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| **Year 3 Learning Project week 4**  **Enquiry Question -** **Who first lived in Britain?** | |
| Weekly Maths Tasks (Aim to do 1 per day) | Weekly Reading Tasks (Aim to do 1 per day) |
| * Complete Maths Shed activities.   ● Play on multiplication fishing focusing on all your 3,4 and 8 times tables.  <https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>  ● Play on Hit the Button - focus on x tables. Can you beat your score daily?  <https://www.topmarks.co.uk/maths-games/hit-the-button>   * Practice calculating how much change you will get by playing the change game. * <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1> * Check out the Stone Age Times tables game and many others at: * <https://mathsframe.co.uk/en/resources/category/22/most-popular> | Your child should share a book everyday. This can be reading a book aloud everyday or sharing a book with an adult.  ● Listen to a story read: <https://www.storylineonline.net>  ● You can sign up free for <https://www.getepic.com/> where you have access to over 40,000 books for free.   * ● Watch Newsround and find out what is happening in the world. Write down five things you find out? Was there anything you need help understanding? * List your recommended top 10 books * Listen to the story Dennis and the Dream Factory * <https://www.freechildrenstories.com/dennis-and-the-dream-factory-1> |
| Weekly Spelling / Phonic Tasks (Aim to do 1 per day) | Weekly Writing Tasks (Aim to do 1 per day) |
| * Play Spelling frame spelling challenges <https://spellingframe.co.uk/> * Complete spelling shed activities * How many homophones can you write down in 5 minutes. * How many words can you write with the prefix ‘re’ in a minute? Can you beat your score daily? * e.g. do-redo, visit- revisit. * How many Year 3/4 HFW can you read in 3 minutes? Can you beat your score daily? | * Practice writing sentences using a range of conjunctions. Remind yourself about subordinating conjunctions. ( Remember: I SAW A WABUB ) * Write a short story set in the Stone Age. What do you know about the Stone Age from your topic work to help you with ideas Eg. Houses, clothes, food. * Write a diary entry about a day in lockdown at home. * New Bitesize English lessons from the BBC   <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-lessons/1> |
| Weekly PE Challenge | Weekly ‘Around the World’ challenge |
| * Join Joe Wicks in his daily PE challenges * Join Strictly Come Dancing star Oti Mabuse for a dance extravaganza   <https://www.youtube.com/channel/UC58aowNEXHHnflR_5YTtP4g> | * Take a virtual tour of The National Museum of National History.   Write down 5 things you saw when taking the tour.  <https://naturalhistory.si.edu/visit/virtual-tour><https://accessmars.withgoogle.com/> |



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| **Year 3 Learning Project week 4**  **Enquiry Question -** **Who first lived in Britain?** |
| **What can we learn about the Stone Age?**  Read the information on the power point and also conduct your own research to find out even more about the Stone Age.  Watch this BBC class clip:  <https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39>  Create your own power point about the Stone Age. You can include information that you have learnt in previous weeks about houses and food. Also add information about where in the world people were living throughout the Stone Age. Find out about what people were wearing, how clothes were made and what materials were used. Think about communication and how information was passed on to other people.  Think about communication and the symbols on the power point slide, think about what each of the symbols could have meant. Create your own symbols to communicate messages. You may need to create a key to say what each symbol represents. ( It would be like creating your own language!)  Draw a timeline to show the Stone Age. Place onto the timeline when people inhabited different parts of the world. ( This information you will find on the power point slides )  Imagine that you live in Stone Age times and you like to design and make clothes.   * What are the clothes made from? * What tools would you use to make the clothes? * What do the clothes look like? * Draw labelled diagrams of your designs.   Remember that you would not have the materials and tools that you would have today.  **Remember to send me photographs of any of your work in portfolio on Dojo. I would love to see your fantastic writing, tables and drawings!** |

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| **Year 3 Science Project week 4**  Light - Marvellous mirrors |
| 1. **Think about reflective surfaces ( in your last lesson)**   Watch the following video to think about how surfaces reflect light into our eyes  <https://www.youtube.com/watch?v=9PRRUgoTSro>  Some surfaces reflect light better than others.  The surfaces that reflect light best are smooth, shiny and flat.  This is because the light rays bounce off these surfaces at the same angle.  If light hits a rough surface, the light rays all bounce off at different angles, meaning the light is scattered. It does not reflect well.   1. **Mirrors:**   When the light rays hit the smooth mirror, they all bounce off at the same angle, creating a clear reflection.    The light is reflected from the object  Light from the torch hits the mirror  **What are Mirrors?**  The most familiar type of mirror is a plain mirror, which has a flat surface.  Plain mirrors are commonly made of a flat, polished piece of glass with a shiny metal backing, such as silver or aluminium.  The light reflected by a mirror preserves most of the characteristics of the original light, so it creates a clear image.  An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.  Look at the explanation of relections on the BBC Bite size:  <https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/zqdxb82>   1. **Observations**   Mirror message Game:  In this game, you should use your mirror to write a mirror message to your partner.  1. Write a short message in normal writing (between one to three words is enough). Then hold a mirror at the right hand side of the page, so you can see your message reflected in the mirror.  2. Copy the message you see in the mirror onto another piece of paper, so that your writing is reversed.  3. Swap messages with your partner, and hold the mirror at the left hand side of the page. Can you read their message in the mirror?  4. Think about how the mirrors helped you read the messages.  What did you notice about the letters in the words?  How did the mirror reflect light so you could read each other’s messages?  **Investigate:** **( Work with an adult)**  Outside or in a room in your house create a wavy line on the floor with string.  Hold a mirror over your head so you can see the line and your feet reflected in it.  By looking only in the mirror, try to follow the wiggly line from one end to the other.  Take your time when carrying out this task and be very careful.  Why does only being able to look in the mirror make this hard?  How did the mirror reflect light to make this game tricky?  **Remember to send me photographs of any of your work on Dojo. I would love to see your fantastic writing from your research, tables of results and drawings!** |