

## Weekly Home Learning Tasks

Complete as many of these tasks as you can this week.

Remember to submit any completed tasks to your Seesaw account or to the school email address. Three pieces of work per week will be 'showcased' on the class Seesaw page.

Remember to ask family members for support if you are not sure about the task.

**Date:** 09.06.2020

**Year group:** 3

### English tasks

#### Our learning focus:

To draw inferences such as; inferring characters' feelings, thoughts and motives from their actions & justifying inferences with evidence  
Identifying main ideas drawn from more than 1 paragraph and summarising these

Identifying how language, structure, and presentation contribute to meaning  
Read aloud to an audience

#### Activities you could complete:

1. Read or listen to the next section of the book and complete this vocabulary hunt. Find the following words in the text and find out what they mean - write these down and record yourself on seesaw saying each word aloud and the what they mean.  
gargantuan, canary, arc, skittered, undignified, shrieking, siren, yowl, racket & lunged. (pages 37-40)
2. Listen to or read the next section of the text (pages 41 - 43) and answer the following questions. Inference and deduction questions this week - this is when we look for clues in the text.
  - 1) Why do you think that dad's hair looked like 'it had exploded on top of his head'?
  - 2) On page 41 - why was Tomas apologising to his parents?
  - 3) Why was Tomas glad his sister had woken up and was screaming?
  - 4) On page 43 it says the dragon was 'shaking' - why do you think this is?
  - 5) When the dragon was sitting on Tomas's hand it says 'he was poised

### Maths tasks

#### Our learning focus: Statistics

To interpret and present data: Bar charts

Activities you could complete:

1) Look carefully at the bar charts and use the data (number information) to answer the questions.

2) Complete 'Drawing bar charts' activities.

3) Play a game online:

<https://mathsframe.co.uk/en/resources/resource/51/bar-charts>

4) Continue to practice your multiplication on Times Tables Rockstars.

ready to spring at a moments notice' - why?

3. The book is written by the author Andy Shepherd (no relation of Miss Shepherd). Can you do some research about the author and create a fact file about them. Use the following headings as a guide:  
Personal information (e.g. name, DOB, where they were born etc), early life, education, books they have written, and fun facts.
4. Use some materials in the house e.g. a shoe box or other boxes to create a home for a hand-sized dragon - Then take a video on seesaw of you showing me the dragon house and its design features e.g. colours you have chosen, bedding you have used, how it gets in and out etc.
5. Take a video of yourself reading page 51 of the book using the video app on Seesaw. You may want to practice first - maybe you want to practice in front of a sibling or parent/s first!

### **Grammar/Spelling task**

**Our learning focus:** Word Families  
**Activities you could complete:**

1. Look at the words below and write a definition for each - it is important you know what these words mean before moving onto anymore of this week's tasks;  
Root word, prefix, suffix, word family
2. Look at the following words:  
helpful, helper, helpless, helping  
unhelpful, help and helped.  
Decide how to group the words together and then write headings and sort the words under those

### **Foundation subject task**

**Topic:** Do you like to be beside the seaside?

#### **Our learning focus:**

To discuss and share experiences of the seaside  
To describe and understand key aspects of physical and human geography

To understand geographical similarities and differences of a region of the United Kingdom  
To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics

**Activities you could complete:**

- 1) Worksheet - Label the key features of the seaside.

headings. Look at activity 1 above to help you with the headings!

3.

Create as many new words as you can using the following roots, prefixes and suffixes.

super	ly	es
anti	ous	s
auto	ation	x
inter	call	ed
in	collect	er
ir	walk	est
dis	think	ing
mis	freeze	sub
un	re	

4. Make a list of word families for the following words:

write,  
call,  
talk,  
run &  
semi

5.

Sort the following words into the correct word family.

powerful    cleaner    happiness    testing    happier    unclean  
happiest    cleanable    unhappy    empower    detest

Test	Clean	Power	Happy

2) Research the term 'coastal erosion' Can you find out how caves, arches, stacks and stumps are formed? Write sentences or draw diagrams.

3) Worksheet: Order the process of an arch formation.

4) Read the information 'Seaside holidays - Then and Now' Complete the Venn Diagram to show similarities and differences.

### Other useful websites/ideas:

How to read bar charts: <https://www.bbc.co.uk/bitesize/clips/z28jxnb>

Tables, graphs and charts: <https://www.bbc.co.uk/bitesize/topics/z7rcwmn>

Bar charts explained for parents: <https://www.theschoolrun.com/what-is-a-bar-chart>

Coastlines: <https://www.3dgeography.co.uk/coastal-geography>

Coastline features quiz: <https://www.educationquizzes.com/ks1/geography/coastline-features/>

Coastal erosion: <https://www.bbc.co.uk/bitesize/clips/z8tyr82>

Google maps: <https://www.google.com/maps>