

Home Learning



Year 3 Term 5 Week 4

Message from the class teacher

Here we are, another week. We really miss your smiling faces. We hope you are all ok and are helping your adults (and siblings) at home through this very strange time. We hope that you enjoyed the school lockdown video. We loved making it and it made us really happy when we watched it back. Hope it did the same for you.

Remember:

Wash your hands;

Be kind;

Read, read to someone (even a pet), listen to someone read to you;

Talk about how you feel.

Thank you for your continued support.

Reading

Hopefully you have access to books at home, but we have sent home extra books with your child.

Accelerated Reading

Home quizzing is not always recommended but in this case we have adjusted the settings to allow quizzing to happen at home.

If your child wants to read a book from home, please check that there is a quiz available for the book and that the book level (BL) is within or near to your child's reading range. Also take note of the quiz number for future reference.

To check books please visit: <https://www.arbookfind.co.uk/>



The Gruffalo

Donaldson, Julia

AR Quiz No. 203199 EN Fiction

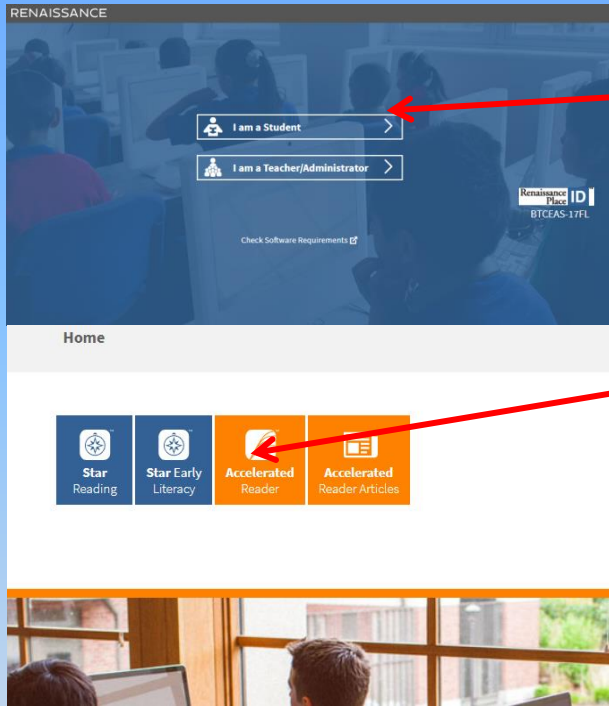
☐ IL: LY - BL: 2.3 - AR Pts: 0.5

☐ AR Quiz Types: RP, RV, VP

Go to the next page
for how to quiz.

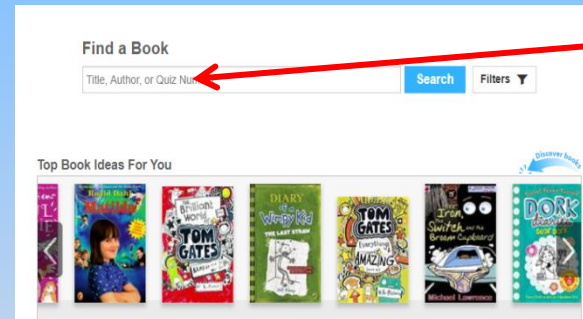
AR quizzing at home.

To log into AR to take a quiz please visit: <https://ukhosted27.renlearn.co.uk/2240835/>



Your child should know what to do from here and should know their login details. If they are not aware, most details are written in their reading record.

Click on Accelerated reader.



Type in the name the book or the quiz number.

We advise students complete quizzes unaided. If parents/carers wish to support their child, they can do so in the following ways:

- Discuss the book with your child as the book is being read
- Ask your child to read the question out loud
- Re-word questions for your child, if necessary
- Ask your child which answers are **not** correct

Visit <http://readon.myon.co.uk>



Life is Better When We Read Together

Schools may be closing, but reading doesn't have to stop. To help support teachers, students and parents to **'Keep the UK and Ireland reading'**, we are offering access to thousands of enhanced digital books through myON and articles from myON News.

Start reading! →

Learn more

myON links with both Star Reading and Accelerated Reader quizzes, and offers practical literacy tools and supports through myON Projects. To learn more about the benefits of full access to myON and five daily news articles from myON News, call us on +44 (0)20 7184 4040, email answers@renlearn.co.uk or visit: renlearn.co.uk/myON.

Learn more about myON and myON News

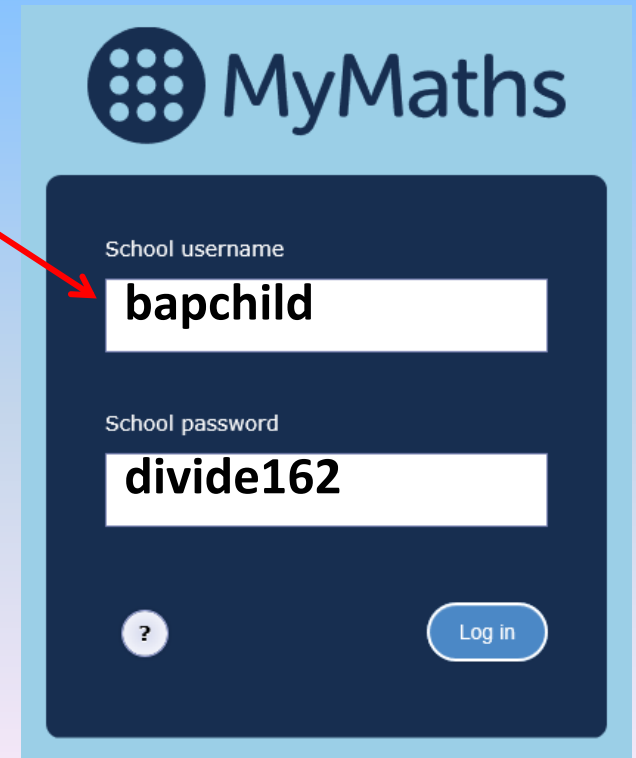
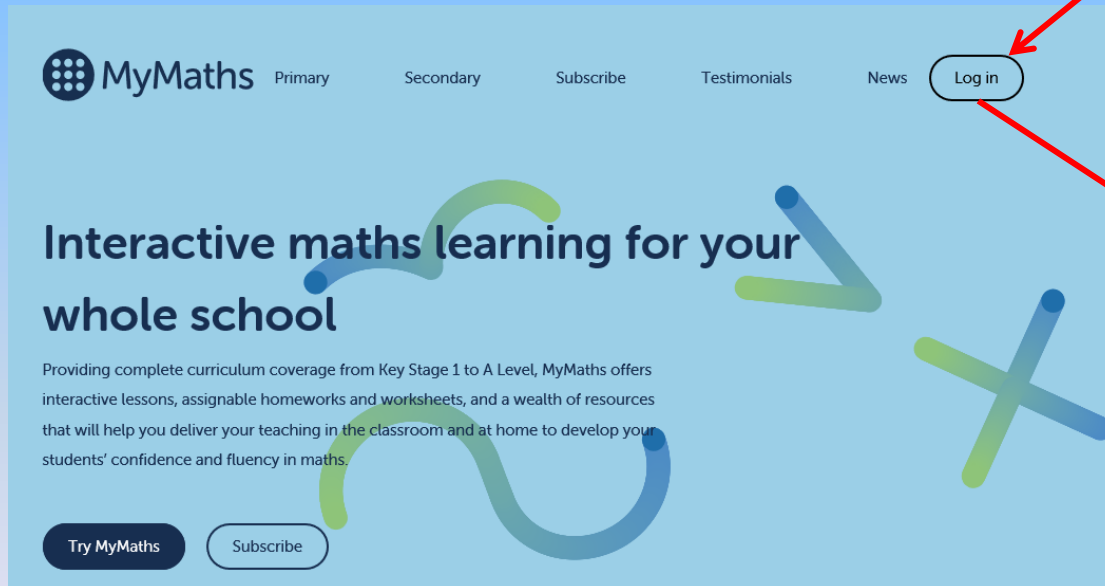
Choose an area that interests you or use the search option.

The screenshot shows the myON by Renaissance website interface. At the top, there is a navigation bar with links for myON by Renaissance, Library, News, Projects, and Read Together. Below this is a search bar with a magnifying glass icon and the word "Search". A red arrow points to the search bar. Below the search bar is a section titled "Browse Books By Category". A green bar indicates "7,102 books". Below this, there are several category tiles. A red arrow points to the "Animals" category tile. The categories and their book counts are:

Category	Book Count
About Me	1,865 books
Animals	1,216 books
Genres	3,759 books
Hobbies & How To	330 books
Literacy Skills	325 books

Using My Maths

Children should know their way round My Maths but here are some reminders on how access the lessons. Visit: www.mymaths.co.uk



Using My Maths

The image shows the 'My Maths' website interface. The top navigation bar includes a logo, 'Log out', 'Help', 'Assessment Manager', and a 'Search...' bar. The left sidebar, titled 'Select Curriculum', has a dropdown menu set to 'National Curriculum (Eng)'. Below this is a 'Library' section with a list of topics: 'Latest', 'Number', 'Measurement', 'Geometry', 'Statistics', 'Booster packs', and 'fSkills'. The 'Latest' section is highlighted. The main content area, titled 'Latest', shows a list of resources under the heading 'KS2 SATs booster'. The first resource is 'Y6 Arithmetic assessment 1', which includes a 'Worksheet' button. Below it are links for 'Y6 Arithmetic assessment 2', 'Y6 Mixed assessment 1', 'Y6 Mixed assessment 2', and 'Y6 Mixed assessment 3'. A red arrow points from the 'Search...' bar to the 'Y6 Arithmetic assessment 1' resource. Another red arrow points from the 'Measurement' topic in the sidebar to the 'Y6 Arithmetic assessment 1' resource. A third red arrow points from the 'Y6 Arithmetic assessment 1' resource to the 'Y6 Arithmetic assessment 2' resource. A fourth red arrow points from the 'Y6 Arithmetic assessment 1' resource to the 'Y6 Mixed assessment 1' resource. A fifth red arrow points from the 'Y6 Arithmetic assessment 1' resource to the 'Y6 Mixed assessment 2' resource. A sixth red arrow points from the 'Y6 Arithmetic assessment 1' resource to the 'Y6 Mixed assessment 3' resource. A login overlay is shown on the right side of the screen. It has a dark blue background with a green border. It contains two input fields: 'My portal username' and 'My portal password'. Below the password field is a green 'Log in' button. A red arrow points from the 'Log in' button to the 'Assessment Manager log in' link at the bottom of the overlay.

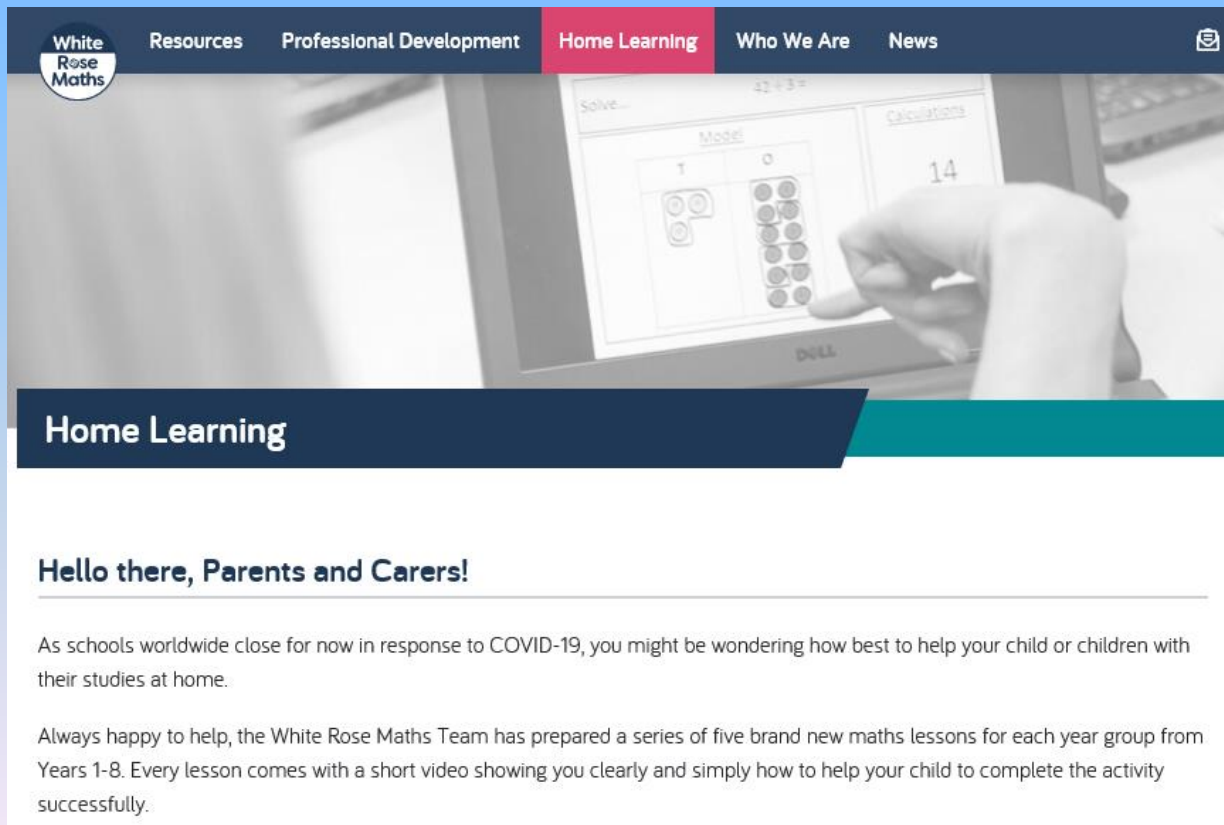
Access any lesson based on what your child is learning in class or search the topic in the search bar.

Use the login portal to access specific homework and lessons that your teacher has set.

Maths – White Rose Home Learning

In school we follow the White Rose scheme of learning. Their website has put together free lessons and resources that link to the learning taking place in school. Please visit:

<https://whiterosemaths.com/homelearning/>

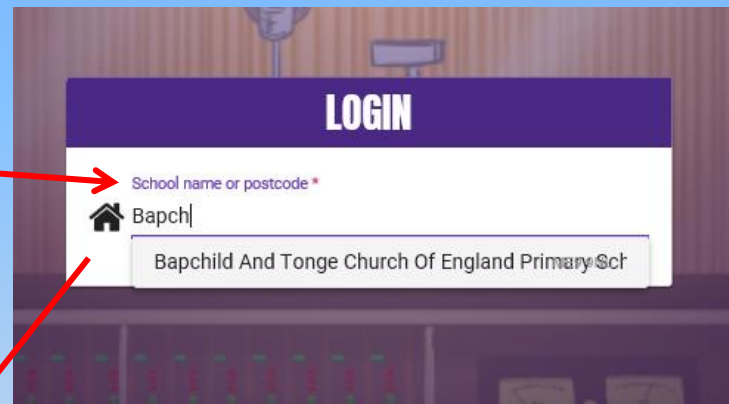
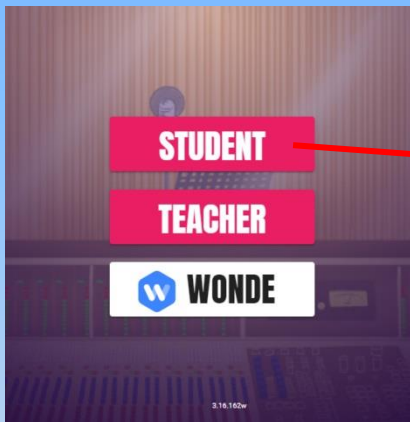


The screenshot shows the White Rose Maths website's 'Home Learning' section. At the top is a navigation bar with links: 'Resources', 'Professional Development', 'Home Learning' (highlighted in red), 'Who We Are', and 'News'. Below the navigation bar is a large image of a hand interacting with a tablet displaying a math problem: 'Solve... 42 ÷ 3 ='. The tablet screen shows a 'Model' section with a grid of circles and a 'Calculations' section with the number '14'. Below the image is a dark blue banner with the text 'Home Learning' in white. Underneath the banner, the text reads: 'Hello there, Parents and Carers!'. A horizontal line follows. The main body of text states: 'As schools worldwide close for now in response to COVID-19, you might be wondering how best to help your child or children with their studies at home. Always happy to help, the White Rose Maths Team has prepared a series of five brand new maths lessons for each year group from Years 1-8. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.'

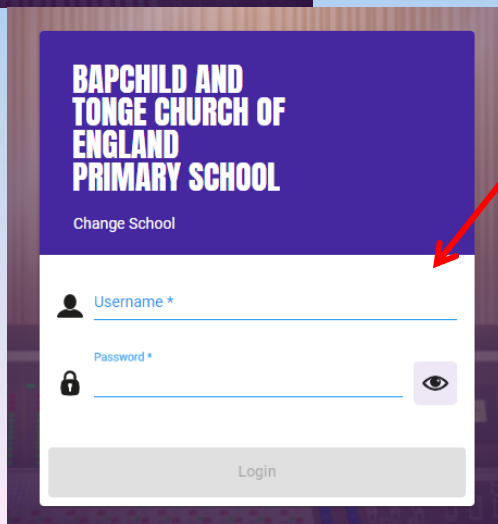
TT Rockstars

To access TT Rockstars please visit:

<https://play.ttrockstars.com/auth/school>



Start typing
in the school
name or the
post code
(ME99NL)



Pupils type in their username and password,
usually written in their reading record.
Pupils can practice all tables but Year 2 should be
practicing 2, 5, and 10's
Year 3: 2,5,10,3,4,8's
Year 4,5,6: all tables

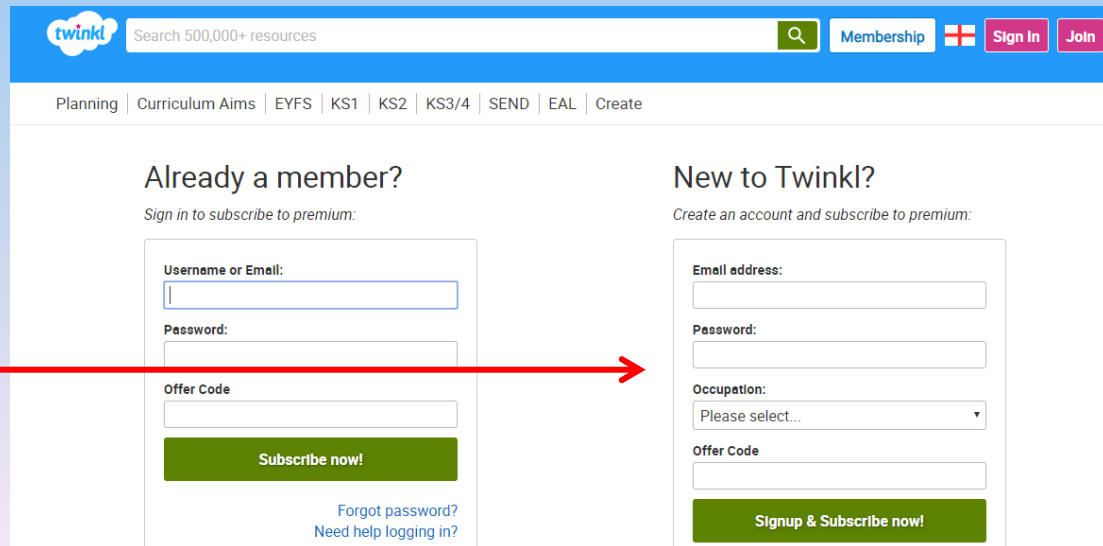
Accessing Twinkl

Many educational content providers are offering free access to their resources. Twinkl is a website that we use from time to time to resource our lessons to aid in teacher input and pupil activities.

We will be able to direct you towards activities and learning via this website based on lessons that may be missed due to absence. To access Twinkl please visit:

www.twinkl.co.uk/offer

You will have to sign up and put in the offer code: **UKTWINKLHELPS**



The screenshot displays the Twinkl website's sign-up interface. At the top, there is a blue header with the Twinkl logo, a search bar containing 'Search 500,000+ resources', and links for 'Membership', 'Sign In', and 'Join'. Below the header, a navigation bar lists categories: Planning, Curriculum Aims, EYFS, KS1, KS2, KS3/4, SEND, EAL, and Create. The main content area is divided into two columns. The left column, titled 'Already a member?', prompts users to 'Sign in to subscribe to premium:' and includes fields for 'Username or Email:' and 'Password:', an 'Offer Code' field, and a green 'Subscribe now!' button. Below these fields are links for 'Forgot password?' and 'Need help logging in?'. The right column, titled 'New to Twinkl?', prompts users to 'Create an account and subscribe to premium:' and includes fields for 'Email address:', 'Password:', 'Occupation:' (a dropdown menu with 'Please select...' selected), and an 'Offer Code' field. A green 'Signup & Subscribe now!' button is at the bottom. A red arrow originates from the text 'UKTWINKLHELPS' in the preceding block and points directly to the 'Offer Code' field in the 'New to Twinkl?' sign-up form.

English Learning

Task 1: spelling correction.

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. Put a full stop at the end of a centents.
2. Jim managed to complet the game.
3. My favrit pie is apple and raspberry.
4. My gran is a very speshul person.
5. Perrhapps there was no one in when I knocked at the door.
6. The match will continyou in an hour.
7. Pete said he has had enuff now.
8. I got the anzer right!

[illegible]

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Task 2: The Truth about Ogres



There are many stories that have trolls in them. Trolls, like dragons, giants and unicorns, have been talked and written about for hundreds of years. One very well-known story, I am sure you will know, is about a very angry troll that tried to stop goats going over a bridge to feed on the rich, green grass.

But is this what all trolls are really like?

The information that follows has been written by Professor Folklore, an expert on Trolls from the University of Myth and Legend.

He provides some basic information on these strange, often misunderstood mythical creatures. You can decide what you think maybe true and what needs more research to establish the truth.

Professor Folklore needs other experts to write more about trolls so that the 'truth' can be shared across the world. He wondered whether you could also become an expert on trolls. Can you dream up some of your own interesting and amazing information to set the record straight and not let trolls just be known as nasty, mean creatures?

You can listen to a recording of the story of The Truth about Trolls text below here:

<https://soundcloud.com/talkforwriting/trolls>

The Truth about Trolls

Many people believe trolls are angry, **mean** beasts that **terrify** goats and people. However, this is not true. Here is the truth about trolls.

What do trolls look like?

Like the **ogre**, trolls are huge. They look **fierce** and ugly but to another troll they are kind and beautiful. The adult troll has small, beady eyes, a **bulbous, warty** nose and sharp, yellow teeth. Most trolls have long, curly horns on their heads similar to a goat. Interestingly, a few trolls do not have any horns at all. No one knows why.



Where do trolls live?

Trolls are usually found in very cold countries like Iceland. They make their homes in caves near volcanoes which provide both warmth and **shelter**. They live **peacefully** in small family groups, hidden away from people. One troll, who was very grumpy, lived alone under a wooden bridge. Because he **bullied** the local goats, he gave all trolls a very bad name.

What do trolls eat?

Trolls enjoy eating all types of seafood. Trolls fish in total darkness so that they are not seen by anyone. They mostly eat their food **raw**.

Sometimes, when the volcanoes have erupted, they cook their food on the hot rocks. In addition, they **gather** large mushrooms and dig up juicy roots that grow in the forest. Surprisingly, goats are not on the menu!

Did you know?

Amazingly, trolls like to have fun. They love singing and dancing. When they sing, it sounds like a rumble of thunder. When they dance, it feels like an earthquake. Sadly, because of the troll that upset the goats, all trolls now hide away from view.

They can still be seen, though, if you look really hard and believe. The rocks here are actually just sleeping trolls!



Task 2: adjectives.
Can you come up with expanded noun phrases (2 adjectives separated by a comma) to describe the troll you created last week?

The troll has:

_____ , _____ horns

_____ , _____ hair

_____ , _____ ears

_____ , _____ hands

Challenge 1: Choose some other parts of a troll to describe using two adjectives.

_____ , _____

_____ , _____

_____ , _____

_____ , _____

The Adjective Game:

Adjectives are used to describe a noun. For example:

The tired, old man wandered over the busy road.

To make information writing interesting for the reader you can add adjectives to describe different nouns. In 'The Truth about Trolls', the writer, Professor Folklore, has decided to describe the eyes, nose and teeth of the trolls using two adjectives.

These have been separated using a comma as this is a list.

small, beady eyes _____ , _____ eyes

bulbous, warty nose _____ , _____ nose

sharp, yellow teeth _____ , _____ teeth

Task 3: more adjectives.

Can you come up with a sentence of 3 for your troll adding to the adjectives you have just come up with?

Sentence of 3 game

You can see that 3 features have been used to help describe the troll:

The troll has beady eyes, a bulbous nose and yellow teeth.

Now use your nouns and adjectives from above to write new sentences of three to describe your troll.

The troll has _____ , _____ and _____ .

You need a **comma** after the first of the three things. Then use **and** after the second of the three things you are describing.

The troll has wicked eyes, a hooked nose and terrible breath.

Maths Learning

You will be happy to know that we are done with fractions.

Now we move on to **time**.

I will set up the lessons a bit differently as after next week the White Rose Home Learning section is becoming a premium site that you need to pay for to access to their worksheets. I am disappointed they are doing this but there are plenty of other resources out there.

The following 3 lessons are best downloaded as a PowerPoint as some of the animations will work when viewed in slide show mode. I have added worksheet slides at the end of each lesson. If you can print them then do so. Otherwise just complete the work on paper the best you can. If you are able to print, remember to only print the slides that have the worksheets (slides 22,30,31,40,41), not the entire presentation. I have made that mistake before (x30 for each child)!!!!

Lesson 1: Months and Years

Months and Years

Notes and Guidance

Children look at the concept of years and months. They are introduced to leap years and how they are different from a non-leap year.

Children should explore years using calendars to investigate the number of days in each month. Rhymes and songs are helpful for children to remember the number of days in each month.

Mathematical Talk

When is your birthday? What other significant dates are there during the year? Are they the same every year?

Which month comes before _____?

Which month comes after _____?

Which month changes when there is a leap year? Are there any other months that change length? Is this year a leap year? When will the next one be? When was the last one?

Lesson 1: Months and Years

Children should spend time exploring a real calendar. They sort the months into groups, by the **number of days in each month**, for both a year and a leap year. Children can use the groups to compare - what is the same and what is different?

As a refresher, start on this lesson. You can start on slide 5 if you like as the first slides are about days of the week. However it doesn't hurt to review.

Select Curriculum

National Curriculum (Eng)

Library

Latest

Number

Measurement

Geometry

Statistics

Booster packs

fSkills

Games

Measurement

Filter

Ev

Measurement

Y1

Starting to tell the time

Y1

Talking about time

Introducing the terms day, week, month and year and the days of the week and the months of the year. Counting days and weeks on a calendar.

Lesson

Online homework

Y1

Comparing time 1

Y1

Comparing measures

Y1

Comparing length

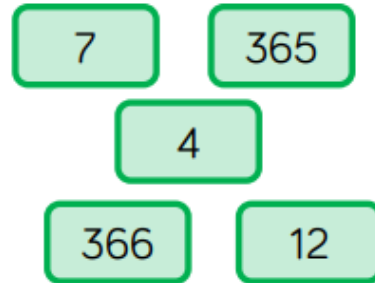
Y1

Comparing mass

Lesson 1: Months and Years - Worksheet

Use the numbers to fill in the gaps in the sentences.

There are _____ days in a year.
There are _____ months in a year.
There are _____ days in a leap year.
There are _____ days in a week.
Leap years happen every _____ years.



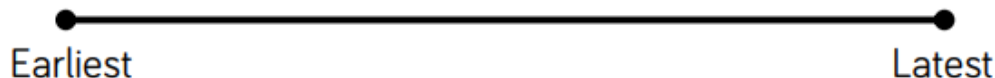
Put these dates in order from earliest to latest in a year.

3rd March

2nd March

January 31st

1st December



4 children describe their birthdays.



My birthday is the first day of the second month.

Mo

I was born on the 15th of June.

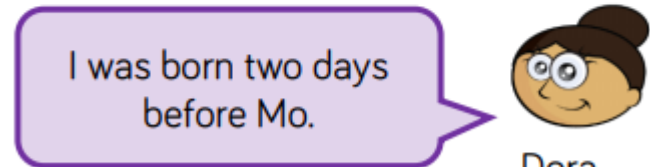


Teddy



Eva

I was born on the last day of the year!



Dora

I was born two days before Mo.

Can you work out their birthdays and order them from earliest to latest in the year?

Lesson 2: Hours in a day

Hours in a Day

Notes and Guidance

Children recap the number of hours in a day and are introduced to language such as 'noon', 'midday', 'midnight'. They do not need to know the difference between a.m. or p.m. at this point.

Other facts such as days in a week/month are also reviewed. Attention should be drawn to the difference between a school week and a calendar week and between day-time and a day.

Mathematical Talk

What time does the day start? How many hours are there in a day?

How many hours do you spend at school in a day? When does school start and finish?

Why does a clock show 11 o'clock twice in a day?

Does the weekend and the school week split a whole week in half?

Hard to compare hours spent at school and hours spent at home right now but try and use your imagination!!!

Lesson 2: Hours in a day

Which of these times comes first?

evening

midday

morning

afternoon

Lesson 2: Hours in a day

Which of these times comes last?

evening

midday

morning

afternoon

Lesson 2: Hours in a day

Which number can be used to correctly complete the sentence?

There are ____ hours in $\frac{1}{2}$ a day.

6

12

18

24

Lesson 2: Hours in a day

Which number can be used to correctly complete the sentence?

There are ____ hours in 3 days.

24

48

72

96

Lesson 2: Hours in a day

Match the statements to the correct number.

days in 48 hours

hours in 10 days

hours in 4 days

240

2

96



Lesson 2: Hours in a day

A doctor's surgery is open Monday to Friday every week. How many days will it be open in this month? Explain your answer.

Mo	Tu	We	Thu	Fri	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

There are 3 full working weeks
(15 days) and 8 additional days.

$$15 + 8 = 23$$

Lesson 2: Hours in a day – Worksheet

- 1) Order and write the events from earliest to latest.

noon

afternoon

evening

morning

- 2) Use the numbers to fill in the gaps, completing the sentences.

There are days in 2 weeks.

24

There are hours in a day.

14

There are hours in 2 days.

10

There are days in 2 working weeks.

48

- 3) Complete the statements:

a) 10 days = _____ hours

b) Midnight = _____ o'clock

c) _____ days = 96 hours

d) Afternoon starts at _____ o'clock.

- 4) Match the statements to the correct number.

days in March

25

working days
in 5 weeks

72

hours in 3 days

31

Lesson 2: Hours in a day - Worksheet

Use the calendar to answer the questions.

Mo	Tu	We	Thu	Fri	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

holiday

- a) What month is this? Use reasoning to explain.
- b) How many hours are there when adding up each Saturday?
- c) How many times might somebody go to work in this month?

Lesson 3: Telling time (part 1)

Telling the Time (1)

Notes and Guidance

Children tell the time to the nearest 5 minutes on an analogue clock. They focus on the language of “past” and “to”, and will recognise and use Roman numerals on a clock face.

Attention should be drawn to the differences between the minute hand and the hour hand. This is especially important for times that are close to the next hour, for example, 5 minutes to 12

Mathematical Talk

Which of the hands is the minute hand and which is the hour hand?

Is the minute hand past or to the hour?

How many minutes past/to the hour is the minute hand?

If the minute hand is pointing at the 6, how many minutes have passed in this hour?

What do you notice about the clocks?

Which Roman numeral represents the number ____?

Do we ever say “45 minutes to” the hour?

Lesson 3: Telling time (part 1)

Go through all the slides on this lesson; **Telling the time – to 5 mins.**

If you need to go back and do the lessons above it: Telling the time 1 and Telling the time – quarter to/past

Select Curriculum

National Curriculum (Eng)

Library

Latest

Number

Measurement

Geometry

Statistics

Booster packs

Skills

Measurement

Filter Even

Measurement

Y2

Telling the time 1

Y2

Telling the time - quarter to/past

Y2

Telling the time - to 5 mins

Telling and writing the time to the nearest 5 minutes. Knowing the number of minutes in an hour and hours in a day and solving simple problems.

Lesson

Online homework

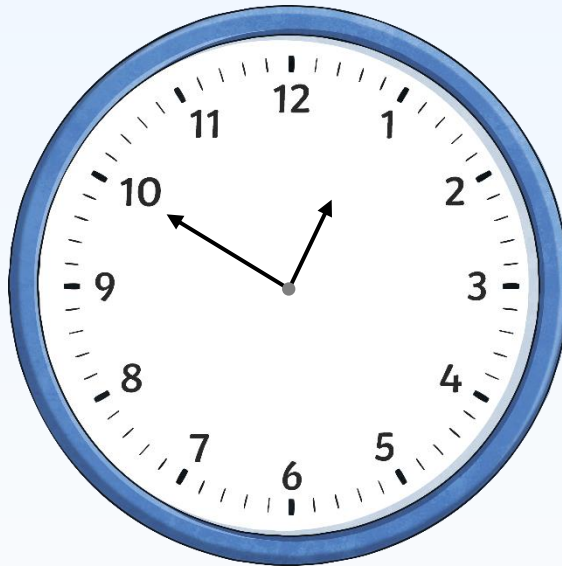
Y2

Comparing time 2

Y2

Lesson 3: Telling time (part 1)

Which of the times match the time shown on the analogue clock?



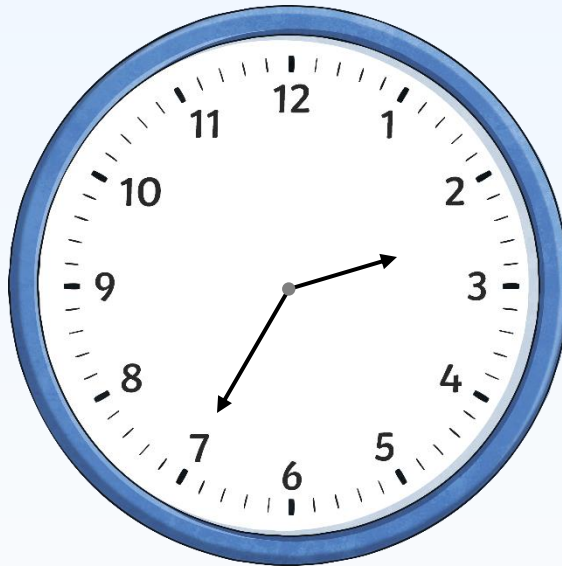
10 minutes to 4

5 minutes past 10

10 minutes to 1

Lesson 3: Telling time (part 1)

Which of the times match the time shown on the analogue clock?



25 minutes to 2

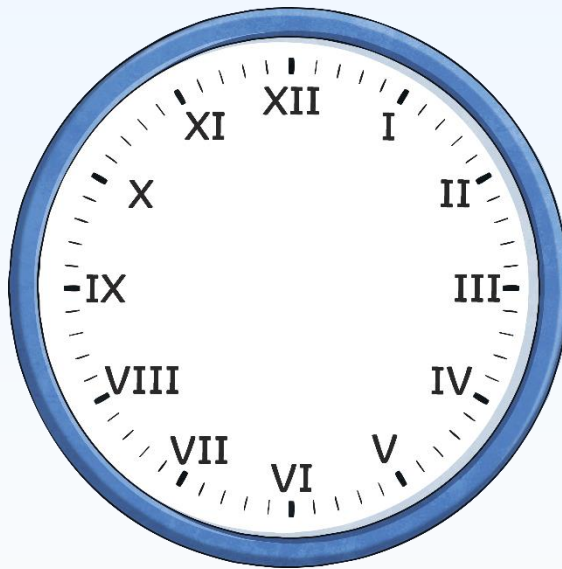
25 minutes to 3

quarter past 7

Lesson 3: Telling time (part 1)

This clock should show quarter past 7

What Roman numeral should the minute hand be pointing to?



I

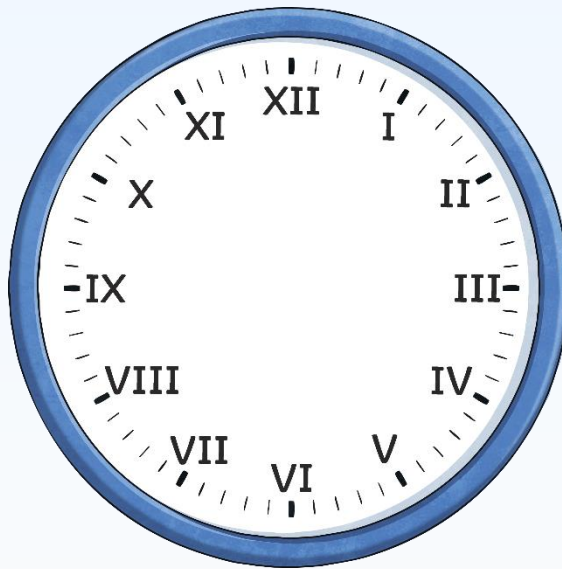
II

III

Lesson 3: Telling time (part 1)

This clock should show 6 o'clock.

What Roman numeral should the hour hand be pointing to?



VII

VI

V

Lesson 3: Telling time (part 1)

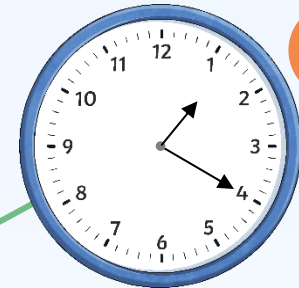
Match the times in words to the correct clock face.

5 minutes past 6

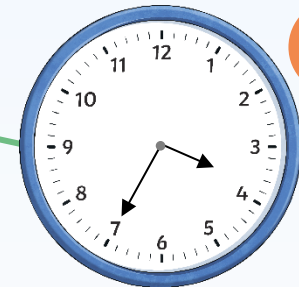
25 to 4

20 minutes past 3

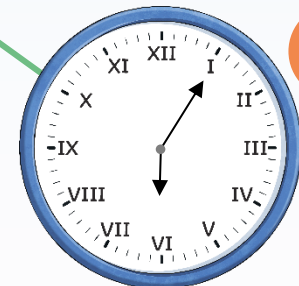
20 minutes past 1



A



B

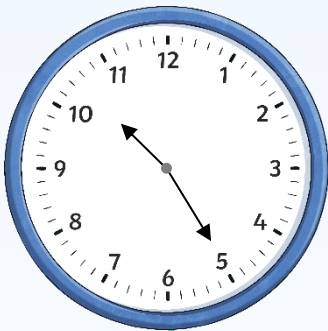


C

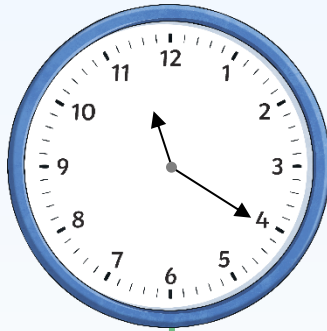
Which time is not shown on a clock?

Lesson 3: Telling time (part 1)

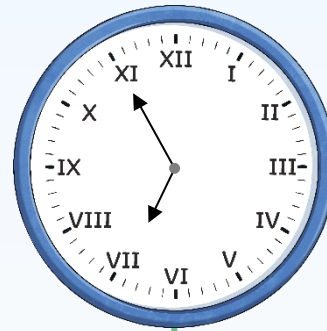
Each clockface shows a time in the morning.
Order the times from earliest to latest.



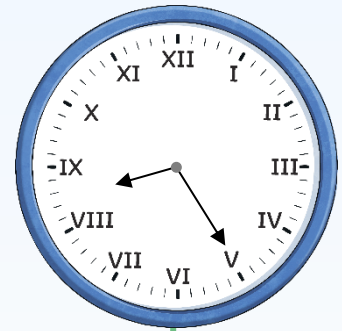
5 minutes
to 7



25 minutes
past 8



25 minutes
past 10



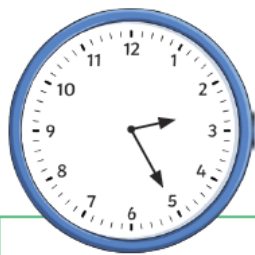
20 minutes
past 11

Lesson 3: Telling time (part 1) - Worksheet

1) Write the time shown on each clock.

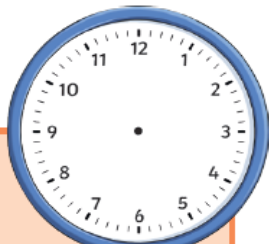


a) _____ to _____

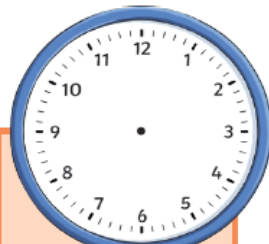


b) _____ minutes past _____

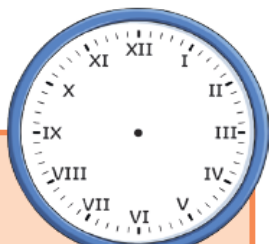
2) Draw hands to show the times given.



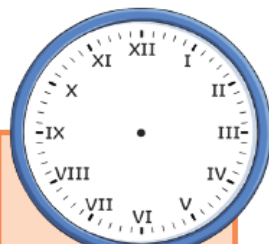
a) 25 past 6



b) 25 to 6

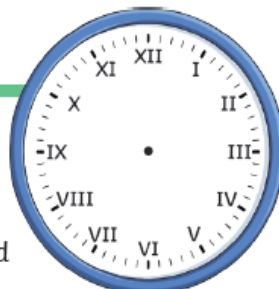


c) quarter past 5



d) quarter to 5

3) This clock uses Roman numerals.



a) If the clock shows 5 minutes to 8, what Roman numeral should the minute hand be pointing to?

XI

X

IV

VIII

b) What Roman numeral should the hour hand be pointing to when the clock shows 8 o'clock?

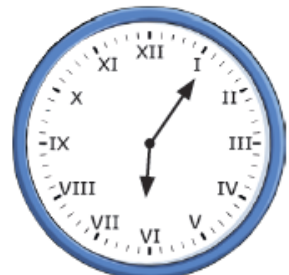
Match the time to the correct clock face. Which time is left over?

5 minutes past 6

20 minutes to 4

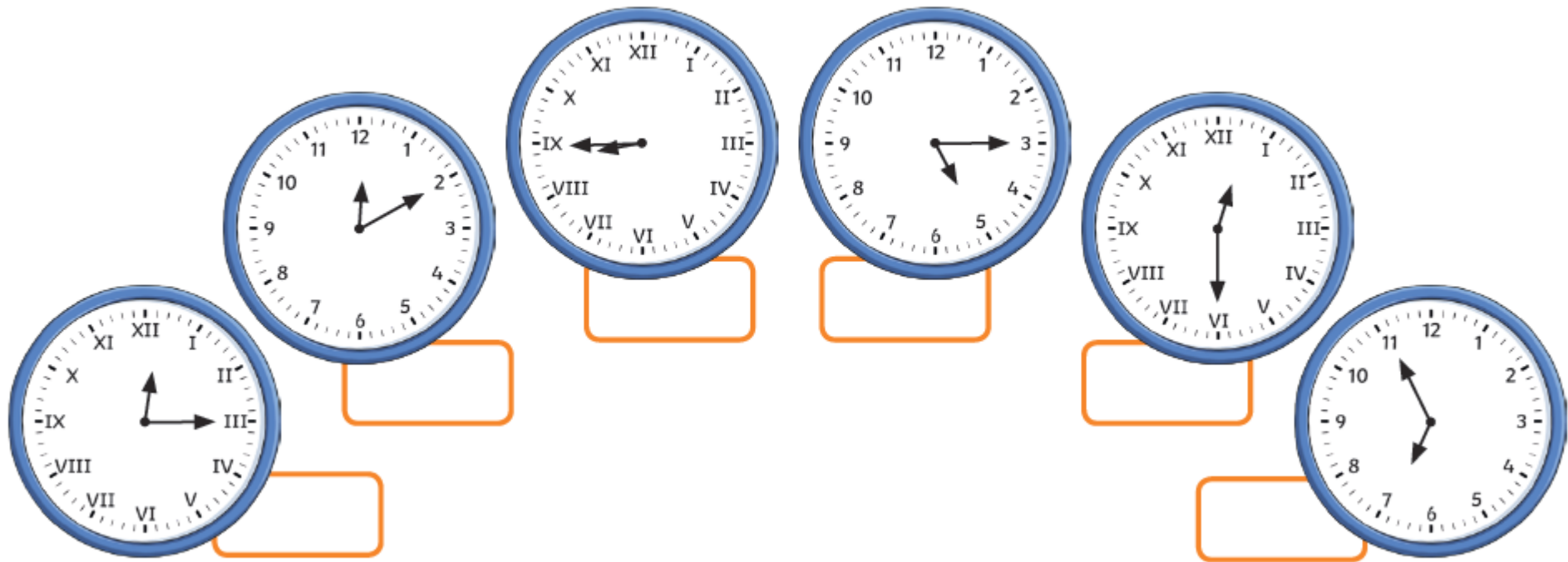
20 minutes past 3

20 minutes past 1



Lesson 3: Telling time (part 1) - Worksheet

Each clockface shows times in the afternoon or evening. Order the times from earliest (1) to latest (6).



R.E. (Two weeks)

What is Faith?

Watch the start of Abraham's story at:

<https://www.youtube.com/watch?v=8JeYA2x1OIk>

Can you think about the following questions:

Why did Abraham follow God's command to leave Haran?

What did Abraham, Sarah and Lot have to leave behind?

How would it feel to leave?

How might it feel to have to walk so far, not knowing where you are going?

Abraham had faith. What does the word faith mean?

Activities:

Draw all the items you think Abraham and Sarah packed into their bags for their long journey

List all the ways in which Abraham and Sarah shows they have faith

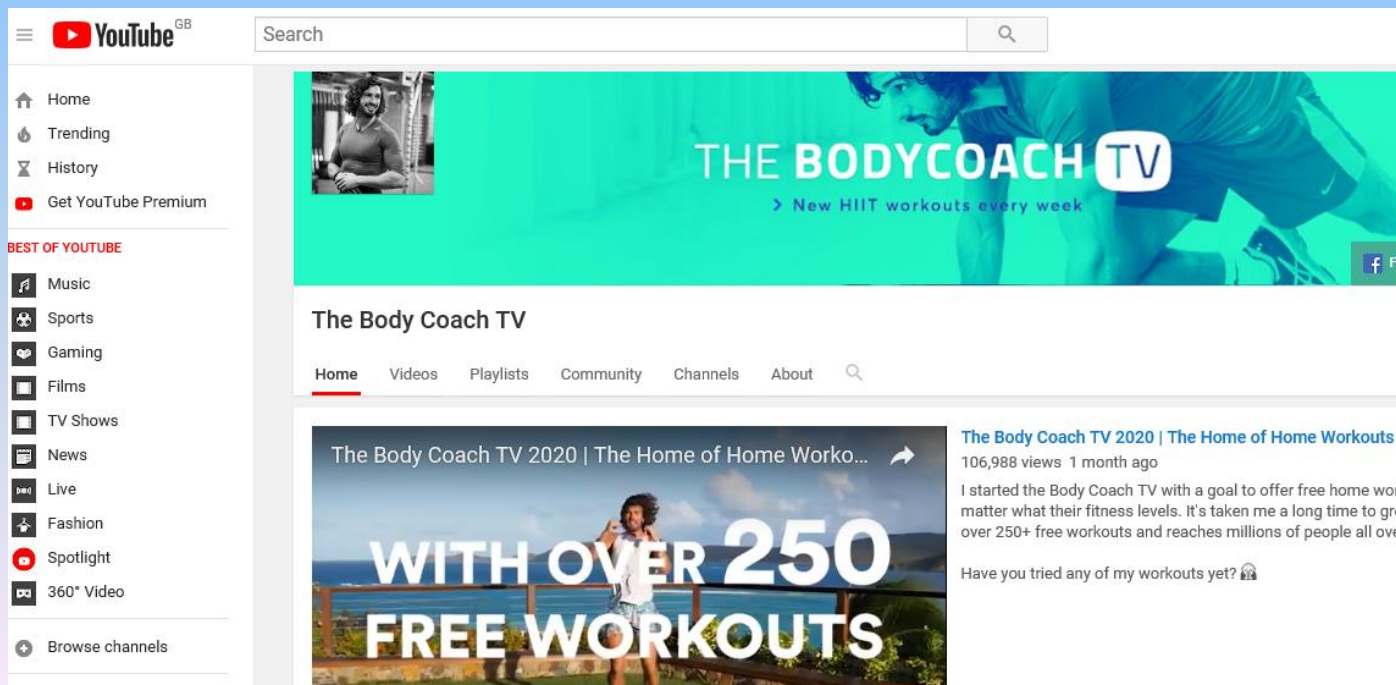
God makes Abraham a number of promises: Abraham will have lots of descendants; Abraham will be known as a great man; Abraham's family will be given land. Can you write a list of promises you would like to make. Maybe ask your family what promises they would like to make too.

P.E.

It is important to keep your children active. If it is safe to do so, ensure they have some time outside throughout the day. Please visit **Joe Wicks** YouTube channel

(<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>)

, which has lots of exercise videos for children. He will also be hosting a live P.E. lessons Monday to Friday at 9:00am.



Classroom Secrets

The site classroom secrets

<https://classroomsecrets.co.uk/free-home-learning-packs/> has free class packs which provide some great additional ideas and resources you can use.

