



# Year 3 Suggested Home Activities



## Week Beginning 11.5.2020

It has been great to receive so many emails sharing the children's work this week. Once again, there has been an amazing variety of tasks and activities. We have endeavoured to share all the work on the Year 3 Home Learning Blog on our website. You will find it in Photo Gallery, or Videos. There are separate folders on the blog for the extra challenges that have been set by Mr Tibbles and Mr Taylor, Miss Smith and Mr Miles. We have been looking at Spelling Shed and Time Table Rock Stars and are pleased to see lots of the children having a go. Remember this only needs to be 15-20 minutes per day for each. If you need your child's login details or have any other issues about accessing work, please contact us. We are getting the hang of the blog now, and these are updated weekly. Please do not hesitate to contact us if you require any further information about anything at all. 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 and PHSE**

Laura (our dance teacher) and Stewart (our tennis coach) have challenges for the children to have a go at (<https://bridge.kent.sch.uk/school-life/coronavirus-covid-19/pupil-work>) .

For something a little different, try [www.gonoodle.com](http://www.gonoodle.com) – Good Energy at Home provides free movement, yoga and mindfulness videos for all abilities, ages and interests.

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.

If your child(ren) want something with a bit more movement, Cosmic Kids.com is a fantastic website for both yoga and mindfulness. This is a fantastic resource that has a variety of videos that help teach Yoga for children. The videos range in length from 5 mins to 15 mins and can be sorted into videos that help, focus, calm or motivate (<https://www.cosmickids.com>).

#### **Litter Pick**

If you are going on a daily walk, we thought it would be a nice idea if you took a carrier bag and gloves with you and picked up any litter you see (check with an adult if it is safe). Ali and George Green have been doing this on their daily walks and picked up 3 carriers bags of litter in one day! You can see the photos on the blog. It is important to look after our environment and if we all do this, we can do our bit to help, just like the man in the story 'The Man who Planted Trees' in this week's English task. We all want our streets, parks and beaches to be clean from litter As Keep Britain Tidy say ... 'Love where you live'.

## Suggested English Activities

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](http://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 week's spelling focuses on the prefix – mis and suffixes beginning with vowel letters such as –ing, -ed, -er.

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 first of all look at the storyboard below and discuss what you see. Look carefully at the pictures and try to infer their messages (what story are they telling you?)



Next, we would like you to try and write sentences for each of the pictures telling us what you think the story will be. You don't have to go into a lot of detail here as you are summarising (making the point).

After this, ask someone at home to share the story with you. It is a story about one man who made the decision to change what he saw happening around him. Sometimes we think that just one person can't really make a difference, but we know that, if and when, we do something it can encourage others to do the same. You will notice as you share the story, that some words will be in bold and underlined, these are the words which we would like you to discuss with someone or look up and get to know what they mean (Word Wizards.) There are also some suggested questions that you could talk about.

*One hundred years ago there was a man called Jean-Paul who went on a long walk through the hills of southern France. The land wasn't very green, in fact all he could see growing in these bare hills were **scrubby** bits of wild lavender and little else – certainly very few trees. Tired from a long morning's walk, Jean-Paul came to a village.*

*Unfortunately he soon realised it was deserted, the ruined houses **huddled** together and silent. There were no roofs to give protection from the cruel wind that was blowing; no trees to shade him from the sun and the **natural spring** where the villagers used to get their water had dried up. He'd had no water to drink since the previous day so he walked on.*

*After five more hours he spotted a lone shepherd looking after his sheep. The shepherd had a **weather-beaten** but kind face and a gentle manner. He gave the stranger a drink from his water bottle then invited him to share some of his soup. The shepherd's name was Elzéard (El-zay-ard).*

*They entered the shepherd's stone house and Jean-Paul soon forgot the **bleak** and wild landscape outside. The house was clean, neat, friendly and warm. It was a safe place to rest for the night before carrying on his journey.*

*After they had eaten, Elzéard fetched a little bag and emptied a pile of **acorns** onto the table. Then he began carefully separating the good acorns from the bad. When he had collected a large enough pile of good acorns he divided them up into groups of 10. Once he had sorted out one hundred perfect acorns he stopped and went to bed. The next day, after taking care of his sheep, the shepherd took the little bag of acorns and dipped it into a bucket of water then off he went. Curious to see what Elzéard was going to do with the acorns, Jean-Paul went with him.*

*Soon Elzéard began making holes in the ground. He put an acorn into each hole and covered it with soil. Jean-Paul realised the shepherd was planting oak trees. He watched as the shepherd planted all 100 acorns with great care. Elzéard told Jean-Paul that he'd been planting trees in the wilderness for three years. And, in that time, he had planted a total of one hundred thousand acorns. The shepherd said that when he first came to the area, he noticed that this part of the country was dying for lack of trees and, having nothing better to do, he decided to put things right.*

*Jean-Paul thanked the shepherd for his kindness and continued on his journey over the hills. 10 years later Jean-Paul returned to the area*

*This time, when he reached the **deserted** village Jean-Paul could see the **previously barren landscape** had been **transformed** by small trees. 'So that is what a young forest looks like', he said to himself.*

*He then saw the shepherd in the distance. They walked to where the carefully selected acorns had been planted all those years ago to see the young oak trees. They were taller than both of them.*

*Over the next few years the young trees continued to grow and grow until the area became a wonderful green forest. Families with children started returning to the area and the wildlife came back too. Instead of rough **gusts of wind** blowing over an empty landscape, there were soft and scented breezes, the wind in the trees sounding like running water.*

*Indeed water did flow once again from the springs that were previously dry and people repaired the ruined houses. Hope returned and the area grew healthy and **prosperous**.*

*All because of the Man Who Planted Trees.*

### **Suggested questions to discuss to check the understanding of the story.**

What was the land like before the shepherd planted trees?

Why was the lack of trees a bad thing?

How did the shepherd plant trees?

What did the acorns grow into?

What happened to the village when the trees started to grow?

What sort of place would you like to live in – one with lots of trees and wildlife, or an empty place like at the start of the story? Why?

### **Can you think of any questions?**

**Your task this week**, is to think about nature and how important it is for our survival and pleasure. As we are at home, we have more time to observe and appreciate what is around us. We would like you to create your own storyboard of pictures of something that you can see happening in your garden or in nature as you go on your walks. You could be observing trees and how they are changing day by day, the wildlife in your garden and how they are nesting or busy in other ways, the plants, vegetables or flowers that you may have planted or anything else that interests you or that you have noticed.

It is up to you how far you take your learning; you may just draw the storyboard for someone else to tell your story, but you may want to also include your story. You could create a fact file about your chosen aspect of nature such as the Robin, or you could write a poem about 'a day in your garden.' You are all very creative and will have much better ideas I am sure, however you decide to record your learning and whatever you decide to discover please share it with us. The only thing that we ask is that you are spending time outside and learning more about our wonderful world! Enjoy your learning and as you always do, think outside of the box!

## Suggested Maths Activities

### Maths

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


This weeks' maths continues with fractions looking at adding and subtracting fractions and some fraction problem solving. **Please note this week we are on Summer Term – Week 2 (w/c 27<sup>th</sup> April).**

A common misconception when adding and subtracting fractions is that children sometimes add the denominator together. So, when adding  $\frac{2}{5} + \frac{1}{5}$  it does not become  $\frac{3}{10}$ . The denominator stays the same. The denominator is how many parts the whole has been split into.

## Summer Term – Week 2 (w/c 27th April)

### Lesson 1 - Add fractions


**Flashback 4** Year 3 | Week 3 | Day 5

1) One quarter is equivalent to how many eighths? 

2) Jim has run  $\frac{3}{5}$  of a 400 metre race.  
How many more metres does he need to run?

3) Write 0.3 as a fraction.

4) What is the value of the 5 digit in 582?



#### Get the Activity

Lesson 1 - Y3 Summer Block 1 WO6 Add fractions 2020

#### Get the Answers

Lesson 1 - Y3 Summer Block 1 ANS6 Add fractions 2020

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.

### Extra Maths Challenge

If you want an extra Maths challenge to try, have a go at this. Remember, sum means total and multiple means a number that can be divided by a certain number. For example, a multiple of 7, can be divided by 7 - you would find it in the 7 times table.



### The Puzzler

112

84

136

224

1182

336

Only one of the numbers above fits all the descriptions below.

Can you find the number?

- The sum of all my digits is a multiple of 4.
- I am a multiple of 7.
- My units digit is twice my tens digit.
- I am a multiple of 8.
- I am more than half of 300.
- I am not a multiple of 3.



## **School Challenges**

Don't forget to look on the website for separate challenges set by Stewart (Tennis coach), Laura (Dance Teacher), Mr Miles (Music Teacher) and Miss Smith (Art). There is lots there to keep you busy and having fun!

## **Contact Details**

We would like to thank you for your emails with examples of the children's work. Please continue to email any of your child's work to us as we can then help with additional activities or challenges.

[helen.allison@bridge.kent.sch.uk](mailto:helen.allison@bridge.kent.sch.uk)

[sara.amelia@bridge.kent.sch.uk](mailto:sara.amelia@bridge.kent.sch.uk)

Please don't hesitate to contact us; we will aim to respond to any questions or queries you have within 24 hours. Thank you for your support and kind emails. We are loving reading the emails from parents and children and seeing all the children's work and different activities they have been doing. You are all very much missed and getting a message and a photo really helps put a smile on our faces! We look forward to seeing you and getting back to normal soon!

Take care and keep having fun!

Best wishes,

Miss Allison and Mrs Amelia