

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: 23.06.2020

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. Listen to me read or read pages 73- 79 and answer the following questions:
 - 1) What is Tomas's teacher called?
 - 2) What time was the rounders match scheduled for?
 - 3) What did Tomas pretend he'd left under the table?
 - 4) Why might Tomas not want to tell his friends about the dragon yet?
 - 5) Use one word to describe how you would feel if everyone was looking at you - do you think Tomas feels like this too?
 - 6) What nickname did Tomas say he would have for the rest of his life?
 - 7) How many dragons did Tomas think could be flying around the town?
 - 8) What does the phrase 'nagging feeling' mean?
2. Listen to me read or read pages 80-82. Imagine that Flicker has not flown back into the window -



Create a wanted poster for his safe return - include: **reward amount, description of flicker** (not just colour but size, shape, features - you need to use adjectives to describe them),

Maths tasks

Our learning focus: Measurement

To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Activities you could complete:

- 1) Watch the video clip showing you how to measure correctly, in centimetres, using a ruler.
<https://www.youtube.com/watch?v=tuBLuIW1U70>
- 2) Measuring skills: Practise measuring correctly, using the online game to help you. <https://www.topmarks.co.uk/maths-games/measuring-in-cm>
- 3) Choosing suitable units for measuring: Decide which unit of measurement you would use to measure the length of each item.
- 4) Estimating and measuring the length of household items: Choose some items from around the home then estimate (guess) the length of each item and write this down remembering to use either mm (millimetres) cm (centimetres) or m (metres). Once you have finished estimating, accurately measure each item with a ruler or tape measure to find the correct length. Extension: Record the difference between your estimate and the actual measurement, as a subtraction calculation.

where he was last seen, where he needs to be returned to and what do if found (e.g. where should you keep him, feed him etc)

3. Listen to me read or read pages 83 - 88. Write a summary of what happened in the chapter -try and include: who, what, where, when, why and how. Write it as one paragraph making sure you use capital letters and full-stops to demarcate your sentences.
4. Listen to me read or read pages 83 - 87. Page 87 finishes with 'I grabbed an armful of...!' Turn the page and record yourself reading page 88. Once again before you do this practice. Read to an adult or mirror. Make sure you know those tricky words. This is the task last week I most enjoyed you completing!
5. Listen to me read or read chapter 12. Create a comic strip of all the events that happened in the library. In the top box draw a picture to show the event, you can draw speech bubbles if you want one of the characters to be speaking and use the bottom box to give a sentence to say what is happening. Make sure the events are in time or chronological order.

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

Grammar/Spelling task

Our learning focus: verbs
Activities you could complete:

1. Write down a definition of the word 'verb' - please do not just copy it out of a dictionary - make sure you understand what it means. Then write down 10 examples of some common verbs - things we would do every day.
2. Verbs in the present tense. Example: I throw the ball to my friend and she catches it. Write 5 more examples or sentences that use verbs in the present tense.

Foundation subject task

Topic: Do you like to be beside the seaside?

Our learning focus:

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

To explain the hazards of seaside holidays

Activities you could complete:

- 1) Postcard from St. Ives: Write a postcard using the information you have

3. Verbs in the past tense. Example:
I threw the ball to my friend and she caught it. Turn your 5 present verbs sentences from yesterday into past-tense or use these five past tense words and put them into a sentence: sprayed, delivered, shaved, admired and accepted or complete the table

Complete the table with the correct form of the verb.

Present tense	Past tense
have	
	watched
wait	
see	
	went
	jumped
blink	
do	
	got

4. Verbs challenge - explain the rules for adding ed verb to these verbs. Watch this video to help.
https://www.youtube.com/watch?v=Ud_cAf-vZMo
box, call, decide, rain, prefer, play, shave, travel, cry and shiver.
5. Regular past tense words end in **-ed** - **Irregular past tense** verbs are **past** verbs that do not take the standard '-ed' ending e.g. ride becomes rode or swim becomes swam.
Find the past tense words for these present tense verbs;
Run, see, make, leave, meet, hold, ring, hit, blow and fly.
Then play the following game:
<https://learnenglishkids.britishcouncil.org/grammar-practice/past-simple-sentences>

found out about St. Ives. Describe what you did while you were there such as a day at the beach, visiting the museum or lighthouse, what the weather was like, and what you stayed in. Remember to use the first person, past tense and your feelings.

- 2) Drawing a beach hut: Have a go at following the video to draw a beach hut.



- 3) Design an eye-catching poster: Think about all the ways we need to stay safe whilst at the seaside. What dangers might we face from the sun or sea? Use colourful pictures, information, and tips to make your poster eye-catching!
Challenge: Include a rhetorical question!

RE - to describe the variety of practices and ways of life in religions and understand how these, stem from, and are closely connected with, beliefs and teachings

Suggested activities:

- 1) Complete the activity 'Ramadan'

Other useful websites/ideas:

St. Ives: <https://www.stives-cornwall.co.uk/>
<https://www.visitcornwall.com/places/st-ives>

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

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

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

Ramadan: <https://www.bbc.co.uk/programmes/p02mwdxj>
<https://www.youtube.com/watch?v=WNey5Rqv30g>

SPAG: <https://learnenglishkids.britishcouncil.org/grammar-practice/past-simple-sentences>