

Home Learning



Year 3 Term 5 Week 5

Message from the class teacher

Hi Year Three,

We hope you have all enjoyed the lovely, sunny bank holiday weekend. You may have been celebrating VE day with bunting, cake, strawberries and fish and chips or just watching some of the things about it on TV. It is currently a difficult time not seeing friends, family and loved ones but we hope you are all well and staying safe!

Here are the home learning tasks for this week. Take care and we miss you lots and lots.

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

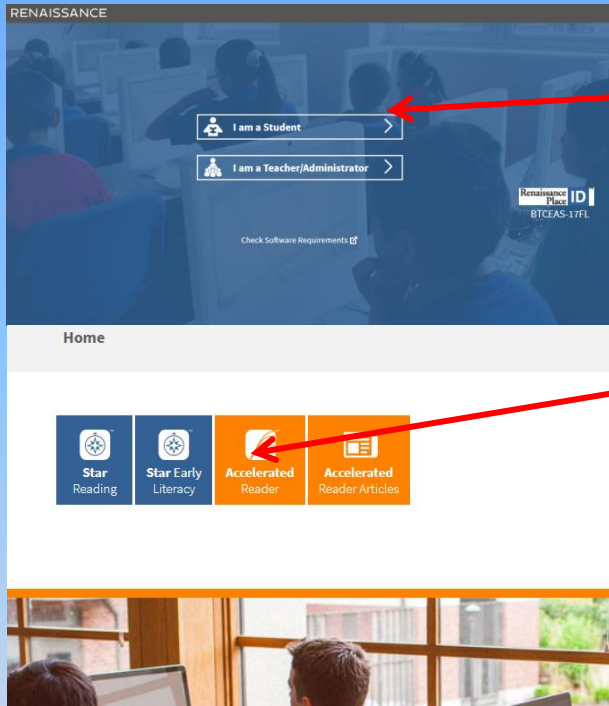
☐ IL: LY - BL: 2.3 - AR Pts: 0.5

☐ AR Quiz Types: RP, RV, VP

Go to the next page
for how to quiz.

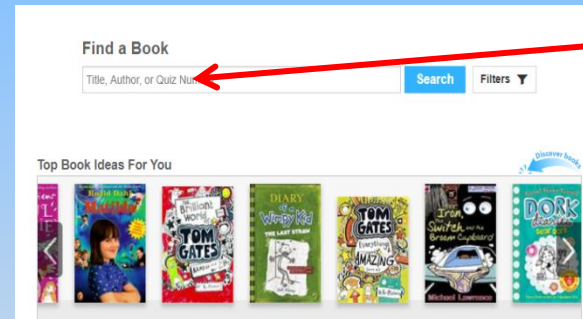
AR quizzing at home.

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



Click on
Accelerated
reader.

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.



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

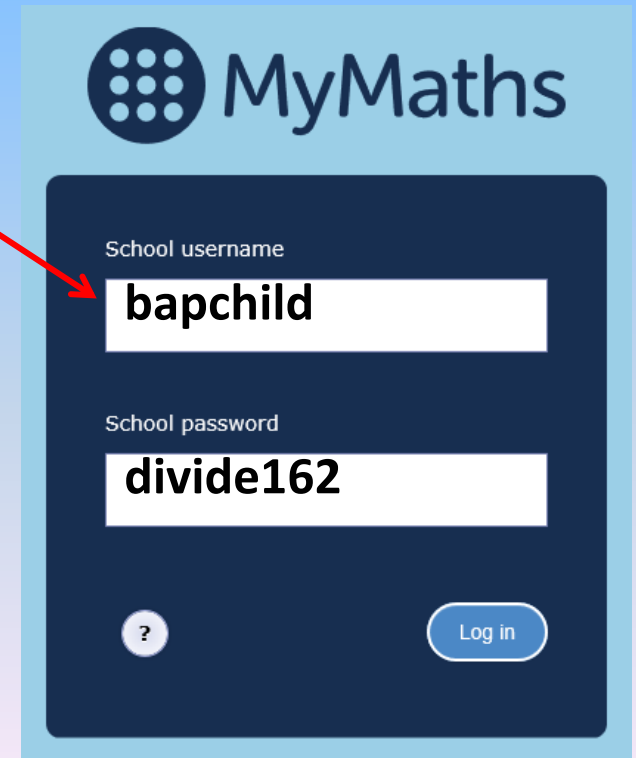
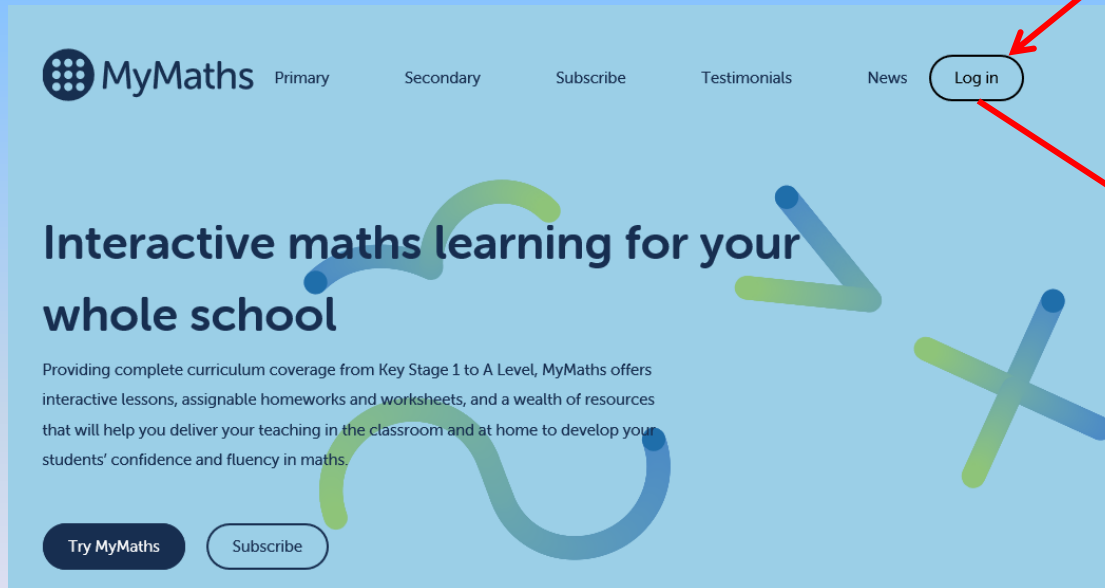
Choose an area that interests you or use the search option.

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 shows 'Select Curriculum' with 'National Curriculum (Eng)' selected, and a 'Library' section with 'Latest' highlighted. The main content area is titled 'Latest' and lists various resources like 'KS2 SATs booster', 'Bar model', 'Number', 'Measurement', 'Geometry', and 'Statistics'. A red arrow points from the 'Measurement' link in the sidebar to the 'Measurement' link in the main content area. Another red arrow points from the 'Geometry' link in the sidebar to the 'Geometry' link in the main content area. A third red arrow points from the 'Statistics' link in the sidebar to the 'Statistics' link in the main content area. A fourth red arrow points from the 'Search...' bar to the search bar. A fifth red arrow points from the 'Assessment Manager log in' link to the login overlay. The login overlay is a dark blue box with a close button in the top right corner. It contains fields for 'My portal username' and 'My portal password', a 'Log in' button, and a link for 'Assessment Manager log in'.

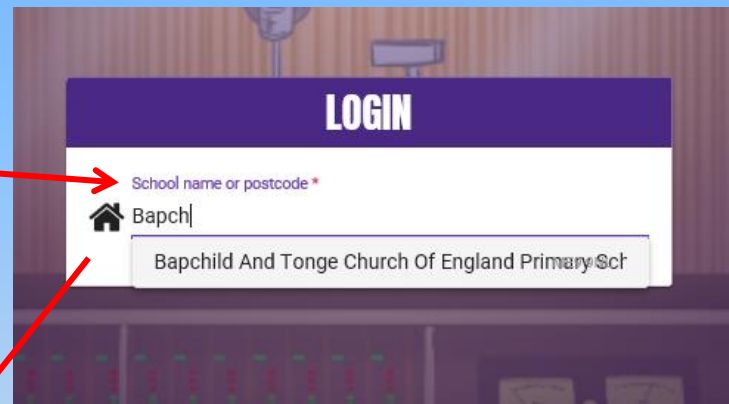
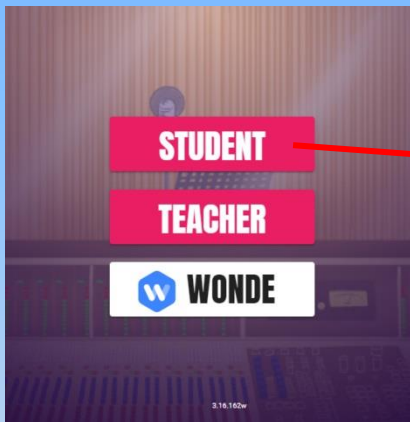
Access any lesson based on what your child is learning in class or search the topic in the search bar.

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

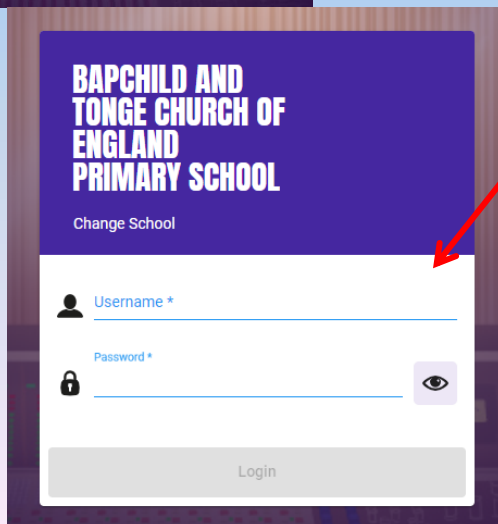
TT Rockstars

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

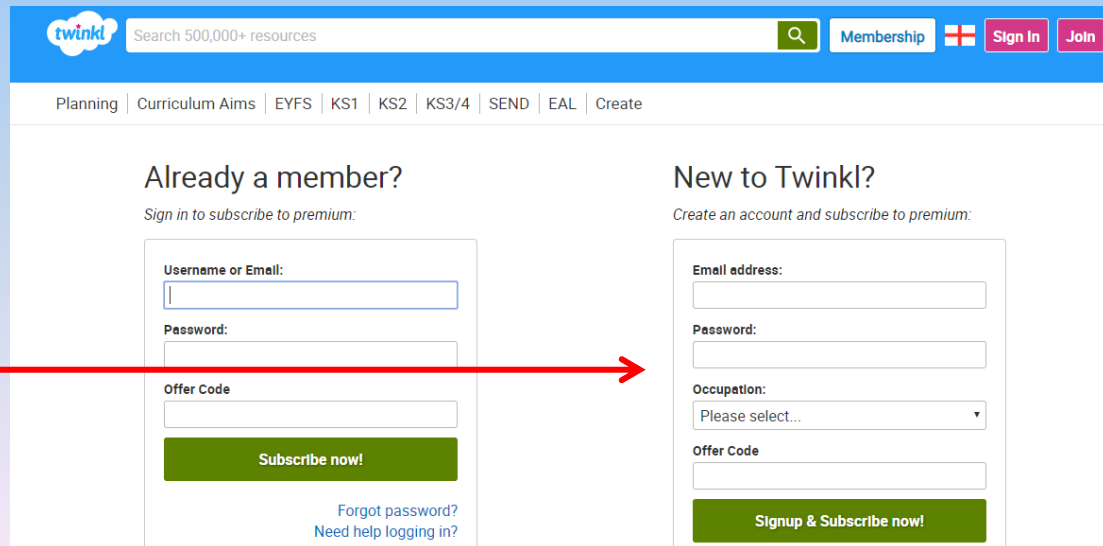
Accessing Twinkl

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

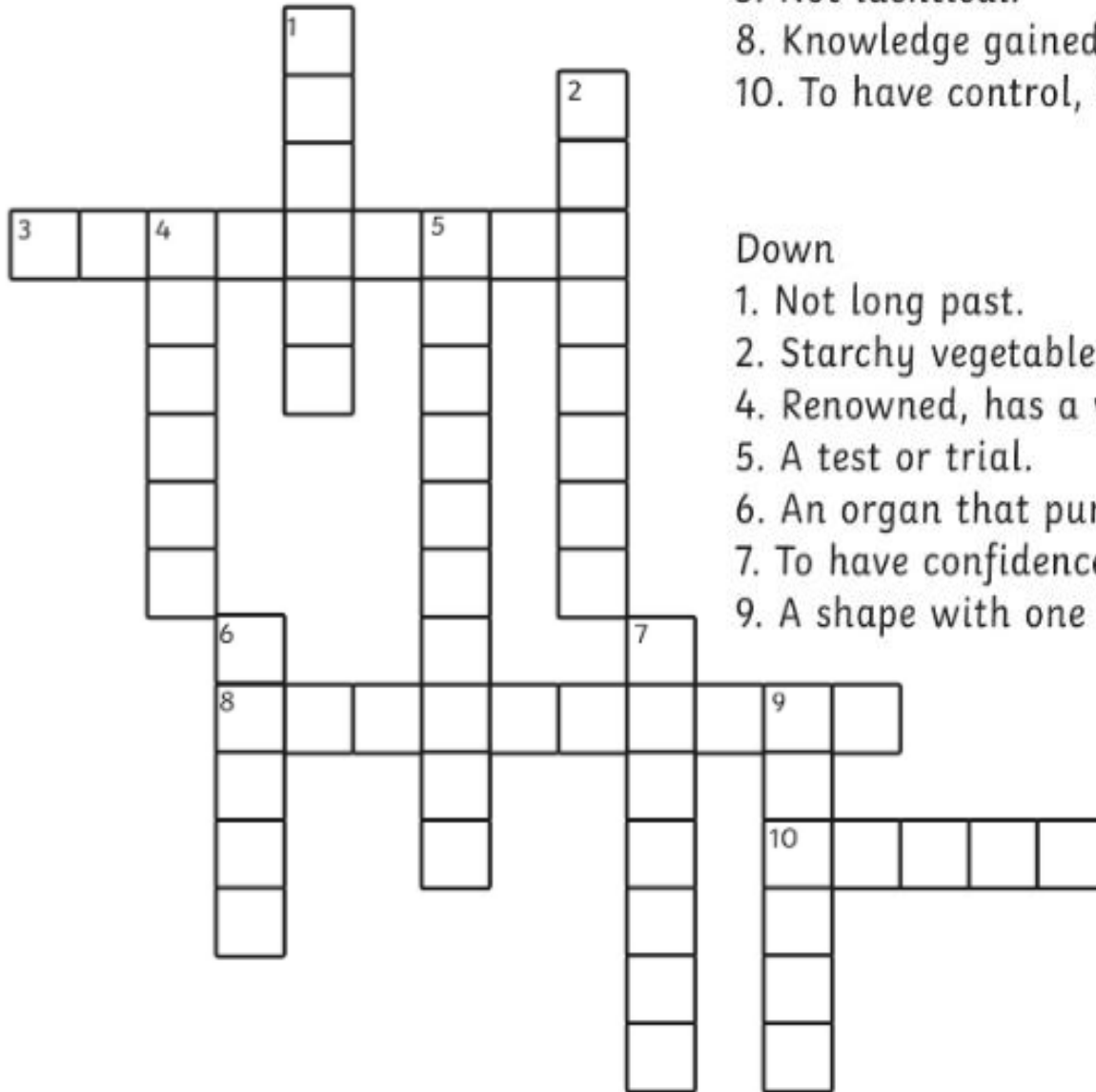
You will have to sign up and put in the offer code: **UKTWINKLHELPS**



The screenshot shows the Twinkl website interface. At the top, there is a blue header with the Twinkl logo, a search bar with the text 'Search 500,000+ resources', and links for 'Membership', 'Sign In', and 'Join'. Below the header, there is a navigation bar with links for 'Planning', 'Curriculum Aims', 'EYFS', 'KS1', 'KS2', 'KS3/4', 'SEND', 'EAL', and 'Create'. The main content area is divided into two columns. The left column is titled 'Already a member?' and contains a sign-in form with fields for 'Username or Email:' and 'Password:', an 'Offer Code' field, and a 'Subscribe now!' button. The right column is titled 'New to Twinkl?' and contains a sign-up form with fields for 'Email address:', 'Password:', 'Occupation:' (a dropdown menu), and 'Offer Code', followed by a 'Signup & Subscribe now!' button. A red arrow points from the 'UKTWINKLHELPS' offer code in the text on the left to the 'Offer Code' field in the 'New to Twinkl?' sign-up form.

English Learning

Task 1: spelling crossword.



Across

3. Not identical.

8. Knowledge gained from what one has encountered.

10. To have control, rule, or influence.

Down

1. Not long past.

2. Starchy vegetables.

4. Renowned, has a widespread reputation.

5. A test or trial.

6. An organ that pumps blood around the body.

7. To have confidence in something without absolute proof.

9. A shape with one edge.

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: Adding more information.

Write a paragraph about what Trolls like (and don't like) to eat. Add some sentences that begin with 'In addition,' 'Additionally,' 'Also,' or 'Furthermore,' to add extra facts.

★ Adverbs are roving reporters because they can move around sentences describing action or whole clauses. They tell you more about the how, where, when and why of everything. Let's see some of the things that they can do.

Add-On Adverbs Game

Information texts have lots of 'facts' about a topic. It is helpful to have words that 'add on' facts for the reader and not just use and ... and ... and

For example, in the 'Truth about Trolls', '**In addition**' has been used as a sentence starter to 'add on' other things that trolls like to eat:

In addition, they gather large mushrooms and dig up juicy roots that grow in the forest.

You need to use a **comma** after **In addition** when it is at the start of the sentence.

Read the sentence above again out loud and change **In addition** to **Additionally**, **Also** or **Furthermore**. These are other adverbs that help you add on information.

Task 3: Add some sentences to your paragraph about what Trolls like to eat (and don't like to eat) that people would not know. Start with 'Interestingly,' 'Surprisingly,' and 'Amazingly,'



Engaging Adverbs Game

Adverbs can be used at the start of a sentence to make the information engage the reader. In 'The Truth about Trolls', Professor Folklore has used *Interestingly*, *Surprisingly* and *Amazingly* to start some of his sentences:

Interestingly, a few trolls do not have any horns at all.

Surprisingly, goats are not on the menu!

Amazingly, trolls like to have lots of fun.

Try and think of something interesting, something surprising and something amazing about your trolls and use adverbs based on these emotions to introduce this information when you write your own engaging sentences.



Remember to use a **comma** after the adverb at the start of the sentence.

Answers to the crossword

Across

- 3. different
- 8. experience
- 10. reign

Down

- 1. recent
- 2. potatoes
- 4. famous
- 5. experiment
- 6. heart
- 7. believe
- 9. circle

Maths Learning

Still learning about **time** this week. There is a lot of good resources out there and you can always try to ask you child to tell the time throughout the day on an analogue clock.

Once again I have added worksheet slides at the end of each lesson(lesson 2 is a separate pdf). 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 24,29,30), not the entire presentation.

Lesson 1: Telling the time 2

Telling the Time (2)

Notes and Guidance

Children tell time to the nearest minute using an analogue clock. They use the terms 'past' and 'to'.

When telling time 'to' the next hour, children may need to count on to find how many minutes are left in the hour.

Mathematical Talk

Which hand is the minute hand? Which hand is the hour hand?

How many minutes is it past the hour?

How many minutes is it to the next hour?

When are the minutes to an hour and the minutes past an hour the same?

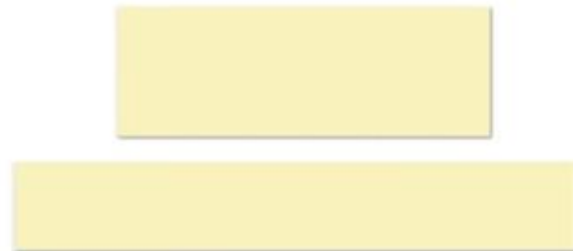
If the hour hand is between ____ and ____, which hour is the time referring to?

Lesson 1: Telling the time 2

Watch this video as a starting point.

<https://www.youtube.com/watch?v=f1AavpvRLvo>

What is the time?



0:09 / 3:26



Lesson 1: Telling the time 2

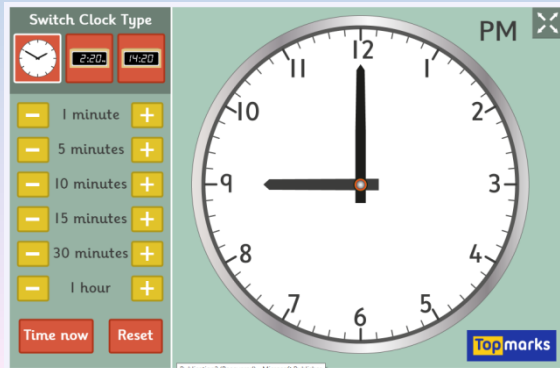
Here are two interactive clocks. Hopefully one will work on your devices. I like the first one because you can drag the hands around and roll the dice for a random time. Switch off the digital clock though.

Copy and paste this link or click the clock.

<https://www.visnos.com/demos/clock>



<https://www.topmarks.co.uk/time/teaching-clock>



Activity

Show children various times to the nearest minute for them to read.

Say a time for children to represent to the nearest minute on the clock.

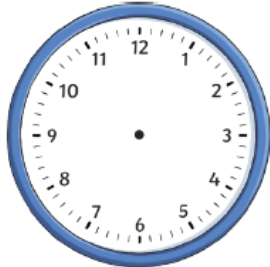
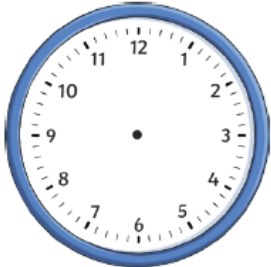
Discuss whether the minute hand is past or to the hour in different times

Lesson 1: Telling the time 2 – Worksheet

1) How many minutes past the hour does the clock show?

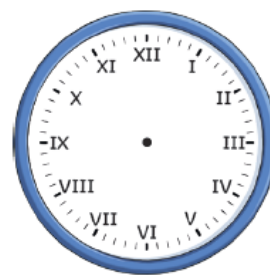
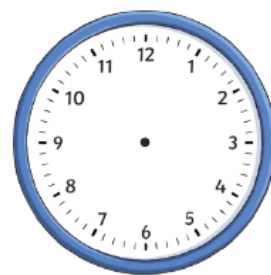


2) Draw hands on each clock face to show the correct time.



a) six minutes to 5

b) seven minutes past 4



c) sixteen minutes past 7

d) sixteen minutes to 7

3) In words, write the times shown below.

a)



b)



5) Match the time in words to the correct clock face. Circle the time that is left over.



six minutes to 6

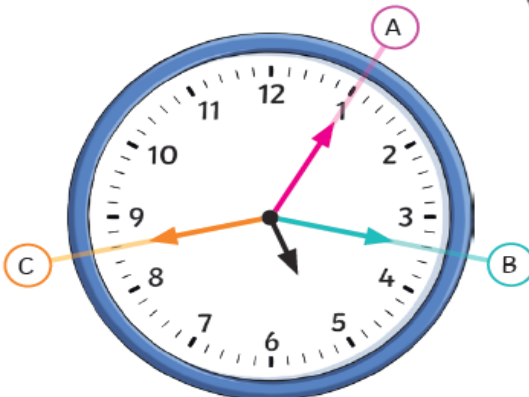


six minutes past 6



twenty-two minutes past 3

4) The time shows seventeen minutes past 5. Which minute hand is correctly positioned? Explain your answer fully.



twenty-two minutes to 1

Lesson 2: Using a.m. and p.m.

Using a.m. and p.m.

Notes and Guidance

Children use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day.

Children continue using analogue clocks and will be introduced to digital time for the first time.

Mathematical Talk

What time of the day does ____ happen?

Is ____ earlier or later than ____?

How do you know whether a time is in the morning or afternoon?

What times could be a.m.?

What times could be p.m.?

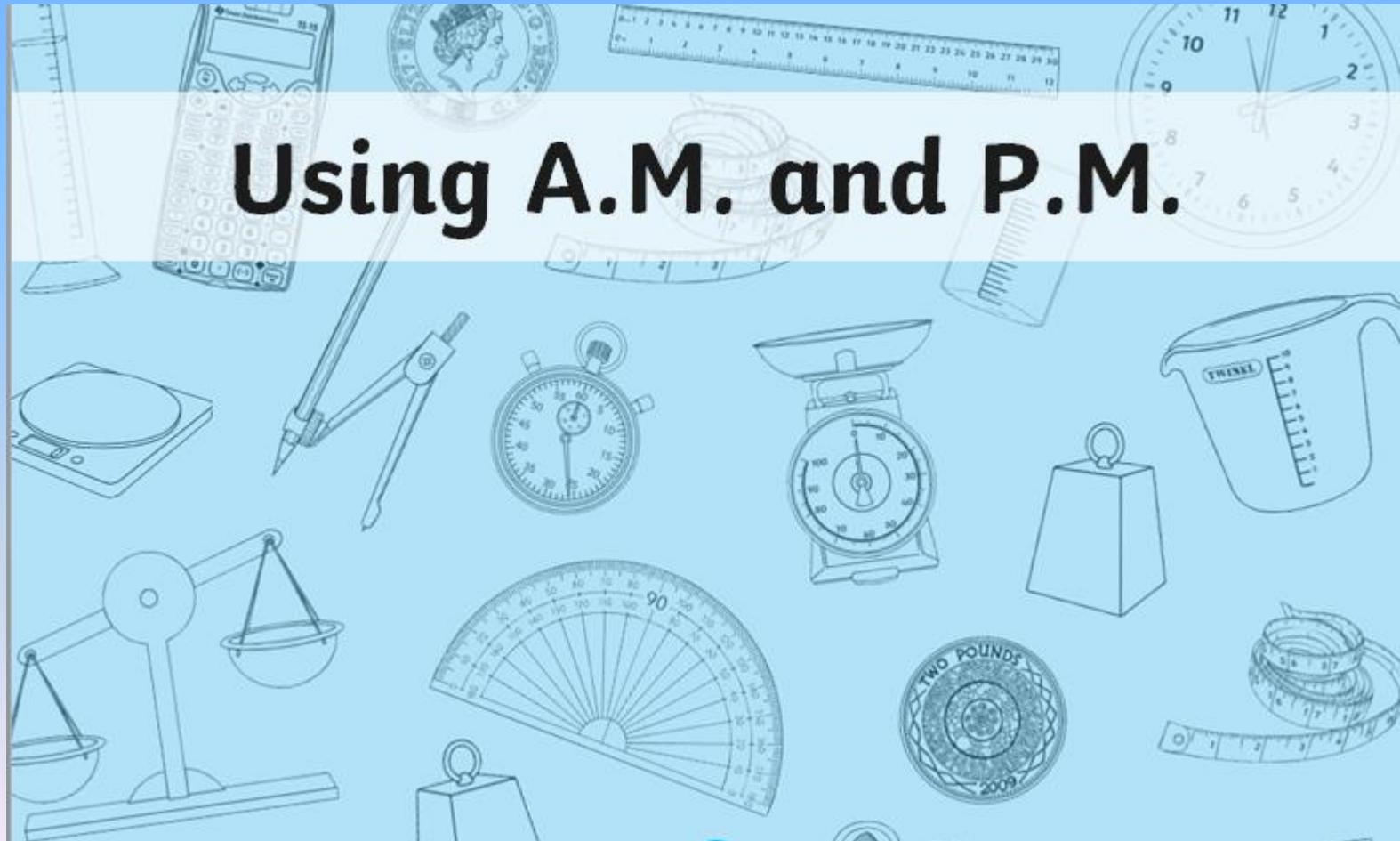
What is the difference between analogue and digital?

What would the time look like on an analogue clock?

How can we change analogue to digital?

Lesson 2: Using a.m. and p.m.

Download and open up the PowerPoint on a.m. and p.m. that is on the Year 3 home learning page for this week. You can find it on Twinkl if it doesn't open. Then have a go at the pdf worksheet saved in the same place.



Lesson 3: the 24 hour clock

24-hour Clock

Notes and Guidance

Children are introduced to telling the time on a 24-hour digital clock for the first time.

Children spend time looking at analogue and digital clocks at various times throughout the day, in order to compare what is the same and what is different.

Mathematical Talk

Using the 12-hour clock, is the time an a.m. or a p.m. time?

What will the number representing the hour be in 24-hour clock time? How do you know if it will be less than 12 or more than 12?

What will the minutes be in 24-hour time? Where can you count from? When does the number of minutes become 0 again on a 24-hour clock display?

Lesson 3: the 24 hour clock

Log on to My Maths and open up **Y4 Time and Timetables** lesson.

Complete the **slides 1 to 5 only**.

The screenshot shows the My Maths website interface. On the left, there is a sidebar with a 'Select Curriculum' dropdown menu set to 'National Curriculum (Eng)'. Below this, a list of subjects is shown: Library, Latest, Number, Measurement (highlighted with a green bar and a right arrow), Geometry, Statistics, Booster packs, and fSkills. The main content area is titled 'Measurement' in a large, bold, dark blue font. Below this title, there is a list of topics: Y4 Introducing area, Y5 Perimeter, Y4 Time and timetables (highlighted with a green background), and Y4 Time calculations. The 'Y4 Time and timetables' section includes a description: 'Writing out times. Using a timetable with 24 hour clock.' and a sub-description: 'Read, write and convert time between analogue and digital 12- and 24-hour clocks'. At the bottom of this section, there are two buttons: 'Lesson' with a monitor icon and 'Online homework' with a magnifying glass icon.

Select Curriculum

National Curriculum (Eng)

Library

Latest

Number

Measurement >

Geometry

Statistics

Booster packs

fSkills

Measurement

Measurement >

- Y4 Introducing area
- Y5 Perimeter
- Y4 Time and timetables**
Writing out times. Using a timetable with 24 hour clock.
Read, write and convert time between analogue and digital 12- and 24-hour clocks
Lesson Online homework
- Y4 Time calculations

Lesson 3: 24 hour clock - Worksheet

1) Match up the times.

11:00



07:15

7:15 a.m.



half past 9
at night

21:30



11 o'clock in the
morning

2) Fill in the gaps below.

- a) 08:45 quarter to nine in the _____
- b) 16:10 ten past four in the _____
- c) 21:40 twenty to ten at _____
- d) ____:15 3:15 p.m.
- e) 19:____ five to eight in the evening
- f) ____:____ twenty to seven in the morning
- g) ____:____ 10:45 a.m

3) Mitchell has been converting the time in words to 24-hour time. His friend tells him that he has made some mistakes. Spot the wrong answers and explain the mistakes Mitchell has made.

five minutes past 8 in the morning	08:05
ten to 9 in the evening	21:50
quarter to 6 in the morning	05:45
twenty minutes past 11 in the evening	11:20

Lesson 3: 24 hour clock - Worksheet

Lucy has started writing a diary about her day yesterday. She writes the time in words and also using 24-hour time.

Time in Words	24-Hour Time	What I Did
seven o'clock in the morning	07:00	Got out of bed.

Either use this worksheet or a sheet of paper to write your own diary about what you did yesterday.

R.E. (Week 2 of 2)

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

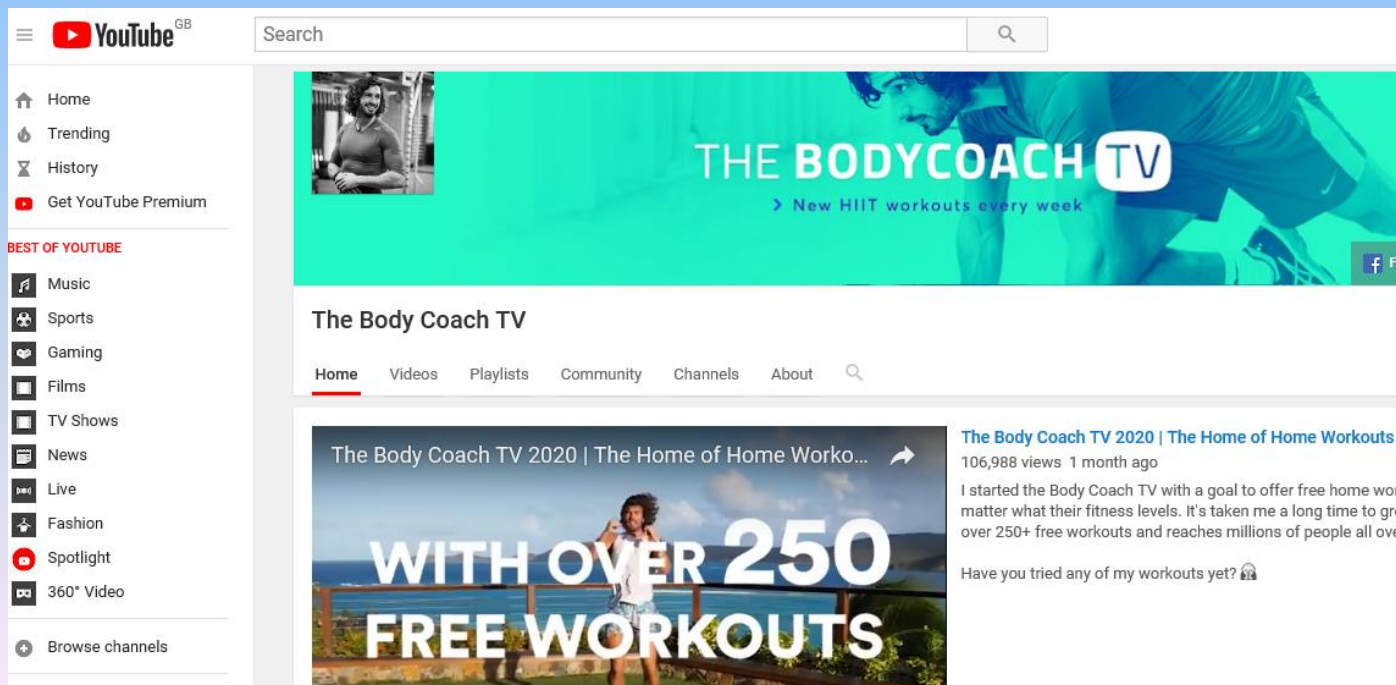
God makes Abraham a number of promises: Abraham will have lots of descendants; Abraham will be known as a great man; Abraham's family will be given land. Can you write a list of promises you would like to make. Maybe ask your family what promises they would like to make too.

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.

