> <li>- experience - experiment</li> <li>- extreme    - famous</li> <li>- favourite   - February</li> <li>- forward(s) - fruit</li> </ul> </li> <li><b>Write out your spellings using two different colours</b> – one colour for the <b>vowels</b> (a/e/i/o/u) in the word and one colour for the <b>consonants</b> in the word.</li> <li><b>Write some sentences</b> and try to include all of your weekly spellings – the sentence can be as silly as you'd like!</li> <li><b>Can you create a wordsearch</b> with your spellings? Test someone at home!</li> <li>Once you have learned these spellings, Log on to <a href="https://www.purplemash.com/sch/stjohnsl4">https://www.purplemash.com/sch/stjohnsl4</a> and click on '<b>2Do</b>' you will see a <b>spelling test</b> for you to complete. This will be available to complete until Friday 3<sup>rd</sup> July.</li> </ul> <p>We have seen lots of great scores on the spelling tests on Purple Mash – Keep it up year 3!</p>	<ul style="list-style-type: none"> <li><b>Underneath;</b> Sick sentences/Sentence Challenge/Perfect Picture/Story Starter/Question Time. (The picture and work are attached below)</li> <li><b>Watch 'A Cloudy Lesson' clip</b> - <a href="https://www.literacyshed.com/cloudylesson.html">https://www.literacyshed.com/cloudylesson.html</a> After watching this clip, can you write a set of <b>instructions</b> about how to blow clouds?</li> </ul> <p>Could you also write <b>dialogue</b> for this film, as it has no words! Remember a new line per speaker and to use inverted commas.</p>  <ul style="list-style-type: none"> <li><b>Grammar activities:</b> Log on to Purple Mash and click on '2Do'. You will see two activities: <ul style="list-style-type: none"> <li>- <b>Bella and the Farm</b>, which focuses on prepositions.</li> <li>- <b>Consonant or Vowel?</b> Which focuses on practising 'a' or 'an'.</li> </ul> </li> <li><b>Continue writing in your diary</b> – think about how strange this time away from school has been. Has there been any tricky experiences? Has there been some really great experiences?</li> </ul>
<p align="center"><b>Handwriting- practice your handwriting as often as you can</b> Your child would be expected to use continuous cursive letters: <a href="https://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-2.html">https://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-2.html</a></p>	

Science
<p><b><u>Vertebrates and Invertebrates</u></b> Follow the link and complete the lesson on Vertebrates and Invertebrates – see how much you can remember as we have done this in year 3! <a href="https://www.bbc.co.uk/bitesize/articles/z4m6hbk">https://www.bbc.co.uk/bitesize/articles/z4m6hbk</a></p> <p><b><u>Additional activities:</u></b></p> <ul style="list-style-type: none"> <li>- <b>Create a fact file</b> all about vertebrates and invertebrates. Research some extra information to find out some interesting, scientific facts!</li> <li>- Remind yourself about <b>endoskeletons, exoskeletons and hydrostatic skeletons</b>... what type of skeleton does a human have and why?</li> <li>- After watching this video – what type of skeleton do you think spiders have? <a href="https://www.nationalgeographic.com/news/2018/05/tarantula-shedding-molting-video-timelapse-slow-motion-animals-spd/">https://www.nationalgeographic.com/news/2018/05/tarantula-shedding-molting-video-timelapse-slow-motion-animals-spd/</a></li> </ul>

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

### History: Recapping the ancient civilisations

Revise some of the information you have learnt about The Indus Valley, Shang Dynasty and Ancient Egypt by revisiting the BBC Site. <https://www.bbc.co.uk/bitesize/topics/z9jxhyc>

Below there is a table. How are these civilisations the same? What did you notice was similar in all of them? What did they all have? What did they all do or believe? Also, what was different about them? Where were they? What country? What did they believe? How are these civilisations different? Complete the table below or make your own list.

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

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

### Geography – The Galapagos Islands

<https://www.bbc.co.uk/bitesize/topics/z3fycdm/articles/zk9cxyc> Watch the two clips and read the information about the Galapagos Islands. These are Islands that have been made by volcanoes! Complete as many of the suggested activities you can on the sheet below.

**Art** – Each week, you will be given a different artist / art movement to look at. This week we are looking at William Morris, famous for his repetitive patterns that are used for wallpaper. He took inspiration from nature. 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

### Reconciliation – Choices

Our new topic is Choices. Please complete the 'Explore' section of the Religious Education planner.

Watch the story from this clip from Disney's Hercules. > <https://www.youtube.com/watch?v=LS1bftiDhdU>  
Hercules chooses to save Meg from the underworld.

1. Make a list of the consequences of this choice. Remember consequences can be good or bad!
2. Read the story about Tom and Andrew. Complete these activities.
3. List the choices the characters made and the consequences of these choices.
4. Think of any choice you have made in your whole life, good or bad, and write the consequences.  
You can complete this in the table below.

## Additional learning resources children and parents may wish to engage with

BBC Daily Lessons for all subjects - <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/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 are on week 14 of lockdown now – what a long time it has been. We are still missing you so much and thinking about you all often. We cannot wait to see how tall you have all grown over these last few months!

As well as doing some schoolwork from our home learning planners, we know some of you will have spent lots of time with your families, become expert chefs and bakers, mastered a sport, or read lots of books! Miss Hardman has enjoyed baking piles of yummy treats and Miss Cartin has been reading lots of interesting books!

As always, keep safe and look after yourselves.

From the year 3 team 😊

## Underneath – writing task

### **Perfect picture!**

Think about where there might be a hidden city in your school or home. A place where no-one would bother the inhabitants! It might be under the stairs or inside a bookshelf or even under the floorboards!

Can you draw what you have imagined?



### **Story starter!**

On the surface, everything looked ordinary.

The boy in the boat was bored. He had lived beside this boring river with his boring family for his whole boring life. Nothing unexpected ever seemed to happen to him. He often went to bed at night and wished for something exciting in his life.

Little did he know, underneath the ground he walked on and the river he rowed his boat on, a marvellous, mysterious, magical menagerie of life stirred.

His life was about to become a lot more interesting...

Can you carry on this story? What happens next?

### **Sentence challenge!**

Can you include some speech in your writing, using inverted commas?

For example:

“Have you found it yet?” asked the visitor.

“What?” replied the boy.

Remember to start a new line for a new speaker.

# Underneath – writing task

## **Sick sentences!**

These sentences are 'sick' and need help to get better. Can you help? Could you add an adverb, fronted adverbial, noun phrase or simile?

The boy rowed the boat. Underneath him was a big fish. It swam around, waiting.

## **Question time!**

Who is the boy and why do you think he is bored?

What do you think he has with him in the boat?

What do you think his family are like?

Where do you think their home is?

Who do you think lives in the city under the ground?

Why do you think the boy has never seen the people who live there before?

Why do they live underground?

Is there anything peculiar about the sea or the tree that is next to it?

What do you think is about to happen to the boy?

# Maths - 4 Daily Calculations Week 1 (22.06.20)



Try in your head, first.



Use a written method

Monday

A. $16 \times 4 =$	B. $926 - 724 =$
C. $342 + 194 =$	D. $849 \div 4 =$

Tuesday

A. $32 \times 8 =$	B. $924 - 241 =$
C. $760 + 135 =$	D. $923 \div 2 =$

Wednesday

A. $189 + 713 =$	B. $1000 - 432 =$
C. $43 \times 3 =$	D. $1000 \div 10 =$

**Thursday** (Thursday & Friday are missing number questions. Remember to use your knowledge of the inverse and number sentences to find the answer!)

EG.  $4 \times 5 = 20$ , so  $5 \times 4 = 20$ ,  $20 \div 4 = 5$ ,  $20 \div 5 = 4$

A. $643 + \underline{\quad} = 895$	B. $999 - \underline{\quad} = 145 =$
C. $82 \times 10 =$	D. $\underline{\quad} \div 8 = 56$

Friday

A. $222 + \underline{\quad} = 982$	B. $780 - \underline{\quad} = 234$
C. $15 \times \underline{\quad} = 150$	D. $824 \div \underline{\quad} = 412$

# Maths - 4 Daily Calculations Week 2 (22.06.20)



Try in your head, first.



Use a written method

Monday

A. $15 \times 5 =$	B. $634 - 481 =$
C. $60 + 28 + 12 =$	D. $96 \div 8 =$

Tuesday

A. $12 + 38 + 50 =$	B. $431 - 31 - 100 =$
C. $2 \times 4 \times 8 =$	D. $832 \div 8 =$

Wednesday

A. $781 + 42 =$	B. $142 - 43 =$
C. $82 \times 10 =$	D. $66 \div 2 =$

**Thursday** (Thursday & Friday are missing number questions. Remember to use your knowledge of the inverse and number sentences to find the answer!)

EG.  $4 \times 5 = 20$ , so  $5 \times 4 = 20$ ,  $20 \div 4 = 5$ ,  $20 \div 5 = 4$

A. $\underline{\quad} + 234 = 982 =$	B. $652 - \underline{\quad} = 41$
C. $25 \times \underline{\quad} = 100$	D. $21 \div \underline{\quad} = 3$

Friday

A. $753 + \underline{\quad} = 1000$	B. $\underline{\quad} - 452 = 254$
C. $\underline{\quad} \times 100 = 900$	D. $\underline{\quad} \div 2 = 342$



## History - The Ancient Civilisations

<https://www.bbc.co.uk/bitesize/topics/z9jxhyc>

Using the BBC site above, recap your knowledge of Ancient Egypt, Indus Valley and the Shang Dynasty. Fill in the table below listing the similarities and differences in each section.

For example, they all live near water. Why? Why is it useful? What do they need it for? Most of these reasons will be the same. Put as much detail in as you can.

<u>Theme</u>	<u>Similarities</u> - what does each civilisation have in common? Why are these the same?	<u>Differences</u> - What makes each civilisation different? What does one have the other doesn't?
Living near water		
Houses/ how they lived		
Jobs / every-day life		
Religion - did they have a God?		
How the time-period ended. <ul style="list-style-type: none"><li>- In peace?</li><li>- In a war?</li></ul>		

## Geography – The Galapagos Islands

Watch the two videos on BBC by clicking the link below.

<https://www.bbc.co.uk/bitesize/topics/z3fycdm/articles/zk9cxyc>

The Galapagos Islands were created by the tectonic plates pushing together and forming volcanoes. They grew so much they now sit on top of the sea level and we can see them! Complete as many suggested activities as you can.

### Suggested Activities

1. Find the Galapagos Islands on Google maps. Can you see anything? Spend some time exploring each of the islands. Go on a virtual tour of each one. Are they similar? What is the same and what is different? Make a list.
2. List your favourite facts you can find out about the Galapagos Islands.  
EG> my favourite fact is that the Galapagos islands cross the equator meaning they are in both the northern and southern hemisphere!
3. Research some of the different animals you find on the different islands. Maybe research the different turtles you find in each place.
4. Watch some clips of David Attenborough exploring the Galapagos islands. Do this with an adult.  
[https://www.youtube.com/results?search\\_query=david+attenborough+galapagos+islands](https://www.youtube.com/results?search_query=david+attenborough+galapagos+islands)
5. Research the Galapagos Islands by using this link  
[https://kids.kiddle.co/Gal%C3%A1pagos\\_Islands](https://kids.kiddle.co/Gal%C3%A1pagos_Islands)
6. Create your own Galapagos Island by designing what it will look like, who will live there, what animals you have there (making sure they come from that area and have adapted well enough to live there - like the turtle with the raised shell to reach the leaves).

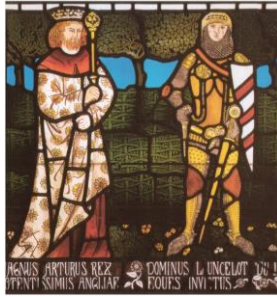
## Art – William Morris

William Morris was born in London in 1834. He was originally going to become a priest, but he became a poet and an artist instead. His love of design started when he decorated his own London house. He made stained glass windows and tapestries, but he was most known for his wallpaper!

He used designs of nature including flowers, leaves, small birds and insects and found that he could create one small design and repeat it over and over again onto a larger scale, to create wallpaper!

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

### Stained Glass Windows



### Tapestries



Paintings of real – life events.

Usually long wall hangings painted onto material.



### Wallpaper



## RE – Choices

Every day we make choices. This could be whether to tidy our room or not, what time to get out of bed, what to have for breakfast. All these choices have consequences. These could be good or bad and they are a result of our choice.

For example, I can choose not to get out of bed when my mum asks me to. The consequence could be that there's none of my favourite cereal left by time I actually get up.

I could choose to ignore my brother and just walk away from him when he is annoying me, the consequence would be I don't get into trouble and I don't argue with him. On the other hand, if I choose to annoy him back, the consequence could be that we get into a big fight, we both get hurt and our mum shouts at us and punishes us.

So consequences can be good or bad. But every choice has a consequence of some form.

Think about any choices you have made and complete the table below. Two have been done for you.

Choice	Good choice or Wrong choice?	Consequence
I stayed awake until midnight playing on my playstation!	WRONG!	I was really tired the next day so I was grumpy and moody and didn't enjoy myself.
I stretched all my muscles and warmed up my body before my Joe Wicks exercise in the morning.	GOOD!	I didn't hurt myself by pulling any muscles and I felt awake enough to do the whole workout.