



Year 3 Suggested Home Activities



Week Beginning 27.4.2020

We hope that you are all keeping safe, happy and having fun whilst working from home. It has been great to hear from some of you via email, it is always lovely to hear what you have been up to – please keep them coming. A special mention goes to Lois for her fantastic nature fact file. She has been keeping busy in her garden finding plants, flowers, bugs and birds, whilst she makes the most of the wonderful weather we have been having. Also, to Ellie, who has spent time making a wonderful stop motion animation, which we were very impressed with. Our first vlog is available on the Year 3 page of the school website; there will be another one next week, now that we have mastered modern technology! Hopefully, you are finding the newsletter useful to give you some ideas for use at home. Our intention is to support you to find what works best for your child(ren), within your family, and appreciate that this will look different in every household.

Physical and Emotional Well-being

Exercise

Exercise helps to focus the mind and we would recommend starting the day with the Joe Wicks workout at 9.00. <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>.

PSHE

In these strange and uncertain times, it is important to focus on the children's emotional well-being. We have sometimes used guided relaxation in class to relax and focus children. There are some lovely guided meditations on You Tube, for example <https://www.youtube.com/watch?v=hh58j2Yw6dg>. There is a series of relaxations called Peace Out Guided Relaxations.

Suggested English Activities

Individual Reading

We know how much Year 3 love reading and it is important to keep up with this, not just for education but peace of mind and relaxation too. Use the link below to access different genres of book ranging from mythical creatures to hobbies and crafts.

www.myon.co.uk

<https://readon.myon.co.uk/index.html>

Student Access to Accelerated Reader

Pupils can log in through the website <https://ukhosted14.renlearn.co.uk/6698607/>

This will take pupils to the school Accelerated Reader website. The login details for the children are the first letter of their first name followed by the first four letters of their surname e.g. John Smith would be *jsmit*. The password for all accounts is set as *abc*.

Spelling

This weeks' task is practising words ending in -ture and a list of Challenge Words (from the Year 3 spelling list). In addition, there are two further assignments that cover all of the Key Stage 1 spellings (labelled "Year 1 & Year 2 KS1 Full List") and Key stage 2 spellings (labelled "Year 3 & Year 4 LKS2 Full List").

The list of common exception words that the children should be able to spell at the end of the year are on the parents section of the school website <https://bridge.kent.sch.uk/parents/supporting-learning-at-home/spellings>.

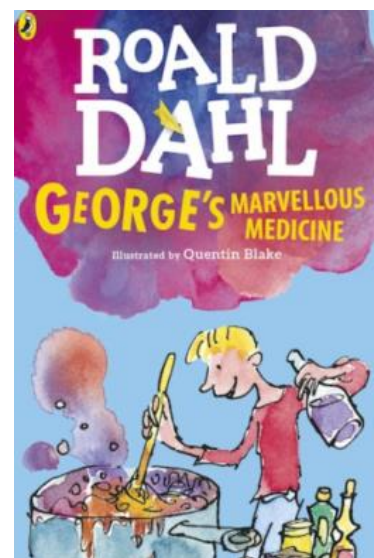
Writing

This week in English, we would like you to listen to the book George's Marvellous Medicine and do some activities around the story.

George's Marvellous Medicine, Part 1/5

https://www.youtube.com/watch?v=niL_h6kYPbk

Listen carefully to the first part of the story and as you do let the words create images in your head. The images may not be of grandma or George, they could be of the house the farm or something else that particularly captures your imagination. We particularly enjoyed the part where grandma is describing her secrets to George and he begins to consider that she could be a witch.



*"So give me a bug and a jumping flea,
Give me two snails and lizards three,
And a slimy squiggler from the sea,
And the poisonous sting of a bumblebee,
And the juice from the fruit of the ju-jube tree,
And the powdered bone of a wombat's knee,
And one hundred things as well
Each with a rather nasty smell.
I'll stir them up, I'll boil them long,
A mixture tough, a mixture strong.*

Chose one part of the story and draw a picture of the image which the descriptive words have created for you. You could draw a complete scene from the chapter or just one particular person or object. Challenge yourself as always! Once you have drawn the picture or scene, colour or paint it and label the descriptive words around it; which one is your favourite word / phrase? Why?

★	★
Illustrate it!	Define the word: _____
<input type="checkbox"/> Noun	Use it in a sentence: _____
<input type="checkbox"/> Verb	
<input type="checkbox"/> Adjective	



Whilst listening to the story, you may also have heard some unfamiliar **vocabulary** that you are not sure the meaning of. We have included a few for you to look up the meanings of and would like you to create a glossary of new vocabulary for you to learn and share with other family members. You may think that you know these words; however, we would like you to be able to explain their meanings to other people and, if you can, write them in new sentences of your own. You could also find synonyms or antonyms for the words or even look up the history / origin of the words.

mischief wicked edging urge pondering wondrous atrocious useless.

If you would like to create a vocabulary journal of your own this would be a great resource to share with us when we are together again. Feel free to add any other words of your own that you come across when you are reading. We wonder how many new words you could learn in that time?

Now relax and enjoy listening to what happens next in the story.

George's Marvellous Medicine, Part 2/5

https://www.youtube.com/watch?v=gjPgU4-l41g&list=RDniL_h6kYPbk&index=2

George's Marvellous Medicine, Part 3/5

<https://www.youtube.com/watch?v=uXwBnwLl1ec>

Now it is time for you to think about what you would put in your medicine for grandma. Like George, you are at home and can only use the things that you have around you or that are in the garden to create your perfect recipe. As you choose your ingredients think about what effect they could have on grandma and how this might change her personality. *It goes without saying children that you are not to touch any of these things just write about them. Even George knew that it was wrong to touch certain things in the house!*

Fill your imaginary saucepan with as many incredible ingredients as you can find. Describe each ingredient with a perfect proper noun (who it belongs to) and an atrocious adjective (what is it like). Challenge: If you can use alliteration then even better for producing a perfectly potent potion!

For example: Helen's horrible hairspray/ Mum's mouldy mouth-guard / Dad's disgusting socks / My brother's best aftershave ...

Remember your **apostrophes for possession**.

If this is too difficult for some of you, make a list of what you will put in to the saucepan but remember to use commas for lists! You could draw a picture of your saucepan write your list around it.

You may have other ideas that you would like to do also and that is fine as these are just thoughts that we have come up with. Whatever you do, please do share your learning with us. Have fun and record your recipe in whichever way you choose but think outside of the box! We can't wait to read them and we will complete the story next week.

Suggested Maths Activities

Maths

Home Learning – Year 3

Home / Home Learning / Home Learning – Year 3

Week 1



Week 2



Lesson 1 - Fractions on a number line

Flashback 4 Year 3 | Week 2 | Day 1

1) Complete the sequence $\frac{5}{10}$ · $\frac{6}{10}$ · $\frac{7}{10}$ · $\frac{8}{10}$

2) What fraction of the shape is shaded?

3) How long is the pencil?

Get the Activity

Lesson 1 - Y3 Spring Block 5 WO6 Fractions on a number line 2019

Get the Answers

Home Learning

Summer Term

Easter Fun

Home Learning – Early Years

Home Learning – Year 1

Home Learning – Year 2

Home Learning – Year 3

Home Learning – Year 4

Home Learning – Year 5

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

This weeks' maths continues with fractions – on a number line, fractions of sets of objects and then at the end of the week equivalent fractions. A common misconception when learning about fractions is that children think that the higher denominator means that the fraction is bigger. For example – they may think that $\frac{1}{8}$ of a piece of cake is more than $\frac{1}{2}$. Remember to reinforce that the denominator is the number that the 'whole' is equally split into.

In addition, we are always available via email to help overcome any areas that may be a struggle. We will endeavour to provide further examples on a specific area to help the children's learning.

School Challenge

It has been great to see how creative and imaginative the children have been using "junk" around the house, well done especially to Benji for his stop motion car and Fenton for his zoo. You can see all the children's creations on <https://bridge.kent.sch.uk/school-life/coronavirus-covid-19/pupil-work>. Mr Tibbles, Mr Taylor and Mrs Long will be sending home another open ended weekly challenge for all children soon. Please send in photographs of anything that the children have created.

Art

Mrs Smith and Mrs Allen have set the school an art project featured on the school website. It would be lovely to see what different ideas you come up with (<https://bridge.kent.sch.uk/school-life/coronavirus-covid-19/school-closure-learning-packs>). You have until the 1st May to get your ideas in to Mrs Smith.



The Toy Box - illustration and storytelling

An exciting project set exclusively for the pupils of Bridge & Patricbourne Primary School...

Have you ever wondered what might happen if the toys in your toy box came to life?

This project will allow you to practise your observational drawing skills as well as allow your imagination to run wild through creative writing. You will first unearth inspiration from your toy box, draw your characters, then write about their adventures as they come to life in your mind.

Contact Details

Please don't hesitate to contact us; we will aim to respond to any questions or queries you have within 24 hours.

helen.allison@bridge.kent.sch.uk

sara.amelia@bridge.kent.sch.uk

Lastly, we hope that you have seen the Year 3 video message to the children, we will aim to create a video each week to touch base with the children and also talk about the amazing work we have seen throughout the week.

Thank you for your support and kind emails. We love seeing the children's work and it is lovely to keep in touch and hear about what they have been up to and seeing how imaginative and creative they are. We look forward to seeing you and getting back to normal soon!

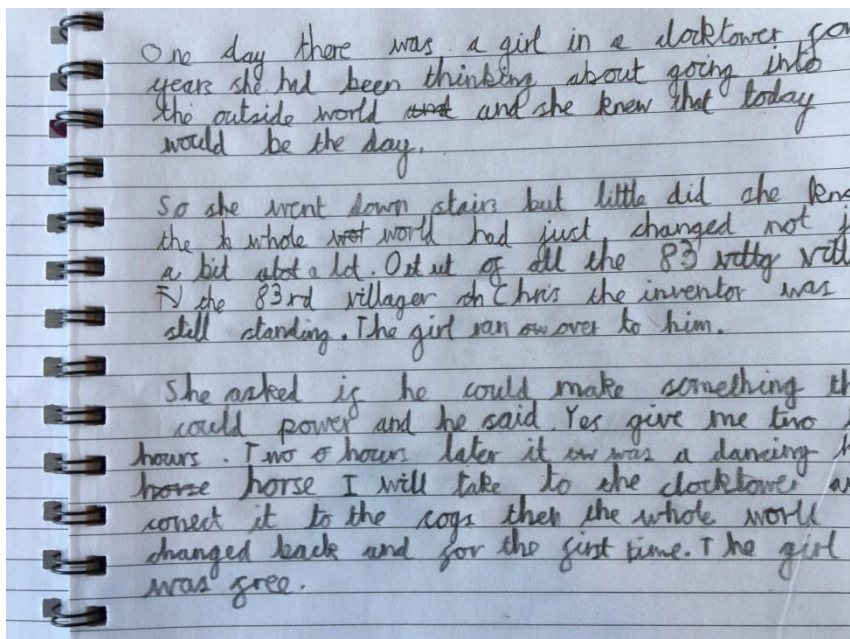
Please keep safe and take care.

Kind regards,

Miss Allison and Mrs Amelia



Thank you very much Fenton for sharing your learning with us. I loved the idea of a horse replacing the girl! Well done and keep sharing your learning with us.





One upon a time there was a beautiful dancer who lived in a clock tower. Every day there on her legs were the clock hands working. It was hard work and lonely because the only person in the tower. At the start of each day the sun started to rise the dancer washed the clock up and explore the tower outside by the tower.

One day the dancer had had enough of spinning on her legs so she decided to go outside to see the magnificent world. She immediately took all her energy to hop off the cog. At first she felt very dizzy but soon she was ready to go on her great adventure. She felt very excited so she stepped off the wooden step.

Suddenly the the amazing world had lost its colour. It was a big shock for her on her great adventure. All the red was gone the houses had the colour but the only thing that didn't lose its colour was the dancer. She clock lost its colour. She then she had with a you start on your great adventure.

The dancer started to cry a great heart but she wanted to see what was up. The young said she crying because I can't touch you. The dancer started to explain to the young and the young said I can certainly do that for you. It's lucky the young had her book with her, too an spell as her magic wand catch her. The young found a spell to keep the tower working without any books in it. The young said the magic words ABRACADABRA. Instantly there were books and a beam. The clock started spinning again and all as a sudden suddenly the colour started to appear.

The dancer felt grateful for the young had done. She gave the young a hug and both went on a adventure together. They have become best great friends. The clock never stopped spinning again. So the dancer never had to returned.

Thank you Georgia for sharing your beautiful story about The Clocktower. I love your use of exciting vocabulary! Keep your amazing work coming!



Sophia has been continuing our learning about the Stone Age and been creating her own paints from natural materials to do some cave paintings on rocks. Thank you for sending us your pictures and for being so creative!



Thank you Isaac J for sending a picture of your amazing Stone Age diorama. I particularly love your cave paintings!