



Year 3 Home Learning Tasks  
Literacy, Maths, Science, History and French  
WB: Monday 20<sup>th</sup> April 2020

	Task	Success criteria	The tasks below can be completed in any order you like at any time. We look forward to reading your work.	
Literacy	Understand a Haiku	Read the rules Underline the syllables	Using the Haiku Rules Poster, underline the syllables in each line so you can see the 5-7-5 poetry formation	
Literacy	Features of a Haiku	Read the rules Underline the syllables Explain	Using the Haiku Features, underline the syllables in each line so you can see the 5-7-5 poetry formation. Explain what the poem is about. Now use the What is a Haiku sheet and underline the syllables for the two poems.	Extension: Explain what the two poems were about and the similarities
Literacy	Plan a Spring Haiku	Think about Spring What words would you use? Write them on the planning sheet	You are going to write a Haiku about the season of Spring. Use the Haiku Planning Sheet to brainstorm words that you could use about Spring. Use the Haiku about Spring page to help you if you are stuck	
Literacy	Write a Haiku about Spring	Use the Spring words Remember the syllables First line = 5 Second line = 7 Third line = 5	Use your notes and planning to help you write a Haiku about Spring. Look at the other examples about the tree and Summer. Remember that the first line needs 5 syllables The second line needs 7 syllables The third line needs 5 syllables	
Literacy	Plan and write your own Haiku	Think of a creature Describe with words on a plan First line = 5 Second line = 7 Third line = 5	<b><u>THIS IS AN ASSESSMENT PIECE please submit by 27<sup>th</sup> April</u></b> You are going to write a Haiku about any creature you want. Use the Haiku Planning Sheet to brainstorm words that you could use for the creature and then write it into your book. Don't forget the syllables 5-7-5. Underline the syllables if it helps you.	Extension: Draw and label the creature you wrote about.

Reading	Reading Comprehension	Read and answer questions	Read the reading comprehension text: Tim Peake. Please answer the questions attached. Choose which level reading and questions you feel you can answer.	
Maths	Measure using a ruler.	Measure in centimetres.  Measure in millimetres	<u>Using a ruler:</u> 1. Measure 8-10 items in your home. Write down the name of the items measured, and then write down their length in centimetres.  2. Measure 8-10 items using millimetres. Write down the name of the items measured, and then write down their length in millimetres.	Extension: See Monday hand out.
Maths	Measuring a perimeter.	Write the length of each side in squares. Add the lengths together to calculate the perimeter of each shape.	Numeracy Hand out: Page 67.	Extension: See Tuesday hand out.
Maths	Measuring perimeter	Write the length of each side in squares. Calculate the perimeter.	Numeracy hand out: Page 68	Extension: See Wednesday hand out.
Maths	Measuring perimeter	Measure the length of each side of each shape. Work out the perimeter of each shape	Numeracy hand out: Page 69	Extension: See Thursday hand out.
Maths	Measuring perimeter: Problem solving	Read the word problem. Underline the important information. Calculate the perimeter by adding up the total number of sides.	Friday Numeracy Hand out: Perimeter word problems.	Extension: See Friday hand out.

Science	Create a poster or fact file	Find out and write facts. Draw and label diagrams.	<a href="https://www.youtube.com/watch?v=gB4fPhv2jWA">https://www.youtube.com/watch?v=gB4fPhv2jWA</a>  Watch this video about the <u>Animals from the Stone Age</u> . Draw a poster or create a fact file describing these animals, e.g., the Giant Sloth, the Saber tooth cat, the Mastodon, the Dire Wolf, etc. Explain where they lived, what they ate, what that they looked like, etc.	Extension: Research and find out why these animals no longer exist in our time. Why did they go extinct during and after the Stone Age?
History	Create a poster or fact file	Find out and write facts Draw and label diagrams	We are learning about pre-history. Using the BBC Bitesize web link and the BBC video web link, can you find out some facts about how humans changed from to hunter gatherers to farmers?  <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h</a>  <a href="https://www.youtube.com/watch?v=5AoOh7wXgnY">https://www.youtube.com/watch?v=5AoOh7wXgnY</a>  What animals and foods did Stone Age farmers grow? What other inventions did Stone Age farmers create? How did things change once Stone Age people became farmers? Explain how they built their homes. Why do you think Stone Age people began to farm their foods? Draw and label diagrams of the foods, animals and houses Stone Age people built when they became farmers.	Extension: Make a list of the foods that we eat today that were started to be grown by Stone Age farmers.
French	Write sentences	Label clothing	Using the worksheet and sentences, choose items of clothing, translate them into English and French. Then, write a sentence with an item of clothing in French, and translate the sentence into English!	Extension: Use a conjunction in your sentence. Et = and