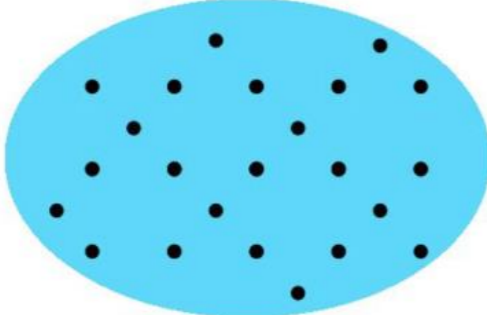


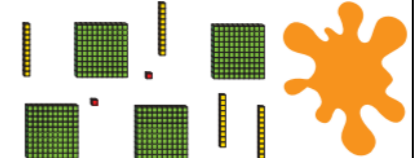
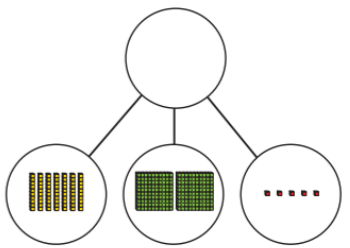













Home Learning Weekly Guide

Our theme this week is: *Animals*

Year: 3	Monday	Tuesday	Wednesday	Thursday	Friday					
<p>Week 3</p> <p>Maths</p> <p>Remember to start your Maths by practising your times tables daily by either –</p> <ul style="list-style-type: none"> Creating a list of 10 multiplication questions and answering them against a timer. Roll 2 dice and multiply the numbers together. Playing cards – choose two and multiply the numbers together. Creating a multiplication square. Drawing arrays and recording the number families. (If we know $4 \times 5 = 20$... we also know $5 \times 4 = 20$ and the inverse division facts). On online activity such as Times Tables Rock Stars, Hit the button, Daily Ten. 	<p>This week we are revising Place Value and representing number in different ways.</p> <p>Challenge 1 – How many ways can you represent the value shown below?</p>  <p>For example, Can you write it in numbers and words? Draw it? Show me using base ten, an array or bar model? Can you think of any other representations?</p> <p>Now calculate ten times as many dots... Can you show me this value in 5 different ways?</p>	<p>Tell me everything you know about the value one hundred (100).</p> <p>Show me -</p> <p>Is 100 represented here? Talk about it with a partner.</p>  <p>How many ways can you show 100?</p> <p>True or false It is possible to make 100 by adding two of the following numbers... 90, 15, 45 65, 20, 75. Explain how you know!</p> <p>Can you make a number track counting in 100's to 1000?</p> <table border="1" data-bbox="1009 1291 1424 1333"> <tr> <td>100</td> <td>200</td> <td></td> <td></td> <td></td> </tr> </table> <p>What do you notice? What is the same? What is different?</p> <p>Problem solving - Amir needs 700 counters. There are 100 counters in each bag. He has 400. How many more bags does he need?</p> 	100	200				<p>Problem solving –</p> <p>Can you complete the coded 100 square? Can you crack the code?</p> <p>If you would prefer to print and complete a paper copy, available via the additional resources on the school website.</p> <p>This hundred square is written in code. It starts with one and ends with a hundred.</p> <p>Can you build it up? How did you do it? Is there another way?</p> <p>What do the symbols represent?</p> <p>Can you use the symbols to create your own mystery numbers for a family member to solve? Remember to provide them with a key!</p>	<p>Can you show the following numbers by drawing base 10? (See the illustration below - Dienes - hundreds, tens and ones)</p> <p>426 922 207 674</p> <p>Which of these values could be the odd one out? Could there be more than one?</p> <p>Problem solving – Dexter is making the number 573 with base 10</p>  <p>Draw the missing pieces of base 10</p> <p>Play a game – Can you roll a dice to generate (make) 3 digits? How can you sequence the digits to make the greatest possible number? Repeat 6 times.</p> <p>Can you draw a number line and plot the 3 digit numbers you have created from smallest to largest?</p>	<p>We can use the part whole model to represent numbers. What number has been shown below?</p>  <p>Can you use the part whole model to create a range of 3 digit numbers between 350 and 850? Once you have made 5 numbers ... Can you write the number sentence to explain your model? For example, as seen above $200 + 70 + 5 = \dots$</p> <p>Challenge time Ron is thinking of a number</p>  <p>My number has an even number of tens. There are 2 more hundreds than there are ones. One of the digits is a 6</p> <p>Which of these numbers could Ron be thinking of?</p> <p>286 462 385 614 604 328</p>
100	200									
<p>Reading Skills</p>	<p>Read a few pages or a chapter of the current book you are reading.</p> <p>Write a short paragraph to summarise what has happened so far.</p>	<p>Look back at your English work from yesterday. Can you create a glossary to go alongside your poster explaining some of the key vocabulary you have identified?</p> <p>Use a dictionary to find out the definition of the words identified.</p>	<p>Think of your favourite book.</p> <p>What genre is this text? (Fantasy, Fairy tale, adventure, fable, mystery etc.) Can you name and describe the characters? What settings were in the story? Can you recall the events which occurred?</p>	<p>Choose and listen to an audiobook by the RSPB.</p> <p>Can you summarise the events which occurred and why?</p>	<p>Create a cosy reading area in your home or garden with cushions and blankets.</p> <p>Choose a book, get comfortable and enjoy reading!</p>					

<p>English</p>	<p>Question time – What is a Minibeast? Discuss with a family member.</p>  <p>Read the information shared on Minibeasts by the woodland trust and create a poster of interesting facts you have learnt.</p> <p>Try to include some new vocabulary such as – Invertebrate, exoskeleton, scientists, preserved.</p>	<p>Today we are going to think about minibeast habitats. What materials or resources could a minibeast live in? Think, pair, share ... discuss with a family member.</p> <p>Time to plan ... Tomorrow you are going to create a minibeast hotel/home.</p> <p>But first create a list of instructions explaining how you will create your minibeast home. What will you do first, second, then, after, next...?</p> <p>For some ideas on how to create your bug hotel take a look here.</p> <p><u>Writing Checklist</u> <u>In my writing I have used:</u> A title and subheadings, Chronological order to sequence my ideas, Time conjunctions – before, after etc. Included technical vocabulary (vocabulary linked to the project), Written in Present tense. Checked my punctuation and spelling.</p>	<p>Now imagine the Author asked you write a sequel. Can you predict what might happen next?</p> <p>SPAG Spelling Rule - Creating negative meanings using prefix dis-.</p> <p><u>Spellings</u> dislike, disobey, discolour, discover, disappear, dishonest, disallow, disbelieve, disapprove, discontinue,</p> <p>Can you explain/discuss each of the spellings? What do they mean?</p> <p>Challenge - Can you write a paragraph including 5 of the spellings above? ...Maybe you could write a short fantasy story where your character disobeys the rules and discovers a magical object?</p> <p>Read aloud your writing and check your text makes sense. Can you circle the spellings you chose to include?</p>	<p>Today we are going to discover and learn about birds of prey.</p> <p>Let's begin by reading the following article and researching the top ten birds of prey here.</p> <p>Aren't birds of prey brilliant?</p> <p>Can you create a spider web to show all the fascinating facts you discovered?</p>  <p>To extend yourself further ... Identify some key vocabulary (adjectives or adverbs) within your work and see if you can think any synonyms which could replace your chosen word within the sentence. Write it above in another colour. Are there any others?</p>	<p>A haiku is a poem, which uses 17 syllables over three lines. (<i>The first line uses 5 syllables, the second line uses 7 syllables and the third line uses a further 5 syllables</i>).</p> <p>Can you write a haiku poem about a bird of prey using some of the information you discovered yesterday to help you?</p> <p>For example: Full moon at midnight, a barn owl glides, out of the forest.</p>  <p>Start by writing a list of key vocabulary and phrases (adjectives/verbs to describe your chosen bird and fronted adverbials to explain the time or place).</p> <p>Can you use your key vocabulary to create a haiku of your own?</p> <p><i>(Think carefully about a haiku's structure, remembering the number of syllables required in each line).</i></p>									
<p>Topic/creative challenge</p>	<p>Go on a minibeast hunt in your garden and record what you find. Be creative – You may record your observations by taking photographs, drawing pictures, create a list or table to tally.</p>  <p>If you find any minibeasts you haven't seen before can you research what it might be? (Take a look in non-fiction texts or look it up online). What can you find out about these amazing creatures?</p>	<p>Whilst on a family walk, take along a carrier bag and try to collect some natural materials which could be used to create your minibeast hotel tomorrow.</p>  <p>Here are some suggestions:</p> <table border="1" data-bbox="1012 1640 1430 1745"> <tr> <td>Leaves</td> <td>Twigs</td> <td>Branches</td> </tr> <tr> <td>Petals</td> <td>Pinecones</td> <td>Bark</td> </tr> <tr> <td>Pebbles</td> <td>Grass</td> <td>Moss</td> </tr> </table> <p>Consider what a minibeast may need and if you have already planned your ideas (see what you listed as possible resources). When you return home check your recycling for any other materials which could be used...</p>	Leaves	Twigs	Branches	Petals	Pinecones	Bark	Pebbles	Grass	Moss	<p>Time to make your Minibeast home/hotel!</p> <p>Go into the garden and get creative! Make sure you have your plan to follow, all the resources and the equipment you might need (pencils, scissors, glue, tape, string etc.). Then start making!</p>  <p>We can't wait to see what you create!</p>  <p>Remember once complete find a great space for it in your garden to attract some minibeast visitors and check it over time.</p>	 <p>Explore the artist Franz Marc. Find out who he was and what type of artist he was. What did he like to create pictures? Look at some of his paintings online. Then choose an animal to draw and add colour to, in a similar style to his. What do they think of his paintings? Then reflect on your finished piece of artwork? Write 2 stars and a wish!</p>	<p>Be active</p> <p>Go into the garden and take part in some exercise with your family.</p> <p>Game 1 - Mirroring Get your bodies moving and hearts pumping! To play the game you need to stand in pairs. One partner will start doing various movements or dance positions and the other partner will try to mirror their motions. Then swap! Try and keep pace with one another.</p> <p>Game 2 - Play a round of Zoo Keeper says. Choose one person to be the Zoo keeper. The zoo keeper calls out 'Move like a ... (insert animal)', How can you use your body to move like the animal suggested?</p>
Leaves	Twigs	Branches												
Petals	Pinecones	Bark												
Pebbles	Grass	Moss												

		Containers, Paper straws, Cardboard, tubes etc. <i>You might even spot some minibeasts on your travels, if you do ... maybe take a photo or write a list and add it to your Minibeast hunt from yesterday.</i>			Afterwards – Reflect – Which was your favourite animal to create and why?		
Extension Questions:	Minibeast guess who? Create your own Minibeast guessing game. Can you write clues to describe a minibeast for a family member to identify?	Minibeast Charades ... Enjoy a game or two of Minibeast Charades. Can you think of a minibeast? Use your body to portray the minibeasts features and movements. But remember don't say a word! Can your family guess what Minibeast you have become? Then swap ... Can you guess their Minibeast?	Reading Challenge Explore garden birds through a reading comprehension (available on the school website as an additional resource). Can you read the text and answer the questions? Remember the answers are hiding within the lines of the text, read the text and underline any key information when answering the questions. Discuss any vocabulary you are unsure of with a member of your family or find out the definition in a dictionary. Once you have answered the questions you could use the answers to mark your responses.	Maths Challenge Game - Three Neighbours Take three numbers that are 'next door neighbours' when you count. (23,24,25 ...) These are called consecutive numbers. Add them together. What do you notice? Take another three consecutive numbers and add them together. What do you notice? Can you prove that this is always true by looking carefully at one of your examples?	SPAG Challenge – Earlier in the week we revised the spelling rule – Creating negative meanings using the prefix dis-. How many of these spellings can you recall? Did you remember all 10? Can you create a table with 2 columns and add the prefix titles dis- and un-? <table border="1" data-bbox="2398 604 2792 730"> <tr> <td>Dis-</td> <td>Un-</td> </tr> </table> Read the following words and sort them into the table to show which prefix would be used. Frozen Fasten Obey Happy Beaten Obedient Agree Covered Loyal Approve Appear	Dis-	Un-
Dis-	Un-						
Additional Learning Resources	<p><i>MPS twitter page is updated daily with ideas and activities that can be done at home- including links to daily maths lessons from Gareth Metcalfe and White Rose.</i></p> <p><i>PE with Joe Wicks- daily on the body coach YouTube channel</i></p> <p><i>Maths games –</i> <i>Times Tables Rock Stars Log in - https://play.ttrockstars.com/auth/school/student</i> <i>Times tables games - https://www.topmarks.co.uk/maths-games/7-11-years/times-tables</i> <i>Place Value - https://www.topmarks.co.uk/maths-games/7-11-years/place-value</i> <i>Number fact families games to practice calculation - https://www.topmarks.co.uk/number-facts/number-fact-families</i></p> <p><i>Go Noodle provides brain break and yoga videos for children- these are used regularly in school so children will be familiar with these.</i></p> <p><i>Cosmic Kids Yoga on YouTube- lots of yoga videos based around books that the children know.</i></p> <p><i>All stories are free to stream on your desktop, laptop, phone or tablet. https://stories.audible.com/start-listen</i></p> <p><i>Audio books for children by David Walliams https://www.worldofdavidwalliams.com/elevenses-catch-up/</i></p>						