Home Learning

Year 3 Term 6 Week 6

Message from the class teacher

Hi Year Three,

Here we are again; two more weeks to go until the end of the school year. It was lovely to see some of you in school last week and it has been great to hear some of your voices over the phone. It's been lovely to hear what you've been up to during this very unusual time.

This is the last week of your 'jungle adventure' English task, and this week you have got a practical task for Science. Keep up with the reading an quizzing on AR; I will be checking who has been quizzing and will be sending out some Marvellous Me badges later in the week.

Stay safe and 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.

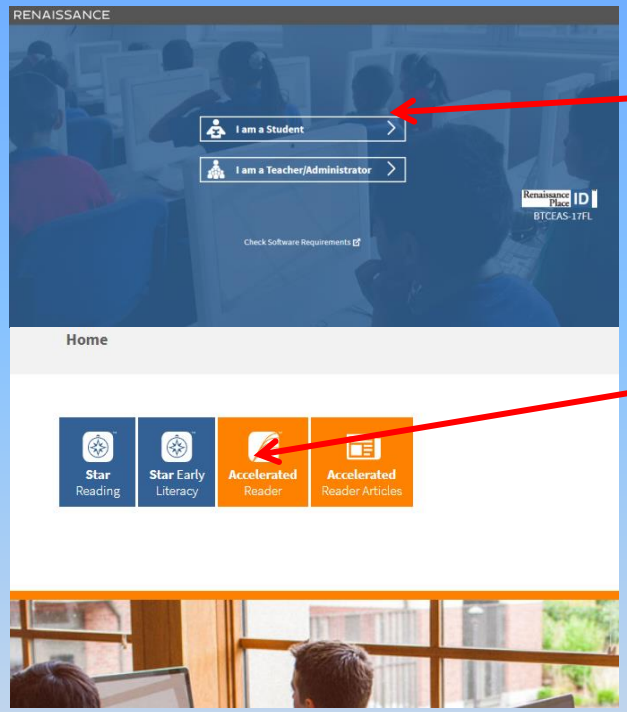
If your child wants to read a book from home, please check that there is a quiz available for the book and that the book level (BL) is within or near to your child's reading range. Also take note of the quiz number for future reference.

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

Go to the next page for how to quiz.

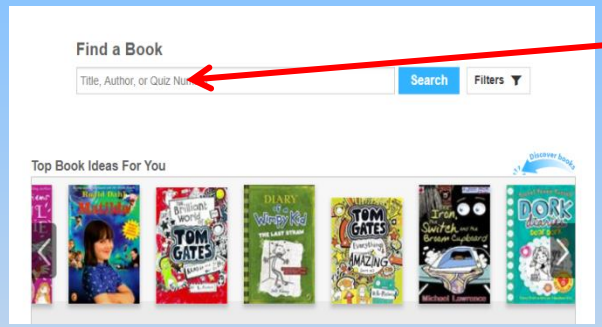
AR quizzing at home.

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.



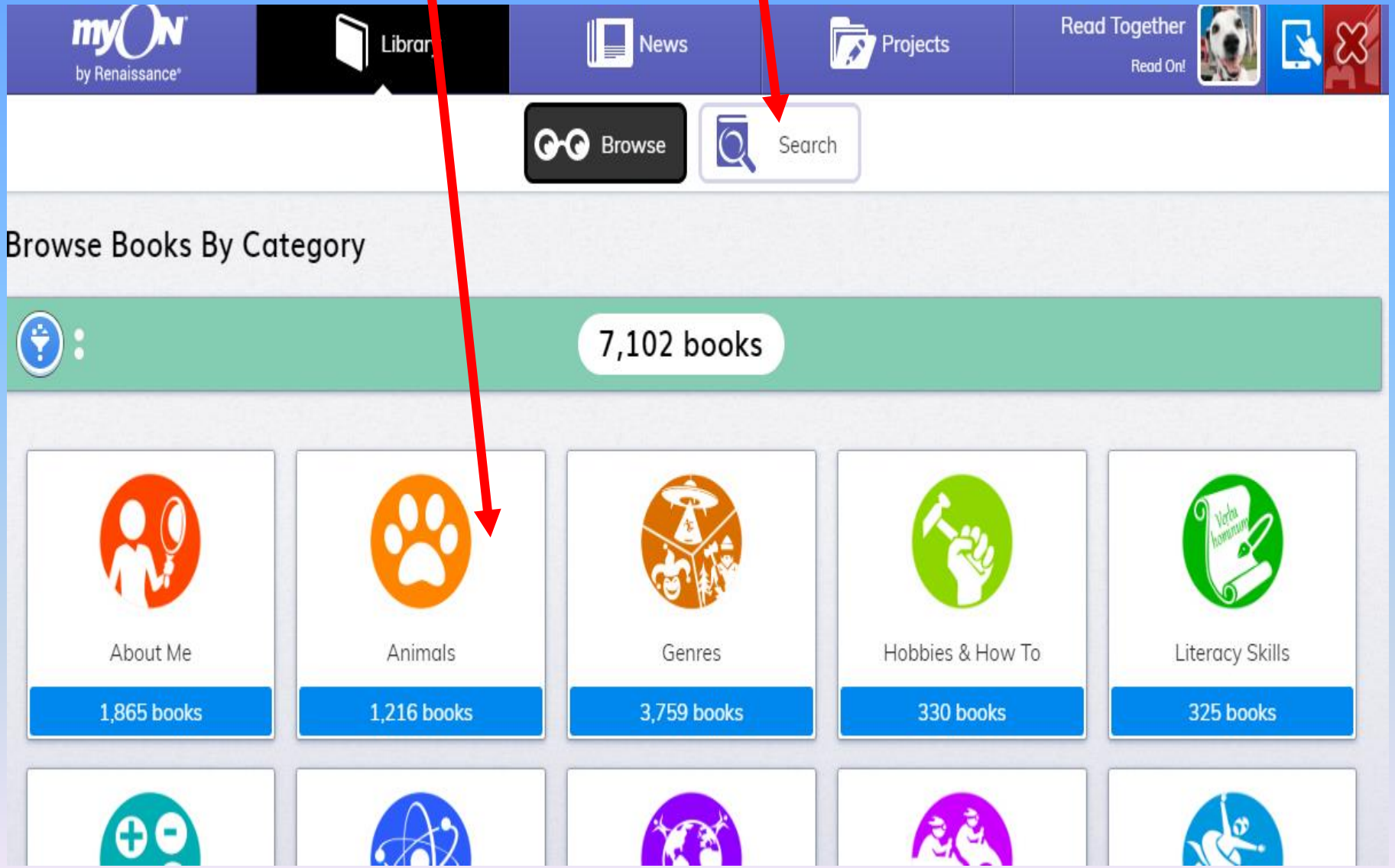
Type in the name the book or the quiz number.

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

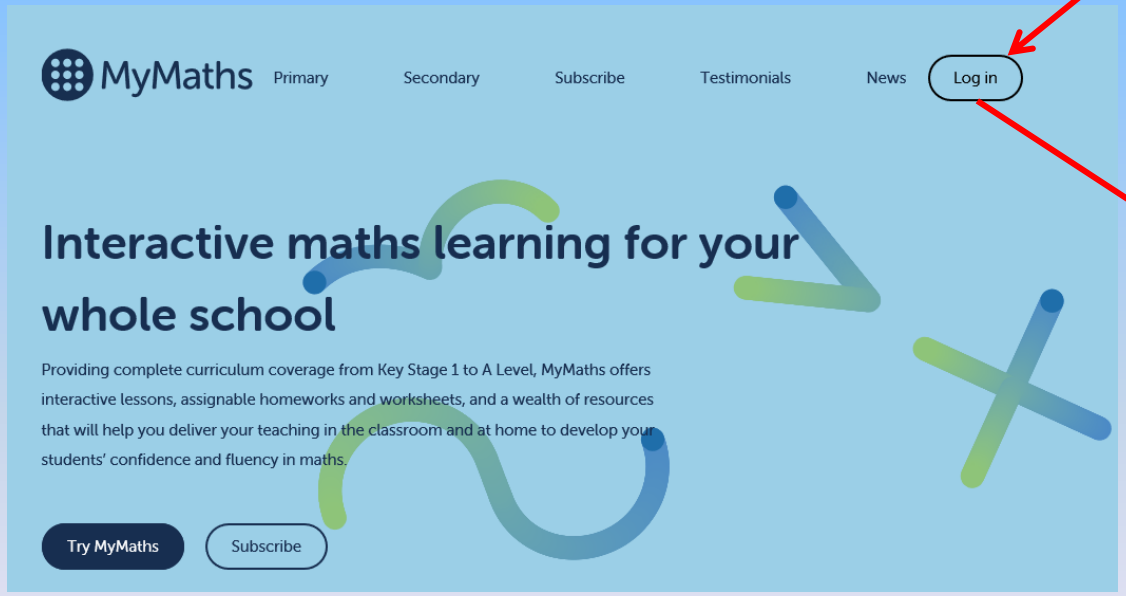
Visit http://readon.myon.co.uk

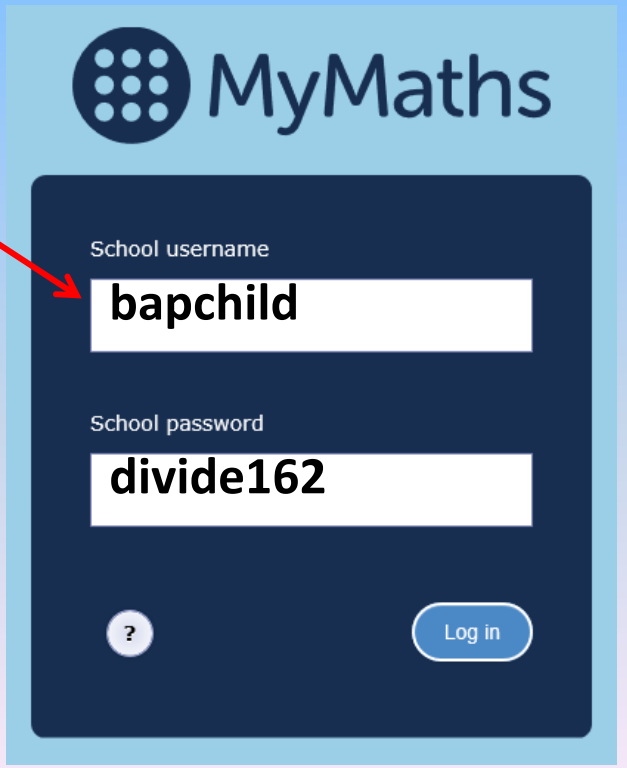
Choose an area that interests you or use the search option.



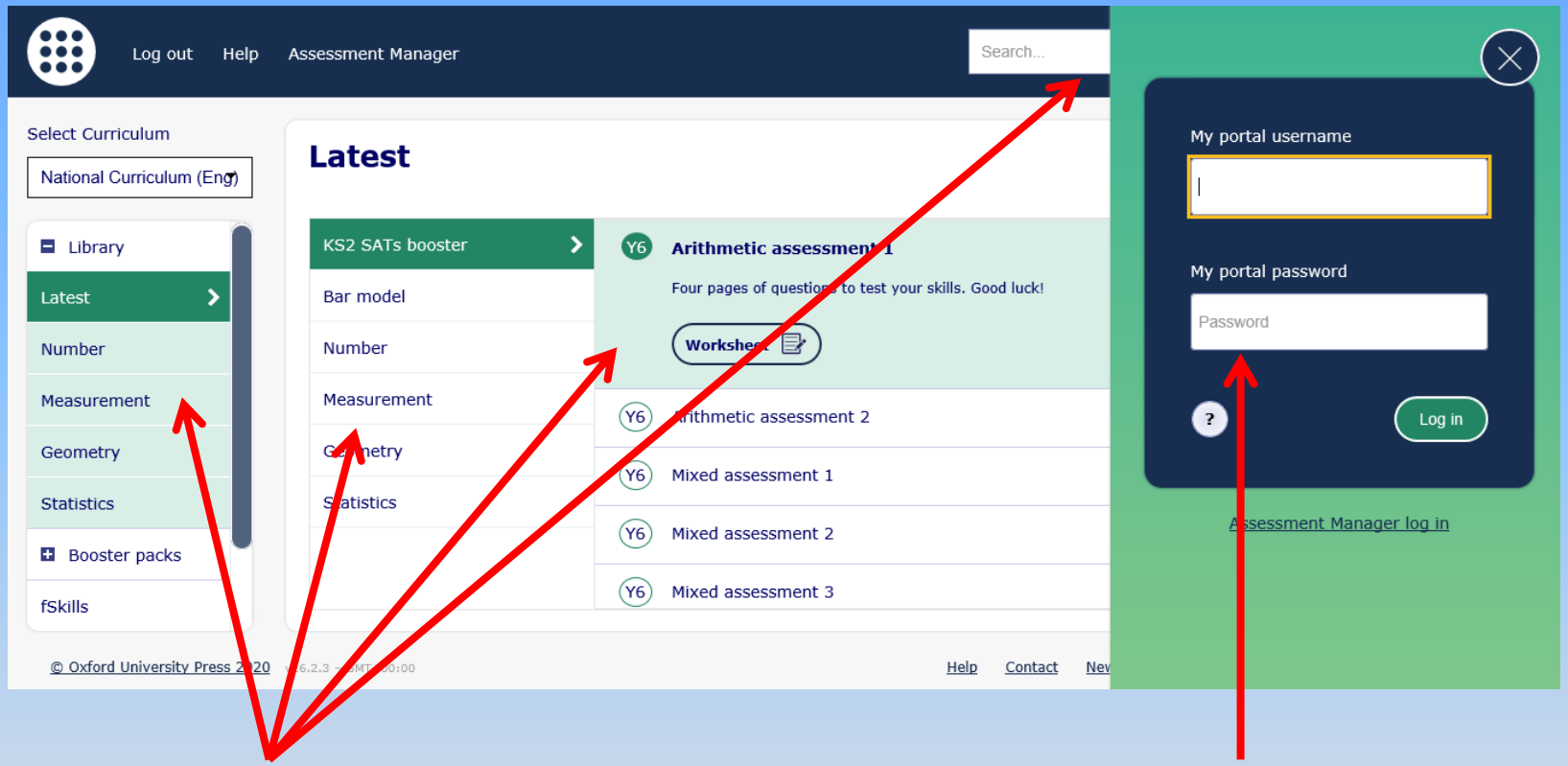
Using My Maths

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

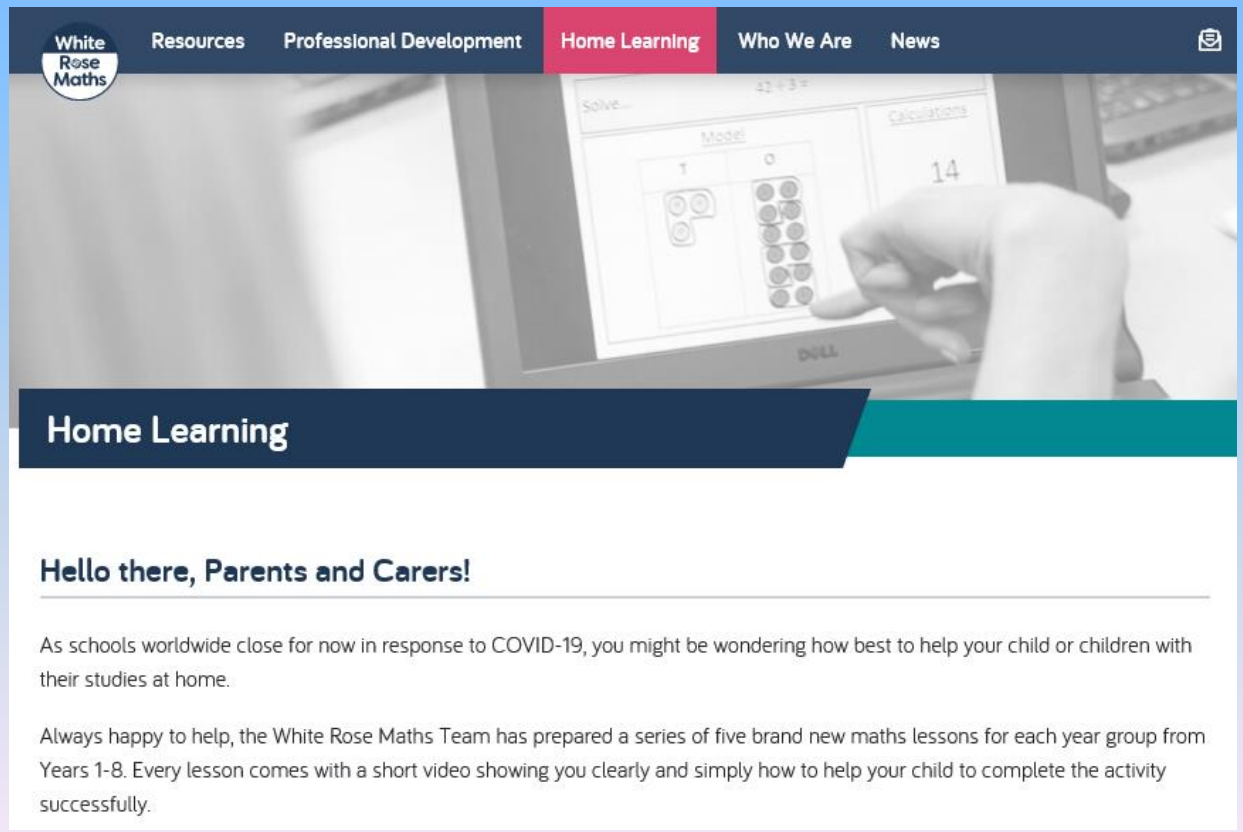


Access any lesson based on what your child is learning in class or search the topic in the search bar.

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

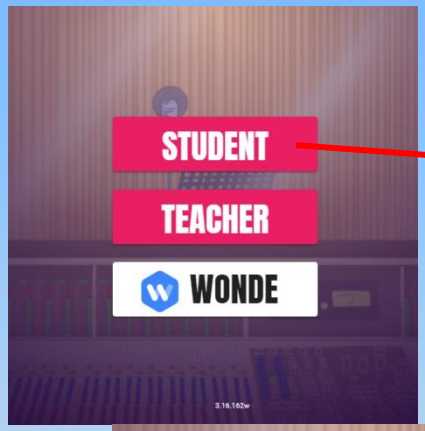
Maths – White Rose Home Learning

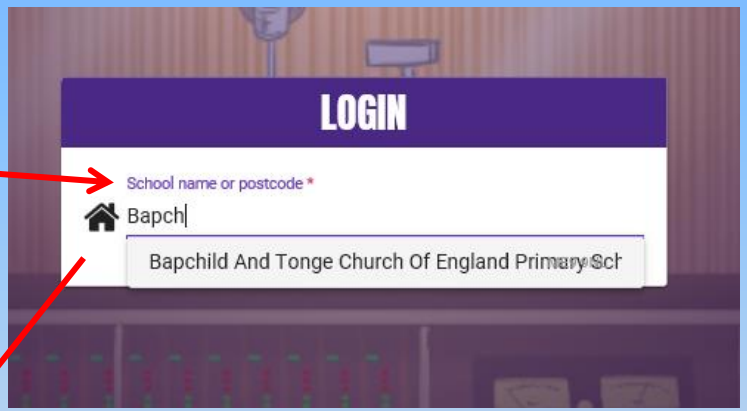
In school we follow the White Rose scheme of learning. Their website has put together free lessons and resources that link to the learning taking place in school. Please visit: https://whiterosemaths.com/homelearning/



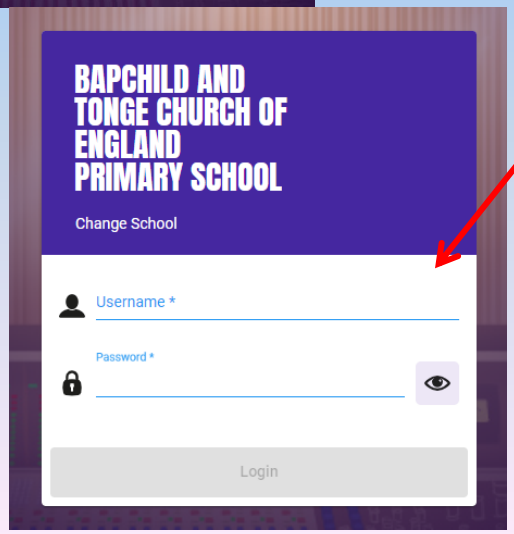
TT Rockstars

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

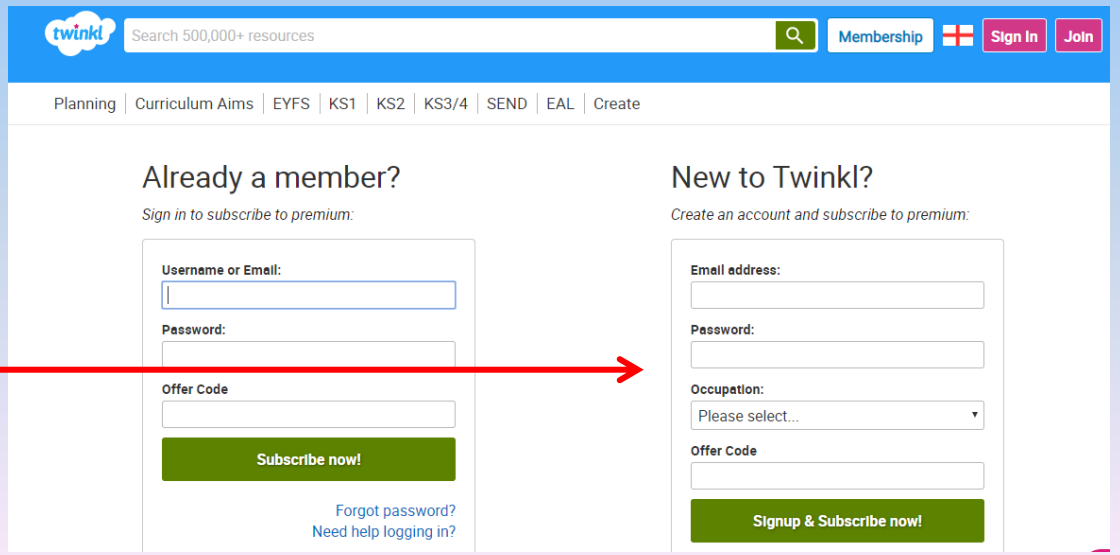
Accessing Twinkl

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.

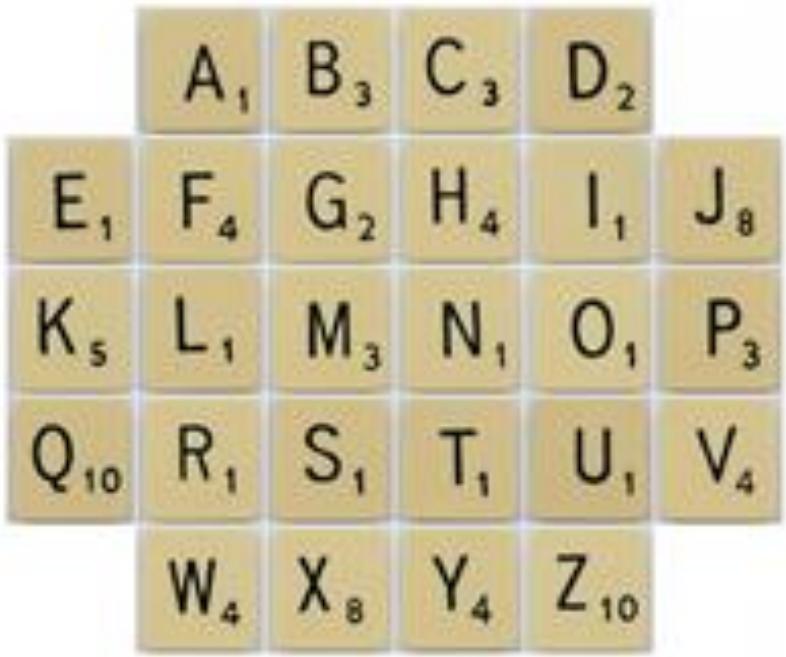
We will be able to direct you towards activities and learning via this website based on lessons that may be missed due to absence. To access Twinkl please visit:

www.twinkl.co.uk/offer

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



English Learning



Task 1: spelling activity – choose 6 words from the year 3 / 4 word list and work out which word is worth the most in scrabble letters.

Find the value of your spellings, using the Scrabble tiles.

Word	Values	Total

Example: fruit

F = 4 R = 1 U = 1 I = 1 T = 1

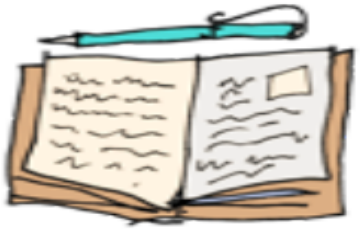
4 + 1 + 1 + 1 + 1 = 8

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: write your Jungle Log

Use all the work you have done this term to help you write an amazing jungle log.
Imagine you have walked through the magic door to the jungle **you** designed.
What did you see? Hear? Touch? How did you feel? Who did you meet?
Use past tense verbs – trudged, swam, climbed, lugged etc. Use exciting adjectives like dense, mesmerising etc.
Remember this is your first draft so keep reading through it and change bits if you think it needs improving.



Write away!

Now you're ready to write your first Jungle Log!

★ **Use your plan (and the model for Atanti if it helps) to draft your log on a separate piece of paper.**

Remember to:

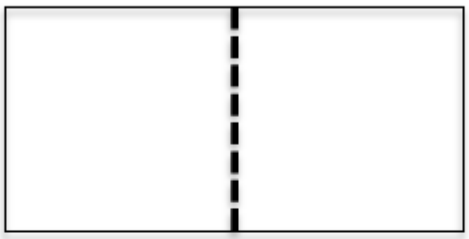
- **add detail to your sentences by using *and* or *but*;**
- **add explanation to your sentences using *because*;**
- **use fronted adverbials like *After that* or *because*, to start some sentences;**
- **check your capital letters at the start of sentences, full stops at the end and commas after a fronted adverbial or the phrase introduced by the fronted adverbial.**

Task 3: publish your jungle log in your best handwriting.

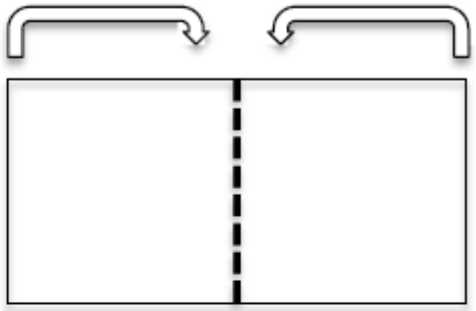
Well done! How about publishing your log? Follow the instructions below to make a fold-out log. Draw your jungle on the front and write your log inside!

How to make an explorer log

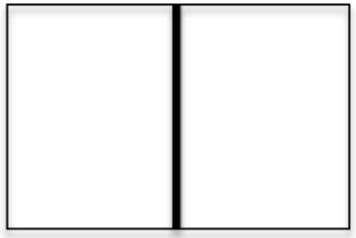
A4 paper



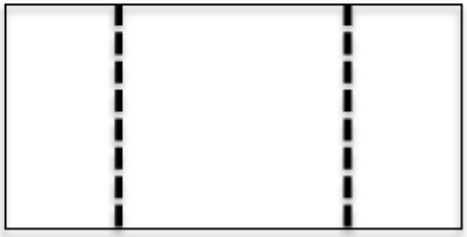
Fold it in half



Fold each side into the middle



You have a log!



Write inside and draw your jungle on the front

Jungle Log: 18th April, 2020

Today has been an amazing day of discovery! I woke early and got ready for my trek into the Atlanti Jungle. I was excited and couldn't wait to see what lay ahead of me. I packed my rucksack and put on my sturdy walking boots. I made sure my camera was working because I wanted to record as much of the day as possible. I left the camp at 6am.

First, I trudged through the dense forest and collected samples of the plant life. My favourite was a thorny bush. It had tiny, yellow flowers growing on it, which smelt like ice cream! Next, I studied some of the mesmerising insects that were crawling up the rough bark of every tree. One insect looked like a caterpillar but had 2 sets of wings and tiny hands on the ends of its 20 legs. Excitedly, I photographed as many creatures as I could because I wanted to show my explorer friends what I had discovered.

After a short tea break, I measured the circumference of the tallest trees to work out how old they were. One measured 10 metres around and was so tall that I couldn't see the top of it. It reminded me of the beanstalk in a famous children's story. Next, I trekked to a clearing and found a beautiful plunge pool. The water was turquoise and tiny neon fish were splashing on the surface. I tried to catch one, but they were too fast for me. Then it was time for a rest. I lounged on pink grass, soaking up the purple sun beams and listened to the strange jungle noises around me.

Finally, I headed back to camp because the sun began to set. It sets quickly in Oreno and I was worried I might get lost. When I got to my tent, I unpacked my rucksack and stored my plant samples safely. I'm really looking forward to where my wardrobe will take me next week!

Maths Learning

Lesson 1 : Comparing Mass

Compare Mass

Notes and Guidance

Children build on Year 2 knowledge and use 'lighter' and 'heavier' to compare mass.
They use their understanding that kilograms are used for heavier objects and will use this to help them compare mass. For example 500 g is less than 500 kg.
Children compare mixed measurements using the inequality symbols. For example, 1 kg and 500 g < 2 kg.

Mathematical Talk

Which item is heavier or lighter? How do you know?

Using the symbols $<$, $>$ or $=$, what can you tell me about each of the scales?

If I added an extra item, what would happen?

Can I work out how much one item weighs? Would this be more or less than the other item?

Lesson 1 : Comparing Mass

Converting Kilograms and Grams

? How do we convert a measurement in kilograms to grams?

We multiply the amount by 1000.

Match the kilogram measurements to their equivalent in grams.

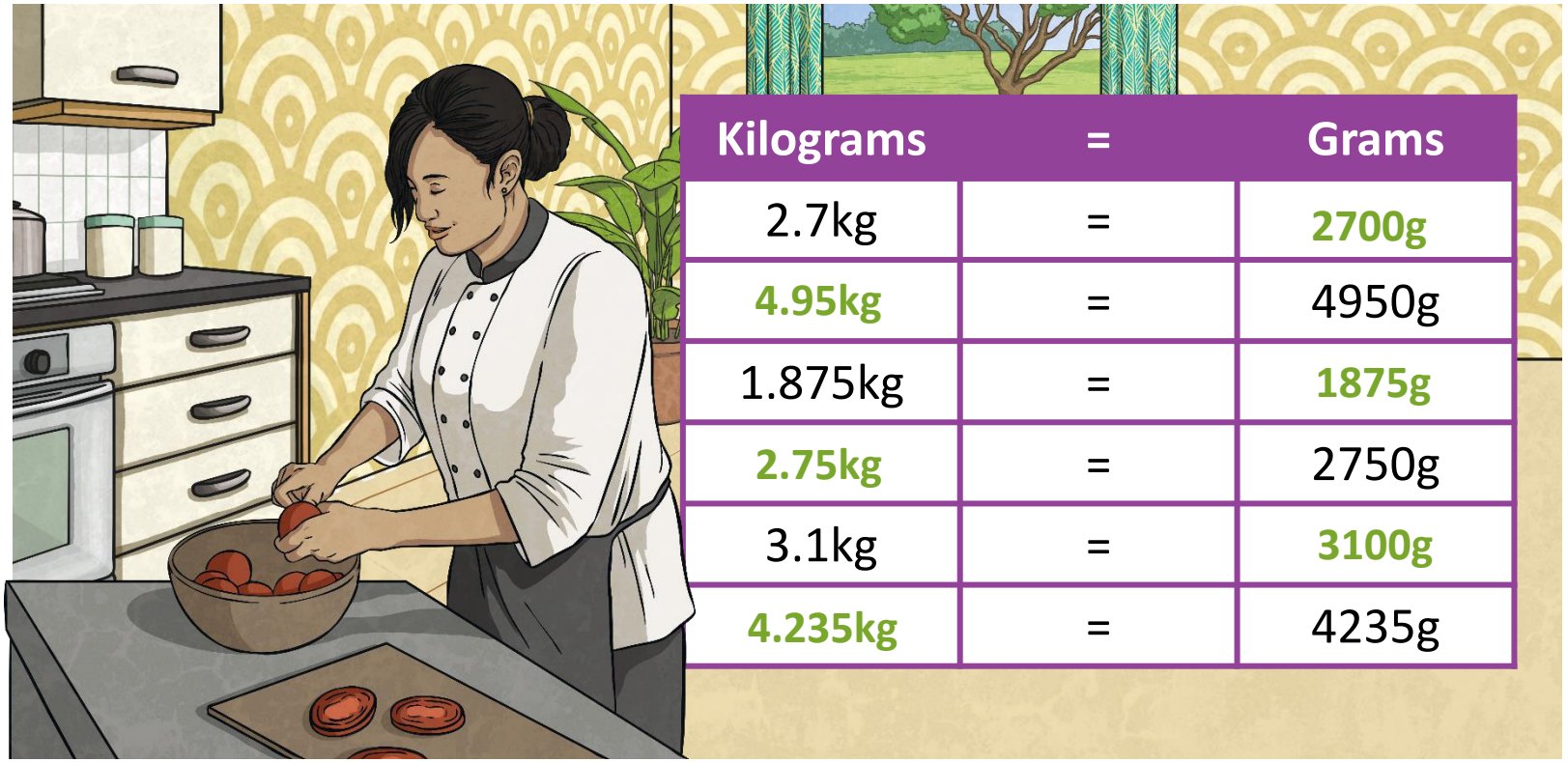
1.5kg	1500g
2.9kg	2900g
3.55kg	3550g
4.65kg	4650g
1.765kg	1765g
2.455kg	2455g

Answers

Converting Kilograms and Grams

Whole Class

Complete the table by converting the mass measurements.



Kilograms	=	Grams
2.7kg	=	2700g
4.95kg	=	4950g
1.875kg	=	1875g
2.75kg	=	2750g
3.1kg	=	3100g
4.235kg	=	4235g

Lesson 1 : Comparing Mass

Comparing Mass

- Use <, > or = to complete these statements.

250g		250kg
1000g		1kg
2½kg		2400g
¾kg		600g
1kg 50g		1050g

Lesson 1 : Comparing Mass

Comparing Mass

- Use <, > or = to complete these statements.

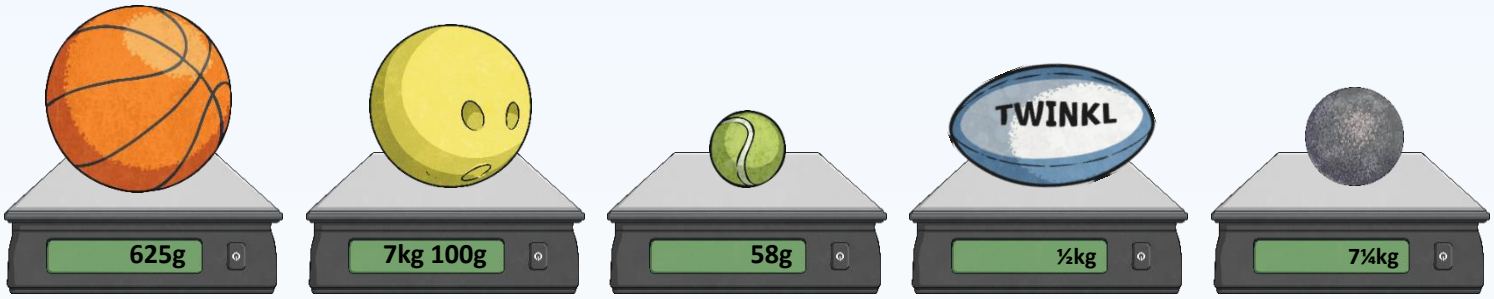
< means ‘is less than’ or ‘is lighter than’.
> means ‘is greater than’ or ‘is heavier than’.
= means ‘is equal to’ or ‘is the same mass as’.

250g	<	250kg	Grams are lighter than kilograms.
1000g	=	1kg	1kg is the same as 1000g.
2½kg	>	2400g	2½kg is 2kg and 500g or 2500g. Therefore, it is heavier than 2400g.
¾kg	>	600g	¾ kg is 750g, which is heavier than 600g.
1kg 50g	=	1050g	1kg 50g is 1000g + 50g, which is the same as 1050g.

Lesson 1 : Comparing Mass

Ordering by Mass

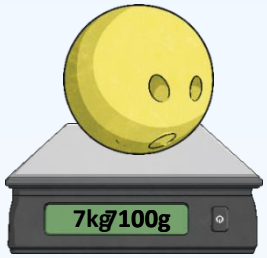
- Sort these objects in order of mass from the lightest to heaviest.

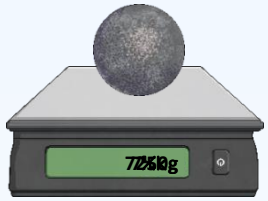


Lesson 1 : Comparing Mass

Ordering by Mass

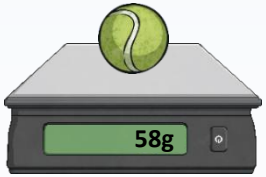
First, convert each mass to grams.

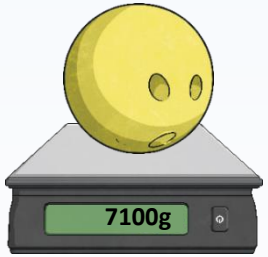


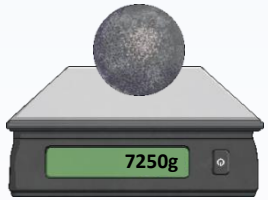


58g | 500g | 625g | 7100g | 7250g

Next, order those measurements from lightest to heaviest.





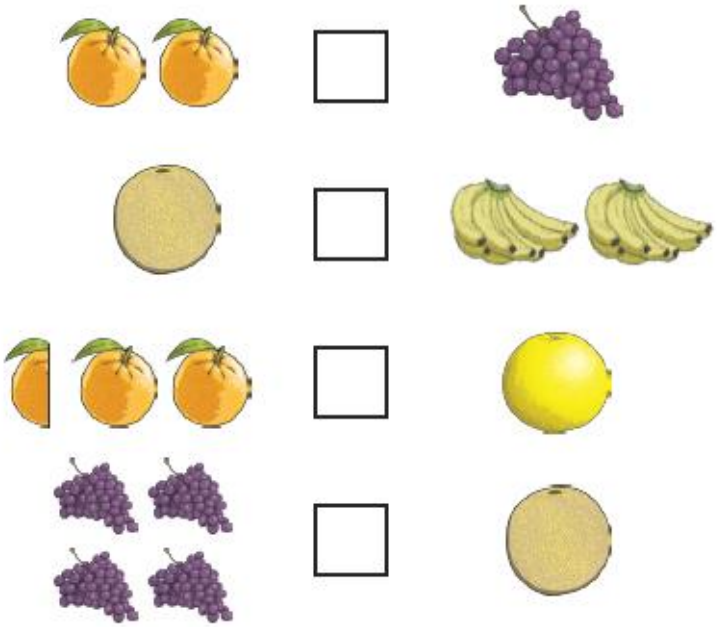


Finally, match the objects to the newly ordered measurements.

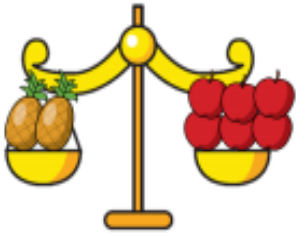
Lesson 1 : Comparing Mass

1) Sort these objects into order of mass from lightest to heaviest.

2) Use <, > or = to compare these objects.



3) Complete the sentences.

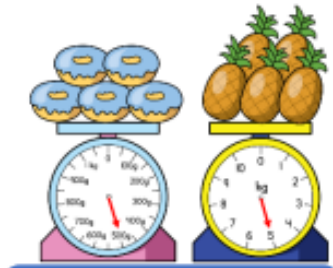


☐ pineapples are equal to ☐ apples.

1 pineapple is equal to ☐ apples.

Can you write sentences using 'heavier' or 'lighter' about the image?

4) Use <, > or = to compare the mass of each pair of objects.

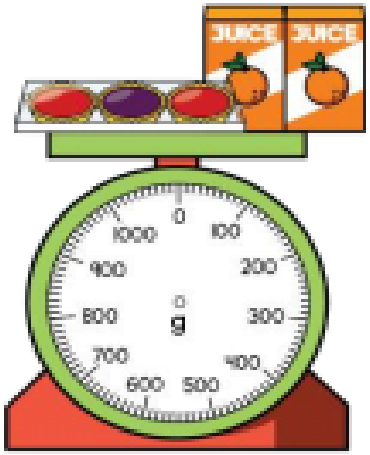


500 g ◯ 5 kg

1,000 g ◯ 1 kg

☐ ◯ ☐

5) A pack of tarts weighs 220 g.
Two cartons of orange juice weigh 140 g.
Draw an arrow to show the weight of the 3 items.



Lesson 1 : Comparing Mass

Play this game. https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering Select mass and then choose the level.

Lesson 2 : Add and Subtract Mass

Add & Subtract Mass

Notes and Guidance

Children add and subtract mass. They use a range of mental and written methods, choosing the most efficient one for each question.

Children may use concrete resources to represent kilograms and grams. Children could also use bar models to support them to represent calculations.

Mathematical Talk

How many grams are in a kilogram? How could I represent this using concrete resources?

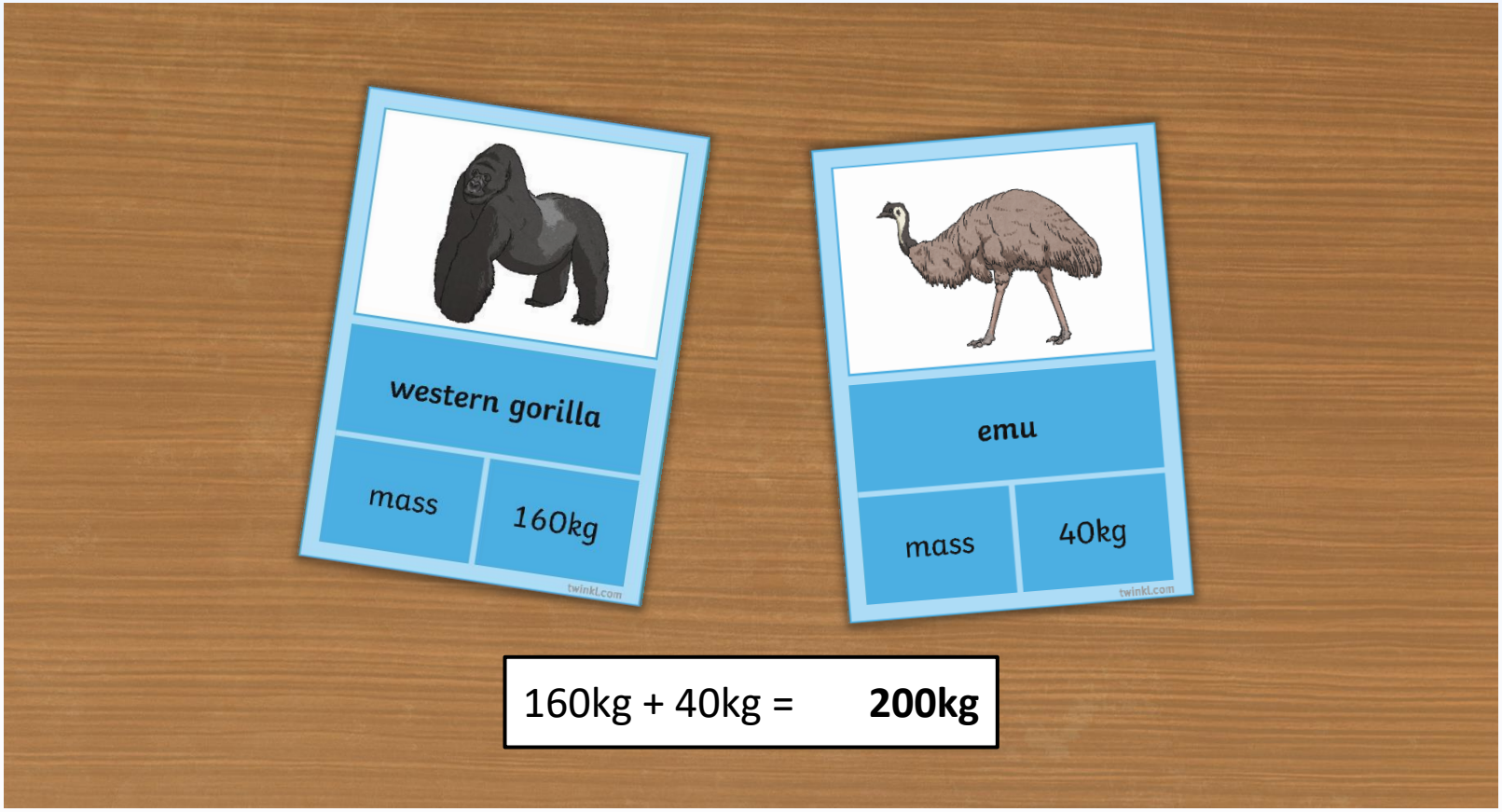
What do you know about kilograms or grams that can help you solve this question?

How can you represent this problem with a bar model?

Lesson 2 : Add and Subtract Mass

What Is their Combined Mass?

Zookeeper Zina is calculating the combined mass of certain animals.
Can you help her with the calculations?



Lesson 2 : Add and Subtract Mass

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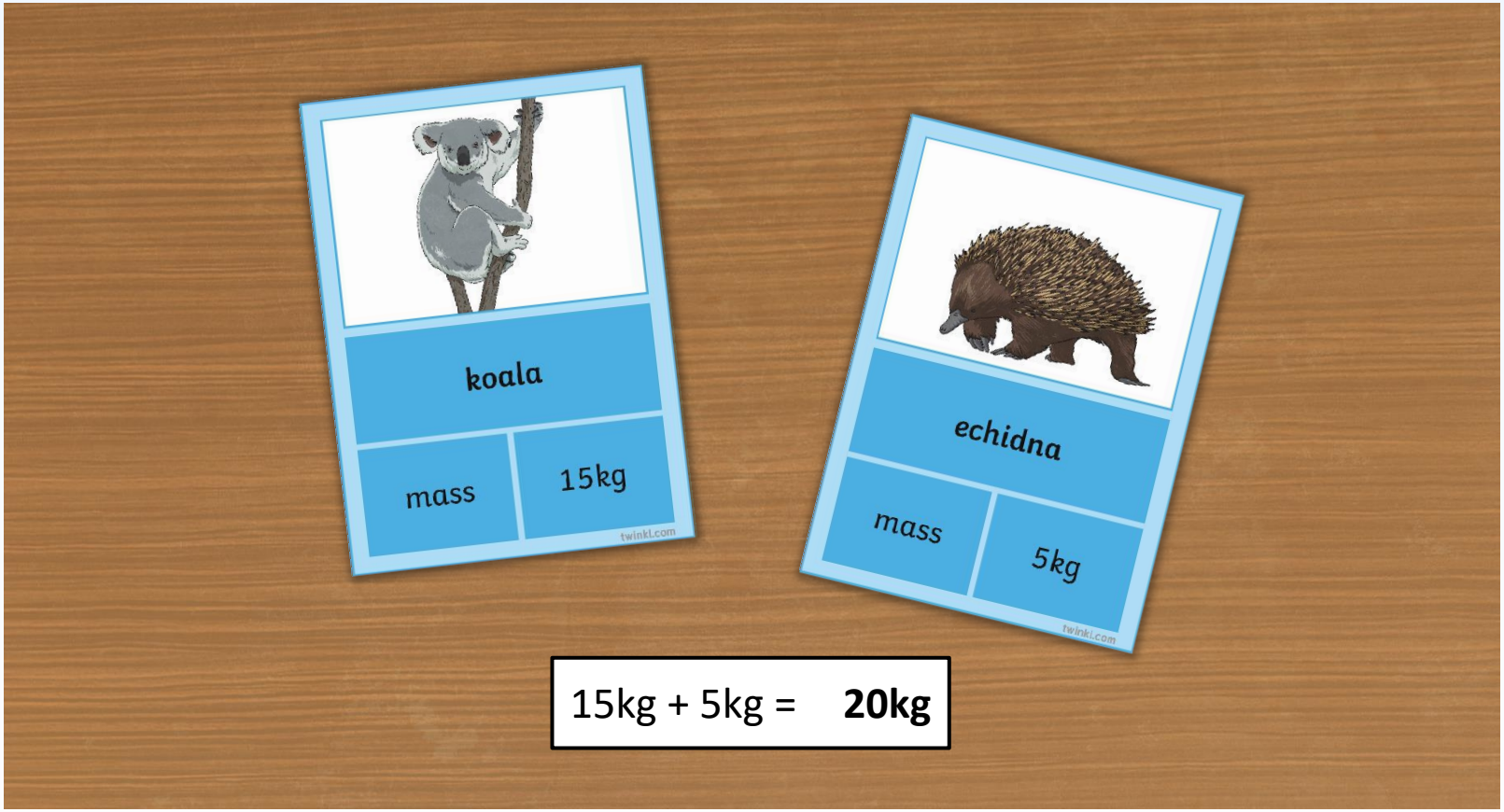
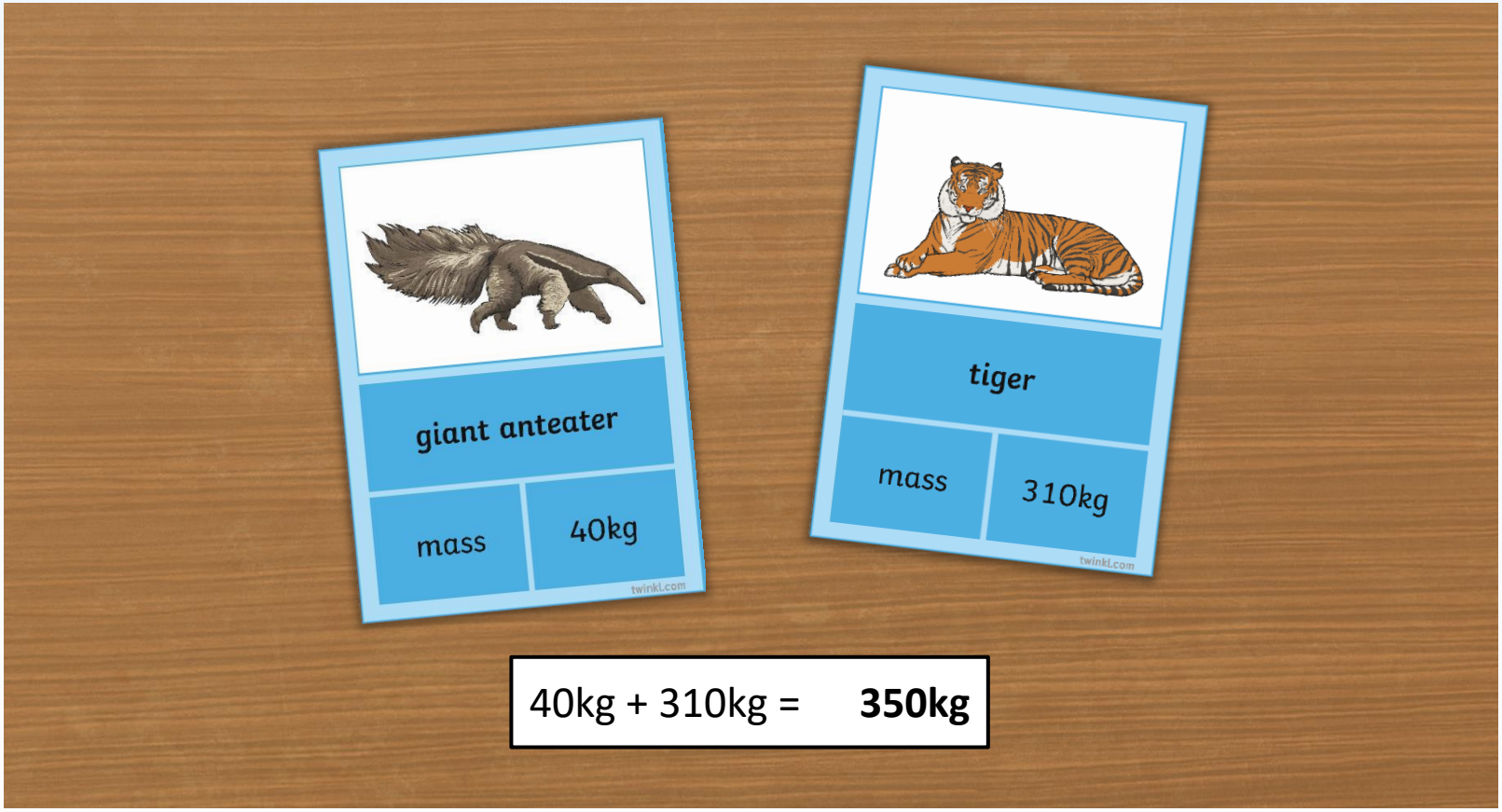


15kg + 5kg = **20kg**

Lesson 2 : Add and Subtract Mass

What Is their Combined Mass?

Zookeeper Zina is calculating the combined mass of certain animals.
Can you help her with the calculations?

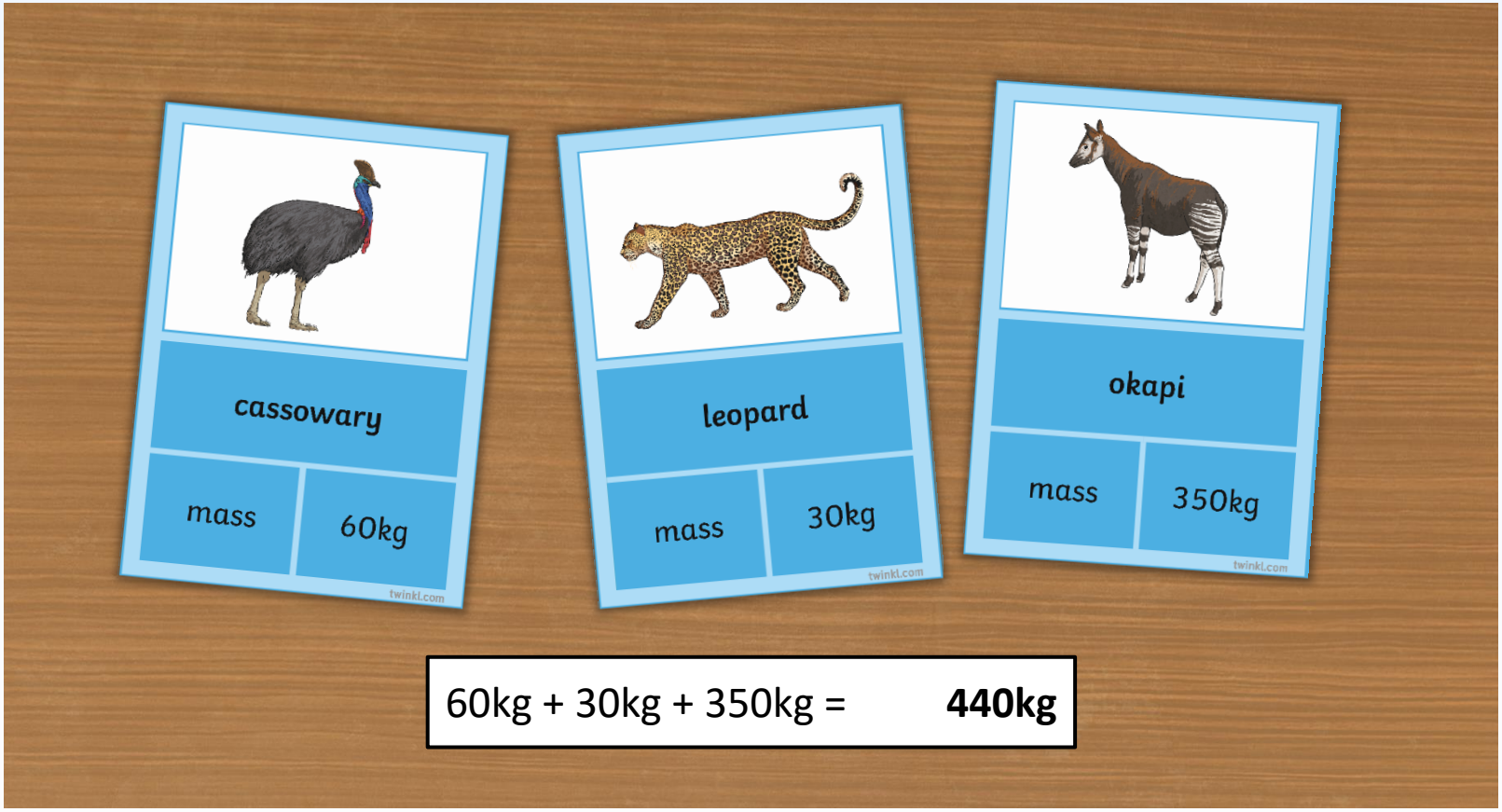


40kg + 310kg = **350kg**

Lesson 2 : Add and Subtract Mass

What Is their Combined Mass?

Zookeeper Zina is calculating the combined mass of certain animals.
Can you help her with the calculations?



60kg + 30kg + 350kg = **440kg**

Lesson 2 : Add and Subtract Mass

What Is their Combined Mass?

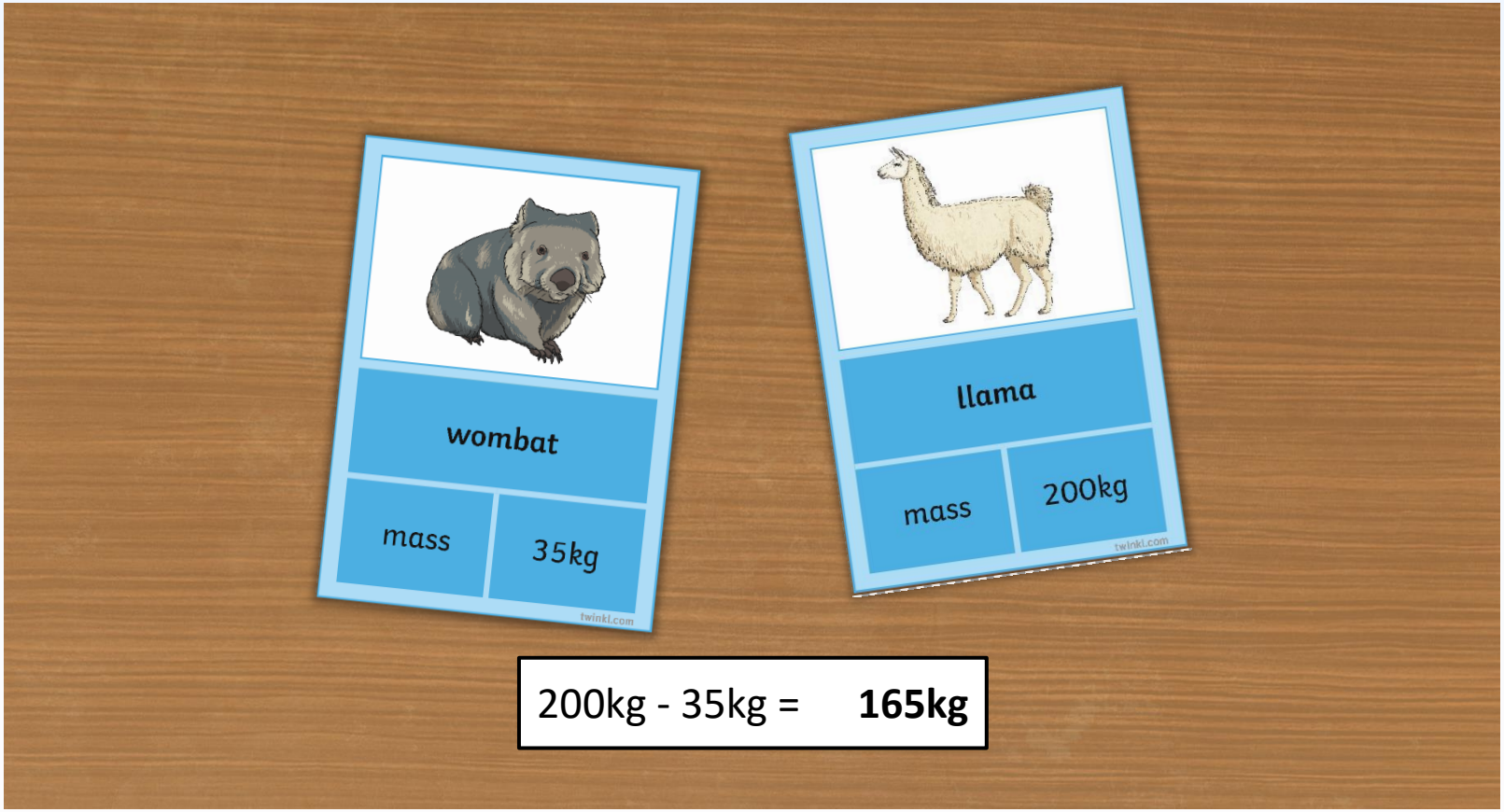
Can you help Zina work out the difference in mass between the animals?

350kg - 100kg = **250kg**

Lesson 2 : Add and Subtract Mass

What Is their Combined Mass?

Can you help Zina work out the difference in mass between the animals?

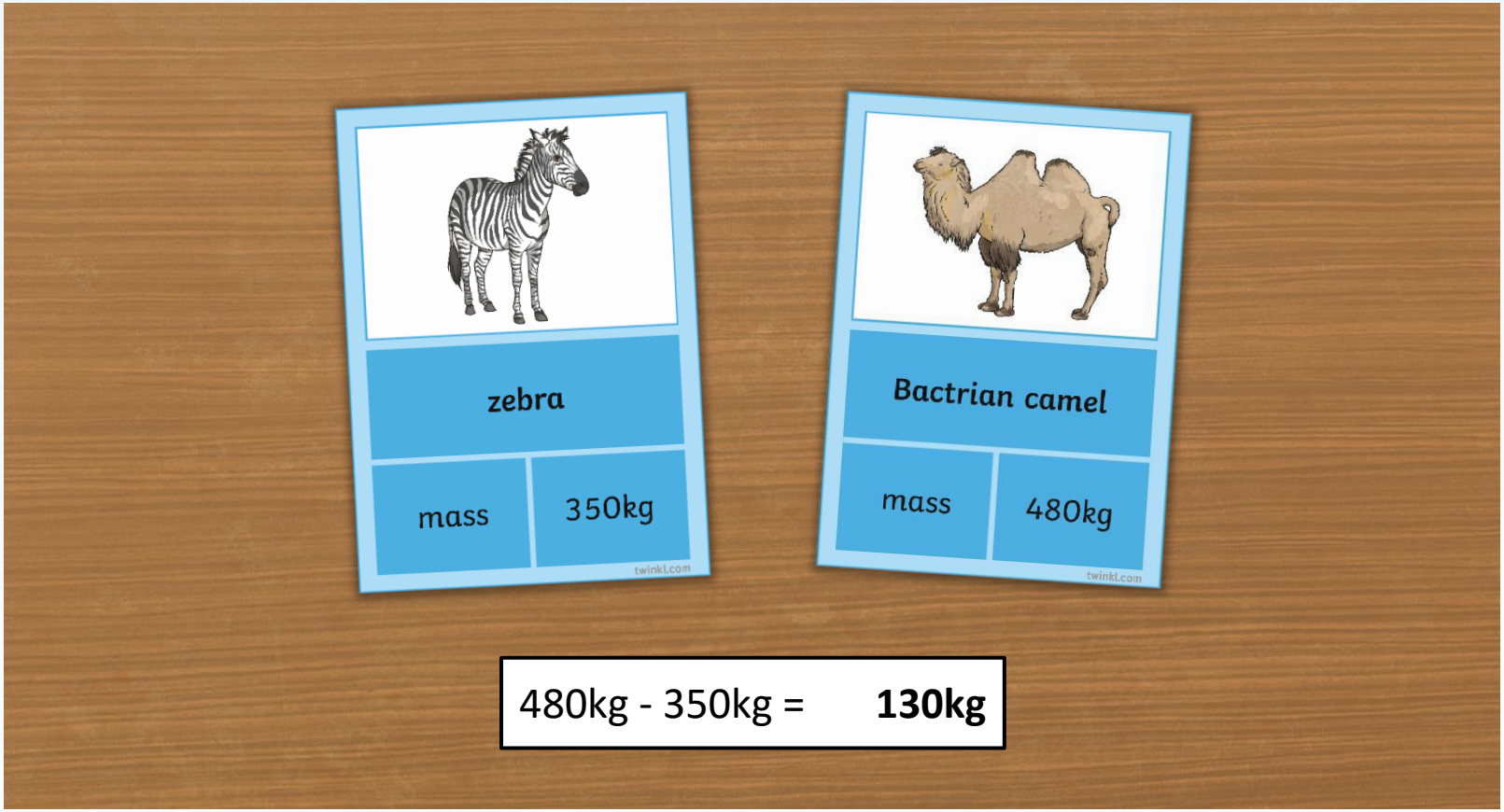


200kg - 35kg = **165kg**

Lesson 2 : Add and Subtract Mass

What Is their Combined Mass?

Can you help Zina work out the difference in mass between the animals?



480kg - 350kg = **130kg**

Lesson 2 : Add and Subtract Mass

What's Left?

Aria works at the zoo.

She bought a bag of food with a mass of **1kg 500g.**

How much food is left?

Each interval is worth 50g. The pointer is showing 3 and a half intervals less than 1kg. 3 × 50 = 150 and ½ of 50 = 25.
150 + 25 = 175. 1000 - 175 = 825
There are 825g left.

1kg 500g is 1500g.
1500 - 825 = 675
Aria used 675g of food.

Lesson 2 : Add and Subtract Mass

What's the Total?

Quinn put this leftover fruit into a bowl.

What is the total mass of the fruit in the bowl?

1kg 150g is 1150g.
1kg 90g is 1090g.

```
  1150
  1090
+  260
  2500
```

1kg is 1000g so 2500g is 2kg 500g.
The total mass is 2kg 500g.

Lesson 2 : Add and Subtract Mass

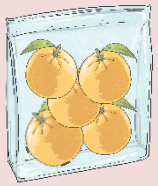
Too Much?

A bag can hold a mass of 3kg.

Which combinations will break the bag and which will be OK?

1kg 750g

1kg 200g



300g

1kg 200g + 1kg 200g = 2kg 400g
That is less than 3kg.

The bag will be OK.

1kg 750g + 1kg 200g = 2kg 950g
That is less than 3kg.

The bag will be OK.

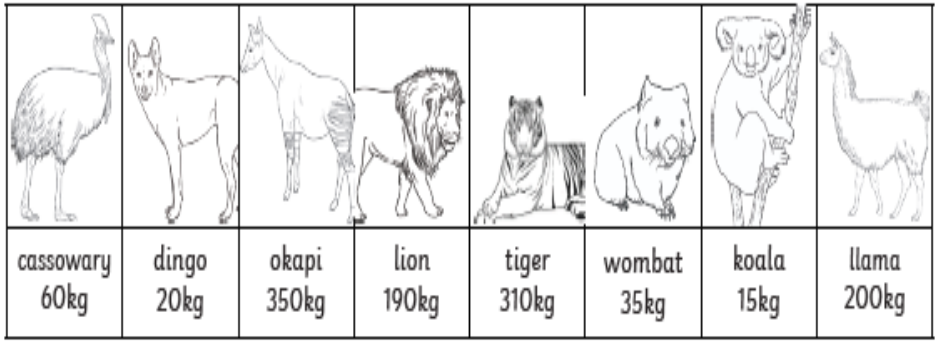
5 × 300g = 1500g
1kg 500g + 1kg 750g = 3kg 250g
That is more than 3kg.

The bag will break.

3 × 300g = 900g
900g + 1kg 750g = 2kg 650g
That is less than 3kg.

The bag will be OK.

Lesson 2 : Add and Subtract Mass



cassowary 60kg	dingo 20kg	okapi 350kg	lion 190kg	tiger 310kg	wombat 35kg	koala 15kg	llama 200kg

1) Calculate the combined mass of the following:

a) Tiger and lion.

_____

b) Okapi, cassowary and wombat.

_____

c) Dingo, lion and cassowary.

_____

2) Calculate the difference in mass of the following:

a) Wombat and okapi.

_____

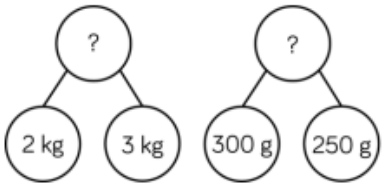
b) Cassowary and tiger.

_____

c) Okapi and lion.

_____

3) Amir uses a part-whole model to add 2 kg and 300 g to 3 kg and 250 g. He partitions each mass into kilograms and grams and calculates them separately.

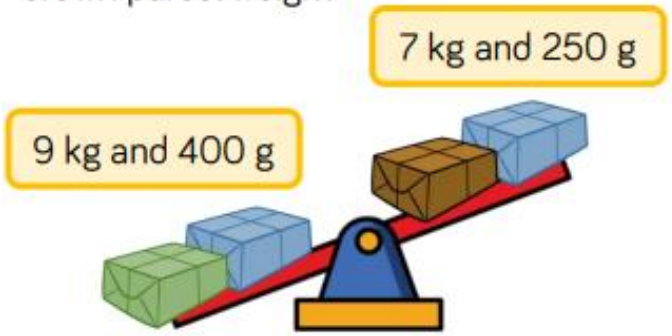


Use Amir's method to calculate:

3 kg and 450 g + 4 kg and 200 g
4 kg and 105 g + 2 kg and 300 g
4 kg and 400 g – 2 kg and 100 g
8 kg and 600 g – 1 kg and 550 g

4) The jar of cookies has a mass of 800 g
The empty jar has a mass of 350 g.
How much do the cookies weigh?

5) The green parcel weighs 5 kg.
Can you work out what the blue and brown parcel weigh?



How much would the green and brown parcel weigh altogether?

Lesson 3 : Measure Capacity

Measure Capacity (1)

Notes and Guidance

Children use litres, millilitres and standard scales to explore capacity. In this step, children focus on the capacity in either litres or millilitres and not as a mixed measurement, for example 5 l and 500 ml.
Children continue to use place value skills to explore scales.
Children build on their knowledge from KS1, recognising the capacity is the amount of liquid a container can hold and the volume is how much liquid is in the container.

Mathematical Talk

What's the same and what's different about capacity and volume?

What does capacity mean? What does volume mean?

What do we measure capacity and volume in?

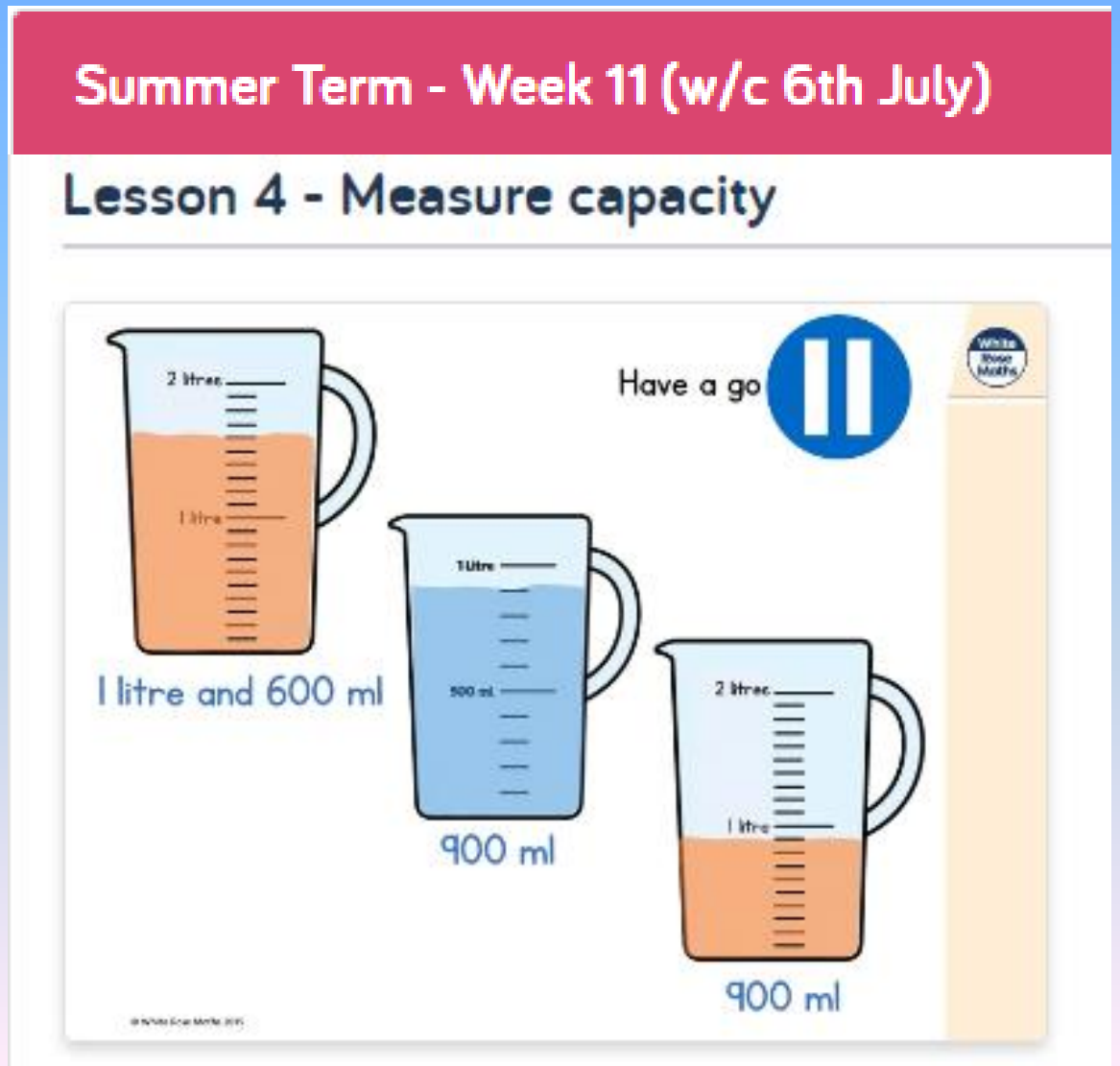
What unit of measure (ml or l) would we use to measure ___?

How much liquid is in the container?

Lesson 3 : Measure Capacity

Lets go back to the White Rose Home learning pages and watch this lesson video.

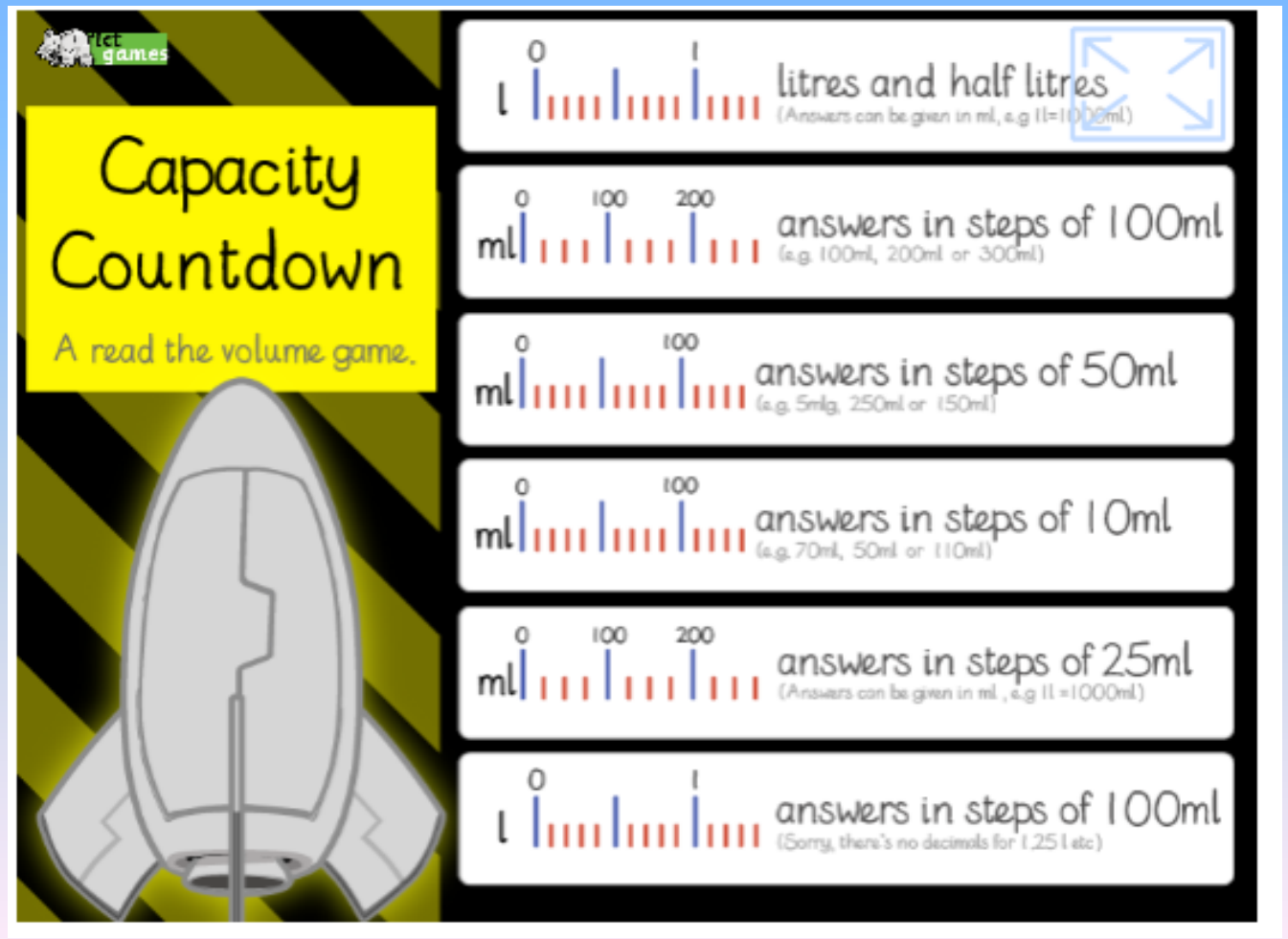
https://whiterosemaths.com/homelearning/year-3/



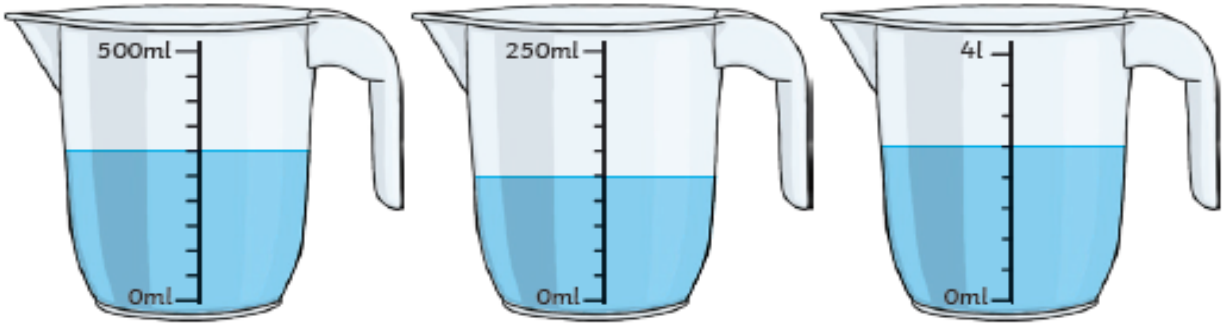
Lesson 3 : Measure Capacity

Have a go at playing this game.

http://www.ictgames.com/mobilePage/capacity/index.html



Lesson 3 : Measure Capacity



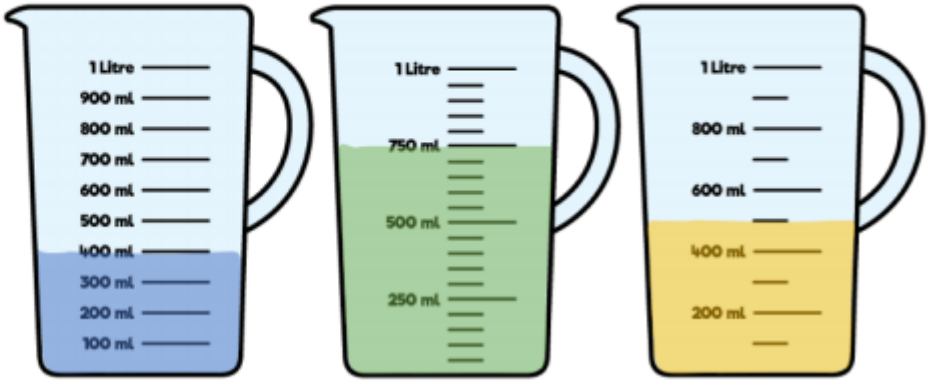
1) What is each interval worth on the container? _____ _____ _____

2) What is the capacity of the container? _____ _____ _____

3) What volume of liquid is in the container? _____ _____ _____

Use the sentence stem to describe the capacity and volume of each container.

The volume of liquid is ____.
The capacity of the container is _____.



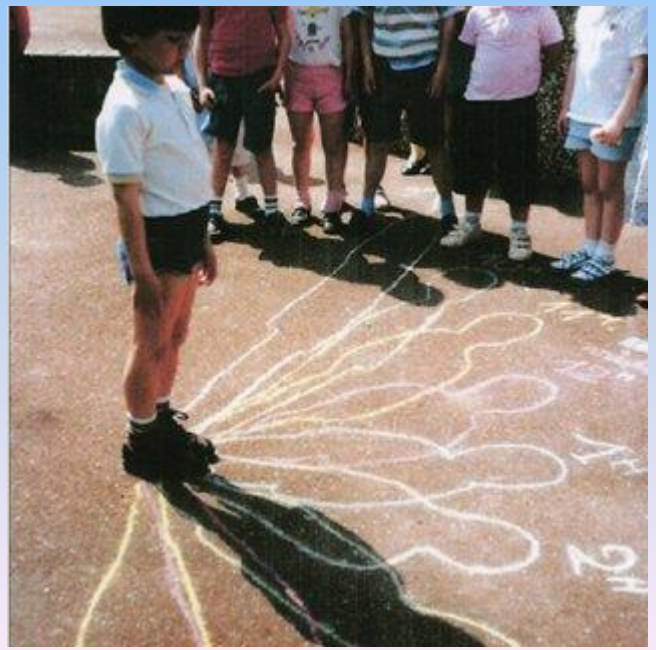
Science Learning

Watch the video clip below. It's all about how important the sun is for us on Earth. It talks about how shadows can be longer and shorter, depending where it is in the sky.

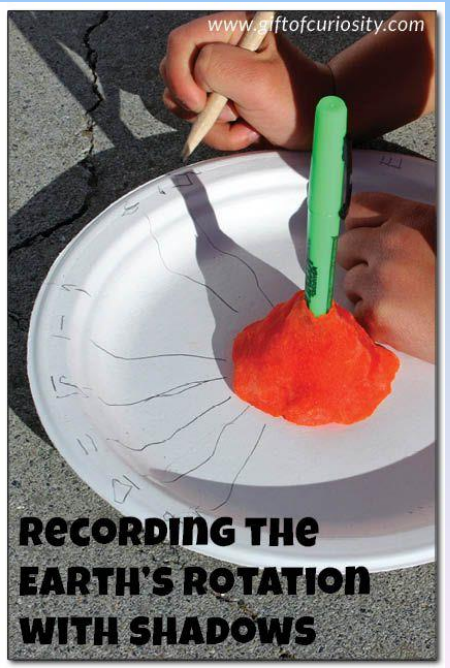
https://www.bbc.co.uk/bitesize/clips/z6fnvcw

Pick an activity from the two below to show how shadows can help us tell what time of day it is.

Stand outside and draw around your shadow with chalk. Stand in the same spot and draw round your shadow every hour from 9am – 5pm. Take a photo of the finished result.

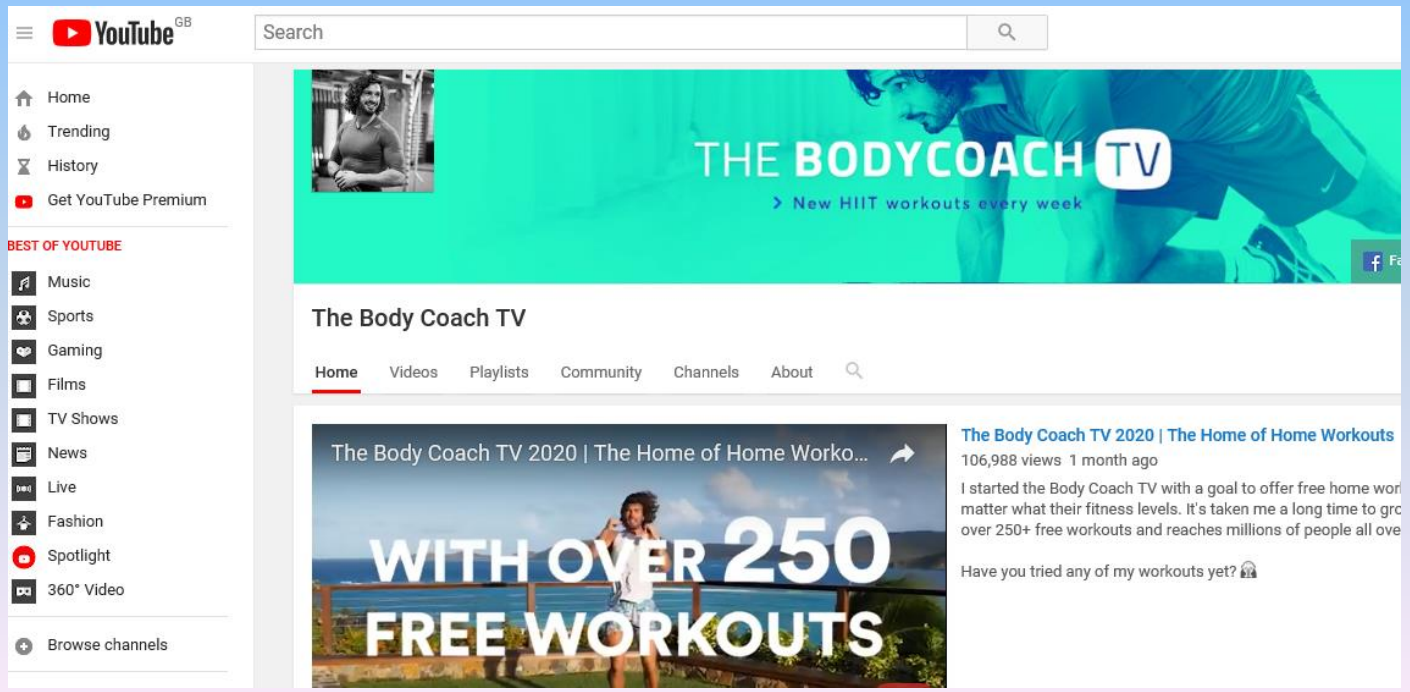


Make a sun dial. Using a paper plate or round piece of card, put a stick or pen in the middle. Every hour, put it in the same place outside, record the shadow and label the time.



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/UCAxW1XT0iEJo0TYlRfn6rYQ), 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.